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Commission on Jewish Continuity. Cleveland, Ohio, 1988-1990.

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The Jewish Community Federation of Cleveland

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

March 30, 1988

Mr. Perry Davis
535 Fifth Avenue
New York, NY 10017

Dear Perry:

It was a real pleasure meeting you during your visit to Cleveland last week. You are embarking on an exciting project, and we will certainly do whatever we can to help. Joel Fox and I look forward to meeting with you during your next trip in, so that we can share with you what we have been working on in our local Commission on Jewish Continuity. I thought it would be helpful to provide you with some background history and reading so that we can focus our time more directly when we meet. Following, therefore, is an overview of our process and a list of the materials in the enclosed packet.

The commission started as a Federation study process on Jewish continuity issues. It spent about a year and a half researching issues and trends, hearing from a broad range of national experts. At the conclusion of that study, it decided to focus on Jewish education, particularly in the areas of personnel, parent and family education, and beyond the classroom education as priorities for communal intervention. These priority directions are summarized in Barry Shrage's paper, "From Experimentation to Institutionalized Change."

Significantly, it was at this stage that the Congregational Plenum, representing Cleveland's congregations, was invited to co-sponsor the Commission on Jewish Continuity process. Previous Federation studies on Jewish education (1976, 1981) had been conducted by the Federation without the involvement of the congregations. This resulted in avoidance, by and large, of the critical issues facing the congregational supplementary schools, where 80% of our children receive their Jewish education. Now these schools are at the heart of our efforts. Also, the leadership structure is evenly divided between Federation designated leaders and Plenum designated leaders. While many of the people actually involved wear hats in both worlds, it has strengthened our ability to move ahead to have credible congregational leadership involved throughout the process. We also firmly believe this will be critical to our success in the next phase of selling the overall recommendations and implementing them.

For the past ten months we have been working in four task forces. Three are almost finished with their work and will report out to the full Commission on Jewish Continuity this summer. The fourth is on a later time track.

PRESIDENT • HON. MILTON A. WOLF • VICE-PRESIDENTS • GEORGE N. ARONOFF • CHARLES A. RATNER • BARBARA S. ROSENTHAL
TREASURER • ALVIN L. GRAY • ASSOCIATE TREASURER • ROBERT GOLDBERG • EXECUTIVE DIRECTOR • STEPHEN H. HOFFMAN

TASK FORCE ON BEYOND THE CLASSROOM EDUCATION

This group has focused on the communal supports necessary to integrate retreats, youth group experiences, Israel trips, and intensive Jewish summer camping into the Jewish educational experience of each child. The major recommendation calls for the creation of a retreat institute to help schools develop, staff, implement, and evaluate retreat and camping programs.

TASK FORCE ON PARENT AND FAMILY EDUCATION

The goal is to enable our gateway institutions, our congregations and JCC, to maximize the impact of their contacts with young families and to help build the home into a Jewish education supporting environment. The major recommendation calls for the creation of Jewish family educator positions in congregations, partially or fully funded by the community.

PERSONNEL TASK FORCE

This task force has considered several strategies which are aimed at building Jewish education into a profession. Critical components include:

1. Cleveland Fellows -- A comprehensive approach to recruiting, educating, and placing professional educators in Cleveland's educational institutions. We expect this program to carry several critical elements:
 - a) students will have significant field placements in schools or agencies;
 - b) faculty will be responsible for consulting with schools on specific projects;
 - c) students will be fully stipended throughout the program;
 - d) students finishing the program will be guaranteed starting positions in Cleveland schools or agencies at a reasonable starting professional salary level;
 - e) over time this program will develop a new generation of senior personnel for Cleveland's educational system;
 - f) the program will incorporate new educational areas of beyond the classroom and parent and family education.
2. In-Service Training -- A proposal is in process to carry in-service training in our community a dramatic step forward. A new element to be introduced is a Professional Growth Plan, an individualized continuing education program for a targeted group of teachers who have long-term potential for the local field of Jewish education.
3. Day School Teachers -- A targeted approach to addressing the salary gap between our day school teachers and local private school teachers.

BLUE SKY TASK FORCE

This fourth task force is on a later time track. We will use it to focus discussion on the structural issues raised by the recommendations of the other task forces, including: how we integrate these new programs into existing communal support structures; how congregations need to change to be more effective in developing Jewish continuity; and what kind of ongoing role the Commission on Jewish Continuity should have in planning for Jewish education.

That summarizes where we are now. This summer we expect to pull the task force reports into an overall, integrated report. We then expect to spend the next year developing specific implementation plans for the various recommendations, including putting together the funding.

Enclosed to help you understand what I have described above are the following:

1. Mission statement of the Commission on Jewish Continuity.
2. Barry Shrage's paper, "From Experimentation to Institutionalized Change."
3. Issues papers and work plans for the four task forces.
4. Report of the Task Force on Beyond the Classroom Education (Draft #5).
5. Draft (#2) of the report of the Task Force on Parent and Family Education.
6. Cleveland Fellows proposal.
7. In-Service Training proposal (Draft).
8. Day School Subcommittee issues paper and documents.
9. Blue Sky Task Force concept paper.

I know this seems like a lot, but it really is a brief overview. Joel and I will be glad to go into greater depth and answer your questions when we have an opportunity to meet with you. Best wishes for a happy and kosher Pesach.

Sincerely,



Mark Gurvis, Planning Associate

MG:dv:16:3

Enclosures

cc: Joel Fox
Henry Zucker

HL2
Premier Industrial Foundation

4500 EUCLID AVENUE
CLEVELAND, OHIO 44103

March 31, 1988


Dear Mark:

Thanks for giving me a copy of your letter of March 30th to Perry Davis. It is an excellent letter, and what is more important, it shows a great deal of excellent planning and good process to implement the work of the local Commission on Jewish Continuity. Perry should find it very helpful.

I believe we are at a particularly good juncture in community affairs to be optimistic about very important advances in the field of Jewish education. I am glad to know that you and Joel are in the key spots to make things happen.

Regards.

Cordially,



HENRY L. ZUCKER

Mr. Mark Gurvis
Planning Associate
Jewish Community Federation
1750 Euclid Avenue
Cleveland, Ohio

cc: Perry Davis



- ☒ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73090 (REV. 10/86) PRINTED IN U.S.A.

FUNCTION COMMISSION ON JEWISH EDUCATION/CONTINUITY

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR Arthur J. Naparstek

DATE 5/20/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
4.	Define Commission Agenda.		MLM/ HLZ AJN	5/18/88	6/15/88	
5.	Define Pre-Commission Meeting Tasks and Timetable.		AJN/ SF/ AH	5/20/88 and 5/25/88	5/25/88 5/25/88	
6.	Set Date and Agenda for Senior Policy Advisors.		AJN	5/19/88	5/20/88	
7.	Prepare logistics for Commission meeting.		VFL	5/18/88	5/31/88	
8.	Announce and invite to first Commission meeting.		MLM/	5/20/88	6/3/88	
9.	Prepare Commission meeting materials.		AJN	5/20/88	7/1/88	
	a. Mission statement		AJN	5/20/88	7/1/88	
	b. Papers to be given by Berman (?), Mintz, Yanowitz		AJN	5/20/88	7/1/88	
	c. Paper on Commission structure and charge to Task Forces		AJN	5/20/88	7/1/88	
10.	Staff and space needs for Commission operation.		AJN/ VFL	5/20/88	7/1/88	
11.	Expense and travel policy.		AJN VFL	5/20/88	5/30/88	



- ☒ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73090 (REV 10/86) PRINTED IN U.S.A.

FUNCTION COMMISSION ON JEWISH EDUCATION/CONTINUITY

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR Arthur J. Naparstek

DATE 6/1/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Need to finalize Commission and Senior Policy Advisors			5/25/88	6/3/88	
	Commissioners					
	a. Baron (Originally assigned to CS)		HLZ			
	b. Bronfman		MLM			
	c. Crown		MLM			
	d. Eizenstadt		AJN			
	e. Jesselson		MLM			
	f. Shapiro		MLM			
	g. Smith		SF			
	h. Wexner		MLM			
	i. Granovsky (after Bronfman)		HLZ/SF			
	j. Ziegelman (Greenberg to be asked to contact)		HLZ			
	k. Tisch (or Tishman or Zorensky)		AJN			
	l. Ackerman		HLZ			
	m. Arnow (Mr., Mrs., David?)		HLZ			
	n. Mogulof		HLZ			
	o. Evans		HLZ			
	p. Hiller		HLZ			
	q. Kochitsky (after Bronfman)		HLZ			
	r. Hecht (after Bronfman)		HLZ			
	Letter of appointment		AJN			
	Presidents of Higher Education					
	a. Gottschalk		MLM			
	b. Schorsh		MLM			
	c. Green (Further discussion with MLM)		AJN			
	Senior Policy Advisors					
	a. Phone invitation		HLZ		5/31/88	
	b. Follow-up letter		HLZ		6/3/88	
2.	Set Date for First Commission Meeting					
	Phone calls confirming 8/1 date		SF/VFL		5/31/88	
3.	Define Commission Agenda		MLM/ HLZ/AJN			



PREMIER INDUSTRIAL CORPORATION

 SEE MANAGEMENT MANUAL POLICY NO. 8.5
 FOR GUIDELINES ON THE COMPLETION
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

- ☒ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

73890 (REV. 10/85) PRINTED IN U.S.A.

FUNCTION COMMISSION ON JEWISH EDUCATION/CONTINUITY

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR Arthur J. Naparstek

DATE 6/1/88

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
4.	Set Date and Agenda for Senior Policy Advisors		AJN/SF		6/3/88	
5.	Set meeting for educators attending CAJE		AJN		6/3/88	
6.	Prepare logistics for Commission meeting		VFL		6/3/88	
7.	Pre-Commission meetings with Commissioners -prepare interview format		SF/AH/ AJN/HLZ AH		7/11/88 6/3/88	
8.	Prepare Commission meeting materials					
	a. Mission statement		AJN/SF/AH		7/1/88	
	b. Papers to be given by Mintz, Yanowitz and Berman		AJN/SF/AH		7/1/88	
	c. Paper on Commission structure and charge to task forces		AJN		7/1/88	
9.	Expense and travel policy		AJN/VFL		6/3/88	



התקף

THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

June 8, 1988

MEMORANDUM

TO: Sylvia Abrams
David Ariel

Alan D. Bennett
Lifsa Schachter

FROM: Mark Gurvis *MG*

RE: Redraft of Report on In-Service Education

Enclosed is a new redraft of the Report on In-Service Education. Please note that the rationale and recommendation for the institutional stipend has been added (2nd paragraph on Page 3 and recommendation 4 on Page 6).

The other significant change, based on your input, is the grouping of several planning steps into one overall recommendation (#3, a-e).

Now attached to the report is a proposed budget with explanations.

Please let me know if you have any comments on this redraft. It will be going to the committee shortly in preparation for the July 7 Personnel Task Force meeting.

MG/jaog0420:3

Enclosure

cc: Art Naparstek
Stan Wertheim

REPORT ON IN-SERVICE EDUCATION

EXECUTIVE SUMMARY

The 1982 BJE study of educator services led to major improvements in programming the Cleveland Jewish community. This growth of educator services requires additional efforts and a new level of coordination and planning on teacher education between the BJE and College of Jewish Studies. Because of identified factors which inhibit the development of integrated, ongoing in-service teacher education programs with sequential experiences, the report calls for developing a model for individualized teacher education. A series of additional planning steps which respond to identified needs is also included.

REVIEW OF CURRENT SERVICES

The 1982 BJE study of teacher services articulated a series of goals in teacher education which have guided the development of programs and services at the Bureau of Jewish Education and College of Jewish Studies. These goals were:

1. To develop and implement an integrated pre-service/in-service teacher education program, including both BJE services and College courses;
2. To develop training opportunities for educational administrators; and
3. To organize a continuing in-service teacher education program which includes sequential experiences.

The 1982 study led to two major developments which have improved Jewish teacher education in Cleveland. One was the revitalization of the Cleveland College of Jewish Studies. The other was the development of the Jewish Educator Services Program of the Bureau of Jewish Education.

The College has resumed responsibility for teacher education, and its programs have shown significant growth. The College now includes faculty at the doctoral level in Jewish education and draws on international visiting faculty which attract members of the education community who are not regular students at the College.

Currently, the College offers three degree programs at the Bachelor and Master level which provide Judaic and educational training for career personnel in Jewish education: the Bachelor of Jewish Studies, the Master of Jewish

Studies, and the Master of Jewish Educational Administration (M.J.E.A.). The Master in Educational Administration is based on a cooperative arrangement with the Department of Education at John Carroll University. More than half of the thirty-four students formally enrolled in graduate degrees at the College are Jewish educators. An additional fifty educators are enrolled in regular courses at the College each year.

In-service education was institutionalized into BJE services with the inception of the Jewish Educator Services Program (JESP) during the 1982-83 academic year. Initially funded in part by a JCF Endowment Fund grant, in 1986 it became part of the regular Bureau operation and budget. A variety of components were recommended for JESP in order to attract the widest possible number of teachers with varying levels of commitment, interest, knowledge, and skills. Although geared primarily for teachers in supplementary schools, the programs have also succeeded in attracting day school teachers. Since JESP was implemented it has undergone a series of modifications. It has evolved into a mechanism for involving a broad spectrum of teachers in a variety of in-service education opportunities, and led to the creation of valuable new programs such as the BJE's Teacher Materials Center and the M.J.E.A. at the College. Many JESP courses now earn continuing education credits (C.E.U.'s) from Ohio's Department of Education. The College has worked very closely with the Bureau to support the JESP program, providing faculty and course offerings. In the 1986-87 school year there were 311 JESP participants, representing 215 individuals.

The current components of JESP are:

1. Introduction to Jewish Teaching - a program of eight 2½ hour seminars in late summer for new teachers in supplementary schools; eligible for C.E.U.'s.
2. Teacher Corps - a 30-session, year-long seminar to intensify the background and skills of successful classroom teachers. This is a cooperative effort with the CCJS through which participants earn 8 credits.
3. Mini-Courses - 10-hour modules on a variety of subjects; eligible for C.E.U.'s.
4. Scholar-in-Residence - brings scholars to the community to broaden knowledge in specific Jewish education areas.
5. Teacher Conference Grants - eliminated in 1987/88 due to JESP budget cuts.
6. Teacher Recognition Programs - schools nominate veteran teachers for community recognition through invited participation in a dinner seminar series.
7. Training Follow-Through (coaching) - one-on-one observation and counseling process to help teachers integrate newly learned skills and knowledge into their classroom teaching. This component is incorporated into the Teacher Corps and several other JESP mini-courses and College courses.

Stipends were included in the original JESP program for all of its components. They demonstrated success in motivating educators to enroll in professional growth programs. School leadership was more willing to encourage personnel to participate when stipends were available. When the JESP program shifted from JCF endowment funding into the regular BJE budget, funding reductions resulted in a cutback in available stipends. The following levels of stipends are currently available:

1. \$50 for 4-session mini-courses with 4 coaching sessions.
2. \$100 for College semester course with 6 coaching sessions.
3. \$500 for Teacher Corps.

School directors point to lack of funds for compensation of time spent in in-service programs and for course fees as the major impediment to encouraging and achieving greater participation. In Baltimore a program was implemented several years ago providing special funding to congregational schools maintaining 75% participation in a minimum level of in-service education. It has resulted in 82% participation by congregational school teachers.

The growth of teacher education programs at the Bureau and the College requires a new level of coordination between the two agencies. This coordination is necessary to ensure that the community benefits from an integrated pre-service/in-service education program, and that responsibilities are appropriately divided between the agencies.

IDENTIFYING CURRENT PROBLEMS

The community has made significant gains in the past few years. However, the BJE and College still function in a context which inhibits fulfillment of the community's goal of developing a system of comprehensive, integrated, and sequential teacher education. Following are structural and programmatic factors which remain problematic:

1. Variance in Teaching Positions -- Teachers vary in the extent to which teaching is their primary occupation. Some teach only one day/week; others work several days/week or every day. Also, teachers have various levels of willingness to invest time in teacher education and different levels of needed skills and knowledge.
2. Insufficient Base in Subject Matter -- There are many supplementary school teachers who have not had a Jewish education beyond the high school level, who therefore lack a deep knowledge of the subjects they are teaching.
3. Multiple and Divergent Approaches to Standards and Licensing -- The absence of clear standards and criteria inhibits the development of comprehensive approaches.

4. Inadequate Assistance to Teachers Entering the System -- The amount of guidance provided to beginning teachers does not meet required levels.
5. Absence of Sufficient Teacher Coaches -- The community needs more personnel to follow through on skills and competencies learned by teachers in various training programs. Also, directors or middle management school personnel need assistance to support in-service education within their schools.
6. Variety of Settings -- Development of a comprehensive approach for an individual teacher's professional growth is complicated by working in more than one setting. There were 35 teachers who worked in more than one school in the 1986-87 school year. In 1987-88 there are 50.
7. Fragmentation Within Schools and Systems -- In many cases, the educational program for a given student is divided between two schools. Even where the education takes place in a single institution, the program for individual students may be divided among departments which are not completely integrated. This fragmentation further complicates attempts to plan systematic and integrated teacher education programs.

Because many of these factors are endemic to a system of autonomous schools and congregations, a critical new approach to individualized teacher education is now needed.

RECOMMENDATIONS

1. The BJE and College should develop a new, ongoing process of coordination and planning of teacher education services. Directed by the BJE Assistant Director and the ~~Assistant Professor of Jewish Education~~ at the College, this process should: *Director of Education Program*
 - a) determine appropriate divisions of responsibility between the two agencies;
 - b) determine which in-service offerings are appropriate for stipends;
 - c) direct future planning for teacher education.
2. The BJE and College should create a Personal Growth Plan (PGP) program as a model for an individualized approach to continuing education. This approach takes into account that many teachers enter the field without the requisite backgrounds in subject matter mastery, pedagogic knowledge, and teaching skills, and that teachers have different strengths with regard to each. The PGP approach should be developed as a pilot project with 50 teachers. The experience with the PGP pilot should guide planning for ongoing and new in-service education programs during the next few years.
 - a) The PGP should be coordinated through the new joint planning process identified above. Administrative support for personnel and financial records should be housed at the BJE.

- b) An initial pilot group of 50 teachers should be recruited over 1½ years for the PGP program. The target group should be drawn from a variety of teaching positions and settings on recommendations from school directors, and from College faculty and Bureau personnel.
 - c) The coordinators (BJE Assistant Director and College ~~Assistant Professor in Jewish Education~~ *Director of Education Program*) would direct a counseling process through which each PGP participant develops an individual plan to be accomplished within a set period of time. Components of the plan could include courses at the College of Jewish Studies or other local colleges and universities, JESP courses, approved seminars in Israel, and approved study under synagogue auspices. PGPs should be goal oriented, leading teachers to completion of accreditation, licensure, degree programs, or other appropriate goals.
 - d) The individualized plan should be developed in conjunction with the participant's primary supervisor to provide an opportunity for input. The coordinators would monitor each participant's progress through periodic meetings with participant and contact with supervisors.
 - e) Completion of a PGP could lead to higher level plans, engaging the teacher in ongoing, sequential study.
 - f) Participants would receive \$500 stipends upon completion of their PGP's. In addition, they would receive the regular stipends for courses and seminars available to other teachers.
 - g) The coordinators should promote the creation of educational opportunities which meet the needs of PGP participants.
 - h) Outside, independent evaluation should determine:
 - 1) the extent to which the PGP program leads to, completion of plans, sequential courses of study, and attainment of recognized credentials (degrees, licensure, certification, etc.);
 - 2) the appropriateness of the PGP approach for different kinds of teachers;
 - 3) the effectiveness of the stipends as incentives for participation;
 - 4) the level of institutional commitment to the program;
 - 5) teacher satisfaction with the program;
 - 6) and impact on teachers' intent to continue teaching and on actual retention.
3. Through their new coordination and planning process, the BJE and College should:

- a) with the local Board of License, review current community standards in licensure and certification and make necessary revisions to the current system.
 - b) develop a mentor program for new teachers as part of the Introduction to Jewish Teaching course.
 - c) create a new program to train field coaches.
 - d) increase the number of in-service offerings which include field coaching, or other components which help teachers integrate newly acquired skills or knowledge into their classroom teaching.
 - e) create a community teacher's seminar in Israel.
4. Each supplementary school maintaining 75% teacher participation in a minimum level of in-service education would receive special funding to be used for in-service education program fees, conference and Israel seminar grants, or teacher salary supplements.
- a) The BJE and College will determine, in consultation with school directors and teachers, appropriate minimum levels of participation.
 - b) The BJE and College will develop an annual approved list of courses for this funding program.
 - c) Eligible schools will receive \$10/student enrolled only in that school, and \$5/student also enrolled in another school, for a maximum of \$7,500/school.
5. Stipends should be made available for more in-service offerings, including courses at the College.
6. The community should reinstate teacher conference and seminar grants into the JESP budget. This should include a comprehensive approach to recruiting new participants.

DRAFT3 YEAR BUDGET FOR IN-SERVICE EDUCATION RECOMMENDATION

<u>Program</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<u>PGP Program</u>			
a) completion stipends ¹ 50 @ \$500		\$ 10,000	\$ 15,000
b) Stipends for study other ² than BJE or CCJS courses	\$ 2,000	2,000	2,000
c) $\frac{1}{2}$ FTE clerical support at BJE	6,000	6,000	6,000
d) materials and postage	500	500	500
e) evaluation study		3,000	
<u>Stipends</u>			
a) Field coaching & ³ workshop/seminar up to 50 @ \$200	3,400	6,600	10,000
b) JESP courses - up to ⁴ 300 @ \$60	12,000	15,000	18,000
c) CCJS courses - up to ⁵ 150 @ \$100/2 credits, \$200/3 credits	10,000	16,500	20,000
d) Institutional Stipend ⁶	25,000	30,000	40,000
<u>Conference & Seminar Grants</u> ⁷	6,000	6,000	6,000
<u>Hiring Field Coaches</u> ⁸ for BJE/CCJS courses -- up to 50 participants	10,200	19,800	30,000
<u>Israel Teacher Seminar</u> ⁹	12,500	12,500	12,500
<u>TOTAL EXPENSES</u>	<u>\$ 87,600</u>	<u>\$ 127,900</u>	<u>\$ 160,000</u>
<u>INCOME</u>			
Current BJE budget (stipends, coaching)	\$ 11,700	\$ 11,700	\$ 11,700
<u>SUBVENTION NEEDED</u>	<u>\$ 75,900</u>	<u>\$116,200</u>	<u>\$148,300</u>

Budget Justifications for In-Service Education Recommendations

1. Assumes that 20 of the pilot participants will complete their PGP's in Year 2 and begin new PGP's, and that the remaining 30 pilot participants will finish in Year 3.
2. Some PGP participants may take courses at John Carroll University or other local colleges. This allows for some funds to be available for appropriate stipends.
3. Assumes that 17 teachers will be field coached in Year 1; 33 teachers in Year 2; and 50 in Year 3.
4. Assumes 200 enrollments in Year 1; 250 enrollments in Year 2; 300 enrollments in Year 3.
5. Assumes 50 enrollments in 2 credit courses and 25 enrollments in 3 credit courses in Year 1; 85 in 2 credit courses and 40 in 3 credit courses in Year 2; and 100 in 2 credit courses and 50 in 3 credit courses in Year 3.
6. Funding level is based on a school receiving \$10 per student enrolled only in that school and \$5 per student also enrolled in another school. This funding is for supplementary schools only. \$40,000 is the maximum cost if all schools achieve 75% teacher participation.
7. Restores this funding to its previous level.
8. Field coaching for 1 teacher is comprised of 8 classroom visits with pre- and post-visit meetings. This totals 24 contact hours/year/teacher. Total cost for 50 teachers @ \$25/hour salary for coaches = \$30,000. Cost projections pegged to #3.
9. Assumes \$500 community subsidy per teacher at 25 participants per year.

/jaog0403:1

PROJECTED THREE YEAR BUDGET *

<u>Program</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<u>PGP Program</u>			
a) completion stipends ¹ 50 @ \$500		\$ 10,000	\$ 15,000
b) Stipends for study other ² than BJE or CCJS courses	\$ 2,000	2,000	2,000
c) $\frac{1}{2}$ FTE clerical support at BJE	6,600	7,000	7,405
d) materials and postage	500	550	600
e) evaluation study		3,000	
<u>Stipends</u>			
a) Field coaching & ³ workshop/seminar up to 40 @ \$200	4,000	6,000	8,000
b) JESP courses - up to ⁴ 300 @ \$60	12,000	15,000	18,000
c) CCJS courses - up to ⁵ 150 @ \$100/2 credits, \$200/3 credits	10,000	16,500	20,000
d) Institutional Stipend ⁶	25,000	30,000	40,000
<u>Conference & Seminar Grants</u> ⁷	6,000	6,000	6,000
<u>Hiring Field Coaches</u> ⁸ for BJE/CCJS courses -- up to 40 participants	6,000	12,000	18,000
<u>Israel Teacher Seminar</u> ⁹	12,500	12,500	12,500
<u>TOTAL EXPENSES</u>	\$ 84,600	\$ 120,550	\$ 147,500
<u>INCOME</u>			
Current BJE budget (stipends, coaching)	\$ 7,900	\$ 7,900	\$ 7,900
<u>SUBVENTION NEEDED</u>	\$ 76,700	\$112,650	\$139,600

* It is anticipated that modification of the second and third year projections will be necessary as the ongoing monitoring of actual experience points to adjustments in the program.

Budget Justifications for In-Service Education Recommendations

1. Assumes that 20 of the pilot participants will complete their PGP's in Year 2 and begin new PGP's, and that the remaining 30 pilot participants will finish in Year 3.
2. Some PGP participants may take courses at John Carroll University or other local colleges. This allows for some funds to be available for appropriate stipends.
3. Approximately 10 teachers are currently field coached, other than those in the Teacher Corps. An additional 10/year will be coached to reach 40 in Year 3. Also, the level of stipend will be standardized at \$200.
4. Assumes 200 enrollments in Year 1; 250 enrollments in Year 2; 300 enrollments in Year 3.
5. Assumes 50 enrollments in 2 credit courses and 25 enrollments in 3 credit courses in Year 1; 85 in 2 credit courses and 40 in 3 credit courses in Year 2; and 100 in 2 credit courses and 50 in 3 credit courses in Year 3.
6. Funding level is based on a school receiving \$10 per student enrolled only in that school and \$5 per student also enrolled in another school. This funding is for supplementary schools only. \$40,000 is the maximum cost if all schools achieve 75% teacher participation.
7. Restores this funding to its previous level.
8. Field coaching for 1 teacher is comprised of 8 classroom visits with pre- and post-visit meetings. This totals 24 contact hours/year/teacher, at \$25/hour salary. Projected use is pegged to #3.
9. Assumes \$500 community subsidy per teacher at 25 participants per year.

/jaog0403:1

COST OF
DAY SCHOOL SALARY UPGRADES

	Per Capita Increase By Stages	Total Agnon*	Agnon School Share	Agnon Comm. Share	Total Schechter**	Schechter School Share	Schechter Comm. Share	Comm. Total
Year 1	3,000	40,500	12,150	28,350	54,000	16,200	37,800	66,150
Year 2	3,000	81,000	24,300	56,700	108,000	32,400	75,600	132,300
Year 3	2,000	108,000	32,400	75,600	144,000	43,200	100,800	176,400
Year 4	2,000	135,000	40,500	94,500	180,000	54,000	126,000	220,500

* Agnon estimates based on 13½ FTE faculty.

** Schechter estimates based on 18 FTE faculty.

COMMUNITY TEACHERS PROPOSAL

PROPOSED BUDGET

Expenses

Year 1

Year 2

Year 3

Teachers' salary
(@ 22,000-25,000)

\$66,000

\$94,000

\$125,000

Benefits (avg. 18%)

12,000

17,100

22,750

BJE interviewing, recruiting &
administration

1,000

1,250

1,500

Advertising

750

750

750

BJE Financial Services

1,200

1,400

1,600

JESNA exchange fees (@ \$150/year)

300

450

450

\$81,250

\$114,950

\$152,050

Income

Schools' contribution to
salaries (@ \$16,000-20,000)

\$49,650

\$72,900

\$99,550

BJE in kind services

1,600

2,050

2,500

Outside Funding

30,000

40,000

50,000

\$81,250

\$114,950

\$152,050

MG:dv:75:6

June 1988

DRAFT

PROPOSAL FOR COMMUNITY TEACHERS

NEED

The shortage of qualified personnel for Jewish schools has reached crisis proportions. In the past few years, the number of qualified teachers available to be referred by the Bureau of Jewish Education to fill vacancies in the schools has dwindled drastically. In 1987/88, there were only seven referrals to fill 38 vacancies in the schools. As a result of the shortage, many vacancies are filled at the last minute with unqualified personnel. This compounds the retention problem that schools face because these teachers are quickly frustrated and do not stay in the field very long.

One way to address recruitment needs is to enable professionally trained teachers to serve the community more fully. By combining teaching positions from several schools, it is possible to reduce the overall number of persons who teach throughout the community. This has happened haphazardly to some extent. Although 50 teachers worked in more than one school in 1987/88, there has been no systematic approach to recruit and place professionally trained Jewish educators, each in a variety of teaching positions to comprise full-time teaching loads. Also, benefits are available only to teachers working at least 1,000 hours per year in one of the communal day or supplementary schools. A

previous Bureau attempt to recruit for a combined position between two schools failed when the joint salary package was inadequate.

PROPOSAL

The Bureau of Jewish Education should create five full-time teaching positions. Schools would contract with the Bureau for the use of these teachers for specific teaching positions. The teachers would be employees of the Bureau and eligible for benefits through the Bureau.

Candidates for the positions should be professional Jewish educators who are either currently teaching 20 hours per week or less in Cleveland, or are teaching in another community. The Bureau will use a variety of sources to recruit teachers, including the JESNA Moreh Shaliach program, the College of Jewish Studies, local universities, and local and national advertising.

Each spring the Bureau would offer schools the opportunity to contract for the time of the community teachers. Once the individual is agreed to by a school, that school is obligated to employ the teacher for the entire school year. Schools would be expected to abide by the Bureau's Code of Practices for Teachers. Because of the experimental nature of this approach, the Bureau should start with three teachers in Year 1, adding one teacher each year to

reach a total of five in the third year. An evaluation should be conducted at the close of three years to determine if the program alleviates recruitment problems for the schools and attracts more full-time professionals to the local field of teaching.

BUDGET

<u>Expenses</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Teachers' salary package incl. benefits (@ \$26,000)	\$78,000	\$104,000	\$130,000
BJE interviewing, recruiting & administration	1,000	1,250	1,500
Advertising	750	750	750
BJE Financial Services	1,200	1,400	1,600
JESNA exchange fees (@ \$150/year)	300	450	450
	<hr/>	<hr/>	<hr/>
	\$81,250	\$107,850	\$134,300

Income

Schools' contribution to

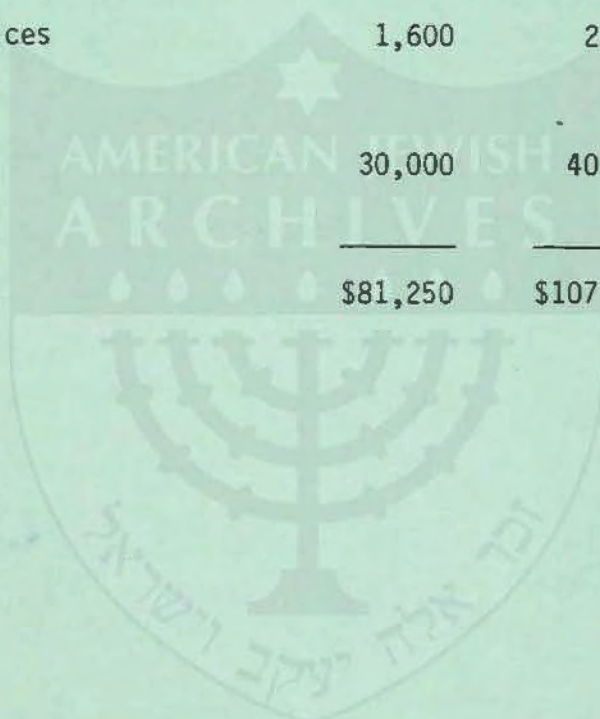
salaries (@ \$16,000-17,000)	\$49,650	\$65,800	\$81,800
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BJE in kind services	1,600	2,050	2,500
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Outside Funding	30,000	40,000	50,000
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	<u>\$81,250</u>	<u>\$107,850</u>	<u>\$134,300</u>
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REPORT ON IN-SERVICE EDUCATION

EXECUTIVE SUMMARY

The 1982 Bureau of Jewish Education study of educator services and the revitalization of the Cleveland College of Jewish Studies led to major improvements in educational programming for the Cleveland Jewish community. This growth of educator services requires additional efforts and a new level of coordination and planning for teacher education programs between the BJE and College of Jewish Studies. Because of identified factors which inhibit the development of integrated, ongoing in-service teacher education programs with sequential experiences, the report calls for developing a model for individualized teacher education. A series of additional planning steps which respond to identified needs is also included.

REVIEW OF CURRENT SERVICES

The 1982 BJE study of teacher services articulated a series of goals in teacher education which have guided the development of programs and services at the Bureau of Jewish Education and College of Jewish Studies. These goals were:

1. To develop and implement an integrated pre-service/in-service teacher education program, including both BJE services and College courses;
2. To develop training opportunities for educational administrators; and
3. To organize a continuing in-service teacher education program which includes sequential experiences.

Since its revitalization in recent years, the College has resumed responsibility for teacher education, and its programs have shown significant growth. The College now includes faculty at the doctoral level in Jewish education and draws on international visiting faculty which attract members of the education community who are not regular students at the College.

Currently, the College offers three degree programs at the Bachelor and Master level which provide Judaic and educational training for career personnel in Jewish education: the Bachelor of Jewish Studies, the Master of Jewish Studies, and the Master of Jewish Educational Administration (M.J.E.A.). The Master of Educational Administration is based on a cooperative arrangement with

the Department of Education at John Carroll University. More than half of the thirty-four students formally enrolled in graduate degrees at the College are Jewish educators. An additional fifty educators are enrolled in regular courses at the College each year.

The 1982 BJE study led to the development of the Jewish Educator Services Program (JESP), which institutionalized in-service education into BJE services during the 1982-83 academic year. Initially funded in part by a JCF Endowment Fund grant, JESP became part of the regular Bureau operation and budget in 1986. A variety of components were recommended for JESP in order to attract the widest possible number of teachers with varying levels of commitment, interest, knowledge, and skills. Although geared primarily for teachers in supplementary schools, the programs have also succeeded in attracting day school teachers.

Since JESP was implemented it has undergone a series of modifications. It has evolved into a mechanism for involving a broad spectrum of teachers in a variety of in-service education opportunities, and led to the creation of valuable new programs such as the BJE's Teacher Materials Center and the M.J.E.A. at the College. Many JESP courses now earn continuing education credits (C.E.U.'s) from Ohio's Department of Education. The College has worked very closely with the Bureau to support the JESP program, providing faculty and course offerings. In the 1986-87 school year there were 311 JESP participants, representing 215 individuals.

The current components of JESP are:

1. Introduction to Jewish Teaching - a program of eight 2½ hour seminars in late summer for new teachers in supplementary schools; eligible for C.E.U.'s.
2. Teacher Corps - a 30-session, year-long seminar to intensify the background and skills of successful classroom teachers. This is a cooperative effort with the CCJS through which participants earn 8 academic credits.
3. Mini-Courses - 10-hour modules on a variety of subjects; eligible for C.E.U.'s. Shorter modules are offered for teachers in Conservative schools, co-sponsored with United Synagogue.
4. Scholar-in-Residence - brings scholars to the community to broaden knowledge in specific Jewish education areas.
5. Teacher Conference Grants - eliminated in 1987/88 due to JESP budget cuts.
6. Teacher Recognition Programs - schools nominate veteran teachers for community recognition through invited participation in a dinner seminar series.
7. Training Follow-Through (coaching) - one-on-one observation and counseling process to help teachers integrate newly learned skills and knowledge into their classroom teaching. This component is incorporated into the Teacher Corps and several other JESP mini-courses and College courses.

Stipends were included in the original JESP program for all of its components. They demonstrated success in motivating educators to enroll in and complete professional growth programs. School leadership was more willing to encourage personnel to participate when stipends were available. When the JESP program shifted from JCF endowment funding into the regular BJE budget, funding reductions resulted in a cutback in available stipends. The following levels of stipends are currently available:

1. \$50 for 4-session mini-courses with 4 coaching sessions.
2. \$100 for College semester course with 6 coaching sessions.
3. \$500 for Teacher Corps.

School directors point to lack of funds to compensate for time spent in in-service programs and for course fees as the major impediment to encouraging and achieving greater participation. In Baltimore a program was implemented several years ago providing special funding to congregational schools which maintained participation by 75% of their teachers in a minimum level of in-service education programs. It has resulted in 82% participation by congregational school teachers.

The growth of teacher education programs at the Bureau and the College requires a new level of coordination between the two agencies. This coordination is necessary to ensure that the community benefits from an integrated pre-service/in-service education program, and that responsibilities are appropriately divided between the agencies.

IDENTIFYING CURRENT PROBLEMS

The community has made significant gains in the past few years. However, the BJE and College still function in a broad community context which inhibits fulfillment of the community's goal of developing a system of comprehensive, integrated, and sequential teacher education. Following are structural and programmatic factors which remain problematic:

1. Variance in Teaching Positions -- Teachers vary in the extent to which teaching is their primary occupation. Some teach only one day/week; others work several days/week or every day. Also, teachers have various levels of willingness to invest time in teacher education and different levels of needed skills and knowledge.
2. Insufficient Base in Subject Matter -- There are many supplementary school teachers who have not had a Jewish education beyond the high school level, who therefore lack a deep knowledge of the subjects they are teaching.
3. Multiple and Divergent Approaches to Standards and Licensing -- The absence of clear standards and criteria inhibits the development of comprehensive approaches.

4. Inadequate Assistance to Teachers Entering the System -- The amount of guidance provided to beginning teachers does not meet required levels.
5. Absence of Sufficient Teacher Coaches -- The community needs more personnel to follow through on skills and competencies learned by teachers in various training programs. Also, directors or middle management school personnel need assistance to support in-service education within their schools.
6. Variety of Settings -- Development of a comprehensive approach for an individual teacher's professional growth is complicated by working in more than one setting. There were 35 teachers who worked in more than one school in the 1986-87 school year. In 1987-88 there are 50.
7. Fragmentation Within Schools and Systems -- In many cases, the educational program for a given student is divided between two schools. Even where the education takes place in a single institution, the program for individual students may be divided among departments which are not completely integrated. This fragmentation further complicates attempts to plan systematic and integrated teacher education programs.

Because many of these factors are endemic to a system of autonomous schools and congregations, a critical new approach to individualized teacher education is now needed.

RECOMMENDATIONS

1. The BJE and College should develop a new, ongoing process of coordination and planning of teacher education services. Directed by the BJE Assistant Director and the Director of Education Programs at the College, this process should:
 - a) determine appropriate divisions of responsibility between the two agencies;
 - b) determine which in-service education offerings are appropriate for stipends;
 - c) direct future planning for teacher education.
2. The BJE and College should create a Personal Growth Plan (PGP) program as a model for an individualized approach to continuing education. This approach takes into account that many teachers enter the field without the requisite backgrounds in subject matter mastery, pedagogic knowledge, and teaching skills, and that teachers have different strengths with regard to each. The PGP approach should be developed as a pilot project with 50 teachers. The experience with the PGP pilot should guide planning for ongoing and new teacher education programs during the next few years.

- a) The PGP should be coordinated through the new joint planning process identified above. Administrative support for personnel and financial records should be housed at the BJE.
- b) An initial pilot group of 50 teachers should be recruited over 1½ years for the PGP program. The target group should be drawn from a variety of teaching positions and settings on recommendations from school directors, and from College faculty and Bureau personnel.
- c) The coordinators (BJE Assistant Director and College Director of Education Programs) would direct a counseling process through which each PGP participant develops an individual plan to be accomplished within a set period of time. Components of the plan could include courses at the College of Jewish Studies or other local colleges and universities, JESP courses, approved seminars in Israel, and approved study under synagogue auspices. PGPs should be goal oriented, leading teachers to completion of accreditation, licensure, degree programs, or other appropriate goals.
- d) The individualized plan should be developed in conjunction with and provide an opportunity for input from the participant's primary supervisor. The coordinators would monitor each participant's progress through periodic meetings with participant and contact with supervisors.
- e) Completion of PGP's should lead to higher level plans, engaging teachers in ongoing, sequential study.
- f) Participants would receive \$500 stipends upon completion of their PGP's. In addition, they would receive the regular stipends for courses and seminars available to other teachers.
- g) The coordinators should promote the creation of educational opportunities which meet the needs of PGP participants.
- h) Outside, independent evaluation should determine:
 - 1) the extent to which the PGP program leads to completion of plans, sequential courses of study, and attainment of recognized credentials (degrees, licensure, certification, etc.);
 - 2) the appropriateness of the PGP approach for different kinds of teachers;
 - 3) the effectiveness of the stipends as incentives for participation;
 - 4) the level of institutional commitment to the program;
 - 5) teacher satisfaction with the program;

- 6) and impact on teachers' intent to continue teaching and on actual retention.
3. Through their new coordination and planning process, the BJE and College should:
 - a) with the local Board of License, review current community standards in licensure and certification and make necessary revisions to the current system.
 - b) develop a mentor program for new teachers.
 - c) create a new program to train field coaches.
 - d) increase the number of in-service offerings which include field coaching, or other components which help teachers integrate newly acquired skills or knowledge into their classroom teaching.
 - e) create a community teacher's seminar in Israel.
4. Each supplementary school maintaining at least 75% teacher participation in a minimum level of teacher education programs would receive special funding to be used for teacher education program fees, conference and Israel seminar grants, or teacher salary supplements.
 - a) The BJE and College will determine, in consultation with school directors and teachers, appropriate minimum levels of participation based on the number of days teachers work in supplementary schools.
 - b) The BJE and College will develop an annual approved list of courses for this funding program.
 - c) Eligible schools will receive \$10/student enrolled only in that school, and \$5/student also enrolled in another school, for a maximum of \$7,500/school.
5. Stipends should be made available for more in-service education programs, including courses at the College.
6. The community should reinstate teacher conference and seminar grants into the JESP budget. This should include a comprehensive approach to recruiting new participants.

DRAFTREPORT ON3 YEAR BUDGET FOR IN-SERVICE EDUCATION RECOMMENDATIONS

<u>Program</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
<u>PGP Program</u>			
a) completion stipends ¹ 50 @ \$500		\$ 10,000	\$ 15,000
b) Stipends for study other ² than BJE or CCJS courses	\$ 2,000	2,000	2,000
c) $\frac{1}{2}$ FTE clerical support at BJE	6,600	7,000	7,405
d) materials and postage	500	550	600
e) evaluation study		3,000	
<u>Stipends</u>			
a) Field coaching & ³ workshop/seminar up to 40 @ \$200	4,000	6,000	8,000
b) JESP courses - up to ⁴ 300 @ \$60	12,000	15,000	18,000
c) CCJS courses - up to ⁵ 150 @ \$100/2 credits, \$200/3 credits	10,000	16,500	20,000
d) Institutional Stipend ⁶	25,000	30,000	40,000
<u>Conference & Seminar Grants</u> ⁷	6,000	6,000	6,000
<u>Hiring Field Coaches</u> ⁸ for BJE/CCJS courses -- up to 40 participants	6,000	12,000	18,000
<u>Israel Teacher Seminar</u> ⁹	12,500	12,500	12,500
<u>TOTAL EXPENSES</u>	\$ 84,600	\$ 120,550	\$ 147,500
<u>INCOME</u>			
Current BJE budget (stipends, coaching)	\$ 7,900	\$ 7,900	\$ 7,900
<u>SUBVENTION NEEDED</u>	\$ 76,700	\$112,650	\$139,600

Budget Justifications for In-Service Education Recommendations

1. Assumes that 20 of the pilot participants will complete their PGP's in Year 2 and begin new PGP's, and that the remaining 30 pilot participants will finish in Year 3.
2. Some PGP participants may take courses at John Carroll University or other local colleges. This allows for some funds to be available for appropriate stipends.
3. Approximately 10 teachers are currently field coached, other than those in the Teacher Corps. An additional 10/year will be coached to reach 40 in Year 3. Also, the level of stipend will be standardized at \$200.
4. Assumes 200 enrollments in Year 1; 250 enrollments in Year 2; 300 enrollments in Year 3.
5. Assumes 50 enrollments in 2 credit courses and 25 enrollments in 3 credit courses in Year 1; 85 in 2 credit courses and 40 in 3 credit courses in Year 2; and 100 in 2 credit courses and 50 in 3 credit courses in Year 3.
6. Funding level is based on a school receiving \$10 per student enrolled only in that school and \$5 per student also enrolled in another school. This funding is for supplementary schools only. \$40,000 is the maximum cost if all schools achieve 75% teacher participation.
7. Restores this funding to its previous level.
8. Field coaching for 1 teacher is comprised of 8 classroom visits with pre- and post-visit meetings. This totals 24 contact hours/year/teacher, at \$25/hour salary. Projected use is pegged to #3.
9. Assumes \$500 community subsidy per teacher at 25 participants per year.

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JEWISH COMMUNITY FEDERATION
OF CLEVELAND

Seiden & Chagnon
21403 - Chagnon
JULY 5, 1988 *Left*

A G E N D A
&
CHAIRMAN'S NOTES

TASK FORCE ON PERSONNEL
OF THE
COMMISSION ON JEWISH CONTINUITY

THURSDAY, JULY 7, 1988
7:30 P.M. AT THE
JEWISH VOCATIONAL SERVICE

DEAN ARTHUR NAPARSTEK & STANLEY WERTHEIM, CO-CHAIRS, PRESIDING

I. INTRODUCTORY REMARKS

A. WELCOME EVERYONE AND THANK THEM FOR ATTENDING.

B. TODAY'S AGENDA WILL INCLUDE FINISHING OUR DISCUSSION
ON THE IN-SERVICE EDUCATION REPORT AND CONSIDERATION
OF A NEW PROPOSAL DISTRIBUTED LAST WEEK ON
DEVELOPING NEW FULL-TIME TEACHING POSITIONS IN THE
COMMUNITY.

C. AFTER TONIGHT'S MEETING WE HOPE TO HAVE ONE MORE
CONCLUDING MEETING, LATER THIS MONTH, TO HEAR FROM
THE DAY SCHOOL SUBCOMMITTEE AND CONSIDER AN OVERALL
DRAFT REPORT FOR THE PERSONNEL TASK FORCE. WE
EXPECT TO CONCLUDE BY 9:30 P.M. THIS EVENING.

II. IN-SERVICE EDUCATION REPORT

A. MANY SMALL MODIFICATIONS HAVE BEEN INCORPORATED IN THE REPORT TO RESPOND TO THE SUGGESTIONS MADE AT OUR LAST MEETING.

B. THE ENTIRE THRUST OF EXPANDED AND NEW PROGRAMMING IN IN-SERVICE EDUCATION FOR TEACHERS RELIES ON A RECOGNITION OF THE NECESSARY PARTNERSHIP BETWEEN THE BUREAU OF JEWISH EDUCATION AND THE COLLEGE OF JEWISH STUDIES. EACH AGENCY BRINGS VARIOUS STRENGTHS TO THE AREA OF TEACHER EDUCATION, AND ONLY BY DRAWING ON THEIR RESPECTIVE STRENGTHS CAN WE ACCOMPLISH WHAT WE WANT. THE PERSONAL GROWTH PLAN BECOMES THE FIRST CONCRETE OUTGROWTH OF A NEW COORDINATING PROCESS BETWEEN THE TWO AGENCIES. ADDITIONAL STEPS TO BE ACHIEVED THROUGH THAT PROCESS OUTLINED IN THE RECOMMENDATIONS INCLUDE:

1. REVIEWING THE LICENSURE SYSTEM;
2. DEVELOPING A MENTORING PROJECT FOR NEW TEACHERS;
3. CREATING A NEW PROGRAM TO TRAIN FIELD COACHES;

4. CREATING A COMMUNITY TEACHERS' SEMINAR IN
ISRAEL.

[STOP FOR QUESTIONS ON RECOMMENDATIONS 1
THRU 3.]

- C. A NEW RECOMMENDATION (#4) FOR AN INSTITUTIONAL
STIPEND HAS BEEN ADDED, BASED ON OUR DISCUSSION AT
THE LAST MEETING. DRAWING ON A MODEL THAT BALTIMORE
HAS USED SUCCESSFULLY, SUPPLEMENTARY SCHOOLS WHICH
MAINTAIN PARTICIPATION BY 75% OF THEIR TEACHERS IN A
MINIMUM LEVEL OF TEACHER EDUCATION PROGRAMS WOULD
RECEIVE SPECIAL FUNDING. THIS FUNDING COULD BE USED
FOR TEACHER EDUCATION PROGRAM FEES, CONFERENCE AND
ISRAEL SEMINAR GRANTS, OR TEACHER SALARY
SUPPLEMENTS.

ELIGIBLE SCHOOLS WOULD RECEIVE \$10/STUDENT ENROLLED
ONLY IN THAT SCHOOL, AND \$5/STUDENT ALSO ENROLLED IN
ANOTHER SCHOOL, FOR A MAXIMUM OF \$7,500 PER SCHOOL.
THIS PROGRAM WORKS AS AN INCENTIVE ON THE SCHOOLS'
ADMINISTRATION TO REACH AND MAINTAIN A HIGH LEVEL OF
CONTINUING EDUCATION AMONG ITS TEACHERS, BY MAKING
AVAILABLE THE RESOURCES TO SUPPORT THAT
PARTICIPATION.

THE COMMITTEE SHOULD CONSIDER WHAT THE APPROPRIATE
MINIMUM LEVELS OF CONTINUING EDUCATION FOR DIFFERENT
TYPES OF TEACHERS SHOULD BE. THE COMMITTEE MAY BE
MORE COMFORTABLE LEAVING THIS TO THE BUREAU AND THE
COLLEGE TO WORK OUT IN THE COMING YEAR BEFORE
IMPLEMENTATION.

[IT IS POSSIBLE THAT A QUESTION WILL ARISE AS TO WHY
DAY SCHOOLS ARE NOT INCLUDED. GIVEN THE SCOPE OF
FUNDING WE WILL BE SEEKING FOR THE DAY SCHOOLS, I
HAVE ASSUMED THAT ADDING FUNDING FOR THEM FOR THIS
ADDITIONAL STIPEND IS UNREASONABLE. HOWEVER, AT
THIS POINT I RECOMMEND THAT WE INDICATE THAT
IN-SERVICE EDUCATION REQUIREMENTS WOULD BE
INCORPORATED INTO THE OVERALL DAY SCHOOL
RECOMMENDATIONS THAT WE WILL HEAR AT THE NEXT
MEETING.]

- D. A PROPOSED BUDGET FOR THE IN-SERVICE RECOMMENDATIONS
IS INCLUDED AT THE END OF THE REPORT. ASK IF THERE
ARE ANY QUESTIONS ON THE BUDGET.

III. PROPOSAL FOR COMMUNITY TEACHERS

- A. AT SEVERAL OF OUR MEETINGS WE HAVE DISCUSSED SEEKING
WAYS TO EASE RECRUITMENT PROBLEMS FOR THE SCHOOLS.

ONE WAY TO ACCOMPLISH THIS IS TO ENABLE
PROFESSIONALLY TRAINED TEACHERS TO SERVE THE
COMMUNITY MORE FULLY BY FILLING SEVERAL TEACHING
POSITIONS. CURRENTLY, 50 TEACHERS WORK IN MORE THAN
ONE SCHOOL. HOWEVER, THERE IS NO SYSTEMATIC
APPROACH TO RECRUITING AND PLACING PROFESSIONALLY
TRAINED JEWISH EDUCATORS, EACH IN A VARIETY OF
POSITIONS, TO COMPRISE FULL-TIME TEACHING LOADS.
ALSO, BENEFITS ARE ONLY AVAILABLE TO TEACHERS WHO
WORK 1,000 HOURS OR MORE IN ONE OF THE COMMUNAL
SCHOOLS. PREVIOUS ATTEMPTS BY THE BUREAU TO RECRUIT
FOR A COMBINED POSITION BETWEEN TWO SCHOOLS FAILED
WHEN THE JOINT SALARY PACKAGE WAS INADEQUATE.

* B. THE PROPOSAL HERE IS THAT THE BUREAU CREATE FIVE
FULL-TIME TEACHING POSITIONS. THE BUREAU WOULD
RECRUIT CANDIDATES AND COORDINATE PLACEMENT FOR THEM
IN DIFFERENT SCHOOLS. SCHOOLS WOULD CONTRACT FOR
USE OF THESE TEACHERS, BE OBLIGATED TO EMPLOY THEM
FOR THE FULL SCHOOL YEAR, AND CONTRIBUTE TOWARDS
THEIR SALARY IN ACCORDANCE WITH THEIR OWN SALARY
SCALES.

C. ARE THERE CRITERIA FOR THE SCHOOLS WHICH SHOULD BE
BUILT INTO THE PROPOSAL?

D. CRITERIA FOR TEACHERS AT THIS POINT ARE LIMITED TO WHO MIGHT BE ELIGIBLE. WE WOULD TARGET EITHER THOSE CURRENTLY TEACHING 20 HOURS OR LESS IN CLEVELAND, OR THOSE TEACHING IN ANOTHER COMMUNITY. ARE THERE OTHER CRITERIA THAT SHOULD BE EXPLICITLY STATED?

E. SALARY AND BENEFITS PACKAGES ARE SET FOR THESE TEACHERS AT \$26,000 PER PERSON. IT IS LIKELY THAT TEACHERS WILL BE RECRUITED WHO ARE AT DIFFERENT LEVELS OF EXPERIENCE. THEREFORE, WE SUGGEST THAT THE BUREAU HAVE THE FLEXIBILITY TO APPLY SALARY PACKAGES DIFFERENTIALLY. IF, IN FACT, THEY CAN STRETCH THE BUDGET TO HIRE AN EXTRA TEACHER, THEY SHOULD BE FREE TO DO SO.

F. ARE THERE OTHER QUESTIONS?

IV. ADJOURNMENT

THANK EVERYONE FOR THEIR PARTICIPATION. WE WILL BE ANNOUNCING THE DATE OF A FINAL MEETING SHORTLY.

3

TO: Morton L. Mandel
NAME
DEPARTMENT PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT PLANT LOCATION

DATE: 7/19/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

HPG

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Steve Hoffman is projecting a special effort for Jewish continuity to be composed to three parts:

1. Special gifts by leading families.
2. A grant from the Federation's Endowment Fund.
3. Budget adjustments which would favor local Jewish continuity projects at the expense of overseas allocations.

This is not projected as a special fund in the annual Jewish Welfare Fund Appeal.

Steve tells me that he agrees with the projection which you and I had suggested, namely, a special card in the annual campaign. I still believe this is the best route to go for many reasons, the chief among them being that it would serve as a signal to other communities that we mean business in this area.

Steve tells me that Milt Wolf and Albert Ratner do not favor a special card in the annual campaign.

Steve says that the total idea is to be reviewed by you, him, Albert, Milt and probably Irving Stone in the near future. I hope that you will argue in favor of a special card in the campaign.

**
MLM
Albert R. at breakfast —
would like to change whole nusach approach —
but can't put his gift. Reluctantly must give
at least as much & in fact more a/c Chuck R.*

CONFIDENTIAL

TO: Morton L. Mandel
Arthur J. Naparstek
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
[Signature]
NAME
DEPARTMENT/PLANT LOCATION

DATE: 7/28/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Joel Fox informs me that Seymour Fox was and is very helpful to the local Commission on Jewish Education. He was especially helpful in considering the question of the Cleveland Fellows Program.

Joel believes that Barry Shrage felt the same way about Seymour Fox's contribution to the Cleveland project.

Sally Wertheim has been somewhat negative. She believes Seymour Fox does not know the Cleveland picture and sometimes his ideas do not fit the Cleveland situation. Joel believes that although this may be true, overall, Seymour's participation was and is constructive.

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(6)

TO: Morton L. Mandel
Arthur J. Naparstek

FROM: Henry L. Zucker

DATE: 8/5/88

NAME

NAME

DEPARTMENT/PLANT LOCATION

DEPARTMENT/PLANT LOCATION

REPLYING TO
YOUR MEMO OF:

SUBJECT:

A special fund for Jewish education, created by the Jewish Community Federation of Cleveland, would be a model to be emulated throughout the country. The idea could be promoted by the Commission on Jewish Education in North America.

The form which such a special fund should take in Cleveland would be important for the Mandel Philanthropic Program. It would also be important as an example to be emulated elsewhere. I think, therefore, that we should pursue this subject with the Federation, the sooner the better, because it should begin to be talked about in federation circles.

What better way is there to signal to the country that this is a new day for Jewish education in America than to have the federation movement declare that a special fund for this purpose is needed and will be forthcoming.

INTER-OFFICE
CORRESPONDENCE

8/9

* Al Ratner - likes to widen MWM - Al Ratner

next = STH + HZ = Commission on Amer. J. Community
+ World J. Community = role of CJF, UJA, JDC
etc.

Add Stone + Wolf, Chuck Ratner

* Ideas for MWM = HZ to send memo w/ w/lf

① Commission results - great idea to improve Jew. educ.

② Special Fund - benefit to Fed., to Jew educ. & to campaign

③ Meeting with STH

TO: HLZ
NAME
DEPARTMENT/PLANT LOCATION

FROM: HLZ
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/15/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

See Steve Hoffman about a meeting which Milt Wolf has agreed to convene to talk about financing of Jewish education. The persons to be invited are the Ratners, Stones, Mandels, Hoffman and Zucker. Later we will want to have a larger group to include persons like Dave Myers and Ernie Wuliger.

8/16 MLM = Wolf to convene Ratner - Stone -
Mandel - SHH - HLZ to talk about
funding Jew. Educ.

Later, enlarge the nucleus group.

Special card in Wolf Fund

Endowment Fund

What will 3 families do?

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REPORT OF THE PERSONNEL TASK FORCE
OF THE COMMISSION ON JEWISH CONTINUITY

DRAFT #1

I. INTRODUCTION

The priority setting phase of the Commission on Jewish Continuity, personnel issues emerged as the clear first priority for addressing critical needs in Jewish education. This has been true of every recent local, national, and international study in Jewish education.

There are 647 teaching positions in Cleveland's BJE affiliated schools--393 are in supplementary schools, while 254 are in day schools. Approximately half of the day school personnel are general studies teachers. Approximately 50 teachers work in more than one setting, so the total number of teachers is about 575. While national data show that 75% of day school Jewish studies teachers have had at least university level Judaic or rabbinic training, 53% of supplementary school teachers have not had any Jewish education beyond the high school level.

Salaries for full-time professionals, either administrators or teachers, are so low as to dramatically inhibit recruitment and retention. Medical and other benefits are often unavailable to Jewish educational professionals.

A shortage of full-time positions for educators and reliance on part-time staff diminishes the ability of the field to attract people to the profession. Similarly, this inhibits development of career ladders, which also impacts negatively on recruitment and retention.

While teachers who work only a few hours a week can be dedicated and steady employees who work for many years in a school, many of the teaching positions in the supplementary schools are, in fact, revolving doors for people who feel inadequately prepared and supported to succeed in the classroom. Some leave the field quickly; others move from school to school. Cleveland's current turnover rate for these positions averages 20% per year, a ratio that represents serious discontinuity within individual schools.

Many of the steps that need to be taken in the field of Jewish educational personnel are intrinsically bound up with the building blocks of professionalism, including adequate training, salaries, benefits, and incentives for professional growth and development; creating career ladders; community recognition and support; and developing self-regulation of the profession, including established codes of practice. These steps must be taken now in order for our community to achieve its goals in Jewish education and assure long-term Jewish continuity.

Guiding the task force in its deliberations were two important understandings:

- 1) The community should seek to increase the percentage of Jewish educational personnel who are trained and employed as professionals in the field. This must be addressed through new efforts in professional education and through combining job responsibilities, creating more full-time positions where possible. Also, the field must be led by scholars and experts who can attract others to work with them, and improve the preparation teachers receive.
- 2) The community should seek to establish new salary standards by upgrading salaries for existing personnel, ensuring appropriate salary levels for newly created positions, and encouraging schools to raise their salary standards. While some inequities may initially result, it is vital that these new standards begin to be created. We must avoid perpetuating low salaries in the Jewish education field.

The Personnel Task Force studied four priority areas for personnel, developing a proposal or report in each area. These areas are educational leadership, in-service teacher education, day school personnel, and increasing professionalism by creating viable opportunities for professionals. While the full reports and proposals are appended, the major recommendations of the task force are summarized in this overview report.

II. EDUCATIONAL LEADERSHIP

- A. Leadership in the professional Jewish education field has been identified as a critical problem locally, nationally, and internationally. Training centers in the United States and Israel do not attract and develop enough people to fill the many positions for school directors and educational program directors that open every year. Reasons for this include the high cost of graduate level training programs and the low salaries available in the field.

Only 5 of Cleveland's 19 supplementary schools have full-time directors, only 3 of whom are in the 15 congregational schools. Several schools operate with directors who work less than 15 hours per week in that capacity. Salaries are very low, even for directors with many years' experience, and benefits are largely unavailable. Further, there exist no training programs, either locally or nationally, which provide Jewish educational training for priority areas such as parent and family education and beyond the classroom education. The programs which exist for pedagogic and Judaic training do not produce teachers for Cleveland, except in rare cases when a spouse is relocated here.

B. Recommendation - Cleveland Fellows Program

The Cleveland College of Jewish Studies should develop a community - based educational training program (Master's Degree) designed to recruit, train, certify, and retain a new type of Jewish educational leader. Graduates from the program should be highly skilled in Judaica, group work, and teaching skills, and be able to work in a variety of positions in formal and informal educational settings.

Key elements:

- 1) The program should admit five Cleveland Fellows per year. Cooperative arrangements to train educators for other communities should be developed to create a larger pool of students.
- 2) Students will take courses leading to a Master's degree in Jewish education. A curriculum committee of faculty in Jewish studies and Jewish education, along with other professional Jewish educators, will determine the academic curriculum. Courses will include Hebrew, basic Jewish knowledge, and a broad training in Jewish learning. In addition, specialized professional courses in applied Jewish learning will be included.
- 3) All students would have extensive supervised field assignments at Jewish schools or agencies. Assignments will be coordinated by the Bureau of Jewish Education. The availability of interns will challenge and stimulate excellence within hosting institutions.
- 4) A required Israel component would introduce participants to an international Jewish perspective and to leading Jewish thinkers. This would also assist in training educators to develop successful Israel programs.
- 5) Students would receive full tuition scholarship and living expenses in exchange for a commitment to work in the local field of Jewish education after graduation.
- 6) The College will hire a director of the Cleveland Fellows program and faculty in the areas of Jewish Education, "Beyond the Classroom" Jewish Education, and Jewish Parent and Family Education. Each faculty specialist would split responsibility between teaching in the Cleveland Fellows program and consulting with local schools and agencies on programs in their area of expertise. As consultants they would help develop, implement, evaluate, and modify local programs. The specialist in Jewish Education would work primarily with the Bureau of Jewish Education and schools to design programs in professional development, teacher training, and curriculum. The "Beyond the Classroom" specialist would work with the JCC and schools as a consultant on retreats, camping, youth activities, and Israel programs. The Jewish Parent and Family

Education specialist would work with the JCC, congregations, and schools to design programs in that area.

- 7) Graduates would be guaranteed placement in professional positions in the local Jewish education field. The community will work with schools and agencies to develop and provide support for positions for graduates at appropriate and adequate levels of professional compensation.

The Cleveland Fellows program will be a dramatic and innovative initiative which will impact on all levels of our Jewish educational system. The presence of the faculty in the community will help establish Cleveland as a community of Jewish educational scholars and provide a valuable resource to the whole system. The placement of interns in schools and agencies will ensure that their training is grounded in real experience, while enhancing the staff resources available to the schools. The placement of graduates throughout the community will create a cadre of trained professionals who will, over time, provide leadership for our schools and agencies. The presence of the faculty, students, and graduates in the community will help make Cleveland a model community in Jewish education.

III. IN-SERVICE EDUCATION

- A. Because pre-service education, by and large, does not exist for most Jewish teachers, the importance of in-service education is paramount. The resurgence of the College of Jewish Studies and the development of the Bureau's Jewish Educator Services Program have improved local services in this area. However, these agencies still function in a context which inhibits fulfillment of the community's goal of developing a system of comprehensive, integrated, and sequential teacher education.
- B. Recommendations
 1. The Bureau and College should develop a new ongoing process of coordination and planning for teacher education services to determine the appropriate divisions of responsibility, coordinate opportunities for in-service education, and direct future planning.
 2. The Bureau and College should create a Personal Growth Plan (PGP) program as a model for an individualized approach to continuing education. This approach takes into account that many teachers enter the field without the requisite backgrounds in subject matter mastery, pedagogic knowledge, and teaching skills, and that teachers have different strengths with regard to each. The PGP should be developed as a three-year pilot project to work with 50 teachers, and should guide planning for

ongoing and new in-service educational programs for the community.

3. Through their new coordination and planning process, the BJE and College should:
 - a) review current community standards in licensure and certification and make necessary revisions to the current system (in cooperation with the local Board of License);
 - b) develop a mentor program for new teachers;
 - c) create a new program to train field coaches;
 - d) increase the number of in-service offerings which include field coaching, or other components which help teachers integrate newly acquired skills or knowledge into their classroom teaching; and
 - e) create a community teacher's seminar in Israel.
4. The community should provide an institutional stipend, through which each supplementary school maintaining participation by at least 75% of their teachers in a specified minimum level of teacher education programs would receive special funding to be used for teacher education program fees, conference, and Israel seminar grants, or teacher salary supplements.
5. Stipends should be made available for more in-service education programs, including courses at the College.
6. The community should reinstate teacher conference and seminar grants into the JESP budget. This should include a comprehensive approach to recruiting new participants.

IV. DAY SCHOOL PERSONNEL

- A. Although Cleveland provides the highest per capita allocation to day schools of any community in North America (average of \$1,100), the communal day schools still face serious financial constraints. This results in low salaries for faculty which 1) make recruitment and retention of high-quality faculty difficult; 2) provide little incentive for in-service education; and 3) require greater use of part-time staff, limiting the development of professional positions in the community.

B. Recommendations

- 1) The Federation, Bureau, and the Agnon and Solomon Schechter day schools should increase teacher salaries to a level between public and private school teacher salaries in the local area. The community should assume 70% of the financial responsibility for this increase, with the schools assuming 30%. The schools should establish mandatory continuing education requirements for all faculty, and refigure salary scales to reflect appropriate incentives for continuing education and advanced degrees.

The Federation, Bureau of Jewish Education, and Hebrew Academy should:

- a) provide fees and stipends for Judaic studies teachers to pursue additional educational training in classroom management and teaching methodology.
- b) provide salary enhancement for general studies teachers in the high school grades to improve the school's ability to recruit for these positions.

V. COMMUNITY TEACHERS

- A. Because full-time teaching positions in our schools are scarce, it is difficult for the community to recruit professional educators to teach in supplementary schools. It may be possible to do so by combining several teaching jobs at different schools into a full-time position with an appropriate salary and benefits package. This enhances professionalization of the Jewish education field by improving professional opportunities available to teachers. Previous attempts by the Bureau of Jewish Education to accomplish this have failed because the combined salary packages were not high enough to attract teachers. Adding a community salary supplement and benefits package to the schools' contribution towards salary would enable the BJE to create viable full-time teaching positions. This could increase the number of professionals teaching in supplementary schools, and help day schools attract Judaic personnel even though an individual school may not need a full-time teacher.

B. RECOMMENDATION

The Bureau of Jewish Education should create five full-time community teacher positions for professionally trained educators for schools and other Jewish continuity programs. Individual schools or other agencies would contract with the Bureau for use of these personnel. Salaries and benefits, consistent with training and experience, would be paid through the Bureau.

VI. EVALUATION

The program recommendations noted above represent a significant community investment in professionalizing the Jewish education field. They will have enormous impact throughout the community on Jewish education and Jewish continuity programs. They will also serve as valuable models for other communities which are seeking to address common problems. An investment of this magnitude and the ground breaking nature of these initiatives requires an extensive evaluation process. Evaluation should ensure that programs are structured to achieve their goals, and should enable mid-course adjustments to programs based on experience in the first or second year. Implementation should therefore include clearly delineated evaluation criteria for each program.

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APPENDIX A



July 1, 1987

PROPOSAL SUBMITTED TO TASKFORCE
ON PERSONNEL IN JEWISH EDUCATION

OBJECTIVE: Create a new profession of Jewish educators who can implement the goals of Jewish education:

The transformation of Jewish education into a genuine profession requires integrated efforts at recruiting, training, internship, certification, hiring, retention, salary and benefits and career advancement.

According to the Jewish Education Service of North America and the Hebrew University of Jerusalem, there are 2,400 Jewish schools in the United States. Seventy-nine per cent of the schools are supplementary weekend and afternoon schools offering 3-4 hours of instruction weekly and twenty-one per cent are day schools offering 15-20 hours of Judaica instruction weekly. Approximately 400,000 students, only forty-two per cent of the eligible Jewish student population, are enrolled at any given time in these schools although about eighty per cent of Jewish youth attend a Jewish school at some point. Of the total eligible population, thirty per cent attend supplementary schools and twelve per cent attend day schools.

There are approximately 18,700 teaching positions in Jewish schools, 2,800 school administrative positions and 1,200 other senior Jewish educational positions in the United States. Seventy-seven per cent of the teaching positions are part-time. While seventy-five per cent of day school teachers have had at least university level Judaica or rabbinical training, fifty-three per cent of teachers in supplementary schools have not themselves had a Jewish education beyond the high school level. Nearly twenty-five per cent of the senior personnel positions are unfilled or filled on a temporary basis and many more are filled by persons without sufficient qualifications. The twelve Jewish educator training institutions in the United States have only 150 students enrolled each year.

The goal of Jewish educational accomplishment depends on personnel. This statistical portrait shows that there is insufficient quality and quantity of Jewish educational personnel in the United States. The picture is no different in our own

community. There is a critical shortage in the number of teachers and administrators working in the field of Jewish education. The majority of Jewish educators do not have sufficient training and are not adequately prepared to carry out the tasks for which they were hired. There are too few individuals currently being trained to meet existing vacancies or to implement innovation and change in Jewish education.

It is generally known that the key to success in Jewish education involves linking together the classroom with "beyond-the-classroom" education and involving parents in the process of their child's learning. It has become increasingly apparent that these goals are presently unattainable without an improvement in the area of personnel. In order to realize the goals of Jewish education, it is necessary to increase the number of Jewish educators; to train educators in new areas including "beyond-the-classroom" education, parent and family education; and to attract and retain a new type of Jewish educator with the abilities needed to insure Jewish continuity in the years ahead.

It is essential, therefore, to create a new profession of Jewish education which has a clear and defined social role. The study of how professions are created suggests that the following are the attributes of a profession:

1. Mastery of a systematic body of knowledge which constitutes the theoretical foundation of the professional expertise. Jewish educators must have knowledge of Judaism and Hebrew.
2. Employment of skills and technology based on knowledge and theory. Jewish educators must have the educational skills necessary to teach, administer and conceptualize the links between classroom and "beyond-the-classroom" learning.
3. Authority derived from expertise. Jewish educators must be recognized by a certifying body or organization as meeting professional criteria and as being technically competent.
4. Sanction of society to provide services over which profession has a monopoly. The Jewish community must distinguish between professional and avocational Jewish educators and must define which responsibilities should be handled by professionals and which can be performed by avocationalists. Because professionals serve as the anchor for the field, they require a greater investment of resources. The first priority for the community is to retain a sufficient number of professionals to plan and carry out the goals of Jewish education.
5. Self-regulation of the profession and established code of practice. Professional Jewish educators must be prepared to adopt and enforce standards of quality and conduct within the profession.

6. Shared professional culture through common values, norms and symbols. Jewish educators should have a clear understanding of their role in Jewish life and should share common attributes with other professionals regardless of religious persuasion or personal religious practice.

7. Public participation in evaluation of the adequacy of service provided and measure of control over profession. The Jewish community is the client group served by Jewish educators. Lay groups, composed of "consumers" and "clients" of Jewish education should regularly assess the results and value of Jewish education.

8. Competition among professionals to provide better service. The profession must be strong enough so that schools are not forced to hire unqualified candidates.

9. Adoption of additional roles to include non-professionals in certain functions. Because the majority of Jewish teaching positions are filled and will continue to be filled by avocationals, their role, training and needs must be carefully defined.

The profession, composed of people trained for specific positions, must include the following personnel:

- a. School principal and assistant principal
- b. Department head or area specialist
- c. Master teacher
- d. Curriculum specialist
- e. Educational planner
- f. Jewish community center educational specialist
- g. Adult educator
- h. Family and parent educator
- i. Day school teacher
- j. Early childhood and day care specialist
- k. Retreat specialist
- l. Summer camp director
- m. Youth group leader

n. Teacher

These positions require specialized professional training and cannot be filled by avocationalists. Although this categorization includes full-time and part-time positions, several positions may be combined as one full-time position. In addition, all professionals in Jewish education should be teachers and should continue to teach in whatever setting is appropriate.

The primary avocational position in Jewish education is that of the supplementary (Hebrew and religious) school teacher. It is possible that professional Jewish educators will work as supplementary school teachers in addition to their other responsibilities. It is more likely, however, that these positions will be filled by people without the professional expertise required for the above positions.

Because most Jewish education is carried out by avocationalists working in supplementary schools, a special approach to this area must be developed. This can occur, however, only after the issue of professional Jewish educators, who serve to anchor the educational system, is solved.

The approach required to address the professional issue is to create a comprehensive program for recruitment, training, internship/placement, certification, salary and benefits, career advancement and professional growth for professionals who provide classroom and "beyond the classroom" education.

There are, in Cleveland, excellent graduate professional training programs in social work and education. There are excellent social service agencies in the community which provide valuable professional opportunities for field work, supervision and employment. There is not, however, any training program in Cleveland which can provide the training and employment for professionals serving as agents of Jewish continuity. Nor is there any program in the United States which trains professionals in the new areas needed in our community. Cleveland must assume the responsibility to train and hire the human resources who will be able to implement the present goals.

Existing teacher training programs in the community, including the Bureau of Jewish Education's Jewish Educator Service Program, are not designed to meet this need although they serve other important purposes. The JESP is designed to provide short-term courses and in-service workshops for avocational and day school teachers who wish to enhance their skills. The program is designed to upgrade the skills of the existing teacher pool and does not aim for comprehensive training in educational or Judaic training.

The College has long served as an educator training institution although it has not had a formal program in this area in the last five years. Nevertheless, Judaica programs for educators have grown at the College in recent years as part of the recent

revitalization of the College despite the absence of a specific program. The number of degree students has grown to thirty, many of whom are Jewish educators. The number of teachers regularly enrolled in semester length Judaica courses for credit has grown to more than 60 each year. Most of these teachers continue to take courses on a regular basis and some have enrolled in degree programs. The College has recently instituted a joint master degree program with the Department of Education at John Carroll University in order to train administrators for Jewish educational institutions. The College has also recently hired Dr. Lifsa Schachter, Assistant Professor of Jewish Education at the Jewish Theological Seminary, as the first faculty appointment in Jewish education. There is, however, only one faculty member at the College trained in Jewish education and no specialist in "beyond-the-classroom" learning, parent and family education and other critical areas of community concern.

Despite the success of these limited programs, the need in this area is to rebuild, in a novel and systematic way, a comprehensive program for training personnel in Jewish education. Since new training needs have been identified in the areas of parent and family education and "beyond-the-classroom" education, it is necessary to create a unified and comprehensive approach to Jewish educator training throughout the community. It is also desirable to upgrade existing staff training programs for avocational personnel by linking them with a comprehensive training program.

As the Jewish Community Center moves to implement the goals of maximizing the Jewish educational effectiveness of JCC's, it is faced with the need to train staff in Judaic knowledge. With the opening of the Mandel JCC complex in Beachwood, the Jewish community will have created a comprehensive network of institutions, located on a suburban campus, which can coordinate efforts at developing and implementing weekend retreat programs, camping and other Jewish social, educational and cultural activities. These new opportunities will require additional staff and development of Jewish skills among existing staff. It will be necessary to train JCC staff members in Judaic areas which can be translated immediately into program ideas as well as provide a depth of understanding Jewish concerns which can lead to sophisticated new approaches to Jewish programming.

The College of Jewish Studies, the Bureau of Jewish Education, the Jewish Community Center and the schools have an important role to play in constructing an effective educational system.

1. The role of the College should be to serve as the center for training of a new generation of Jewish educators and other agents of Jewish continuity. The College should be reconfigured as a Jewish educator training center and as the center of the academic infrastructure needed to build a profession of Jewish education.

2. The role of the Bureau should be to plan and develop an

improved system of professional opportunities for new people trained as agents of Jewish continuity through internships, job placement, salaries and benefits packages and central hiring for key positions. Further, it should serve as a board of education which establishes standards, evaluates programs in formal and "beyond-the-classroom" Jewish education and helps schools to achieve these standards.

3. The Jewish Community Center will serve as the programming center for a consortium of schools and other settings in which "beyond the classroom" education occurs and will coordinate the community's efforts in this area. The training, planning and program initiatives in the community will be directed to the congregations and schools which have traditionally been the center of Jewish life. Since most congregations do not have the human and financial resources to implement new initiatives in Jewish education on a comprehensive basis, the agencies of the Jewish community might assume this responsibility in conjunction with the community's religious institutions.

To fulfill these goals, the College proposes the creation of a program to train professional staff in the Jewish community to serve as effective Jewish educators in formal classroom and extracurricular settings. The program to be known as "The Cleveland Fellows Program," will be a three-year master degree level training program at the College of Jewish Studies and will be designed to recruit, train, certify and retain a new type of Jewish educator who will be highly skilled in Judaica, group work and teaching skills and who will be able to work in a variety of positions in formal and extracurricular educational settings.

THE CLEVELAND FELLOWS PROGRAM

The Cleveland Fellows Program will:

1. Identify and cultivate select participants in Jewish educational, camping and Israel programs including Hebrew high schools, Israel trips, denominational and Jewish community summer camps and youth groups. These young men and women will be encouraged to continue Jewish involvement and learning during College. They will be offered incentives to attend "junior-year abroad" study programs in Israel and recruited for summer internships in Jewish camping as a means of cultivating potential recruits to the field of Jewish education after college graduation.

Recruitment efforts would also be directed at students who attend select colleges and universities which have strong Jewish student life. Many Jewish students, especially campus activists, camp counsellors and participants in Israel study programs consider careers in Jewish education but become turned off by the limited training and professional options. Some of the brightest young

Jewish men and women would consider a career in Jewish continuity if there were reasonable professional possibilities and the opportunity to do meaningful work. College staff will work closely with Judaic studies faculty on these campuses in identifying potential recruits.

The Cleveland Fellows program will also recruit nationally and participate in efforts to create a National Recruitment Consortium as proposed by Drs. Isa Aron and Adrienne Bank and the efforts of JESNA and the Jewish Education Committee of the Jewish Agency. It will also participate in the efforts of the recently formed Association of Jewish Educator Training Institutions to recruit candidates to the field of Jewish education. A marketing and recruitment strategy should be conducted in conjunction with experts in these fields.

Financial incentives should be offered on both a local and national level to cover the full cost of tuition, room, board and living expenses for students in the program.

2. Encourage select college graduates to apply to "The Cleveland Fellows Program" at the College of Jewish Studies. The College will admit five students each year so that the program will serve fifteen students at full capacity. Cooperative arrangements to train staff for other communities could be developed to allow for a larger pool of students. These students will take courses leading toward a master degree in Judaic Studies at the College. A curriculum committee composed of faculty in Judaic studies and Jewish education along with professional Jewish educators will determine the academic curriculum of the program. The courses at the College will include Hebrew, basic Jewish knowledge and a broad training in Jewish learning. In addition, specialized professional courses in applied Jewish learning will be included. Applied Jewish learning is the term used to describe the discipline which explores the relationship and application of Jewish knowledge to contemporary Jewish and communal issues.

The program will establish a formal arrangement with the School of Applied Social Sciences of Case Western Reserve University and the Department of Education at John Carroll University in order to provide the disciplinary training in social work (including group work and managerial skills in the non-profit sector) and education. In addition, integrated and interdisciplinary courses in "Jewish social work" or "Jewish education", will be offered at the College. All students will receive degrees from the College of Jewish Studies.

3. Provide all students with extensive, supervised field assignments at Jewish agencies or schools during their training program. These assignments will be coordinated by the Bureau of Jewish Education and will be structured so

that each student is placed in a situation where he or she can be effective, promote the community's objectives, and gain valuable experience. Rotation in assignment will acquaint the student with the range of institutions and professional opportunities. The availability of excellent interns to agencies and schools will challenge and stimulate excellence within each institution which must then meet standards of participating field placement centers and must guarantee rewarding internships. The incentive for the participating agencies would be the availability of trained personnel at no cost to them.

4. Require all program participants to spend six months in Israel, if feasible, as part of their training. For example, a joint program between the College and the Melton Center for the Study of Jewish Education in The Diaspora at Hebrew University, the Jerusalem Fellows Program or the Shalom Hartman Institute would introduce participants to an international Jewish perspective and to the leading thinkers in Israel. The program in Israel would also assure that, upon completion of the program, Jewish educational professionals would be able to structure successful Israel experiences wherever they work.
5. Provide full or partial scholarships and living stipends to all participants in the program in exchange for a commitment to work in the field after graduation. This program would be an important step toward recruiting "the best and the brightest" into Jewish professional work, toward expanding the professional opportunities for educators into formal and informal settings, toward upgrading the training of Jewish educators and toward improving the professional standing of Jewish educators.

THE CLEVELAND FELLOWS FACULTY

The College will hire a Director of the Cleveland Fellows Program and three additional faculty members in the following areas:

1. Jewish education with specialization in professional development, teacher training and curriculum. This person will also work with the Bureau and schools to design programs in these areas.
2. Beyond-the-Classroom Jewish education with specialization in the educational use of retreats, camping and youth activities. This person will also work with the JCC and schools to design programs in these areas.
3. Parent and Family Education with specialization in early childhood, pre-school, adolescent and adult education programs. This person will also work with the congregations

and schools to design programs in these areas.

The responsibility of the Director of the Cleveland Fellows Program will be to recruit and supervise the overall administration of the program and to work closely with the Bureau, Jewish Community Center, congregations and other institutions to coordinate the various aspects of the Program.

The responsibility of the faculty will be to teach the fellows in the program and to work closely with each of the participating agencies to develop new programs in personnel development, "beyond-the classroom" and parent and family education programs.

The Cleveland Fellows will intern, during their training, in a variety of settings in order to field-test and experiment with new programs in the areas of personnel development, "beyond-the-classroom" learning and parent and family education.

There are important linkages which will be created between the Cleveland Fellows Program and Jewish community institutions:

1. Bureau of Jewish Education: The Director of the program will work closely with the Bureau to develop meaningful internships for the Cleveland Fellows in classroom settings and in parent and family education programs in congregations. The Director will also work with the Bureau to bring together various agencies which can create new programs. For example, the Director and the Bureau will work with the schools to create parent and family education programs. The faculty will train Cleveland Fellows to serve as the staff for these programs. In turn, the Cleveland Fellows will train the congregational staff to continue and enhance the new programs.
2. Jewish Community Center: The Director will work closely with the staff of the Jewish Community Center in developing meaningful internships for the Cleveland Fellows in Family Place, pre-school programs, after school youth activities, summer camping and weekend retreats. The Cleveland Fellows will in turn train existing staff at the JCC in ways of continuing and enhancing existing programs.

The Cleveland Fellows faculty will train the Cleveland Fellows who, in turn, will train other local personnel. In this way, it will be possible to create a pyramid of highly trained educational specialists over time.

NEW PERSONNEL NEEDS

Under this proposal, The College of Jewish Studies will assume

primary responsibility for the training of Jewish educational personnel. The Bureau of Jewish Education should assume primary responsibility for the other areas of professionalization, as follows:

1. The Bureau will establish a system of professional licensure of all Jewish educational personnel. The current licensing system conducted by the National Board of License of the Jewish Educational Service of North America is anachronistic. New criteria for certification should be established by a committee composed of the Director and faculty of the Cleveland Fellows, Bureau personnel and professional Jewish educators. The new system should recognize the new and expanded definition of educational personnel. These efforts should be done in conjunction with JESNA and the Association of Jewish Educator Training Institutions but should not exclude the possibility of creating a strictly local set of credentials based on established criteria if national standards are not reviewed.
2. The Bureau of Jewish Education should create five new professional positions in Jewish education within the Jewish community each year from the list of personnel described earlier.

In the first year, the following full-time positions should be established: (to be determined)

In the second year, the following positions should be established: (to be determined)

In the third year, the following positions should be established: (to be determined)

This should be done through community or special funding of new positions and consolidating appropriate existing part-time positions with community funding to help create a viable position. These positions should be filled by graduates of the Cleveland Fellows and by other candidates who meet the licensure criteria. These appointments could be made through central hiring by the Bureau. This would insure strategic deployment of critical resources within the community. The positions themselves should be allocated to various educational institutions on the basis of how much impact and support a position will have within a given institution.

3. The Bureau should establish these new positions with clearly defined career paths with possibilities for advancement. There should be a salary and benefits package which would attract and retain a high quality of Jewish educator.

MEETING EXISTING PERSONNEL NEEDS

Even as the community moves toward improving the training, licensure and professionalization of Jewish education and the creation of new educational modalities and positions, it is necessary to address the current needs of the Jewish educational system.

The current shortage and underqualification of many Hebrew and religious school teachers can be addressed. Supplementary Jewish schools, the most numerically significant component of Jewish education, can be improved if approached as a system staffed by avocational, as opposed to professional, personnel.

CONCLUSION

A major overhaul of how Jewish education is conducted must be accomplished by emphasizing the integration of Jewish learning and Jewish living. Education is a process of transmitting civilization from one generation to another. The key to success in Jewish education is retaining personnel who believe in and are able to transmit Jewish civilization. Not only does the Jewish community sorely lack qualified personnel, but it is also unclear about what it really wants to transmit to the next generation. As Jews have moved from their European roots, they have discarded much of the civilization which once served as the foundation of Jewish culture.

An important component of the Cleveland Fellows Program is to facilitate the Jewish intellectual growth of the Fellows themselves. This can best be accomplished by a concerted effort at developing the curriculum for the Cleveland Fellows Program. This would be based on an effort to establish the connections between classical Jewish ideas and contemporary Jewish issues. By looking at contemporary issues which will effect the lives of Jewish students in light of classical Jewish wisdom, it will be possible to bridge the gap between the past and the present, between learning and life, between traditional and liberal Jews.

The objective of the community should be to transform the meaning of Jewish education. Children should not receive an education which is either irrelevant to what Jews actually believe nor so diluted as to have little substance. At the same time, the educational system must view children within the context of their family and community. The critical ingredient for success in a child's education is the support, validation and reinforcement which he receives in his family and community. Therefore, the education of children must be parallel to the education of adults and community leaders.

The combined efforts to insure Jewish continuity through the new initiatives in Jewish education and the creation of "The Cleveland Fellows" program will bring about a wholesale change in the quality of Jewish life. The Jewish community today is ready for such a change. The results will insure that Jewish life will continue to thrive. Ultimately, all revival is nothing more than a return to the basics.



APPENDIX B



REPORT ON IN-SERVICE EDUCATION

EXECUTIVE SUMMARY

The 1982 Bureau of Jewish Education study of educator services and the revitalization of the Cleveland College of Jewish Studies led to major improvements in educational programming for the Cleveland Jewish community. This growth of educator services requires additional efforts and a new level of coordination and planning for teacher education programs between the BJE and College of Jewish Studies. Because of identified factors which inhibit the development of integrated, ongoing in-service teacher education programs with sequential experiences, the report calls for developing a model for individualized teacher education. A series of additional planning steps which respond to identified needs is also included.

REVIEW OF CURRENT SERVICES

The 1982 BJE study of teacher services articulated a series of goals in teacher education which have guided the development of programs and services at the Bureau of Jewish Education and College of Jewish Studies. These goals were:

1. To develop and implement an integrated pre-service/in-service teacher education program, including both BJE services and College courses;
2. To develop training opportunities for educational administrators; and
3. To organize a continuing in-service teacher education program which includes sequential experiences.

Since its revitalization in recent years, the College has resumed responsibility for teacher education, and its programs have shown significant growth. The College now includes faculty at the doctoral level in Jewish education and draws on international visiting faculty which attract members of the education community who are not regular students at the College.

Currently, the College offers three degree programs at the Bachelor and Master level which provide Judaic and educational training for career personnel in Jewish education: the Bachelor of Jewish Studies, the Master of Jewish Studies, and the Master of Jewish Educational Administration (M.J.E.A.). The

Master of Educational Administration is based on a cooperative arrangement with the Department of Education at John Carroll University. More than half of the thirty-four students formally enrolled in graduate degrees at the College are Jewish educators. An additional fifty educators are enrolled in regular courses at the College each year.

The 1982 BJE study led to the development of the Jewish Educator Services Program (JESP), which institutionalized in-service education into BJE services during the 1982-83 academic year. Initially funded in part by a JCF Endowment Fund grant, JESP became part of the regular Bureau operation and budget in 1986. A variety of components were recommended for JESP in order to attract the widest possible number of teachers with varying levels of commitment, interest, knowledge, and skills. Although geared primarily for teachers in supplementary schools, the programs have also succeeded in attracting day school teachers.

Since JESP was implemented it has undergone a series of modifications. It has evolved into a mechanism for involving a broad spectrum of teachers in a variety of in-service education opportunities, and led to the creation of valuable new programs such as the BJE's Teacher Materials Center and the M.J.E.A. at the College. Many JESP courses now earn continuing education credits (C.E.U.'s) from Ohio's Department of Education. The College has worked very closely with the Bureau to support the JESP program, providing faculty and course offerings. In the 1986-87 school year there were 311 JESP participants, representing 215 individuals.

The current components of JESP are:

1. Introduction to Jewish Teaching - a program of eight 2½ hour seminars in late summer for new teachers in supplementary schools; eligible for C.E.U.'s.
2. Teacher Corps - a 30-session, year-long seminar to intensify the background and skills of successful classroom teachers. This is a cooperative effort with the CCJS through which participants earn 8 academic credits.
3. Mini-Courses - 10-hour modules on a variety of subjects; eligible for C.E.U.'s. Shorter modules are offered for teachers in Conservative schools, co-sponsored with United Synagogue.
4. Scholar-in-Residence - brings scholars to the community to broaden knowledge in specific Jewish education areas.
5. Teacher Conference Grants - eliminated in 1987/88 due to JESP budget cuts.
6. Teacher Recognition Programs - schools nominate veteran teachers for community recognition through invited participation in a dinner seminar series.
7. Training Follow-Through (coaching) - one-on-one observation and counseling process to help teachers integrate newly learned skills and knowledge into their classroom teaching. This component is incorporated into the Teacher Corps and several other JESP mini-courses and College courses.

Stipends were included in the original JESP program for all of its components. They demonstrated success in motivating educators to enroll in and complete professional growth programs. School leadership was more willing to encourage personnel to participate when stipends were available. When the JESP program shifted from JCF endowment funding into the regular BJE budget, funding reductions resulted in a cutback in available stipends. The following levels of stipends are currently available:

1. \$50 for 4-session mini-courses with 4 coaching sessions.
2. \$100 for College semester course with 6 coaching sessions.
3. \$500 for Teacher Corps.

School directors point to lack of funds to compensate for time spent in in-service programs and for course fees as the major impediment to encouraging and achieving greater participation. In Baltimore a program was implemented several years ago providing special funding to congregational schools which maintained participation by 75% of their teachers in a minimum level of in-service education programs. It has resulted in 82% participation by congregational school teachers.

The growth of teacher education programs at the Bureau and the College requires a new level of coordination between the two agencies. This coordination is necessary to ensure that the community benefits from an integrated pre-service/in-service education program, and that responsibilities are appropriately divided between the agencies.

IDENTIFYING CURRENT PROBLEMS

The community has made significant gains in the past few years. However, the BJE and College still function in a broad community context which inhibits fulfillment of the community's goal of developing a system of comprehensive, integrated, and sequential teacher education. Following are structural and programmatic factors which remain problematic:

1. Variance in Teaching Positions -- Teachers vary in the extent to which teaching is their primary occupation. Some teach only one day/week; others work several days/week or every day. Also, teachers have various levels of willingness to invest time in teacher education and different levels of needed skills and knowledge.
2. Insufficient Base in Subject Matter -- There are many supplementary school teachers who have not had a Jewish education beyond the high school level, who therefore lack a deep knowledge of the subjects they are teaching.
3. Multiple and Divergent Approaches to Standards and Licensing -- The absence of clear standards and criteria inhibits the development of comprehensive approaches.
4. Inadequate Assistance to Teachers Entering the System -- The amount of guidance provided to beginning teachers does not meet required levels.

5. Absence of Sufficient Teacher Coaches -- The community needs more personnel to follow through on skills and competencies learned by teachers in various training programs. Also, directors or middle management school personnel need assistance to support in-service education within their schools.
6. Variety of Settings -- Development of a comprehensive approach for an individual teacher's professional growth is complicated by working in more than one setting. There were 35 teachers who worked in more than one school in the 1986-87 school year. In 1987-88 there are 50.
7. Fragmentation Within Schools and Systems -- In many cases, the educational program for a given student is divided between two schools. Even where the education takes place in a single institution, the program for individual students may be divided among departments which are not completely integrated. This fragmentation further complicates attempts to plan systematic and integrated teacher education programs.

Because many of these factors are endemic to a system of autonomous schools and congregations, a critical new approach to individualized teacher education is now needed.

RECOMMENDATIONS

1. The BJE and College should develop a new, ongoing process of coordination and planning of teacher education services. Directed by the BJE Assistant Director and the Director of Education Programs at the College, this process should:
 - a) determine appropriate divisions of responsibility between the two agencies;
 - b) determine which in-service education offerings are appropriate for stipends;
 - c) direct future planning for teacher education.
2. The BJE and College should create a Personal Growth Plan (PGP) program as a model for an individualized approach to continuing education. This approach takes into account that many teachers enter the field without the requisite backgrounds in subject matter mastery, pedagogic knowledge, and teaching skills, and that teachers have different strengths with regard to each. The PGP approach should be developed as a pilot project with 50 teachers. The experience with the PGP pilot should guide planning for ongoing and new teacher education programs during the next few years.
 - a) The PGP should be coordinated through the new joint planning process identified above. Administrative support for personnel and financial records should be housed at the BJE.
 - b) An initial pilot group of 50 teachers should be recruited over 1½ years for the PGP program. The target group should be drawn from a variety of teaching positions and settings on recommendations from school directors, and from College faculty and Bureau personnel.

- c) The coordinators (BJE Assistant Director and College Director of Education Programs) would direct a counseling process through which each PGP participant develops an individual plan to be accomplished within a set period of time. Components of the plan could include courses at the College of Jewish Studies or other local colleges and universities, JESP courses, approved seminars in Israel, and approved study under synagogue auspices. PGPs should be goal oriented, leading teachers to completion of accreditation, licensure, degree programs, or other appropriate goals.
 - d) The individualized plan should be developed in conjunction with and provide an opportunity for input from the participant's primary supervisor. The coordinators would monitor each participant's progress through periodic meetings with participant and contact with supervisors.
 - e) Completion of PGP's should lead to higher level plans, engaging teachers in ongoing, sequential study.
 - f) Participants would receive \$500 stipends upon completion of their PGP's. In addition, they would receive the regular stipends available to other teachers for courses and seminars.
 - g) The coordinators should promote the creation of educational opportunities which meet the needs of PGP participants.
 - h) Outside, independent evaluation should determine:
 - 1) the extent to which the PGP program leads to completion of plans, sequential courses of study, and attainment of recognized credentials (degrees, licensure, certification, etc.);
 - 2) the appropriateness of the PGP approach for different kinds of teachers;
 - 3) the effectiveness of the stipends as incentives for participation;
 - 4) the level of institutional commitment to the program;
 - 5) teacher satisfaction with the program;
 - 6) impact on teachers' intent to continue teaching and on actual retention.
3. Through their new coordination and planning process, the BJE and College should:
- a) with the local Board of License, review current community standards in licensure and certification and make necessary revisions to the current system.
 - b) develop a mentor program for new teachers.

- c) create a new program to train field coaches.
 - d) increase the number of in-service offerings which include field coaching, or other components which help teachers integrate newly acquired skills or knowledge into their classroom teaching.
 - e) create a community teacher's seminar in Israel.
4. Each supplementary school maintaining at least 75% teacher participation in a minimum level of teacher education programs would receive special funding to be used for teacher education program fees, conference and Israel seminar grants, or teacher salary supplements. (In-service education needs for the communal day schools are addressed in the Report of the Day School Subcommittee.)
- a) The BJE and College will determine, in consultation with school directors and teachers, appropriate minimum levels of participation based on the number of days teachers work in supplementary schools.
 - b) The BJE and College will develop an annual approved list of courses for this funding program.
 - c) Eligible schools will receive \$10/student enrolled only in that school, and \$5/student also enrolled in another school, for a maximum of \$7,500/school.
5. Stipends should be made available for more in-service education programs, including courses at the College.
6. The community should reinstate teacher conference and seminar grants into the JESP budget. Guidelines should be established which ensure that the broadest possible spectrum of teachers take advantage of the available grants.
7. There should be ongoing monitoring and evaluation of the full set of recommendations above, including the coordination process between the Bureau and College.

APPENDIX C



REPORT OF THE SUBCOMMITTEE
ON DAY SCHOOL PERSONNEL

DRAFT #4

BACKGROUND

The Jewish Community Federation of Cleveland has a long history of strong support for its communal day schools. The Hebrew Academy of Cleveland was the first Jewish day school in the United States to receive a Federation allocation. In the 1987-88 school year, the Federation provided a total allocation to three communal day schools with 1,048 students of \$1,148,300. Also, Cleveland continues to provide the highest per capita allocation to day schools in North America, averaging \$1,100.

Notwithstanding the strong level of communal support, Cleveland's Jewish day schools still face serious financial constraints. The burden of these constraints is largely borne by the faculty, through low salaries and limited availability of benefits. Low teacher salaries diminish the effectiveness of the schools in several ways:

1. Recruitment of Judaic studies teachers from national and international training centers, and retention of high quality faculty, are extremely difficult. This is critical since there is currently no local educational program which produces Judaic studies teachers for the Agnon and Schechter schools.
2. The ability of the schools to recruit locally for high quality general studies faculty is impaired.
3. Limited budget for salaries promotes greater use of part time employees, limiting the development of professional positions likely to attract the best in the field.
4. Low salaries limit the ability of the schools to maintain requirements or standards for continuing education, and to develop salary scales which create incentives for continuing education.

The committee compared salaries at the Agnon and Schechter schools with other local public and private schools (see Appendix A). Because the Hebrew Academy does not have a salary scale, comparisons for that school were not possible.

Although there appears to be a significant gap between Agnon and Schechter, Agnon offers optional Blue Cross coverage to full-time teachers, which brings its total compensation package close to Schechter's. Both schools are therefore within range of the base salary scale for the Hawken school. However, Hawken adds significant benefits to the base salary, including pension, health and insurance coverage, and conference attendance. Also, the chart does not reflect a merit pay program in effect at Hawken, about which further information was not available. Thus the estimate of the effective compensation gap between Hawken and two Jewish day schools is about \$5000-\$7000.

As is generally the case, public school teachers earn more than private school teachers. The total compensation package in a few east side school districts is \$10,000 - \$11,000 more than what Schechter currently pays.

While matching local private schools would improve the situation with general studies teachers, the schools need to go further than that to be able to recruit Judaic studies teachers. This is essential in order for Jewish day schools to differentiate their central purpose from that of other private and public schools.

The committee believes that in order for Agnon and Schechter to recruit the Judaic and general studies teachers they need, compensation must be increased to a level between public and private school salaries. Any attempt to address the gaps also needs to recognize the pressure existing in the general field of education, which is driving salaries higher. Thus, 3-4 years from now, the gaps will be even larger.

For the Hebrew Academy, two critical areas have been identified for personnel development. First, the Hebrew Academy has difficulty recruiting and retaining general studies teachers for its high school. This directly impacts on the school's ability to retain its students into the high school years. Salaries for these teachers lag behind the Judaic studies teachers at the Academy, and well behind comparable positions in other private and public schools.

A second critical area is pedagogic training for Judaic studies teachers. Although these teachers come to the Academy with very strong Judaic backgrounds, some have little or no professional education background in classroom skills and child development. The Academy program would be strengthened by a concentrated effort to round out the professional background of these teachers.

RECOMMENDATIONS

For the Agnon and Schechter schools, the salary gaps are the most critical issue to address. In light of these conditions, it is recommended that the Federation, the Bureau of Jewish Education, and the non-Orthodox day schools work to provide an average salary and benefits increase of \$10,000/teacher over the next four years. This would enable the schools to provide salary and benefits increases beyond the 5% average of the past three years. Thus the schools could keep pace with inflation and address the need to increase salaries further. It is suggested that the community assume 70% of the financial responsibility for this increase, and that the schools assume 30% of the responsibility, preferably through tuition increases. Schools would also assume responsibility for increased payroll taxes.

The following are a series of stipulations which will guide the implementation of these salary and benefit increases:

1. Estimates are based on current faculty. The chart should be modified to reflect the 1988-89 school year staffing levels. School year 1989-90 would be Year 1 on the chart.

2. Schools would have flexibility to apply the increases differentially among their faculty. However, all faculty should receive some significant increase due to this initiative, and the entire thrust should be viewed as an upgrading of salaries.
3. Additional faculty added to schools due to growth should be started at equivalent salary and benefits levels and built into future budgets at the new levels.
4. Benefits should be available on a cafeteria plan, as is currently the case at the Solomon Schechter Day School. That is, personnel who work 1,000 hours/year or more can opt to take part of their compensation in the form of health or other benefits. (This does not increase the total compensation package.)
5. Schools, with BJE assistance, will establish mandatory, continuing education requirements for all faculty, and will refigure salary scales to reflect appropriate incentives for continuing education and advanced degrees.
6. The Bureau of Jewish Education will be responsible for verifying implementation of the increases over the four-year period. This verification should be an annual process, with the community share for each year released when it is verified that the previous year's goal of increase was met.
7. The Bureau should monitor the impact of the increases on the use of health and pension benefits.
8. During Year 4, salary and benefits levels at the day schools should be reassessed to ensure that schools are able to recruit and retain quality faculty competitively.

To address the needs of the Hebrew Academy, it is recommended that the Federation, the Bureau of Jewish Education, and the school:

1. Provide fees and stipends for Judaic studies teachers to pursue additional educational training in classroom management and teaching methodology.
2. Provide salary enhancement for general studies teachers in the high school in order to improve the school's ability to recruit for those positions.

Respectfully submitted,

Stanley Wertheim, Chairperson

Howard Amster
Dr. Sylvia Abrams
Sharon Eichenbaum
Marc Freimuth
Rabbi A.H. Fried
Tamra Gould

N. Herschel Koblenz
Murray Kudroff
Charles Ratner
James Reich
Dr. Lifsa Schachter
Joseph Shafran
Philip Wasserstrom

Staff: Joel Fox and Mark Gurvis
MG:cj:215:11

COMPARISON OF TEACHERS' SALARIES AND BENEFITS
Entry Level, Full Time, with B.A. Degree and No Experience (a)

	Agnon	Solomon Schechter	Local (b) Private	Cleveland Public	Cleve. Hts./ Univ. Hts.	S. Euclid/ Lyndhurst
1988-1989 Entry Level Salary Scale	\$ 11,125	\$ 14,200	\$ 14,500	\$ 18,393	\$ 20,000	\$ 20,654
Benefits	\$2,100 in optional Blue Cross coverage	Available on cafeteria plan up to 1/3 of com- pensation in lieu of salary	5% pension Estimated \$3,500 in health & insurance benefits	Pension, health & insurance benefits total approx. 25% of salary	14% pension; estimated \$3,500 in & insurance benefits	14% pension Estimated \$3,000 in health & insurance benefits
Current Total Package	\$ 13,225	\$ 14,200	\$ 18,725 (b)	\$ 22,097	\$ 26,300	\$ 26,545
1992-1993 (Assuming 5% Annual Increase--which is avg. of last 4 yrs.)	Recommended	Recommended	5% Annual Increase	5% Annual Increase	5% Annual Increase	5% Annual Increase
Projected Salary Scale	\$23,225	\$24,200	\$ 17,624	\$22,356	\$24,310	\$25,105
Benefits	Available on cafeteria plan up to 1/3 of compensation in lieu of salary	Available on cafeteria plan up to 1/3 of compensation in lieu of salary	5% pension, Est. \$3,500 in health & insurance benefits	Pension, health & insurance benefits total approx. 25% of salary	14% pension Est. \$3,500 in health & insurance benefits	14% pension \$3,000 in health & insurance benefits
Projected Total Package	\$23,225 (c)	\$24,200 (c)	\$22,005 (b)	\$27,945	\$31,213	\$31,619

(a) Although only entry level scale is shown, comparable differences remain across salary scales.

(b) Based on 1986-87 salary scale, does not include merit pay bonus system.

(c) If present salary/benefits scale were increased only by 5%/year these would be: \$16,075 for Agnon; and \$17,260 for Schechter.

APPENDIX D



PROPOSAL FOR COMMUNITY TEACHERS

NEED

The shortage of qualified personnel for Jewish schools has reached crisis proportions. In the past few years, the number of qualified teachers available to be referred by the Bureau of Jewish Education to fill vacancies in the schools has dwindled drastically. In 1987/88, there were only seven referrals to fill 38 vacancies in the schools. As a result of the shortage, many vacancies are filled at the last minute with unqualified personnel. This compounds the retention problem that schools face because these teachers are quickly frustrated and do not stay in the field very long.

One way to address recruitment needs is to enable professionally trained teachers to serve the community more fully. By combining teaching positions from several schools, it is possible to reduce the overall number of persons who teach throughout the community. This has happened haphazardly to some extent. Although 50 teachers worked in more than one school in 1987/88, there has been no systematic approach to recruit and place professionally trained Jewish educators, each in a variety of teaching positions to comprise full-time teaching loads. Also, benefits are available only to teachers working at least 1,000 hours per year in one of the communal day or supplementary schools. A previous Bureau attempt to recruit for a combined position between two schools failed when the joint salary package was inadequate.

PROPOSAL

The Bureau of Jewish Education should create five full-time teaching positions. Schools would contract with the Bureau for the use of these teachers for specific teaching positions. The teachers would be employees of the Bureau and eligible for benefits through the Bureau.

Candidates for the positions should be professional Jewish educators who are either currently teaching 20 hours per week or less in Cleveland, or are teaching in another community. The Bureau will use a variety of sources to recruit teachers, including the JESNA Moreh Shaliach program, the College of Jewish Studies, local universities, and local and national advertising.

Each spring the Bureau would offer schools the opportunity to contract for the time of the community teachers. Once the individual is agreed to by a school, that school is obligated to employ the teacher for the entire school year. The Bureau will be responsible for ensuring a balance of assignments which comprises a full work load, and includes appropriate time for supervision, preparation, and professional development. Schools will be expected to abide by the Bureau's Code of Practices for Teachers. In addition to teaching positions, other Jewish continuity related positions may be considered (e.g., youth advisor, prayer leader, retreat or family education specialist).

July 1988

Because of the experimental nature of this approach, the Bureau should start with three teachers in Year 1, adding one teacher each year to reach a total of five in the third year. The program should be piloted with a great deal of flexibility. Salaries should be determined by the Bureau based on professional training and experience.

Ongoing monitoring of this program should be conducted in order to ensure the needs of the schools and the individual teachers are both appropriately being met. An evaluation should be conducted at the close of three years to determine if the program alleviates recruitment problems for the schools and attracts more full-time professionals to the local field of teaching.



cc: Arthur J. Naparstek

①

TO: Morton L. Mandel
NAME
DEPARTMENT PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT PLANT LOCATION

DATE: 8/16/88
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

Mark Gurvis has given me the attached summary of recommendations by the Commission on Jewish Continuity. There is attached to the recommendations a chart showing the estimated cost of these recommendations.

The recommendations are pretty well set, although not finally approved. The cost figures are very tentative and likely will be changed.

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SUMMARY OF COJC RECOMMENDATIONS

1. Cleveland Fellows -- The College of Jewish Studies will develop a community-based educational training program (Master's level) to develop senior educational personnel. The presence of top quality faculty and students, engaged not only in study, but in field-based program development, implementation, experimentation, and research, will raise the level and quality of the whole local field of Jewish education. This program will meet the demand and raise the standards for school directors, family educators, and "beyond the classroom" specialists in Cleveland and elsewhere.
2. Fellows Graduates Positions -- The community will ensure appropriate professional positions for graduates of the Cleveland Fellows program. In many cases these positions will support many of the new initiatives of the Commission on Jewish Continuity (e.g. congregational family educators, retreat specialists, master teachers, school directors, etc.).
3. In-Service Education Package -- The Bureau of Jewish Education and College of Jewish Studies will develop an individualized approach to guiding teachers already in the field to professional growth and development. The Personal Growth Plan starts with individual teachers at their various levels of experience, knowledge, and commitment, and guides them to attainment of degrees, licensure, or other appropriate measures of professional preparation. In addition the community will put in place a system of teacher and institutional stipends to support and encourage participation in teacher education programs.
4. Day Schools -- Salaries for our day school teachers are dangerously low, inhibiting the schools' ability to attract and retain the high quality faculty they need to compete with other local private schools. Accordingly, the community will implement a four year plan to address these critical salary gaps and ensure quality teaching in the day schools.
5. Community Teachers -- The Bureau of Jewish Education will create five full-time Community Teacher positions for professionally trained educators. The teachers would each work in a variety of school settings, combining jobs for a full-time teaching load. This will help recruit qualified personnel to the field and to specific schools, and will reduce the need for avocational personnel.
6. Retreat Institute -- This program, to be housed at the JCC, will work with schools, youth groups, and others to develop retreat programs. Retreat institute staff would work with schools before, during, and after retreats to plan, implement, and evaluate programs. This will lead to a dramatic growth in the volume and quality of retreat programs. This will be accompanied by a reduction of the cost of using the Treuhaff Conference Center for school and youth group overnight programs to half the current cost. Although beginning with an emphasis on school and youth group programs, the Retreat Institute should develop its resources over time to

support programs for families, adult groups, leadership groups, and others.

7. IISP -- The Israel Incentive Savings Plan attracts 100 new enrollments each year. The potential for additional growth is tremendous. The community will now approach recruitment differently, targeting specific congregations and schools to develop school-based trips that go hand-in-hand with IISP enrollment. This should dramatically increase the number of Cleveland youth who will have an Israel experience.
8. Curriculum Renewal -- Many of the community's schools operate with out-dated or inappropriate curriculum. Also, new family education and "beyond the classroom" education programs should be appropriately integrated into school programs. The Bureau's pilot Project Curriculum Renewal each school in this critical area.

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CONFIDENTIALOVERALL COMMISSION ON JEWISH CONTINUITY BUDGET -- ADD'L \$ ABOVE 1988-89 FUNDING LEVELS

	<u>(89-90)</u> <u>Year 1</u>	<u>(90-91)</u> <u>Year 2</u>	<u>(91-92)</u> <u>Year 3</u>	<u>(92-93)</u> <u>Year 4</u>
1. Cleveland Fellows	\$ 153,000	\$ 284,500	\$ 369,500	\$ 380,500
2. Fellows Graduates Positions	---	---	---	175,000
3. In-Service Education Package	76,700	112,650	139,600	160,000
4a. Day Schools - Agnon/Schechter	66,150	132,300	176,400	220,500
4b. Day Schools - Hebrew Academy				
5. Community Teachers	30,000	40,000	50,000	50,000
6. Retreat Institute	100,000	125,000	130,000	135,000
7. IISP Expansion	31,500	49,000	66,500	84,000
8. Proj. Curriculum Renewal	81,000	93,000	110,000	115,000
9. Youth Resource Office	40,000	40,000	40,000	40,000
10. Cong. Enrichment Fund Expansion	45,000	45,000	45,000	45,000
<hr/>				
TOTALS	\$ 623,350	\$ 921,450	\$1,127,000	\$1,405,000

Four Year Total - \$ 4,076,800

/jaog0415:1

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker
NAME
DEPARTMENT/PLANT LOCATION

DATE: 8/16/88
REPLYING TO
YOUR MEMO OF: _____

1023

SUBJECT:

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A far out thought: a variation on our theme about a second card in the Jewish Welfare Fund for Jewish education is a purely optional second card, not universally solicited, tied to the Welfare Fund, and matched by Endowment Fund monies.

Specifically, three families would start a challenge fund in the annual Jewish Welfare Fund campaign to provide permanent Federation funding at a raised level for Jewish education. They will invite others to join with them. The Federation would commit the Endowment Fund to match the amount raised by this special fund. This would not be a one-time approach, but a permanent method to raise the level of Jewish education funding through a combination of special Welfare Fund gifts matched by an Endowment Fund grant.

I am glad that Milt Wolf will convene a small meeting to discuss the general subject. Milt will very likely be opposed to the general idea of soliciting Jewish education funds as a second card in the annual campaign. Milt is concerned about the high level of our budgets, and especially about the fact that budgets are growing in the face of a reduced Jewish population. The variation of the Welfare Fund theme that I am suggesting may be acceptable to him because we will not be expecting everyone to make a special gift, and we will utilize the growing Endowment Fund for a purpose which he might find acceptable.

Some Endowment Committee members may be opposed, because the Endowment Fund is already hard-pressed to meet demands made upon it. My view is that, while this would squeeze out of Endowment funding a number of other requests, it would be acceptable as an expression of the high priority the Federation is placing on the future of Jewish education in Greater Cleveland.

8/18 Discussed with SHH in NYC

CONFIDENTIAL

MEMO TO: Stephen H. Hoffman

FROM: Henry L. Zucker

DATE: August 17, 1988

The Federation's Commission on Jewish Continuity has produced a number of recommendations for the improvement of Jewish education. It has begun to price these recommendations, and it is clear that they will require a very large injection of new money.

The chance of attracting large new financial commitments would be greatly improved if there were confidence in the capacity to implement the recommendations effectively. The implementation of the program would have to be in good hands, which would inspire confidence that there would be good results and that they would be cost effective.

Specifically, the community would have a very good signal from the education establishment if there were to be a hard look at the functions of the Bureau of Jewish Education, the College of Jewish Studies, and the Jewish Community Federation in the field of Jewish education. My judgment is that the community has more confidence in the College of Jewish Studies and in the Jewish Community Federation than it has in the Bureau of Jewish Education.

Have we arrived at the time when the Bureau's functions and staff should be transferred to the College and the Federation? Would this be a more effective way to discharge the training, standard-setting, consultation, and professional-related activities, as well as the planning, budgeting, promotion, transportation and business-related activities? Is this likely to improve Jewish education in Greater Cleveland? Would it release savings which could be applied to recommended improvements in Jewish education? Would it build confidence in the probability of good results in carrying out the recommendations?

8/81 Discussed with SHH in NYC

(5)

TO: Morton L. Mandel

NAME

DEPARTMENT/PLANT LOCATION

FROM: Henry L. Zucker

NAME

DEPARTMENT/PLANT LOCATION

DATE: 8/22/88REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

I have informed Steve Hoffman about your discussion with Milt Wolf, and told him that Milt plans to convene Ratners, Stone, Mandel, Hoffman and Zucker to talk about special Federation funding for Jewish education. Possibilities will include a special card in the Welfare Fund, the use of Endowment Fund monies, and contributions by the three families and others.

Presumably, if the meeting is successful, the nucleus group would be enlarged for a later meeting.

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I also talked with Steve about a hard look at the functions of the Bureau of Jewish Education, the College of Jewish Studies, and the Jewish Community Federation in the field of Jewish education. Apparently, there is a chance of effecting a merger of the Bureau and the College.

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QUESTIONS AND ANSWERS ON COMMISSION
ON JEWISH CONTINUITY RECOMMENDATIONS

"BEYOND THE CLASSROOM" EDUCATION

Discussion in the Task Force on "Beyond the Classroom" Education emphasized the importance of adequate retreat facilities, including winterized camp facilities. Why isn't a recommendation to winterize Camp Wise included?

Although the committee saw the importance of winterized camp facilities, it believed at this point the critical need is for staff resources to be provided within the community for consultation with schools and other groups on program development and staff training. With the recent pressures of capital fund-raising in the community, it was believed that the Commission on Jewish Continuity recommendations could not at this time call for additional capital projects. Therefore, the priority is to develop and fund the programs first.

Many schools do not have the staff resources to plan and implement successful retreat programs. How will this be different?

Among the primary responsibilities of Retreat Institute staff will be consulting with schools on program development and providing training programs for staff on working within "beyond the classroom" settings. In addition, the Retreat Institute should develop a cadre of personnel who can work as "stringers" at retreats, as counselors, teachers, song readers, arts specialists, etc.

Can any child in the community access the funding for Israel programs?

The Israel Incentive Savings Plan is currently constructed as a school-based program. Students must stay enrolled in a BJE-affiliated school to participate. Financial aid funds available to high school and college students are not linked to school enrollment. The IISP is under review this year by the BJE and Federation to explore ways to improve and simplify the program. This will include a study of past participants to gauge satisfaction with the program. Eligibility will be one of the issues reviewed.

Should there be some incentive programs for summer camping?

There are scholarships available through the Bureau of Jewish Education for first-time attendees who have financial need, and these are available to all children irrespective of school enrollment. These funds are currently under-utilized by children attending camps sponsored by the Reform and Conservative movements, or by Zionist movements. In addition, scholarships are available for Camp Wise through the Jewish Community Center. The position of the task force was that additional incentives to attend Jewish summer camping should come from within congregational resources. Of greater concern is that existing camps, particularly among the denominations, cannot accommodate

significantly increased enrollment from Cleveland families. This points to the need to develop, over time, local strategies for expanding local Jewish summer camping opportunities.

Why is an emphasis on curriculum development and integration part of the report of the Task Force on "Beyond the Classroom" Education?

In many cases retreat programs, and in most cases summer camping, Israel, or youth group experiences take place wholly externally to classroom education. These programs would enhance the educational experience more effectively if they were part of an overall curricular design. The same is equally true for parent and family education programs.

What has the first-year experience been with the Community Youth Resource Office?

The Community Youth Resource Office has succeeded in establishing itself in the arena of local youth activities. The director has effectively built relationships with the various direct-service providers, and is increasingly called upon to assist with program development and youth advisor placement and training. Now starting its second year, the Community Youth Resource Office will be focusing more on outreach strategies that can be pursued by individual groups and the entire community. The office should be supported in its efforts, and should become an ongoing communal support for Jewish continuity programming.

PARENT AND FAMILY EDUCATION

How can synagogues really establish effective parent and family education programs?

The most critical element is engaging the right staff. Jewish parent and family educators need to be able to combine solid Judaic backgrounds with expertise in working with social development and family dynamics. There are currently no training programs which prepare personnel specifically for such positions in Jewish parent and family education. The Cleveland Fellows program will include parent and family education as an important component of its curriculum. It is expected that student interns and graduates from the program will begin to fill positions as directors of parent and family education programs in congregations. Although it will take several years to build up to enough personnel in the community, these needs can be met over time through the Cleveland Fellows program.

What is the role of the JCC in supporting parent and family education programs?

Many families who join the JCC do not, or will not, affiliate with a synagogue. While the JCC does not assume the role of the synagogue in the community, it does provide an important bridge from the community to these families. That link can be strengthened by enhancing the Jewish educational content of JCC programs. In addition, cooperative efforts between the JCC and congregations should lead to an integrated outreach and family education approach to unaffiliated families.

Why aren't more communal resources invested into early childhood programs?

Early childhood programs are increasingly seen as important gateways to institutional Jewish life. Recent data show that 60% of all children in our community who are cared for, at least part of the day, by someone other than a parent are in programs under Jewish auspices. However, there is wide divergence in the field between child care and early childhood education programs. They range along a continuum of emphasis on social development orientation to formal educational orientation. While few programs are at either extreme, programs in the community vary widely. Also, not enough is yet known about what parents want and are willing to pay for in early childhood programs. Therefore, this area needs further study and exploration before new communal supports are created.

PERSONNEL

Why develop a new Master's level training program in Cleveland? Why not subsidize students to go to existing programs?

The Cleveland Fellows program addresses more than educational training for Jewish education professionals. It is an integrated approach to recruitment, training, placement, and retention. Existing national programs do not meet Cleveland's training needs, nor do they provide any training for parent and family education or "beyond the classroom" education personnel. International studies on senior personnel, conducted by the Joint Program for Jewish Education of the Jewish Agency, point to the need for an expansion of training opportunities, particularly at the local and regional level, if current and future needs are to be met in North America.

Won't the Cleveland Fellows program be very expensive for the community?

Yes, it will, but we expect that the benefits will be well worthwhile. To succeed in attracting new personnel to Jewish education into advanced educational training, the program provides a heavily subsidized experience. Students will receive tuition grants and living expenses, and guaranteed placement in Cleveland at an appropriate level of professional compensation.

In return, graduates will be required to commit to remaining in Cleveland at least two years after graduation. The addition of ten half-time internships, and 10 to 15 guaranteed full-time positions for graduates represents a significant boost to the local educational system in available personnel. This will drive the community's ability to expand hours for part-time administrators, create family education programs, develop "beyond the classroom" specialists, and meet other education needs.

Can the community's education system sustain so many new positions?

We believe so. The larger schools can certainly sustain additional full-time staff to work on family education programs, curriculum development, and "beyond the classroom" programs. Smaller schools should find that this enables them to expand part-time positions so that one professional can assume greater responsibilities within the school. In addition, other communal programs such as the Retreat Institute, Project Curriculum Renewal, Camp Wise, and others can potentially serve as placement sites for students or graduates. Within a few years, the initial graduates would move on to other professional positions, either in Cleveland or in other communities, thus opening up the entry level guaranteed positions for new graduates.

What will the student/faculty ratio be?

Although not determined yet, as with other Jewish education programs at this level, the ratio should be low. The number of faculty cannot be determined until the curriculum for the program is further developed. However, it is important to recognize that the proposal calls for faculty to spend a significant amount of their time working in the community in addition to teaching. They will be working with schools on developing programs and training staff. This, too, is a valuable benefit that builds Cleveland's educational system, and which would be lost to us if we subsidize students to study elsewhere. Within a few years, the cadre of faculty, students, and graduates should help us establish new standards for professionalism and elevate the local field of Jewish education.

What are we doing for the teacher in the supplementary school classroom?

Supplementary schools rely in large measure on avocational personnel -- dedicated people who work eight hours or less per week. Most work only three hours per week. It is expected that addressing senior personnel needs will improve the supervision and support that classroom teachers receive, since most now work without adequate support. The recommendations also call for significant community investment into teacher education programs, including:

- an individual approach to in-service education to be piloted with 50 of the most promising teachers in the community. The Personal Growth Plan will guide these teachers, based on their individual needs and

background, to new levels of professional educational attainment, such as licensure, or degrees in Jewish education.

- expanded opportunities for field coaching, recognized as one of the most effective teaching supports.
- development of an Israel teacher seminar in Israel.
- reinstatement and expansion of stipends for in-service education programs, including courses at the College of Jewish Studies; and reinstatement of conference and seminar grants for teachers.
- provision of special funding for schools to help cover fees for in-service education programs for teachers.

As a package, these programs should help teachers be better prepared and supported to succeed in the classroom.

How have we addressed the recruitment problem faced by schools?

Recruitment is one of the most difficult problems faced by the schools. Teaching positions within the supplementary schools turn over at a 20% rate each year. The ordinary resources for recruiting supplementary school teachers are limited in Cleveland by the lack of a large, liberal arts student population, and by the increasing number of women pursuing careers outside the home. Accordingly, the most important thing we can do is work at retention, and the recommendations outlined above address that. In addition, a pilot program is recommended to create new positions through the Bureau for community teachers. This would be achieved by combining several part-time teaching and/or other Jewish continuity staff positions, with a community supplement for salary and benefits. This will enable the community to attract more full-time professionals to teaching positions in Cleveland's supplementary schools. Hopefully, we will find that five professionals can fill 10 to 15 different positions successfully. Although a small start, this is an important model to test.

The day schools represent only 15% of the student population. How can we justify the extensive additional investment in the day schools when Cleveland is already doing more than any other North American community?

This community has emphasized the importance of day schools as the most effective Jewish educational option for many years. In fact, we have seen significant growth in our day school population in the past few years. However, as well as we are doing in supporting our communal day schools, they are all operating under severe financial constraints that take their toll on the teachers. Day school teachers, who represent the core of a Jewish teaching profession today, receive appallingly low salaries and few benefits. Our schools cannot hope to continue attracting the quality personnel they need to

remain viable and competitive. Addressing these gaps is vitally important to enabling the schools to maintain and improve their position in the community, and to building and maintaining a Jewish education profession.

GENERAL

Are any of the new programs based on successful models from other communities?

Each of the task forces explored successful models and experiences from other communities related to their particular areas. The Retreat Institute is drawn from the exciting, dynamic programs of the Brandeis-Bardin Institute in California, and the Butzel Conference Center operated by the Detroit JCC. However, while these programs are intrinsically linked with their location and setting, our emphasis will be on building staff resources first. The Cleveland Fellows program parallels an international effort at Hebrew University called the Jerusalem Fellows program. However, as a local model it is breaking new ground. The Personal Growth Plan is an extension of successful teacher development programs in general education settings, while the institutional stipend to encourage participation in in-service education is based on a very successful model from the Baltimore Board of Jewish Education. The Community Teachers initiative is something that the entire field of Jewish education have talked about for decades, but which has never yet been tested. Project Curriculum Renewal is a new model developed by our own Bureau, but which is entering a second pilot year now. So, we have a mix of adaptations of existing program models, and new initiatives. All of these programs will need ongoing monitoring and evaluation so we can ensure that our investment is having the impact we intended, and so we can make mid-course corrections along the way.

What role will the Congregational Plenum have in the ongoing direction of the programs?

The Plenum is a full partner in the process. While the coordinating mechanism has yet to be designed, it must necessarily include full representation by the Plenum.

MG:dv:110:6

AUG 25 1988



26500 Shaker Boulevard Beachwood, Ohio 44122 216 464-4050

August 22, 1988

Dr. Steven Bayne
Director
Jewish Communal Affairs
Department
The American Jewish Committee
165 East 65th Street
New York, New York 10022

Dear Dr. Bayne:

I was pleased to read a recent release from The American Jewish Committee concerning the "Think Tank" in Jewish education. There are several developments in the field which I am certain you are aware of but wanted to make sure they had been brought to your attention.

1. There has been an informal network through the Conference for the Advancement of Jewish Education (CAJE) in the area of adult education. Colleagues from this field have been meeting for the past several years to share different approaches for designing programs for adult learners to establish an informal network of colleagues working in this field. Participants have included Levey Derby of the Ninety Second Street "Y", Nathan Laufer of the Wexner Heritage Foundation and several others.
2. The Mandel Associated Foundation, in cooperation with JESNA and JWB, have formed a North American commission of Jewish education. It's goal is to promote specific policy initiatives which will lead to significant improvement in Jewish education. One of the first tasks of the commission staff has been to assemble data on Jewish education. It is clear that the data on adult education in North America is scarce. It may be helpful for you and the Director of the Commission, Dr. Arthur Naparstek, (c/o Premier Industrial Foundation (4500 Euclid Avenue, Cleveland, Ohio 44103) to be in touch concerning whatever data you might have available for which the commission might generate in this area. It is also clear that adult education is one of the critical areas in Jewish education overall. I have sent the press release announcing the formation of your "Think Tank" to Art Naparstek so that he can be aware of what you are doing in this area.



26500 Shaker Boulevard Beachwood, Ohio 44122 216 464-4050

Mr. S. Bayne
August 22, 1988
Page -2-

3. The Jewish Education Service of North America is scheduling a series of regional conferences on various topics over the next several years. One of the conferences to be held in Chicago in the spring of 1989 will be devoted to adult education. Fradle Freidenreich of Jesna will be coordinating the planning for this conference.
4. The Foundation of Jewish Studies in Washington D.C. is also working in the area of networking and research in adult Jewish education. The Director is Linda Gordon Kuzmack (phone: 301-961-0190) You may want to speak to Dr. Kuzmack since I know they were planning to start up a study process or network similar to yours.

I would also be more than glad to share with you the experience of the Cleveland College of Jewish Studies in the area of adult Jewish education. In addition to our accredited degree programs for training Jewish educators, we offer a college-level program for 500 adults each year and have begun a cooperative program with the conservative and reform congregations in Cleveland to offer congregationally based adult education programs.

I hope that the "Think Tank" will be successful and I look forward to hearing more about its progress.

Yours,

David Ariel
David S. Ariel

DSA:jv:F:bayne

JEWISH COMMUNITY FEDERATION
OF CLEVELAND

AUGUST 26, 1988

REPORT TO THE COMMISSION ON JEWISH CONTINUITY
FROM THE
TASK FORCE ON PERSONNEL
MONDAY, AUGUST 29, 1988
7:30 P.M. AT B'NAI JESHURUN

STANLEY WERTHEIM, CO-CHAIRPERSON, REPORTING

I AM VERY PLEASED TO BE ABLE TO REPORT ON BEHALF OF THE PERSONNEL TASK FORCE. WE FACED A PARTICULARLY COMPLEX AND CHALLENGING TASK, ESPECIALLY SINCE EVERY DISCUSSION ABOUT PROBLEMS IN JEWISH EDUCATION BOILS DOWN TO PERSONNEL ISSUES. WE HAD A VERY DEDICATED COMMITTEE WHO HAVE STAYED WITH A TIME-CONSUMING AND LENGTHY PROCESS. IN PARTICULAR, I WANT TO THANK MY CO-CHAIRMAN, ART NAPARSTEK, AND THE PROFESSIONALS FROM THE COMMUNAL EDUCATION AGENCIES AND THE SYNAGOGUE EDUCATIONAL DIRECTORS, WHO CONTRIBUTED SO MUCH TO OUR WORK.

SINCE CHUCK HAS OUTLINED MUCH OF THE BACKGROUND INFORMATION THAT DRIVES OUR APPROACH TO PERSONNEL, I WANT TO JUST TAKE A MOMENT TO COMMENT ON THE OPERATING ASSUMPTIONS THAT GUIDED OUR WORK, AND THEN GET INTO A DESCRIPTION OF THE PROGRAM RECOMMENDATIONS. FIRST, WE FEEL THE COMMUNITY NEEDS, WHEREVER POSSIBLE, TO INCREASE THE PERCENTAGE OF JEWISH EDUCATIONAL PERSONNEL WHO ARE TRAINED AND EMPLOYED AS PROFESSIONALS IN THE FIELD. WE RELY HEAVILY, AND ALWAYS WILL RELY HEAVILY ON AVOCATIONAL PERSONNEL. HOWEVER, THE STRUCTURAL ENVIRONMENT IN WHICH AVOCATIONAL PERSONNEL WORK NECESSARILY LIMITS THEIR EFFECTIVENESS. TO THE GREATEST EXTENT POSSIBLE, IN ORDER TO PROFESSIONALIZE THE FIELD

OF JEWISH EDUCATION, WE NEED TO INCREASE PROFESSIONAL EDUCATION AND PLACEMENT OPPORTUNITIES, AND BUILD A LARGER PROFESSIONAL CORPS. THIS IS PARTICULARLY CRITICAL IN CLEVELAND, SINCE UNLIKE MANY OTHER COMMUNITIES, WE DON'T HAVE A LARGE LIBERAL ARTS UNIVERSITY COMMUNITY TO DRAW FROM, WHICH OFTEN PROVIDES MANY YOUNG TEACHERS FOR CONGREGATIONAL SCHOOLS.

SECOND, WE BELIEVE THE COMMUNITY MUST SEEK TO ESTABLISH NEW SALARY STANDARDS BY UPGRADING SALARIES FOR EXISTING PERSONNEL, ENSURING APPROPRIATE SALARY LEVELS FOR NEWLY CREATED POSITIONS, AND ENCOURAGING SCHOOLS TO RAISE THEIR SALARY STANDARDS. THEREFORE, IN OUR RECOMMENDATIONS, WHEREVER WE HAVE CREATED NEW POSITIONS, WE ARE BUILDING THOSE BUDGETS TO REPRESENT APPROPRIATE PROFESSIONAL STANDARDS OF COMPENSATION, INCLUDING BENEFITS. THIS WILL CREATE SOME INEQUITIES IN THE LOCAL FIELD AS THESE PROGRAMS COME ON LINE. IN FACT, IF WE WANT TO SUCCEED IN CHANGING THE STANDARDS FOR PROFESSIONALISM, WE MUST START BY CREATING SOME INEQUITIES. THE OTHER OPTION, OF COURSE, IS PERPETUATING LOW SALARIES IN THE FIELD. ONE OF THE BY-PRODUCTS OF THIS IS THAT SCHOOLS AND CONGREGATIONS WILL HAVE TO MAKE SIGNIFICANT INTERNAL STRIDES TO MATCH THE SALARIES OF OTHER PROFESSIONALS IN THE LOCAL AREA. ALTHOUGH THIS WILL BE DIFFICULT TO ACCOMPLISH, IT IS NECESSARY.

BASED ON A SURVEY OF THE LOCAL FIELD, WE IDENTIFIED FOUR PRIORITY AREAS. EACH OF THESE HAS RESULTED IN A PROPOSAL OR REPORT WHICH CALLS FOR SPECIFIC RECOMMENDATIONS. THESE AREAS ARE EDUCATIONAL LEADERSHIP, IN-SERVICE TEACHER EDUCATION, DAY SCHOOL PERSONNEL, AND INCREASING PROFESSIONALISM BY CREATING VIABLE CAREER OPPORTUNITIES.

LEADERSHIP IN THE PROFESSIONAL JEWISH EDUCATION FIELD HAS BEEN IDENTIFIED AS A CRITICAL PROBLEM LOCALLY, NATIONALLY, AND INTERNATIONALLY. CHUCK HAS OUTLINED THE WAY THIS IMPACTS OUR OWN EDUCATIONAL SYSTEM. THE REALITY IS THAT THERE ARE NO TRAINING PROGRAMS, EITHER LOCALLY OR NATIONALLY, WHICH PROVIDE JEWISH EDUCATION TRAINING FOR OUR PRIORITY AREAS OF PARENT AND FAMILY EDUCATION AND "BEYOND THE CLASSROOM" EDUCATION. THOSE NATIONAL TRAINING PROGRAMS THAT DO EXIST RARELY PRODUCE TEACHERS AND ADMINISTRATORS FOR CLEVELAND. OUR RECOMMENDATION IS TO DEVELOP A COMMUNITY-BASED EDUCATIONAL TRAINING PROGRAM CALLED THE CLEVELAND FELLOWS PROGRAM. BASED AT THE COLLEGE OF JEWISH STUDIES, THIS WOULD BE AN INTEGRATED APPROACH TO RECRUITING, TRAINING, PLACING, AND RETAINING A NEW TYPE OF JEWISH EDUCATIONAL LEADER. GRADUATES FROM THE PROGRAM WOULD BE HIGHLY SKILLED IN JUDAICA, GROUP WORK, TEACHING SKILLS, AND BE ABLE TO WORK IN A VARIETY OF POSITIONS IN BOTH FORMAL AND INFORMAL EDUCATIONAL SETTINGS.

THE TWO YEAR PROGRAM WOULD ADMIT FIVE CLEVELAND FELLOWS PER YEAR. COOPERATIVE ARRANGEMENTS TO TRAIN EDUCATORS FOR OTHER COMMUNITIES COULD BE DEVELOPED TO CREATE A LARGER POOL OF STUDENTS.

STUDENTS WILL TAKE COURSES LEADING TO A MASTERS DEGREE IN JEWISH EDUCATION. THEIR TRAINING WOULD INCLUDE EXTENSIVE SUPERVISED FIELD ASSIGNMENTS AT JEWISH SCHOOLS OR AGENCIES, BASED ON A SOCIAL WORK MODEL. THE AVAILABILITY OF THESE INTERNS WILL CHALLENGE AND STIMULATE EXCELLENCE WITHIN THE HOSTING INSTITUTIONS. A REQUIRED ISRAEL COMPONENT WOULD INTRODUCE PARTICIPANTS TO AN INTERNATIONAL JEWISH PERSPECTIVE AND TO LEADING JEWISH THINKERS, AND WOULD ALSO ASSIST IN TRAINING LOCAL EDUCATORS TO DEVELOP SUCCESSFUL ISRAEL PROGRAMS. STUDENTS WOULD RECEIVE FULL TUITION SCHOLARSHIP AND LIVING EXPENSES IN EXCHANGE FOR A COMMITMENT TO WORK IN THE LOCAL FIELD OF JEWISH EDUCATION AFTER GRADUATION FOR AT LEAST TWO YEARS.

THE COLLEGE WOULD HIRE NEW FACULTY IN THE AREA OF JEWISH EDUCATION, "BEYOND THE CLASSROOM" EDUCATION, AND PARENT AND FAMILY EDUCATION. THE TOTAL NUMBER OF FACULTY WILL NEED TO BE DETERMINED AFTER A FULL DEVELOPMENT OF THE CURRICULUM. EACH FACULTY MEMBER IN THE PROGRAM WOULD SPLIT RESPONSIBILITY BETWEEN TEACHING IN THE CLEVELAND FELLOWS PROGRAM AND WORKING WITH LOCAL SCHOOLS AND AGENCIES ON PROGRAMS IN THEIR AREA OF EXPERTISE.

A CRITICAL ELEMENT OF THE PROGRAM, WHICH WILL MAKE IT ONE OF THE MOST ATTRACTIVE OPTIONS IN THE COUNTRY FOR PROFESSIONAL EDUCATION, WILL BE GUARANTEED PLACEMENT IN PROFESSIONAL POSITIONS IN THE LOCAL JEWISH EDUCATION FIELD. THE COMMUNITY WOULD WORK WITH SCHOOLS AND AGENCIES TO DEVELOP AND PROVIDE SUPPORT FOR POSITIONS FOR GRADUATES AT APPROPRIATE AND ADEQUATE LEVELS OF PROFESSIONAL COMPENSATION.

WE BELIEVE THIS IS A DRAMATIC AND INNOVATIVE INITIATIVE WHICH WILL IMPACT ON ALL LEVELS OF OUR JEWISH EDUCATION SYSTEM. THE PRESENCE OF A CADRE OF FACULTY, STUDENTS, AND GRADUATES WILL ELEVATE INDIVIDUAL INSTITUTIONS AND THE WHOLE LOCAL FIELD OF JEWISH EDUCATION.

BECAUSE PRE-SERVICE EDUCATION, BY AND LARGE, DOES NOT EXIST FOR MOST JEWISH TEACHERS, THE IMPORTANCE OF IN-SERVICE EDUCATION IS PARAMOUNT. BOTH THE BUREAU AND THE COLLEGE HAVE MADE SIGNIFICANT STRIDES IN THE PAST FEW YEARS IN IMPROVING LOCAL SERVICES IN TEACHER EDUCATION. HOWEVER, BOTH AGENCIES FUNCTION IN A CONTEXT WHICH INHIBITS FULFILLMENT OF OUR COMMUNITY GOAL OF DEVELOPING A SYSTEM OF COMPREHENSIVE, INTEGRATED, AND SEQUENTIAL TEACHER EDUCATION. ACCORDINGLY, OUR RECOMMENDATIONS IN THIS AREA FOCUS ON A VARIETY OF WAYS OF ADDRESSING THESE NEEDS. FIRST, WE CALL UPON THE BUREAU AND THE COLLEGE TO DEVELOP A NEW ONGOING PROCESS OF COORDINATION AND PLANNING FOR TEACHER EDUCATION SERVICES.

THROUGH THIS THEY CAN APPROPRIATELY DIVIDE RESPONSIBILITY IN THIS AREA, COORDINATE OPPORTUNITIES FOR IN-SERVICE EDUCATION, AND DIRECT FUTURE PLANNING. WITHIN THE CONTEXT OF THAT NEW ONGOING PROCESS OF COORDINATION, WE CALL FOR A NUMBER OF SPECIFIC NEW AND EXPANDED PROGRAMS. ONE NEW INITIATIVE IS A PERSONAL GROWTH PLAN PROGRAM, A MODEL FOR INDIVIDUALIZED CONTINUING EDUCATION. THIS PILOT PROJECT WOULD TARGET 50 OF THE MOST PROMISING TEACHERS IN THE LOCAL FIELD, AND OVER A PERIOD OF THREE YEARS GUIDE THEM TO ATTAINMENT OF JEWISH EDUCATION DEGREES, LICENSURE, OR OTHER APPROPRIATE MEASURES OF PROFESSIONAL PREPARATION.

ALSO THROUGH THE NEW COORDINATION AND PLANNING PROCESS, THE AGENCIES SHOULD REVIEW THE CURRENT LICENSURE AND CERTIFICATION SYSTEM, DEVELOP MENTORING PROGRAMS FOR NEW TEACHERS, AND INCREASE THE NUMBER OF IN-SERVICE OFFERINGS WHICH INCLUDE FIELD COACHING OR OTHER COMPONENTS WHICH HELP TEACHERS INTEGRATE NEWLY ACQUIRED SKILLS OR KNOWLEDGE INTO THEIR CLASSROOM TEACHING. THE REPORT ALSO CALLS FOR CREATION OF A COMMUNITY TEACHERS' SEMINAR IN ISRAEL.

WE RECOMMEND THAT THE COMMUNITY REINSTATE THE STIPENDS FOR THE JEWISH EDUCATOR SERVICES PROGRAM AND MAKE MORE AVAILABLE, INCLUDING FOR TEACHERS WHO TAKE COURSES AT THE COLLEGE OF JEWISH STUDIES. THE COMMUNITY SHOULD REINSTATE TEACHER CONFERENCE AND SEMINAR GRANTS IN THE JEWISH EDUCATOR SERVICES PROGRAM BUDGET AS

WELL. FINALLY, BASED ON A SUCCESSFUL PROGRAM MODEL OUT OF BALTIMORE, WE RECOMMEND CREATION OF AN INSTITUTIONAL STIPEND. THROUGH THIS NEW PROGRAM, EACH SUPPLEMENTARY SCHOOL MAINTAINING PARTICIPATION BY AT LEAST 75% OF THEIR TEACHERS IN A SPECIFICIED MINIMUM LEVEL OF TEACHER EDUCATION PROGRAMS WOULD RECEIVE SPECIAL FUNDING. THE SCHOOL CAN USE THE FUNDS FOR TEACHER EDUCATION PROGRAM FEES, CONFERENCE OR ISRAEL SEMINAR GRANTS, OR TEACHER SALARY SUPPLEMENTS.

THIS IS A VERY COMPREHENSIVE PROGRAM PACKAGE WHICH BUILDS ON THE STRENGTHS OF EXISTING PROGRAMS IN THE COMMUNITY, AND ADDS VITAL PIECES TO STRENGTHEN THE WHOLE. WE BELIEVE THIS WILL STRENGTHEN AND SUPPORT THE CLASSROOM TEACHER TO A FAR GREATER EXTENT THAN IS CURRENTLY POSSIBLE. OUR HOPE IS THAT THESE PROGRAMS WILL HELP TEACHERS SUCCEED IN THE CLASSROOM, AND WILL ACCORDINGLY, HELP US RETAIN TEACHERS IN OUR SCHOOLS, PARTICULARLY THE SUPPLEMENTARY SCHOOLS.

THE THIRD AREA WE LOOKED AT IS THE SITUATION FACING DAY SCHOOL PERSONNEL. WE CAN BE PROUD OF CLEVELAND'S ALLOCATIONS TO DAY SCHOOLS, HIGHEST OF ANY COMMUNITY IN NORTH AMERICA. HOWEVER, OUR COMMUNAL DAY SCHOOLS STILL FACE SERIOUS FINANCIAL CONSTRAINTS. THESE RESULT IN LOW SALARIES FOR FACULTY WHICH INHIBIT RECRUITMENT AND RETENTION OF HIGH QUALITY FACULTY.

FOR THE AGNON AND SCHECHTER SCHOOLS, ADDRESSING TEACHER SALARIES WAS CLEARLY THE HIGHEST PRIORITY. IN LOOKING AT COMPARISONS WITH TEACHER SALARIES IN LOCAL PUBLIC AND PRIVATE SCHOOLS, WE RECOGNIZED THAT SERIOUS GAPS EXIST NOW, AND WILL GROW IN THE COMING YEARS UNLESS THE COMMUNITY ADDRESSES THIS. ACCORDINGLY, OUR RECOMMENDATIONS FOR THE AGNON AND SCHECHTER SCHOOLS ARE THAT WE SEEK TO SUPPLEMENT FUNDING TO THE SCHOOLS SO THAT THEY MAY INCREASE TEACHER SALARIES TO A LEVEL BETWEEN PUBLIC AND PRIVATE SCHOOL TEACHER SALARIES IN THE LOCAL AREA. THE RECOMMENDATION CALLS FOR THE COMMUNITY TO ASSUME 70% OF THE FINANCIAL RESPONSIBILITY, WITH THE REMAINING 30% BORNE BY THE SCHOOLS. IN ADDITION, THE SCHOOLS WOULD ESTABLISH MANDATORY PROFESSIONAL DEVELOPMENT REQUIREMENTS FOR ALL FACULTY, AND RESTRUCTURE THEIR SALARY SCALES TO REFLECT APPROPRIATE INCENTIVES FOR CONTINUING EDUCATION AND ADVANCED DEGREES.

IN WORKING WITH THE HEBREW ACADEMY, IT WAS RECOGNIZED THAT THE NEEDS ARE SOMEWHAT DIFFERENT. FIRST OF ALL, THERE ARE MANY JUDAIC STUDIES TEACHERS WHO COME TO THE ACADEMY FROM A YESHIVA BACKGROUND. WHILE THESE TEACHERS ARRIVE WITH VERY STRONG JUDAIC BACKGROUNDS, SOME NEED ADDITIONAL TRAINING IN CLASSROOM MANAGEMENT, TEACHING METHODOLOGY, AND EDUCATIONAL PSYCHOLOGY. ACCORDINGLY, WE RECOMMEND THAT WE WORK WITH THE HEBREW ACADEMY TO PROVIDE FEES AND STIPENDS FOR JUDAIC STUDIES TEACHERS TO PURSUE SUCH EDUCATIONAL TRAINING AT JOHN CARROLL UNIVERSITY, CLEVELAND

STATE UNIVERSITY, OR THROUGH OTHER LOCAL PROGRAMS. SECONDLY, THE ACADEMY IDENTIFIED A PARTICULAR NEED TO ENHANCE SALARIES FOR GENERAL STUDIES TEACHERS IN THE HIGH SCHOOL GRADES IN ORDER TO IMPROVE THE SCHOOL'S ABILITY TO RECRUIT FOR THESE POSITIONS. I WOULD NOTE THAT WE ARE STILL WORKING WITH THE ACADEMY TO PINPOINT THE SPECIFIC PROGRAM RECOMMENDATIONS AND BUDGET COSTS FOR THESE RECOMMENDATIONS. WE EXPECT IN THE NEXT FEW WEEKS TO HAVE SPECIFIC INFORMATION ON THE HEBREW ACADEMY RECOMMENDATIONS.

FINALLY, BECAUSE FULL-TIME TEACHING POSITIONS IN OUR SCHOOLS ARE SCARCE, IT IS DIFFICULT FOR THE COMMUNITY TO RECRUIT PROFESSIONAL EDUCATORS TO TEACH IN SUPPLEMENTARY SCHOOLS. WE BELIEVE IT MAY BE POSSIBLE TO DO SO BY COMBINING SEVERAL TEACHING JOBS INTO A FULL-TIME POSITION AS A COMMUNITY TEACHER, WITH AN APPROPRIATE SALARY AND BENEFITS PACKAGE. THIS ENHANCES PROFESSIONALIZATION OF THE JEWISH EDUCATION FIELD BY IMPROVING PROFESSIONAL OPPORTUNITIES AVAILABLE TO TEACHERS. ORDINARILY THEY WOULD NEED TO MOVE INTO ADMINISTRATIVE POSITIONS IMMEDIATELY TO EARN ADEQUATE SALARIES. PREVIOUS ATTEMPTS TO ACCOMPLISH THIS IN OUR COMMUNITY FAILED BECAUSE OF THE COMBINED SALARY PACKAGES WERE NOT HIGH ENOUGH TO ATTRACT TEACHERS. WE BELIEVE ADDING A COMMUNITY SALARY SUPPLEMENT AND BENEFITS PACKAGE TO THE SCHOOLS' CONTRIBUTION TOWARD SALARY WILL ENABLE THE BUREAU TO CREATE VIABLE FULL-TIME POSITIONS. IT IS POSSIBLE THAT PART-TIME POSITIONS IN OTHER JEWISH CONTINUITY-RELATED AREAS, SUCH AS YOUTH

ADVISORS, RETREAT INSTITUTE STAFF, OR OTHERS, WOULD POTENTIALLY HELP ROUND OUT A FULL-TIME POSITION. THEREFORE, THE RECOMMENDATION IS THAT THE BUREAU CREATE FIVE FULL-TIME POSITIONS FOR PROFESSIONALLY TRAINED EDUCATORS FOR SCHOOLS AND OTHER JEWISH CONTINUITY PROGRAMS. INDIVIDUAL SCHOOLS OR OTHER AGENCIES WOULD CONTRACT WITH THE BUREAU FOR THE USE OF THESE PERSONNEL. SALARIES AND BENEFITS, CONSISTENT WITH TRAINING AND EXPERIENCE, WOULD BE PAID THROUGH THE BUREAU.

WE BELIEVE THAT THE PROGRAM RECOMMENDATIONS OUTLINED ABOVE REPRESENT A SIGNIFICANT COMMUNITY INVESTMENT IN PROFESSIONALIZING THE JEWISH EDUCATION FIELD. THEY ALSO REPRESENT THE FIRST TIME THAT A NORTH AMERICAN JEWISH COMMUNITY HAS DEVELOPED SUCH A COMPREHENSIVE APPROACH TO TACKLING ITS PERSONNEL SITUATION. THESE PROGRAMS WILL HAVE AN ENORMOUS IMPACT THROUGHOUT THE COMMUNITY ON JEWISH EDUCATION AND JEWISH CONTINUITY PROGRAMS AND WILL SERVE AS VALUABLE MODELS FOR OTHER COMMUNITIES. OUR REPORT CALLS FOR EXTENSIVE EVALUATION OF EACH OF THESE PROGRAMS IN ORDER TO ENSURE THAT THEY ARE MEETING OUR GOALS. SPECIFICALLY, WE RECOMMEND THAT IMPLEMENTATION OF EACH PROGRAM SHOULD INCLUDE A CLEARLY DELINEATED EVALUATION DESIGN WHICH SHOULD BE DEVELOPED BEFORE THE PROGRAMS BEGIN. I WOULD GO ONE STEP FURTHER TO SUGGEST THAT THIS IS A CONCERN THAT EXTENDS BEYOND THE PERSONNEL RECOMMENDATIONS TO THE OTHER AREAS AS WELL. I THEREFORE PLACE

REPORT TO COJC FROM
THE TASK FORCE ON PERSONNEL

AUGUST 29, 1988
PAGE 11

THIS PARTICULAR CONCERN ON THE TABLE FOR CONSIDERATION WITHIN THE
OVERALL COMMISSION ON JEWISH CONTINUITY REPORT.

CHUCK AND JIM, IT HAS BEEN AN HONOR AND A PLEASURE FOR MY
CO-CHAIRMAN AND I TO BE ABLE TO CONTRIBUTE TO SUCH AN EXTENSIVE
PLANNING PROCESS FOR A CRITICAL COMMUNITY NEED. I MOVE THAT THE
COMMISSION ON JEWISH CONTINUITY APPROVE THE REPORT OF THE
PERSONNEL TASK FORCE.

/JAOG496:5

SUMMARY OF COJC RECOMMENDATIONS

1. Cleveland Fellows -- The College of Jewish Studies will develop a community-based educational training program (Master's level) to develop senior educational personnel. The presence of top quality faculty and students, engaged not only in study, but in field-based program development, implementation, experimentation, and research, will raise the level and quality of the whole local field of Jewish education. This program will meet the demand and raise the standards for school directors, family educators, and "beyond the classroom" specialists in Cleveland and elsewhere.
2. Fellows Graduates Positions -- The community will ensure appropriate professional positions for graduates of the Cleveland Fellows program. In many cases these positions will support many of the new initiatives of the Commission on Jewish Continuity (e.g. congregational family educators, retreat specialists, master teachers, school directors, etc.).
3. In-Service Education Package -- The Bureau of Jewish Education and College of Jewish Studies will develop an individualized approach to guiding teachers already in the field to professional growth and development. The Personal Growth Plan starts with individual teachers at their various levels of experience, knowledge, and commitment, and guides them to attainment of degrees, licensure, or other appropriate measures of professional preparation. In addition the community will put in place a system of teacher and institutional stipends to support and encourage participation in teacher education programs.
4. Day Schools -- Salaries for our day school teachers are dangerously low, inhibiting the schools' ability to attract and retain the high quality faculty they need to compete with other local private schools. Accordingly, the community will implement a four year plan to address these critical salary gaps and ensure quality teaching in the day schools.
5. Community Teachers -- The Bureau of Jewish Education will create five full-time Community Teacher positions for professionally trained educators. The teachers would each work in a variety of school settings, combining jobs for a full-time teaching load. This will help recruit qualified personnel to the field and to specific schools, and will reduce the need for avocational personnel.
6. Retreat Institute -- This program, to be housed at the JCC, will work with schools, youth groups, and others to develop retreat programs. Retreat institute staff would work with schools before, during, and after retreats to plan, implement, and evaluate programs. This will lead to a dramatic growth in the volume and quality of retreat programs. This will be accompanied by a reduction of the cost of using the Treuhaft Conference Center for school and youth group overnight programs to half the current cost. Although beginning with an emphasis on school and youth group programs, the Retreat Institute should develop its resources over time to

support programs for families, adult groups, leadership groups, and others.

7. IISP -- The Israel Incentive Savings Plan attracts 100 new enrollments each year. The potential for additional growth is tremendous. The community will now approach recruitment differently, targeting specific congregations and schools to develop school-based trips that go hand-in-hand with IISP enrollment. This should dramatically increase the number of Cleveland youth who will have an Israel experience.
8. Curriculum Renewal -- Many of the community's schools operate with out-dated or inappropriate curriculum. Also, new family education and "beyond the classroom" education programs should be appropriately integrated into school programs. The Bureau's pilot, Project Curriculum Renewal, should be expanded to work with each school on this critical concern.

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JOINT FEDERATION/PLENUM

COMMISSION ON JEWISH CONTINUITY

TASK FORCE REPORTS

AUGUST 1988

AMERICAN JEWISH
ARCHIVES

BEYOND THE CLASSROOM EDUCATION

PARENT AND FAMILY EDUCATION

PERSONNEL

REPORT OF THE
TASK FORCE ON "BEYOND THE CLASSROOM" EDUCATION

I. INTRODUCTION

Integrating "beyond the classroom" educational environments into the ongoing educational work of every institution and youngster has been a communal goal since the Jewish Community Federation's 1976 Jewish education study. Presentations by national experts and preliminary discussions in the Commission on Jewish Continuity suggested that at least a portion of the affective and cognitive learning currently taking place in classroom environments might more fruitfully take place in alternative learning environments. Ideally, our educational system should provide opportunities for cognitive and affective learning in both classroom and "beyond the classroom" settings. Accordingly, our community should be creating linkages between Jewish schools and institutions like the JCC to produce interdisciplinary approaches to educational programs. It is critical that "beyond the classroom" experiences be fully integrated into a school's curriculum, since the school is the community's primary instrument for the education of its children. Thus communal resources in "beyond the classroom" education should buttress a school's ability to carry out its program.

Steps taken in the direction of increasing "beyond the classroom" programming include the funding provided for the Israel Incentive Savings Plan for Israel experiences, the Congregational Enrichment Fund's support for congregational programs and retreats, scholarship funds for Israel and camp experiences, inter-school programs coordinated by the Bureau of Jewish Education, and the recently funded Community Youth Resource Office. The Congregational Enrichment Fund in particular enabled schools to begin experimenting with "beyond the classroom" programs. However, few schools have attempted to integrate all these elements into a total curriculum design. The challenge to this task force is to develop a comprehensive approach for the total community which maximizes "beyond the classroom" education.

The Jewish Community Center should play a pivotal role in community planning for and implementation of "beyond the classroom" programs. The JCC should be the lead community agency providing support for: 1) retreats; 2) youth programs; and 3) summer camp programs. This requires a new level of cooperative planning and programming between the JCC and other community institutions, particularly synagogues. In effect, the JCC and the schools should be partners who can jointly develop professional skills and resources in the area of "beyond the classroom" education. While the JCC carries the lead role in implementing "beyond the classroom" educational programs, the Bureau of Jewish Education provides related support in the areas of Israel programs and curriculum development.

II. RETREATS

Shabbatonim and weekend retreats offer the greatest potential to reach large numbers of Jewish students through "beyond the classroom" programs. They uniquely combine affective and cognitive learning in short, intensive programs and motivate students for further learning. Retreats and shabbatonim were recognized in the Federation's 1976 and 1981 Jewish education studies as a high priority area for new development.

Some schools have already started to build retreats into their programs. However, they are occasional and generally not a standard part of every school year. The next step is to provide the communal resources to enable each Jewish school in Cleveland to plan retreat and Shabbaton programs that are integrated into the grade specific goals and objectives of the regular school program. The Jewish day schools, especially, should be encouraged to plan retreat activities as an integral part of their school programs.

The need for adequate retreat facilities has been demonstrated repeatedly by previous validations of the JCC's Halle Park Family Camp and the original design for the Treuhaft Center. School directors and rabbis have often pointed to this as a critical priority. The Treuhaft Center can be used appropriately by school and youth groups up to high school age. For older children, and for adult and family groups, it is inappropriate for overnight use. Also, the current pricing structure is prohibitive for most school and youth groups.

Many communities have benefitted from the combination of a local camp with program supports as an invaluable component in their education systems. Given the articulated need in Cleveland, the community should move towards the development of such a resource.

RECOMMENDATIONS

A. Jewish Retreat Institute

1. The JCC, in partnership with the schools, should develop a Jewish Retreat Institute, the purpose of which would be to assist schools and other groups to accomplish all goals related to retreat programs. Specifically, the Retreat Institute would have program staff available to consult with schools and other community groups on developing retreat programs, and helping to implement and staff retreats. This includes ensuring opportunities for working with school personnel before, during, and after retreat programs. The Retreat Institute should be very closely linked with the Community Youth Resource Office (see Appendix A) and the Cleveland Fellows faculty specialist on "beyond the classroom" education. Efforts should be made to ensure that Retreat Institute resources are used to develop programs which are linked to comprehensive and integrated school curricula. Because of the critical need to integrate

retreats into school programs, the task force believes developing the Retreat Institute should be considered a first priority among Commission on Jewish Continuity efforts.

2. The Retreat Institute should be funded at a level at which it could provide staff resources for 2-3 retreats/per BJE affiliated school each year. These schools would use the retreat institute resources at no cost. Use by other Cleveland schools or groups could be charged on a for-cost basis.
3. Facilities should include the Treuhaft Conference Center and winterized camp facilities. A projected 50-60 retreats per year would need to be accommodated just to meet the needs of school programs. Youth group programs and other groups would also need to be accommodated. Use of the Treuhaft Conference Center by BJE-affiliated schools and youth groups should be subsidized to reduce the cost by half. Retreat Institute staff should help adult and family groups locate and use other possible sites (hotels, other religious group camps).
4. When program demands warrant and funding permits, Camp Wise should be winterized to facilitate year-round use for retreat programs. The facility should be able to accommodate up to 100 children plus staff during the school year. Additional units appropriate for adult and family use should also be explored for a later phase of development.

III. ISRAEL PROGRAMS

The impact of Israel experiences on Jewish identity is well established, particularly in programs with ideological, religious, and educational content. The concept that every youngster's Jewish education should include an Israel program has long been an accepted part of Cleveland's educational strategy. The BJE presently manages and promotes the Israel Incentive Savings Plan (IISP). It is currently funded at approximately 100 new enrollments/year through Federation Endowment and Jewish Agency funding. Attaining the goal of universalizing an Israel experience for every Jewish high school student would require expanding the IISP over time to accommodate more enrollments. Also, the cost of Israel trips has grown to an estimated \$2,500-\$3,500. However, the IISP after its seven year savings, yields only \$1,870. Accordingly, the funding formula should be increased to ensure the program yields adequate funds to cover most of a trip's cost when students reach high school.

Each school requires a comprehensive approach to integrate a trip to Israel into the school curriculum. This requires each school to think strategically about how it will:

- enroll every child into the IISP;
- find the best Israel trip for each child;

- potentially run its own annual or biennial Israel trip, or do this jointly with other local schools; and
- integrate Israel trips into the school curriculum so that students are prepared for the experience and so its potential impact on their personal Jewish identity development will be maximal.

(See Appendix B for additional information on Israel education.)

RECOMMENDATIONS

- A. The Israel Incentive Savings Plan should increase its size to 200 new participants/year. This represents double the current enrollment rate. Also, the shares of funding should be increased to reflect the current cost of Israel trips. The Federation share should be \$100/year; the school/family share \$175/year. This should be phased up over a four year period.
- B. The BJE should work over four years with its affiliates to integrate IISP enrollment into the school registration procedures of every BJE affiliated school.
- C. The curriculum renewal process (see Section V) should focus schools on appropriate ways to build Israel programs and trips into curriculum (e.g. the Rabbi takes classes to Israel as a required part of the program). This should include developing a school-based plan for universal IISP enrollment.

IV. SUMMER CAMPING

Ideally, Jewish education should be tied to Jewish living experiences that bring classroom concepts to life in an atmosphere of community and joy. The potential of Jewish camping to provide this kind of experience is well established. The well-run Jewish camping experience serves not only to introduce a youngster to Jewish living, but also incorporates Jewish learning (history, customs, Hebrew, etc.) in a way that can be joyful. Although research is limited in this area, most Jewish camps report frequent and repeated instances of youngsters making major changes in lifestyle through the Jewish camping experience. The cumulative effect of the camping experience with other coordinated "beyond the classroom" experiences affects future Jewish identification for a significant number of Jewish children.

While the congregations sponsor camp programs through their national movements, these are almost never coordinated with the child's educational experience and reach only a tiny portion of the total school-aged population. Our community has camp sites, Camp Wise and Anisfield Day Camp, which have physical facilities and group work and recreational skills. These camps are already providing significant Jewish

experiences for their campers. Therefore, the JCC should work with congregations and schools to develop intensive summer camp programs.

RECOMMENDATIONS

- A. Congregations should work to strengthen recruitment efforts for their denominational summer camps. This is an ideal area for inter-congregational cooperative efforts. Alumni of various camp programs should be used wherever possible to share their experiences with youth and parents.
- B. A Retreat Institute staff member or a Cleveland Fellows faculty member should serve as the educational director for Camp Wise and should work to strengthen the Jewish educational component of Camp Wise and the Anisfield Day Camp program. This should include experimenting with intensive educational camp programs, perhaps co-sponsored with congregations and schools.

V. CURRICULUM INTEGRATION

Curriculum development and integration have emerged as critical to the success of "beyond the classroom" programs. All schools could benefit from a curriculum development process which fully integrates "beyond the classroom" education and parent and family education into a comprehensive and integrated curricular design. Accordingly, the curriculum review and renewal process should be a high priority for the community.

The BJE is currently engaged in a demonstration of Project Curriculum Renewal with two schools. The experience with this demonstration should guide curriculum development and integration with the other BJE-affiliated schools.

CONCLUSION

The recommendations in this report will lead to the creation and strengthening of the communal supports schools need to integrate "beyond the classroom" environments and programs into their curricula. These interventions are necessary if Cleveland's Jewish community is to reach its goal of making "beyond the classroom" education an integral part of each child's Jewish educational experience. They should lead to a re-invigorated, dynamic, successful Jewish education program, and contribute a great deal to our community's continuity.

Respectfully submitted,

Task Force on "Beyond the Classroom" Education
of the Joint Federation/Plenum Commission on Jewish Continuity

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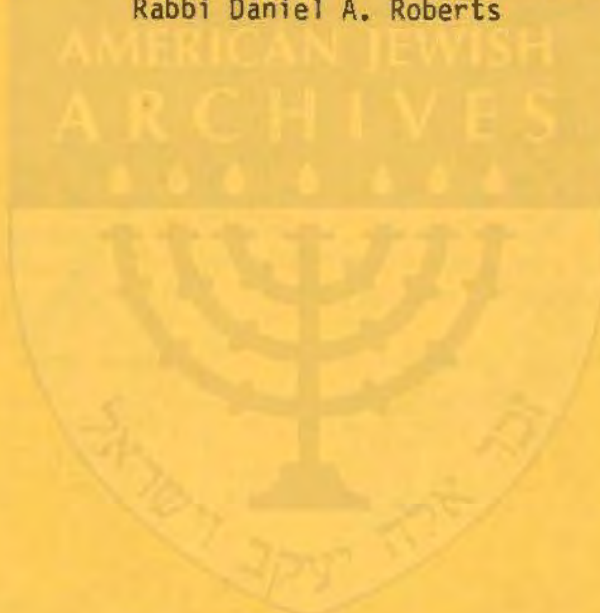
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APPENDIX A

YOUTH GROUP ACTIVITIES

Parents, teachers and social workers all agree on the strong influence children have over one another. Peer influence is a factor in social development that has been recognized for many years. In its positive form, it can contribute to retaining Jewish identity as an adult. In its negative form it can contribute to student rejection of Jewish life.

An excellent plan has been drawn up by the JCF Community Services Planning Committee and the Congregational Plenum. It resulted in the creation of a Community Youth Resource Office designed to provide supports to help each youth group be as successful as possible.

The key functions of the Community Youth Resource Office are as follows:

- The development of central program resources for youth leaders and members in order to upgrade Jewish content and program quality. It also encourages youth group use of the Treuhft Conference Center and provides coordination of volunteer services activity.
- The implementation of an effective youth group-based, community-wide outreach strategy.
- The creation of centralized youth work and personnel services designed to:
 1. train youth workers in outreach techniques, program development, and group work
 2. advocate for higher personnel standards for youth workers
 3. aid youth groups in the recruitment of adequate personnel

The Commission on Jewish Continuity should follow the annual evaluation process mandated by the Youth Commission Report to ensure the viability and success of this plan.

APPENDIX B

ISRAEL PROGRAMS

The Community Services Planning Committee and the Community Relations Committee of the Federation will shortly be engaging in a comprehensive approach to Israel programming in Cleveland. This planning process will look at existing Federation-related Israel programming and sponsors in order to understand where there are gaps or inefficiencies. This includes the work of the community shaliach, who currently works 2 days/week at the BJE to promote participation in Israel programs, including the BJE trip, denominational youth group summer trips, High School in Israel (2 mos.), AZYF programs (up to 1 yr), etc. This planning process will determine how the community can better achieve the goals of affirmative Israel interpretation, better local Israel programming, and more travel to Israel by Clevelanders. This will affect how the time of the community shaliach is allocated. It should also foster a more comprehensive approach to promoting Israel programs for Jewish youth and maximizing their effectiveness through pre-trip and post-trip programs.

Parallel to this process, the BJE has recently become a founding member of the Consortium on the Teaching of Israel. This is a national consortium, under the Jewish Education Service of North America (JESNA), representing several American Jewish communities and utilizing curriculum materials developed at Hebrew University's Melton Center. The BJE will be developing and implementing a community approach to incorporating the study of Israel into school programs. This plan should include the development and integration of "beyond the classroom" Israel programs as well. This planning should include consultation with individual schools, the Cleveland College of Jewish Studies and Jewish Community Center staffs, and should be integrated into BJE's Project Curriculum Renewal.

The Commission on Jewish Continuity should be represented in the CSPC/CRC planning process to ensure that it incorporates Jewish educational goals related to Israel programs.

REPORT OF

TASK FORCE ON PARENT AND FAMILY EDUCATION

I. INTRODUCTION

The focus of Jewish parent and family education is to reinforce the family's role as the primary transmitter of Jewish values and practices. Parent and family education therefore must become a process through which Jewish behavior and lifestyles are modelled for the whole family. This is critical for the whole enterprise of Jewish education because Jewish schooling for children can only succeed if aided and supported in the home environment.

In order for parents to model and represent Jewish values and attitudes adequately to their children, they often need more tools and skills than their own childhood Jewish education provided them. They need opportunities to develop adult understandings of Jewish history, traditions, and values in order to be able to integrate them into their own home life.

The community should reach out to strengthen the religious character of the Jewish home, deepen the spiritual values of parents, and make them partners with schools in their children's Jewish education. Key elements to a successful communal approach are:

- Capturing the imagination of the family by offering programs that are psychologically attuned to family developmental stages and issues, and which capture the emotional power of life cycle events.
- Providing exciting role models who demonstrate joy in life-long Jewish learning and who integrate Jewish practices and values into their daily lives. Lay leaders as well as professionals need to serve as role models.
- Maximizing the use of "gateway institutions" (synagogues, JCC) to ensure the broadest participation possible.

II. SYNAGOGUE APPROACHES

The vast majority of Jews in Cleveland affiliate with synagogues at some point in their lives. Extrapolating from recent JCF demographic studies, 72.5% of our families belong or will belong to a synagogue at some point. They have their most intensive contacts with synagogues and rabbis around life cycle events, including the marriage ceremony, birth of a child, preschool entry, school entry, bar/bat mitzvah, and confirmation. These are also the moments when families are most receptive to activities which positively affect their Jewish identity. These then become the critical moments to target for positive Jewish family educational experiences.

Examples of synagogue-based family education programs include groups/courses for engaged couples, expectant parents, and pre-school parents; family Shabbat programs, bar/bat mitzvah courses, family cluster or havurah groups, and parallel education programs for parents. Many congregations have used Congregational Enrichment Funds to experiment with such programs. Now the community should help congregations more fully integrate these programs into the school curriculum.

Contact with new members and families of new school enrollees is a critical area for development. This relates not only to how welcome new members are made to feel, but also to the extent to which congregations share their standards and expectations for Jewish education and behavior. While the rabbi and school director should initiate such contacts, there may be an important role for lay leaders in supporting this approach. This can be managed through existing school or membership committees. Ideally, each new family would be met face-to-face to discuss school enrollment, family education opportunities, Jewish summer camp options, the Israel Incentive Savings Plan, and other relevant topics.

Recommendations

- A. Support for congregational family education programs -- part or full-time staff should be available to facilitate and direct Jewish family education programs in each synagogue. Positions should be funded in part by Federation and could be filled by students and/or graduates of the Cleveland Fellows program (or other comparable graduate programs in Jewish education or Jewish communal/social work). Congregations might jointly sponsor family education programs and share staff resources, or expand existing staff positions to accommodate this new function.
- B. Each synagogue should involve its professional and lay leadership in supporting new efforts in parent and family education and integrating such efforts into the school's curriculum. Specifically:
 1. A synagogue committee on parent and family education, including rabbis, school directors, parents, representatives of synagogue affiliates, and other appropriate members, should be created involving all levels and departments of the synagogue. The committee should establish program goals and objectives for the congregation's family education program. Schools participating in the BJE's Project Curriculum Renewal (PCR) should make sure that new initiatives in parent and family education are integrated into the overall curricular design of the school, and that parent involvement in the PCR process is encouraged.

2. Congregational membership or school committees should use volunteers, in addition to professional staff, to meet new families and share with them the range of parent and family education opportunities available.
- C. Congregational Enrichment Funds should be expanded to provide greater financial resources for congregations, targeted specifically at these activities. However, additional resources will need to be generated within congregations to fully support parent and family education programs.

III. COMMUNITY APPROACHES

Although most families affiliate with synagogues, a significant number do not, or are not active in synagogue life. Many such families connect to the formal Jewish community through the Jewish Community Center, communal schools, and independent schools. This is especially true for families of very young children. JCC and other independently sponsored early childhood and family programs are therefore valuable community resources which ought to be strengthened in the total community approach. In particular, these gateways provide an opportunity to encourage participation in other educational options for the family. Wherever possible, encouraging and strengthening affiliation with synagogues should be emphasized. Thus the community should seek to 1) strengthen family education programs in its communal agencies, and 2) provide essential central supports for all family education providers in the community.

The JCC currently provides a full range of programs which includes: Family Place - a Jewish family center with a network of enriching and practical supports for the beginning family; a pre-school with a balanced combination of structured activities and free choice time directed by professional early childhood teachers and specialists; an after-school care center; and a Mitzvah Corps which involves 6-8 graders in visiting Menorah Park - Center for the Aging.

The JCC has expertise in working with families and children which has been untapped by other educational institutions in the community. New linkages between the JCC and the schools should result in an enhancement of the schools' ability to engage families in Jewish activities.

The Bureau of Jewish Education provides curriculum development, media, and teacher materials resources to all affiliated schools, and should incorporate family education resources into its programs. The BJE and College provide and coordinate teacher education programs for the community, and likewise should expand these supports for family education programs. The development of the Cleveland Fellows program at the College, with its emphasis on family education, should bring valuable new resources to the community in this education area.

Early childhood programs in particular represent a vital opportunity for the community to engage families with young children. Currently, 60% of all children in the community under age 6 are cared for regularly, at least part of the day, by someone other than a parent. Of these, 60% receive child care and other early childhood program services under Jewish auspices. Early childhood program sponsors include synagogues, the JCC, day schools, the Jewish Day Nursery, and other independent organizations.

Recommendations

- A. The JCC should expand the JCC Jewish Enrichment specialist position to full-time in order to enhance the Jewish educational content of JCC family and youth programs.
- B. The JCC should work with rabbinic leadership to develop an integrated outreach and family education approach to community members not affiliated with synagogues, including mixed married families.
- C. Community support resources for family education programming should be expanded and brought to bear on all such programs in the community. These supports include the expertise of the JCC family education staff; the College of Jewish Studies Cleveland Fellows and other faculty; and the BJE's Project Curriculum Renewal, Jewish Educator Services, and resource centers.
- D. The new Cleveland Fellows program, with its concentration on Jewish family education, should develop a research base on successful programs and develop program models to be tested in congregations and other settings.
- E. The new retreat institute to be housed at the JCC, and the Youth Resource Office, should work cooperatively to provide consultation to congregations on family retreat programs and other teen-oriented family programs.
- F. The community should consider developing a Jewish early childhood council to support Jewish early childhood professionals and enhance their ability to engage families.

Respectfully submitted,

Task Force on Parent and Family Education
of the Joint Federation/Plenum Commission on Jewish Continuity

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REPORT OF THE PERSONNEL TASK FORCE

I. INTRODUCTION

During the priority setting phase of the Commission on Jewish Continuity, personnel issues emerged as the clear first priority for addressing critical needs in Jewish education. This has been true of every recent local, national, and international study in Jewish education.

There are 647 teaching positions in Cleveland's BJE affiliated schools--393 are in supplementary schools, while 254 are in day schools. Approximately half of the day school personnel are general studies teachers. Approximately 50 teachers work in more than one setting, so the total number of teachers is about 575. While national data show that 75% of day school Jewish studies teachers have had at least university level Judaic or rabbinic training, 53% of supplementary school teachers have not had any Jewish education beyond the high school level.

Salaries for full-time professionals, either administrators or teachers, are so low as to dramatically inhibit recruitment and retention. Medical and other benefits are often unavailable to Jewish educational professionals.

A shortage of full-time positions for educators and reliance on part-time staff diminishes the ability of the field to attract people to the profession. Similarly, this inhibits development of career ladders, which also impacts negatively on recruitment and retention.

While teachers who work only a few hours a week can be dedicated and steady employees who work for many years in a school, many of the teaching positions in the supplementary schools are, in fact, revolving doors for people who feel inadequately prepared and supported to succeed in the classroom. Some leave the field quickly; others move from school to school. Cleveland's current turnover rate for these positions averages 20% per year, a ratio that represents serious discontinuity within individual schools.

Many of the steps that need to be taken in the field of Jewish educational personnel are intrinsically bound up with the building blocks of professionalism, including adequate training, salaries, benefits, and incentives for professional growth and development; creating career ladders; community recognition and support; and developing self-regulation of the profession, including established codes of practice. These steps must be taken now in order for our community to achieve its goals in Jewish education and assure long-term Jewish continuity.

Guiding the task force in its deliberations were two important understandings:

- 1) The community should seek to increase the percentage of Jewish educational personnel who are trained and employed as professionals in the field. This must be addressed through new efforts in professional education and through combining job responsibilities, creating more full-time positions where possible. Also, the field must be led by scholars and experts who can attract others to work with them, and improve the preparation teachers receive.
- 2) The community should seek to establish new salary standards by upgrading salaries for existing personnel, ensuring appropriate salary levels for newly created positions, and encouraging schools to raise their salary standards. While some inequities may initially result, it is vital that these new standards begin to be created. We must avoid perpetuating low salaries in the Jewish education field.

The Personnel Task Force studied four priority areas for personnel, developing a proposal or report in each area. These areas are educational leadership, in-service teacher education, day school personnel, and increasing professionalism by creating viable opportunities for professionals. While the full reports and proposals are appended, the major recommendations of the task force are summarized in this overview report.

II. EDUCATIONAL LEADERSHIP

- A. Leadership in the professional Jewish education field has been identified as a critical problem locally, nationally, and internationally. Training centers in the United States and Israel do not attract and develop enough people to fill the many positions for school directors and educational program directors that open every year. Reasons for this include the high cost of graduate level training programs and the low salaries available in the field.

Only 5 of Cleveland's 19 supplementary schools have full-time directors, only 3 of whom are in the 15 congregational schools. Several schools operate with directors who work less than 15 hours per week in that capacity. Salaries are very low, even for directors with many years' experience, and benefits are largely unavailable. Further, there exist no training programs, either locally or nationally, which provide Jewish educational training for priority areas such as parent and family education and beyond the classroom education. The programs which exist for pedagogic and Judaic training do not produce teachers for Cleveland, except in rare cases when a spouse is relocated here.

- B. Recommendation - Cleveland Fellows Program

The Cleveland College of Jewish Studies should develop a community-based educational training program (Master's Degree) designed to

recruit, train, certify, and retain a new type of Jewish educational leader. Graduates from the program should be highly skilled in Judaica, group work, and teaching skills, and be able to work in a variety of positions in formal and informal educational settings.

Key elements:

- 1) The program should admit five Cleveland Fellows per year. Cooperative arrangements to train educators for other communities should be developed to create a larger pool of students.
- 2) Students will take courses leading to a Master's degree in Jewish education. A curriculum committee of faculty in Jewish studies and Jewish education, along with other professional Jewish educators, will determine the academic curriculum. Courses will include Hebrew, basic Jewish knowledge, and a broad training in Jewish learning. In addition, specialized professional courses in applied Jewish learning will be included.
- 3) All students would have extensive supervised field assignments at Jewish schools or agencies. Assignments will be coordinated by the Bureau of Jewish Education. The availability of interns will challenge and stimulate excellence within hosting institutions.
- 4) A required Israel component would introduce participants to an international Jewish perspective and to leading Jewish thinkers. This would also assist in training educators to develop successful Israel programs.
- 5) Students would receive full tuition scholarship and living expenses in exchange for a commitment to work in the local field of Jewish education after graduation.
- 6) The College will hire faculty for the Cleveland Fellows program in the areas of Jewish Education, "Beyond the Classroom" Education, and Parent and Family Education. Each faculty specialist would split responsibility between teaching in the Cleveland Fellows program and consulting with local schools and agencies on programs in their area of expertise. As consultants they would help develop, implement, evaluate, and modify local programs. The specialist in Jewish Education would work primarily with the Bureau of Jewish Education and schools to design programs in professional development, teacher training, and curriculum. The "Beyond the Classroom" specialist would work with the JCC and schools as a consultant on retreats, camping, youth activities, and Israel programs. The Jewish Parent and Family Education specialist would work with the JCC, congregations, and schools to design programs in that area.

- 7) Graduates would be guaranteed placement in professional positions in the local Jewish education field. The community will work with schools and agencies to develop and provide support for positions for graduates at appropriate and adequate levels of professional compensation.

The Cleveland Fellows program will be a dramatic and innovative initiative which will impact on all levels of our Jewish educational system. The presence of the faculty in the community will help establish Cleveland as a community of Jewish educational scholars and provide a valuable resource to the whole system. The placement of interns in schools and agencies will ensure that their training is grounded in real experience, while enhancing the staff resources available to the schools. The placement of graduates throughout the community will create a cadre of trained professionals who will, over time, provide leadership for our schools and agencies. The presence of the faculty, students, and graduates in the community will help make Cleveland a model community in Jewish education.

III. IN-SERVICE EDUCATION

- A. Because pre-service education, by and large, does not exist for most Jewish teachers, the importance of in-service education is paramount. The resurgence of the College of Jewish Studies and the development of the Bureau's Jewish Educator Services Program have improved local services in this area. However, these agencies still function in a context which inhibits fulfillment of the community's goal of developing a system of comprehensive, integrated, and sequential teacher education.
- B. Recommendations
 1. The Bureau and College should develop a new ongoing process of coordination and planning for teacher education services to determine the appropriate divisions of responsibility, coordinate opportunities for in-service education, and direct future planning.
 2. The Bureau and College should create a Personal Growth Plan (PGP) program as a model for an individualized approach to continuing education. This approach takes into account that many teachers enter the field without the requisite backgrounds in subject matter mastery, pedagogic knowledge, and teaching skills, and that teachers have different strengths with regard to each. The PGP should be developed as a three-year pilot project to work with 50 teachers, and should guide planning for ongoing and new in-service educational programs for the community.

3. Through their new coordination and planning process, the BJE and College should:
 - a) review current community standards in licensure and certification and make necessary revisions to the current system (in cooperation with the local Board of License);
 - b) develop a mentor program for new teachers;
 - c) create a new program to train field coaches;
 - d) increase the number of in-service offerings which include field coaching, or other components which help teachers integrate newly acquired skills or knowledge into their classroom teaching; and
 - e) create a community teacher's seminar in Israel.
4. The community should provide an institutional stipend, through which each supplementary school maintaining participation by at least 75% of their teachers in a specified minimum level of teacher education programs would receive special funding to be used for teacher education program fees, conference, and Israel seminar grants, or teacher salary supplements.
5. Stipends should be made available for more in-service education programs, including courses at the College.
6. The community should reinstate teacher conference and seminar grants into the JESP budget. This should include a comprehensive approach to recruiting new participants.

IV. DAY SCHOOL PERSONNEL

- A. Although Cleveland provides the highest per capita allocation to day schools of any community in North America (average of \$1,100), the communal day schools still face serious financial constraints. This results in low salaries for faculty which 1) make recruitment and retention of high-quality faculty difficult; 2) provide little incentive for in-service education; and 3) require greater use of part-time staff, limiting the development of professional positions in the community.
- B. Recommendations
 1. The Federation, Bureau, and the Agnon and Solomon Schechter schools should increase teacher salaries to a level between public and private school teacher salaries in the local area. The community should assume 70% of the financial responsibility for this

increase, with the schools assuming 30%. The schools should establish mandatory professional development requirements for all faculty, and refigure salary scales to reflect appropriate incentives for continuing education and advanced degrees.

2. The Federation, Bureau of Jewish Education, and Hebrew Academy should:
 - a) provide fees and stipends for Judaic studies teachers to pursue additional educational training in classroom management, teaching methodology, and educational psychology.
 - b) provide salary enhancement for general studies teachers in the high school grades to improve the school's ability to recruit for these positions.

V. COMMUNITY TEACHERS

A. Because full-time teaching positions in our schools are scarce, it is difficult for the community to recruit professional educators to teach in supplementary schools. It may be possible to do so by combining several teaching jobs at different schools into a full-time position with an appropriate salary and benefits package. This enhances professionalization of the Jewish education field by improving professional opportunities available to teachers. Previous attempts by the Bureau of Jewish Education to accomplish this have failed because the combined salary packages were not high enough to attract teachers. Adding a community salary supplement and benefits package to the schools' contribution towards salary would enable the BJE to create viable full-time teaching positions. This could increase the number of professionals teaching in supplementary schools, and help day schools attract Judaic personnel even though an individual school may not need a full-time teacher.

B. Recommendation

The Bureau of Jewish Education should create five full-time community teacher positions for professionally trained educators for schools and other Jewish continuity programs. Individual schools or other agencies would contract with the Bureau for use of these personnel. Salaries and benefits, consistent with training and experience, would be paid through the Bureau.

VI. EVALUATION

The program recommendations noted above represent a significant community investment in professionalizing the Jewish education field. They will have enormous impact throughout the community on Jewish education and Jewish continuity programs. They will also serve as valuable models for other

communities which are seeking to address common problems. An investment of this magnitude and the ground breaking nature of these initiatives requires an extensive evaluation process. Implementation of each recommended program should include a clearly delineated evaluation design which includes both formative and summative evaluation elements. Evaluation designs must be developed before programs begin.

Respectfully submitted,

Personnel Task Force of the
Joint Federation/Plenum Commission on Jewish Continuity

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Task Force on Personnel

Appendix A



July 1, 1987

PROPOSAL SUBMITTED TO TASKFORCE
ON PERSONNEL IN JEWISH EDUCATION

OBJECTIVE: Create a new profession of Jewish educators who can implement the goals of Jewish education:

The transformation of Jewish education into a genuine profession requires integrated efforts at recruiting, training, internship, certification, hiring, retention, salary and benefits and career advancement.

According to the Jewish Education Service of North America and the Hebrew University of Jerusalem, there are 2,400 Jewish schools in the United States. Seventy-nine per cent of the schools are supplementary weekend and afternoon schools offering 3-4 hours of instruction weekly and twenty-one per cent are day schools offering 15-20 hours of Judaica instruction weekly. Approximately 400,000 students, only forty-two per cent of the eligible Jewish student population, are enrolled at any given time in these schools although about eighty per cent of Jewish youth attend a Jewish school at some point. Of the total eligible population, thirty per cent attend supplementary schools and twelve per cent attend day schools.

There are approximately 18,700 teaching positions in Jewish schools, 2,800 school administrative positions and 1,200 other senior Jewish educational positions in the United States. Seventy-seven per cent of the teaching positions are part-time. While seventy-five per cent of day school teachers have had at least university level Judaica or rabbinical training, fifty-three per cent of teachers in supplementary schools have not themselves had a Jewish education beyond the high school level. Nearly twenty-five per cent of the senior personnel positions are unfilled or filled on a temporary basis and many more are filled by persons without sufficient qualifications. The twelve Jewish educator training institutions in the United States have only 150 students enrolled each year.

The goal of Jewish educational accomplishment depends on personnel. This statistical portrait shows that there is insufficient quality and quantity of Jewish educational personnel in the United States. The picture is no different in our own

community. There is a critical shortage in the number of teachers and administrators working in the field of Jewish education. The majority of Jewish educators do not have sufficient training and are not adequately prepared to carry out the tasks for which they were hired. There are too few individuals currently being trained to meet existing vacancies or to implement innovation and change in Jewish education.

It is generally known that the key to success in Jewish education involves linking together the classroom with "beyond-the-classroom" education and involving parents in the process of their child's learning. It has become increasingly apparent that these goals are presently unattainable without an improvement in the area of personnel. In order to realize the goals of Jewish education, it is necessary to increase the number of Jewish educators; to train educators in new areas including "beyond-the-classroom" education, parent and family education; and to attract and retain a new type of Jewish educator with the abilities needed to insure Jewish continuity in the years ahead.

It is essential, therefore, to create a new profession of Jewish education which has a clear and defined social role. The study of how professions are created suggests that the following are the attributes of a profession:

1. Mastery of a systematic body of knowledge which constitutes the theoretical foundation of the professional expertise. Jewish educators must have knowledge of Judaism and Hebrew.
2. Employment of skills and technology based on knowledge and theory. Jewish educators must have the educational skills necessary to teach, administer and conceptualize the links between classroom and "beyond-the-classroom" learning.
3. Authority derived from expertise. Jewish educators must be recognized by a certifying body or organization as meeting professional criteria and as being technically competent.
4. Sanction of society to provide services over which profession has a monopoly. The Jewish community must distinguish between professional and avocational Jewish educators and must define which responsibilities should be handled by professionals and which can be performed by avocationalists. Because professionals serve as the anchor for the field, they require a greater investment of resources. The first priority for the community is to retain a sufficient number of professionals to plan and carry out the goals of Jewish education.
5. Self-regulation of the profession and established code of practice. Professional Jewish educators must be prepared to adopt and enforce standards of quality and conduct within the profession.

6. Shared professional culture through common values, norms and symbols. Jewish educators should have a clear understanding of their role in Jewish life and should share common attributes with other professionals regardless of religious persuasion or personal religious practice.

7. Public participation in evaluation of the adequacy of service provided and measure of control over profession. The Jewish community is the client group served by Jewish educators. Lay groups, composed of "consumers" and "clients" of Jewish education should regularly assess the results and value of Jewish education.

8. Competition among professionals to provide better service. The profession must be strong enough so that schools are not forced to hire unqualified candidates.

9. Adoption of additional roles to include non-professionals in certain functions. Because the majority of Jewish teaching positions are filled and will continue to be filled by avocationalists, their role, training and needs must be carefully defined.

The profession, composed of people trained for specific positions, must include the following personnel:

- a. School principal and assistant principal
- b. Department head or area specialist
- c. Master teacher
- d. Curriculum specialist
- e. Educational planner
- f. Jewish community center educational specialist
- g. Adult educator
- h. Family and parent educator
- i. Day school teacher
- j. Early childhood and day care specialist
- k. Retreat specialist
- l. Summer camp director
- m. Youth group leader

n. Teacher

These positions require specialized professional training and cannot be filled by avocationals. Although this categorization includes full-time and part-time positions, several positions may be combined as one full-time position. In addition, all professionals in Jewish education should be teachers and should continue to teach in whatever setting is appropriate.

The primary avocational position in Jewish education is that of the supplementary (Hebrew and religious) school teacher. It is possible that professional Jewish educators will work as supplementary school teachers in addition to their other responsibilities. It is more likely, however, that these positions will be filled by people without the professional expertise required for the above positions.

Because most Jewish education is carried out by avocationals working in supplementary schools, a special approach to this area must be developed. This can occur, however, only after the issue of professional Jewish educators, who serve to anchor the educational system, is solved.

The approach required to address the professional issue is to create a comprehensive program for recruitment, training, internship/placement, certification, salary and benefits, career advancement and professional growth for professionals who provide classroom and "beyond the classroom" education.

There are, in Cleveland, excellent graduate professional training programs in social work and education. There are excellent social service agencies in the community which provide valuable professional opportunities for field work, supervision and employment. There is not, however, any training program in Cleveland which can provide the training and employment for professionals serving as agents of Jewish continuity. Nor is there any program in the United States which trains professionals in the new areas needed in our community. Cleveland must assume the responsibility to train and hire the human resources who will be able to implement the present goals.

Existing teacher training programs in the community, including the Bureau of Jewish Education's Jewish Educator Service Program, are not designed to meet this need although they serve other important purposes. The JESP is designed to provide short-term courses and in-service workshops for avocational and day school teachers who wish to enhance their skills. The program is designed to upgrade the skills of the existing teacher pool and does not aim for comprehensive training in educational or Judaic training.

The College has long served as an educator training institution although it has not had a formal program in this area in the last five years. Nevertheless, Judaica programs for educators have grown at the College in recent years as part of the recent

revitalization of the College despite the absence of a specific program. The number of degree students has grown to thirty, many of whom are Jewish educators. The number of teachers regularly enrolled in semester length Judaica courses for credit has grown to more than 60 each year. Most of these teachers continue to take courses on a regular basis and some have enrolled in degree programs. The College has recently instituted a joint master degree program with the Department of Education at John Carroll University in order to train administrators for Jewish educational institutions. The College has also recently hired Dr. Lifsa Schachter, Assistant Professor of Jewish Education at the Jewish Theological Seminary, as the first faculty appointment in Jewish education. There is, however, only one faculty member at the College trained in Jewish education and no specialist in "beyond-the-classroom" learning, parent and family education and other critical areas of community concern.

Despite the success of these limited programs, the need in this area is to rebuild, in a novel and systematic way, a comprehensive program for training personnel in Jewish education. Since new training needs have been identified in the areas of parent and family education and "beyond-the-classroom" education, it is necessary to create a unified and comprehensive approach to Jewish educator training throughout the community. It is also desirable to upgrade existing staff training programs for avocational personnel by linking them with a comprehensive training program.

As the Jewish Community Center moves to implement the goals of maximizing the Jewish educational effectiveness of JCC's, it is faced with the need to train staff in Judaic knowledge. With the opening of the Mandel JCC complex in Beachwood, the Jewish community will have created a comprehensive network of institutions, located on a suburban campus, which can coordinate efforts at developing and implementing weekend retreat programs, camping and other Jewish social, educational and cultural activities. These new opportunities will require additional staff and development of Jewish skills among existing staff. It will be necessary to train JCC staff members in Judaic areas which can be translated immediately into program ideas as well as provide a depth of understanding Jewish concerns which can lead to sophisticated new approaches to Jewish programming.

The College of Jewish Studies, the Bureau of Jewish Education, the Jewish Community Center and the schools have an important role to play in constructing an effective educational system.

1. The role of the College should be to serve as the center for training of a new generation of Jewish educators and other agents of Jewish continuity. The College should be reconfigured as a Jewish educator training center and as the center of the academic infrastructure needed to build a profession of Jewish education.

2. The role of the Bureau should be to plan and develop an

improved system of professional opportunities for new people trained as agents of Jewish continuity through internships, job placement, salaries and benefits packages and central hiring for key positions. Further, it should serve as a board of education which establishes standards, evaluates programs in formal and "beyond-the-classroom" Jewish education and helps schools to achieve these standards.

3. The Jewish Community Center will serve as the programming center for a consortium of schools and other settings in which "beyond the classroom" education occurs and will coordinate the community's efforts in this area. The training, planning and program initiatives in the community will be directed to the congregations and schools which have traditionally been the center of Jewish life. Since most congregations do not have the human and financial resources to implement new initiatives in Jewish education on a comprehensive basis, the agencies of the Jewish community might assume this responsibility in conjunction with the community's religious institutions.

To fulfill these goals, the College proposes the creation of a program to train professional staff in the Jewish community to serve as effective Jewish educators in formal classroom and extracurricular settings. The program to be known as "The Cleveland Fellows Program," will be a three-year master degree level training program at the College of Jewish Studies and will be designed to recruit, train, certify and retain a new type of Jewish educator who will be highly skilled in Judaica, group work and teaching skills and who will be able to work in a variety of positions in formal and extracurricular educational settings.

THE CLEVELAND FELLOWS PROGRAM

The Cleveland Fellows Program will:

1. Identify and cultivate select participants in Jewish educational, camping and Israel programs including Hebrew high schools, Israel trips, denominational and Jewish community summer camps and youth groups. These young men and women will be encouraged to continue Jewish involvement and learning during College. They will be offered incentives to attend "junior-year abroad" study programs in Israel and recruited for summer internships in Jewish camping as a means of cultivating potential recruits to the field of Jewish education after college graduation.

Recruitment efforts would also be directed at students who attend select colleges and universities which have strong Jewish student life. Many Jewish students, especially campus activists, camp counsellors and participants in Israel study programs consider careers in Jewish education but become turned off by the limited training and professional options. Some of the brightest young

Jewish men and women would consider a career in Jewish continuity if there were reasonable professional possibilities and the opportunity to do meaningful work. College staff will work closely with Judaic studies faculty on these campuses in identifying potential recruits.

The Cleveland Fellows program will also recruit nationally and participate in efforts to create a National Recruitment Consortium as proposed by Drs. Isa Aron and Adrienne Bank and the efforts of JESNA and the Jewish Education Committee of the Jewish Agency. It will also participate in the efforts of the recently formed Association of Jewish Educator Training Institutions to recruit candidates to the field of Jewish education. A marketing and recruitment strategy should be conducted in conjunction with experts in these fields.

Financial incentives should be offered on both a local and national level to cover the full cost of tuition, room, board and living expenses for students in the program.

2. Encourage select college graduates to apply to "The Cleveland Fellows Program" at the College of Jewish Studies. The College will admit five students each year so that the program will serve fifteen students at full capacity. Cooperative arrangements to train staff for other communities could be developed to allow for a larger pool of students. These students will take courses leading toward a master degree in Judaic Studies at the College. A curriculum committee composed of faculty in Judaic studies and Jewish education along with professional Jewish educators will determine the academic curriculum of the program. The courses at the College will include Hebrew, basic Jewish knowledge and a broad training in Jewish learning. In addition, specialized professional courses in applied Jewish learning will be included. Applied Jewish learning is the term used to describe the discipline which explores the relationship and application of Jewish knowledge to contemporary Jewish and communal issues.

The program will establish a formal arrangement with the School of Applied Social Sciences of Case Western Reserve University and the Department of Education at John Carroll University in order to provide the disciplinary training in social work (including group work and managerial skills in the non-profit sector) and education. In addition, integrated and interdisciplinary courses in "Jewish social work" or "Jewish education", will be offered at the College. All students will receive degrees from the College of Jewish Studies.

3. Provide all students with extensive, supervised field assignments at Jewish agencies or schools during their training program. These assignments will be coordinated by the Bureau of Jewish Education and will be structured so

that each student is placed in a situation where he or she can be effective, promote the community's objectives, and gain valuable experience. Rotation in assignment will acquaint the student with the range of institutions and professional opportunities. The availability of excellent interns to agencies and schools will challenge and stimulate excellence within each institution which must then meet standards of participating field placement centers and must guarantee rewarding internships. The incentive for the participating agencies would be the availability of trained personnel at no cost to them.

4. Require all program participants to spend six months in Israel, if feasible, as part of their training. For example, a joint program between the College and the Melton Center for the Study of Jewish Education in The Diaspora at Hebrew University, the Jerusalem Fellows Program or the Shalom Hartman Institute would introduce participants to an international Jewish perspective and to the leading thinkers in Israel. The program in Israel would also assure that, upon completion of the program, Jewish educational professionals would be able to structure successful Israel experiences wherever they work.
5. Provide full or partial scholarships and living stipends to all participants in the program in exchange for a commitment to work in the field after graduation. This program would be an important step toward recruiting "the best and the brightest" into Jewish professional work, toward expanding the professional opportunities for educators into formal and informal settings, toward upgrading the training of Jewish educators and toward improving the professional standing of Jewish educators.

THE CLEVELAND FELLOWS FACULTY

The College will hire a Director of the Cleveland Fellows Program and three additional faculty members in the following areas:

1. Jewish education with specialization in professional development, teacher training and curriculum. This person will also work with the Bureau and schools to design programs in these areas.
2. Beyond-the-Classroom Jewish education with specialization in the educational use of retreats, camping and youth activities. This person will also work with the JCC and schools to design programs in these areas.
3. Parent and Family Education with specialization in early childhood, pre-school, adolescent and adult education programs. This person will also work with the congregations

and schools to design programs in these areas.

The responsibility of the Director of the Cleveland Fellows Program will be to recruit and supervise the overall administration of the program and to work closely with the Bureau, Jewish Community Center, congregations and other institutions to coordinate the various aspects of the Program.

The responsibility of the faculty will be to teach the fellows in the program and to work closely with each of the participating agencies to develop new programs in personnel development, "beyond-the classroom" and parent and family education programs.

The Cleveland Fellows will intern, during their training, in a variety of settings in order to field-test and experiment with new programs in the areas of personnel development, "beyond-the-classroom" learning and parent and family education.

There are important linkages which will be created between the Cleveland Fellows Program and Jewish community institutions:

1. Bureau of Jewish Education: The Director of the program will work closely with the Bureau to develop meaningful internships for the Cleveland Fellows in classroom settings and in parent and family education programs in congregations. The Director will also work with the Bureau to bring together various agencies which can create new programs. For example, the Director and the Bureau will work with the schools to create parent and family education programs. The faculty will train Cleveland Fellows to serve as the staff for these programs. In turn, the Cleveland Fellows will train the congregational staff to continue and enhance the new programs.
2. Jewish Community Center: The Director will work closely with the staff of the Jewish Community Center in developing meaningful internships for the Cleveland Fellows in Family Place, pre-school programs, after school youth activities, summer camping and weekend retreats. The Cleveland Fellows will in turn train existing staff at the JCC in ways of continuing and enhancing existing programs.

The Cleveland Fellows faculty will train the Cleveland Fellows who, in turn, will train other local personnel. In this way, it will be possible to create a pyramid of highly trained educational specialists over time.

NEW PERSONNEL NEEDS

Under this proposal, The College of Jewish Studies will assume

primary responsibility for the training of Jewish educational personnel. The Bureau of Jewish Education should assume primary responsibility for the other areas of professionalization, as follows:

1. The Bureau will establish a system of professional licensure of all Jewish educational personnel. The current licensing system conducted by the National Board of License of the Jewish Educational Service of North America is anachronistic. New criteria for certification should be established by a committee composed of the Director and faculty of the Cleveland Fellows, Bureau personnel and professional Jewish educators. The new system should recognize the new and expanded definition of educational personnel. These efforts should be done in conjunction with JESNA and the Association of Jewish Educator Training Institutions but should not exclude the possibility of creating a strictly local set of credentials based on established criteria if national standards are not reviewed.
2. The Bureau of Jewish Education should create five new professional positions in Jewish education within the Jewish community each year from the list of personnel described earlier.

In the first year, the following full-time positions should be established: (to be determined)

In the second year, the following positions should be established: (to be determined)

In the third year, the following positions should be established: (to be determined)

This should be done through community or special funding of new positions and consolidating appropriate existing part-time positions with community funding to help create a viable position. These positions should be filled by graduates of the Cleveland Fellows and by other candidates who meet the licensure criteria. These appointments could be made through central hiring by the Bureau. This would insure strategic deployment of critical resources within the community. The positions themselves should be allocated to various educational institutions on the basis of how much impact and support a position will have within a given institution.

3. The Bureau should establish these new positions with clearly defined career paths with possibilities for advancement. There should be a salary and benefits package which would attract and retain a high quality of Jewish educator.

MEETING EXISTING PERSONNEL NEEDS

Even as the community moves toward improving the training, licensure and professionalization of Jewish education and the creation of new educational modalities and positions, it is necessary to address the current needs of the Jewish educational system.

The current shortage and underqualification of many Hebrew and religious school teachers can be addressed. Supplementary Jewish schools, the most numerically significant component of Jewish education, can be improved if approached as a system staffed by avocational, as opposed to professional, personnel.

CONCLUSION

A major overhaul of how Jewish education is conducted must be accomplished by emphasizing the integration of Jewish learning and Jewish living. Education is a process of transmitting civilization from one generation to another. The key to success in Jewish education is retaining personnel who believe in and are able to transmit Jewish civilization. Not only does the Jewish community sorely lack qualified personnel, but it is also unclear about what it really wants to transmit to the next generation. As Jews have moved from their European roots, they have discarded much of the civilization which once served as the foundation of Jewish culture.

An important component of the Cleveland Fellows Program is to facilitate the Jewish intellectual growth of the Fellows themselves. This can best be accomplished by a concerted effort at developing the curriculum for the Cleveland Fellows Program. This would be based on an effort to establish the connections between classical Jewish ideas and contemporary Jewish issues. By looking at contemporary issues which will effect the lives of Jewish students in light of classical Jewish wisdom, it will be possible to bridge the gap between the past and the present, between learning and life, between traditional and liberal Jews.

The objective of the community should be to transform the meaning of Jewish education. Children should not receive an education which is either irrelevant to what Jews actually believe nor so diluted as to have little substance. At the same time, the educational system must view children within the context of their family and community. The critical ingredient for success in a child's education is the support, validation and reinforcement which he receives in his family and community. Therefore, the education of children must be parallel to the education of adults and community leaders.

The combined efforts to insure Jewish continuity through the new initiatives in Jewish education and the creation of "The Cleveland Fellows" program will bring about a wholesale change in the quality of Jewish life. The Jewish community today is ready for such a change. The results will insure that Jewish life will continue to thrive. Ultimately, all revival is nothing more than a return to the basics.



Task Force on Personnel

Appendix B



July 28, 1988

REPORT ON IN-SERVICE EDUCATION

EXECUTIVE SUMMARY

The 1982 Bureau of Jewish Education study of educator services and the revitalization of the Cleveland College of Jewish Studies led to major improvements in educational programming for the Cleveland Jewish community. This growth of educator services requires additional efforts and a new level of coordination and planning for teacher education programs between the BJE and College of Jewish Studies. Because of identified factors which inhibit the development of integrated, ongoing in-service teacher education programs with sequential experiences, the report calls for developing a model for individualized teacher education. A series of additional planning steps which respond to identified needs is also included.

REVIEW OF CURRENT SERVICES

The 1982 BJE study of teacher services articulated a series of goals in teacher education which have guided the development of programs and services at the Bureau of Jewish Education and College of Jewish Studies. These goals were:

1. To develop and implement an integrated pre-service/in-service teacher education program, including both BJE services and College courses;
2. To develop training opportunities for educational administrators; and
3. To organize a continuing in-service teacher education program which includes sequential experiences.

Since its revitalization in recent years, the College has resumed responsibility for teacher education, and its programs have shown significant growth. The College now includes faculty at the doctoral level in Jewish education and draws on international visiting faculty which attract members of the education community who are not regular students at the College.

Currently, the College offers three degree programs at the Bachelor and Master level which provide Judaic and educational training for career personnel in Jewish education: the Bachelor of Jewish Studies, the Master of Jewish Studies, and the Master of Jewish Educational Administration (M.J.E.A.). The

Master of Educational Administration is based on a cooperative arrangement with the Department of Education at John Carroll University. More than half of the thirty-four students formally enrolled in graduate degrees at the College are Jewish educators. An additional fifty educators are enrolled in regular courses at the College each year.

The 1982 BJE study led to the development of the Jewish Educator Services Program (JESP), which institutionalized in-service education into BJE services during the 1982-83 academic year. Initially funded in part by a JCF Endowment Fund grant, JESP became part of the regular Bureau operation and budget in 1986. A variety of components were recommended for JESP in order to attract the widest possible number of teachers with varying levels of commitment, interest, knowledge, and skills. Although geared primarily for teachers in supplementary schools, the programs have also succeeded in attracting day school teachers.

Since JESP was implemented it has undergone a series of modifications. It has evolved into a mechanism for involving a broad spectrum of teachers in a variety of in-service education opportunities, and led to the creation of valuable new programs such as the BJE's Teacher Materials Center and the M.J.E.A. at the College. Many JESP courses now earn continuing education credits (C.E.U.'s) from Ohio's Department of Education. The College has worked very closely with the Bureau to support the JESP program, providing faculty and course offerings. In the 1986-87 school year there were 311 JESP participants, representing 215 individuals.

The current components of JESP are:

1. Introduction to Jewish Teaching - a program of eight 2½ hour seminars in late summer for new teachers in supplementary schools; eligible for C.E.U.'s.
2. Teacher Corps - a 30-session, year-long seminar to intensify the background and skills of successful classroom teachers. This is a cooperative effort with the CCJS through which participants earn 8 academic credits.
3. Mini-Courses - 10-hour modules on a variety of subjects; eligible for C.E.U.'s. Shorter modules are offered for teachers in Conservative schools, co-sponsored with United Synagogue.
4. Scholar-in-Residence - brings scholars to the community to broaden knowledge in specific Jewish education areas.
5. Teacher Conference Grants - eliminated in 1987/88 due to JESP budget cuts.
6. Teacher Recognition Programs - schools nominate veteran teachers for community recognition through invited participation in a dinner seminar series.
7. Training Follow-Through (coaching) - one-on-one observation and counseling process to help teachers integrate newly learned skills and knowledge into their classroom teaching. This component is incorporated into the Teacher Corps and several other JESP mini-courses and College courses.

Stipends were included in the original JESP program for all of its components. They demonstrated success in motivating educators to enroll in and complete professional growth programs. School leadership was more willing to encourage personnel to participate when stipends were available. When the JESP program shifted from JCF endowment funding into the regular BJE budget, funding reductions resulted in a cutback in available stipends. The following levels of stipends are currently available:

1. \$50 for 4-session mini-courses with 4 coaching sessions.
2. \$100 for College semester course with 6 coaching sessions.
3. \$500 for Teacher Corps.

School directors point to lack of funds to compensate for time spent in in-service programs and for course fees as the major impediment to encouraging and achieving greater participation. In Baltimore a program was implemented several years ago providing special funding to congregational schools which maintained participation by 75% of their teachers in a minimum level of in-service education programs. It has resulted in 82% participation by congregational school teachers.

The growth of teacher education programs at the Bureau and the College requires a new level of coordination between the two agencies. This coordination is necessary to ensure that the community benefits from an integrated pre-service/in-service education program, and that responsibilities are appropriately divided between the agencies.

IDENTIFYING CURRENT PROBLEMS

The community has made significant gains in the past few years. However, the BJE and College still function in a broad community context which inhibits fulfillment of the community's goal of developing a system of comprehensive, integrated, and sequential teacher education. Following are structural and programmatic factors which remain problematic:

1. Variance in Teaching Positions -- Teachers vary in the extent to which teaching is their primary occupation. Some teach only one day/week; others work several days/week or every day. Also, teachers have various levels of willingness to invest time in teacher education and different levels of needed skills and knowledge.
2. Insufficient Base in Subject Matter -- There are many supplementary school teachers who have not had a Jewish education beyond the high school level, who therefore lack a deep knowledge of the subjects they are teaching.
3. Multiple and Divergent Approaches to Standards and Licensing -- The absence of clear standards and criteria inhibits the development of comprehensive approaches.
4. Inadequate Assistance to Teachers Entering the System -- The amount of guidance provided to beginning teachers does not meet required levels.

5. Absence of Sufficient Teacher Coaches -- The community needs more personnel to follow through on skills and competencies learned by teachers in various training programs. Also, directors or middle management school personnel need assistance to support in-service education within their schools.
6. Variety of Settings -- Development of a comprehensive approach for an individual teacher's professional growth is complicated by working in more than one setting. There were 35 teachers who worked in more than one school in the 1986-87 school year. In 1987-88 there are 50.
7. Fragmentation Within Schools and Systems -- In many cases, the educational program for a given student is divided between two schools. Even where the education takes place in a single institution, the program for individual students may be divided among departments which are not completely integrated. This fragmentation further complicates attempts to plan systematic and integrated teacher education programs.

Because many of these factors are endemic to a system of autonomous schools and congregations, a critical new approach to individualized teacher education is now needed.

RECOMMENDATIONS

1. The BJE and College should develop a new, ongoing process of coordination and planning of teacher education services. Directed by the BJE Assistant Director and the Director of Education Programs at the College, this process should:
 - a) determine appropriate divisions of responsibility between the two agencies;
 - b) determine which in-service education offerings are appropriate for stipends;
 - c) direct future planning for teacher education.
2. The BJE and College should create a Personal Growth Plan (PGP) program as a model for an individualized approach to continuing education. This approach takes into account that many teachers enter the field without the requisite backgrounds in subject matter mastery, pedagogic knowledge, and teaching skills, and that teachers have different strengths with regard to each. The PGP approach should be developed as a pilot project with 50 teachers. The experience with the PGP pilot should guide planning for ongoing and new teacher education programs during the next few years.
 - a) The PGP should be coordinated through the new joint planning process identified above. Administrative support for personnel and financial records should be housed at the BJE.
 - b) An initial pilot group of 50 teachers should be recruited over 1½ years for the PGP program. The target group should be drawn from a variety of teaching positions and settings on recommendations from school directors, and from College faculty and Bureau personnel.

- c) The coordinators (BJE Assistant Director and College Director of Education Programs) would direct a counseling process through which each PGP participant develops an individual plan to be accomplished within a set period of time. Components of the plan could include courses at the College of Jewish Studies or other local colleges and universities, JESP courses, approved seminars in Israel, and approved study under synagogue auspices. PGPs should be goal oriented, leading teachers to completion of accreditation, licensure, degree programs, or other appropriate goals.
- d) The individualized plan should be developed in conjunction with and provide an opportunity for input from the participant's primary supervisor. The coordinators would monitor each participant's progress through periodic meetings with participant and contact with supervisors.
- e) Completion of PGP's should lead to higher level plans, engaging teachers in ongoing, sequential study.
- f) Participants would receive \$500 stipends upon completion of their PGP's. In addition, they would receive the regular stipends available to other teachers for courses and seminars.
- g) The coordinators should promote the creation of educational opportunities which meet the needs of PGP participants.
- h) Outside, independent evaluation should determine:
 - 1) the extent to which the PGP program leads to completion of plans, sequential courses of study, and attainment of recognized credentials (degrees, licensure, certification, etc.);
 - 2) the appropriateness of the PGP approach for different kinds of teachers;
 - 3) the effectiveness of the stipends as incentives for participation;
 - 4) the level of institutional commitment to the program;
 - 5) teacher satisfaction with the program;
 - 6) impact on teachers' intent to continue teaching and on actual retention.
- 3. Through their new coordination and planning process, the BJE and College should:
 - a) with the local Board of License, review current community standards in licensure and certification and make necessary revisions to the current system.
 - b) develop a mentor program for new teachers.

- c) create a new program to train field coaches.
 - d) increase the number of in-service offerings which include field coaching, or other components which help teachers integrate newly acquired skills or knowledge into their classroom teaching.
 - e) create a community teacher's seminar in Israel.
4. Each supplementary school maintaining at least 75% teacher participation in a minimum level of teacher education programs would receive special funding to be used for teacher education program fees, conference and Israel seminar grants, or teacher salary supplements. (In-service education needs for the communal day schools are addressed in the Report of the Day School Subcommittee.)
- a) The BJE and College will determine, in consultation with school directors and teachers, appropriate minimum levels of participation based on the number of days teachers work in supplementary schools.
 - b) The BJE and College will develop an annual approved list of courses for this funding program.
 - c) Eligible schools will receive \$10/student enrolled only in that school, and \$5/student also enrolled in another school, for a maximum of \$7,500/school.
5. Stipends should be made available for more in-service education programs, including courses at the College.
6. The community should reinstate teacher conference and seminar grants into the JESP budget. Guidelines should be established which ensure that the broadest possible spectrum of teachers take advantage of the available grants.
7. There should be ongoing monitoring and evaluation of the full set of recommendations above, including the coordination process between the Bureau and College.

Task Force on Personnel

Appendix C



July 29, 1988

REPORT OF THE SUBCOMMITTEE
ON DAY SCHOOL PERSONNEL

BACKGROUND

The Jewish Community Federation of Cleveland has a long history of strong support for its communal day schools. The Hebrew Academy of Cleveland was the first Jewish day school in the United States to receive a Federation allocation. In the 1987-88 school year, the Federation provided a total allocation to three communal day schools with 1,048 students of \$1,148,300. Also, Cleveland continues to provide the highest per capita allocation to day schools in North America, averaging \$1,100.

Notwithstanding the strong level of communal support, Cleveland's Jewish day schools still face serious financial constraints. The burden of these constraints is largely borne by the faculty, through low salaries and limited availability of benefits. Low teacher salaries diminish the effectiveness of the schools in several ways:

1. Recruitment of Judaic studies teachers from national and international training centers, and retention of high quality faculty, are extremely difficult. This is critical since there is currently no local educational program which produces Judaic studies teachers for the Agnon and Schechter schools.
2. The ability of the schools to recruit locally for high quality general studies faculty is impaired.
3. Limited budget for salaries promotes greater use of part time employees, limiting the development of professional positions likely to attract the best in the field.
4. Low salaries limit the ability of the schools to maintain requirements or standards for continuing education, and to develop salary scales which create incentives for continuing education.

The committee compared salaries at the Agnon and Schechter schools with other local public and private schools (see Appendix A). Because the Hebrew Academy does not have a salary scale, comparisons for that school were not possible.

Although there appears to be a significant gap between Agnon and Schechter, Agnon offers optional Blue Cross coverage to full-time teachers, which brings its total compensation package close to Schechter's. Both schools are therefore within range of the base salary scale for a leading local private school. However, the private school adds significant benefits to the base salary, including pension, health and insurance coverage, and conference attendance. Also, the chart does not reflect a merit pay program in effect at that school, about which further information was not available. Thus the estimate of the

effective compensation gap between the private school and two Jewish day schools is about \$5000-\$7000.

As is generally the case, public school teachers earn more than private school teachers. The total compensation package in a few east side school districts is \$10,000 - \$11,000 more than what Schechter currently pays.

While matching local private schools would improve the situation with general studies teachers, the schools need to go further than that to be able to recruit Judaic studies teachers. This is essential in order for Jewish day schools to differentiate their central purpose from that of other private and public schools.

The committee believes that in order for Agnon and Schechter to recruit the Judaic and general studies teachers they need, compensation must be increased to a level between public and private school salaries. Any attempt to address the gaps also needs to recognize the pressure existing in the general field of education, which is driving salaries higher. Thus, 3-4 years from now, the gaps will be even larger.

For the Hebrew Academy, two critical areas have been identified for personnel development. First, the Hebrew Academy has difficulty recruiting and retaining general studies teachers for its high school. This directly impacts on the school's ability to retain its students into the high school years. Salaries for these teachers lag behind the Judaic studies teachers at the Academy, and well behind comparable positions in other private and public schools.

A second critical area is pedagogic training for Judaic studies teachers. Although these teachers come to the Academy with very strong Judaic backgrounds, some have little or no professional education background in classroom skills and child development. The Academy program would be strengthened by a concentrated effort to round out the professional background of these teachers.

RECOMMENDATIONS

For the Agnon and Schechter schools, the salary gaps are the most critical issue to address. In light of these conditions, it is recommended that the Federation, the Bureau of Jewish Education, and the non-Orthodox day schools work to provide an average salary and benefits increase of \$10,000/teacher over the next four years. This would enable the schools to provide salary and benefits increases beyond the 5% average of the past three years. Thus the schools could keep pace with inflation and address the need to increase salaries further. It is suggested that the community assume 70% of the financial responsibility for this increase, and that the schools assume 30% of the responsibility, preferably through tuition increases. Schools would also assume responsibility for increased payroll taxes.

The following are a series of stipulations which will guide the implementation of these salary and benefit increases:

1. Estimates are based on current faculty. The chart should be modified to reflect the 1988-89 school year staffing levels. School year 1989-90 would be Year 1 on the chart.
2. Schools would have flexibility to apply the increases differentially among their faculty. However, all faculty should receive some significant increase due to this initiative, and the entire thrust should be viewed as an upgrading of salaries.
3. Additional faculty added to schools due to growth should be started at equivalent salary and benefits levels and built into future budgets at the new levels.
4. Benefits should be available on a cafeteria plan, as is currently the case at the Solomon Schechter Day School. That is, personnel who work 1,000 hours/year or more can opt to take part of their compensation in the form of health or other benefits. (This does not increase the total compensation package.)
5. Schools, with BJE assistance, will establish mandatory, continuing education requirements for all faculty, and will refigure salary scales to reflect appropriate incentives for continuing education and advanced degrees.
6. The Bureau of Jewish Education will be responsible for verifying implementation of the increases over the four-year period. This verification should be an annual process, with the community share for each year released when it is verified that the previous year's goal of increase was met.
7. The Bureau should monitor the impact of the increases on the use of health and pension benefits.
8. During Year 4, salary and benefits levels at the day schools should be reassessed to ensure that schools are able to recruit and retain quality faculty competitively.

To address the needs of the Hebrew Academy, it is recommended that the Federation, the Bureau of Jewish Education, and the school:

1. Provide fees and stipends for Judaic studies teachers to pursue additional educational training in classroom management and teaching methodology.
2. Provide salary enhancement for general studies teachers in the high school in order to improve the school's ability to recruit for those positions.

Respectfully submitted,

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Personnel Task Force

COMPARISON OF TEACHERS' SALARIES AND BENEFITS
Entry Level, Full Time, with B.A. Degree and No Experience (a)

	Agnon	Solomon Schechter	Local (b) Private	Cleveland Public	Cleve. Hts./ Univ. Hts.	S. Euclid/ Lyndhurst
1988-1989 Entry Level Salary Scale	\$ 11,125	\$ 14,200	\$ 14,500	\$ 18,393	\$ 20,000	\$ 20,654
Benefits	\$2,100 in optional Blue Cross coverage	Available on cafeteria plan up to 1/3 of com- pensation in lieu of salary	5% pension Estimated \$3,500 in health & insurance benefits	Pension, health & insurance benefits total approx. 25% of salary	14% pension; estimated \$3,500 in & insurance benefits	14% pension Estimated \$3,000 in health & insurance benefits
Current Total Package	\$ 13,225	\$ 14,200	\$ 18,725 (b)	\$ 22,097	\$ 26,300	\$ 26,545
1992-1993 (Assuming 5% Annual Increase--which is avg. of last 4 yrs.)	Recommended	Recommended	5% Annual Increase	5% Annual Increase	5% Annual Increase	5% Annual Increase
Projected Salary Scale	\$23,225	\$24,200	\$ 17,624	\$22,356	\$24,310	\$25,105
Benefits	Available on cafeteria plan up to 1/3 of compensation in lieu of salary	Available on cafeteria plan up to 1/3 of compensation in lieu of salary	5% pension, Est. \$3,500 in health & insurance benefits	Pension, health & insurance benefits total approx. 25% of salary	14% pension Est. \$3,500 in health & insurance benefits	14% pension \$3,000 in health & insurance benefits
Projected Total Package	\$23,225 (c)	\$24,200 (c)	\$22,005 (b)	\$27,945	\$31,213	\$31,619

(a) Although only entry level scale is shown, comparable differences remain across salary scales.

(b) Based on 1986-87 salary scale, does not include merit pay bonus system.

(c) If present salary/benefits scale were increased only by 5%/year these would be: \$16,075 for Agnon; and \$17,260 for Schechter.

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Task Force on Personnel

Appendix D



PROPOSAL FOR COMMUNITY TEACHERS

NEED

The shortage of qualified personnel for Jewish schools has reached crisis proportions. In the past few years, the number of qualified teachers available to be referred by the Bureau of Jewish Education to fill vacancies in the schools has dwindled drastically. In 1987/88, there were only seven referrals to fill 38 vacancies in the schools. As a result of the shortage, many vacancies are filled at the last minute with unqualified personnel. This compounds the retention problem that schools face because these teachers are quickly frustrated and do not stay in the field very long.

One way to address recruitment needs is to enable professionally trained teachers to serve the community more fully. By combining teaching positions from several schools, it is possible to reduce the overall number of persons who teach throughout the community. This has happened haphazardly to some extent. Although 50 teachers worked in more than one school in 1987/88, there has been no systematic approach to recruit and place professionally trained Jewish educators, each in a variety of teaching positions to comprise full-time teaching loads. Also, benefits are available only to teachers working at least 1,000 hours per year in one of the communal day or supplementary schools. A previous Bureau attempt to recruit for a combined position between two schools failed when the joint salary package was inadequate.

PROPOSAL

The Bureau of Jewish Education should create five full-time teaching positions. Schools would contract with the Bureau for the use of these teachers for specific teaching positions. The teachers would be employees of the Bureau and eligible for benefits through the Bureau.

Candidates for the positions should be professional Jewish educators who are either currently teaching 20 hours per week or less in Cleveland, or are teaching in another community. The Bureau will use a variety of sources to recruit teachers, including the JESNA Moreh Shaliach program, the College of Jewish Studies, local universities, and local and national advertising.

Each spring the Bureau would offer schools the opportunity to contract for the time of the community teachers. Once the individual is agreed to by a school, that school is obligated to employ the teacher for the entire school year. The Bureau will be responsible for ensuring a balance of assignments which comprises a full work load, and includes appropriate time for supervision, preparation, and professional development. Schools will be expected to abide by the Bureau's Code of Practices for Teachers. In addition to teaching positions, other Jewish continuity related positions may be considered (e.g., youth advisor, prayer leader, retreat or family education specialist).

July 1988

Because of the experimental nature of this approach, the Bureau should start with three teachers in Year 1, adding one teacher each year to reach a total of five in the third year. The program should be piloted with a great deal of flexibility. Salaries should be determined by the Bureau based on professional training and experience.

Ongoing monitoring of this program should be conducted in order to ensure the needs of the schools and the individual teachers are both appropriately being met. An evaluation should be conducted at the close of three years to determine if the program alleviates recruitment problems for the schools and attracts more full-time professionals to the local field of teaching.



Jewish Community Federation of Cleveland

September 15, 1988

CONFIDENTIAL

OVERALL COMMISSION ON JEWISH CONTINUITY BUDGET -- ADD'L \$ ABOVE 1988-89 FUNDING LEVELS

	<u>(89-90)</u> <u>Year 1</u>	<u>(90-91)</u> <u>Year 2</u>	<u>(91-92)</u> <u>Year 3</u>	<u>(92-93)</u> <u>Year 4</u>
1. Cleveland Fellows	\$ 160,020	\$ 299,000	\$ 391,200	\$ 355,350
2. Fellows Graduates Positions	---	---	---	175,000
3. In-Service Education Package	43,000	91,090	110,525	117,300
4. Communal Day Schools	99,150	198,300	264,400	330,500
5. Community Teachers	30,000	40,000	50,000	50,000
6. Retreat Institute	97,250	141,720	160,140	168,457
7. IISP Expansion	41,400	50,400	56,000	65,600
8. Proj. Curriculum Renewal	83,976	94,120	110,447	114,426
9. Youth Resource Office	40,000	40,000	40,000	40,000
10. Cong. Enrichment Fund Expansion	45,000	45,000	45,000	45,000
<hr/>				
TOTALS	\$ 639,796	\$ 999,630	\$1,227,712	\$1,461,633

Four Year Total - \$ 4,328,771

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COJC PROGRAM BUDGETS1. Cleveland Fellows

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
Director	\$ 60,000	\$ 63,000	\$ 66,500	\$ 70,000
Faculty	45,000	47,500	50,000	52,500
Faculty	--	45,000	47,500	50,000
Faculty/Recruiter	--	35,000	36,500	38,500
Secretary	16,000	17,000	18,000	19,000
Benefits	14,520	30,000	31,700	33,350
Office Expenses (Phone, postage, etc.)	4,000	5,500	6,500	7,000
Printing & Advertising (Brochures, recruitment materials)	5,000	3,000	3,000	3,000
Administrative Support (bookkeeping, insurance)	2,500	4,000	4,500	5,000
Recruitment Travel	10,000	15,000	15,000	15,000
Conference Travel	1,000	6,000	8,000	8,000
Israel Seminar	--	--	50,000	--
Student Stipends (@ \$10,000)	--	50,000	100,000	100,000
Tuition Stipends (@ \$8,000)	--	40,000	80,000	80,000
Library Books	2,000	2,000	2,000	2,000
TOTAL EXPENSES	\$ 160,020	\$ 363,000	\$ 519,200	\$ 483,350
<u>Income</u>				
Tuition (from stipended students)	--	\$40,000	\$ 80,000	\$ 80,000
Tuition (from add'l students)	--	24,000	48,000	48,000
TOTAL INCOME	--	\$ 64,000	\$ 128,000	\$ 128,000
NET COST	\$ 160,020	\$ 299,000	\$ 391,200	\$ 355,350

2. Fellows Graduate Positions

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
Compensation packages for new positions @ \$35,000	--	--	--	\$ 175,000
NET COST				\$ 175,000

3. In-Service Education Package

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Ongoing In-Service Programs</u>				
Stipends - Coaching programs	\$ 4,000	\$ 6,000	\$ 8,000	\$ 8,000
- JESP	12,000	15,000	18,000	18,000
(10 hr. courses)				
- CCJS	10,000	16,500	20,000	20,000
(2-3 credit courses)				
- Institutional	--	30,000	35,000	40,000
Administration				
Instructors - BJE	32,500	34,500	36,500	38,500
Instructors - CCJS	14,600	23,000	29,000	30,000
Field Coaching - BJE	6,000	12,000	18,000	18,000
Admin. Support - CCJS	10,500	11,200	11,850	12,900
(registrar)				
Admin. Support - BJE	31,700	33,350	35,325	37,300
(supervision, clerical, materials, marketing)				
Subtotal	<u>\$ 121,300</u>	<u>\$ 181,550</u>	<u>\$ 211,675</u>	<u>\$ 222,700</u>
<u>PGP</u>				
Stipends - Completion	--	\$ 10,000	\$ 15,000	\$ 15,000
- Study - (other	2,000	2,000	2,000	2,000
than JESP or				
CCJS)				
Administration				
Instructors - BJE	2,100	4,650	4,900	5,000
Instructors - CCJS	2,900	6,000	6,350	6,500
Supervision	4,350	9,230	9,800	10,250
@ 10 hrs./participant				
($\frac{1}{2}$ BJE/ $\frac{1}{2}$ CCJS)				
Admin. Support - CCJS	3,000	3,300	3,650	3,700
(registrar)				
Admin. Support - BJE	7,100	7,550	8,000	8,450
(clerical, materials, postage)				
Subtotal	<u>\$ 21,450</u>	<u>\$ 42,730</u>	<u>\$ 49,700</u>	<u>\$ 50,900</u>
Conference grants	6,000	6,000	7,000	7,000
Israel seminars	12,500	12,500	12,500	12,500
TOTAL EXPENSES	\$ 161,250	\$ 242,780	\$ 280,875	\$ 293,100

<u>Income</u>				
Fees - BJE	\$ 6,600	\$ 8,400	\$ 10,200	\$ 10,200
- CCJS	17,500	29,000	35,000	35,000
In Kind - BJE	74,475	80,675	84,900	88,975
- CCJS	19,675	33,615	40,250	41,625
TOTAL INCOME	\$ 118,250	\$ 151,690	\$ 170,350	\$ 175,800
NET COST	\$ 43,000	\$ 91,090	\$ 110,525	\$ 117,300

4. Communal Day Schools

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Agnon	\$ 28,350	\$ 56,700	\$ 75,600	\$ 94,500
Hebrew Academy	33,000	66,000	88,000	110,000
Solomon Schechter	37,800	75,600	100,800	126,000
(grants for salary supplements)				
TOTAL COST	\$ 99,150	\$ 198,300	\$ 264,400	\$ 330,500

5. Community Teachers

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
Salaries	\$ 66,000	\$ 94,000	\$ 125,000	\$ 130,000
(@ \$22,000-25,000)				
Benefits (avg. 18%)	12,000	17,100	22,750	23,400
BJE Administration	1,000	1,250	1,500	1,500
(Interviewing, recruiting)				
Advertising	750	825	900	900
BJE Financial Services	1,200	1,400	1,600	1,600
JESNA Exchange Fees	300	450	450	450
(@ \$150/year)				
TOTAL EXPENSES	\$ 81,250	\$ 115,025	\$ 152,200	\$ 157,850
<u>Income</u>				
Schools' contribution to salaries (@ \$16-21,000)	\$ 50,250	\$ 73,725	\$ 100,700	\$ 106,150
BJE In-kind Services	1,000	1,300	1,500	1,700
TOTAL INCOME	\$ 51,250	\$ 75,025	\$ 102,200	\$ 107,850
NET COST	\$ 30,000	\$ 40,000	\$ 50,000	\$ 50,000

6. Retreat Institute

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
Director	\$ 47,500	\$ 50,000	\$ 52,500	\$ 55,125
Program Assistant		25,000	27,500	30,000
Secretary	15,000	16,500	18,000	19,500
Benefits	11,250	16,470	17,640	18,832
Printing/Supplies/Postage	2,500	2,750	3,000	3,250
Resource Materials	1,000	1,000	1,500	1,750
Treuhaft Subsidy	20,000	30,000	40,000	40,000 *
 NET COST	 \$ 97,250	 \$141,720	 \$160,140	 \$168,457

* Subsidy for use of the Treuhaft Conference Center by school and youth groups would level off at \$40,000/year. Additional increases in costs would be borne by the schools or youth groups.

7. Israel Incentive Savings Plan

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Grants to students</u> based on projected no. of trips	\$ 33,600	\$ 42,000	\$ 47,000	\$ 56,000
BJE Administration	7,800	8,400	9,000	9,600
 NET COST	 \$ 41,400	 \$ 50,400	 \$ 56,000	 \$ 65,600

8. Project Curriculum Renewal

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
<u>Personnel</u>				
Program Director	\$ 47,700	\$ 50,500	\$ 53,000	\$ 56,000
Curriculum Spec.	9,000	18,540	19,652	21,152
Research Assoc.	7,500	7,950	8,427	9,027
Israel Consortium Spec.	7,500	7,950	16,377	17,625
Secretary	7,500	7,950	8,427	9,027
Benefits	13,464	15,791	18,000	19,181
 Subtotal	 \$ 92,664	 \$ 108,681	 \$ 123,883	 \$ 132,012
 <u>Supplies</u>				
Educational	\$ 2,500	\$ 3,750	\$ 3,750	\$ 3,750
Office/Printing	1,000	1,000	1,000	1,000
Curriculum Slide Prod.	1,000	1,000	1,000	1,000
 Subtotal	 \$ 4,500	 \$ 5,750	 \$ 5,750	 \$ 5,750

<u>Special Activities</u>				
Curriculum Conf.	\$ 6,000	0	\$ 6,000	0
Beyond-the-classroom Curriculum Inst.	1,000	0	0	0
Out-of-town Curriculum conferences/ Library searches	2,500	1,500	1,500	1,500
Jewish School observations	0	500	500	500
Israel Consortium				
Consort. Mtgs./national	800	800	1,000	1,000
Israel Melton Inst.	2,000	2,000	2,000	2,000
JESNA in-service/local	1,000	1,000	1,000	1,000
Local travel	500	500	500	500
Subtotal	\$ 14,300	\$ 6,300	\$ 12,500	\$ 6,350
<u>Teacher Stipends for Curriculum Work</u>				
	\$ 6,400	\$ 6,400	\$ 6,400	\$ 6,400
<u>Accounting</u>	\$ 1,500	\$ 1,665	\$ 1,850	\$ 2,050
<u>Postage/Mailing</u>	200	300	300	350
<u>Telephone</u>	300	300	300	300
GRAND TOTAL EXPENSES	\$ 119,864	\$ 129,396	\$ 150,983	\$ 153,212
<u>Income</u>				
BJE In-kind				
Salaries	\$ 23,638	\$ 25,226	\$ 26,936	\$ 28,636
Supplies	900	1,150	1,150	1,150
Special Activities	1,200	2,200	2,250	2,300
Postage/Mailing	100	150	150	150
Telephone	150	150	150	150
TOTAL BJE IN-KIND	\$ 25,988	\$ 28,876	\$ 30,636	\$ 32,386
Conference income	3,500	0	3,500	0
School fees	6,400	6,400	6,400	6,400
TOTAL INCOME	\$ 35,888	\$ 35,276	\$ 40,536	\$ 38,786
NET COST	\$ 83,976	\$ 94,120	\$ 110,447	\$ 114,426

9. Youth Resource Office

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Ongoing funding from community at same level	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>
NET COST	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>

10. Congregational Enrichment Fund Expansion

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Grants to congregations	\$ 130,000	\$ 130,000	\$ 130,000	\$ 130,000
BJE Administration	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>
TOTAL EXPENSES	<u>\$ 135,000</u>	<u>\$ 135,000</u>	<u>\$ 135,000</u>	<u>\$ 135,000</u>
Income				
BJE In-kind	<u>\$ 90,000</u>	<u>\$ 90,000</u>	<u>\$ 90,000</u>	<u>\$ 90,000</u>
NET COST	<u>\$ 45,000</u>	<u>\$ 45,000</u>	<u>\$ 45,000</u>	<u>\$ 45,000</u>

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DRAFT

REPORT OF
THE JOINT FEDERATION/PLENUM
COMMISSION ON JEWISH CONTINUITY

I. INTRODUCTION

Assimilation, intermarriage, identity, affiliation, commitment -- these are code words that have dominated communal discussions for many years. They have become the measures by which we determine the viability of our community -- prospects of our survival.

For so many centuries, and even to this day, physical survival has necessarily been uppermost in our minds. But at this time and in this place, we can move beyond that. It is not that antisemitism has vanished, or that Jews are no longer on the move from troubled lands, or even that Israel's safety is no longer challenged. We must be ever vigilant for ourselves and for Jews wherever they may be in trouble. But the fact is that we have the ability now -- and the need -- to focus on spiritual survival as well as physical survival. Now that we are free to be Jews, how can we be sure that we will remain Jews, and what kind of Jews will we be?

The Environment

As we struggle with this challenge, we encounter forces acting on our community in diverse ways -- some positive, others negative. Our Cleveland Jewish community remains concentrated. Even as Jews move eastward, over 80 percent still live in several contiguous suburbs. Although the vast majority intend to affiliate with the community and raise children as Jews, our recent demographic study shows increasing numbers of intermarried couples, many of whom will not raise their children as Jews. In fact, since the 1980 study was conducted, the overall incidence of intermarriage without conversion in our community has increased from 11.1 percent to 17.3 percent. Even more disturbing is the 33 percent incidence of intermarriage without conversion among our children under age 40. Many of the intermarried families are geographically dispersed at the fringes of the Jewish community, so the image of a strong center with gradually fraying edges may not be inaccurate.

The study shows that 78 percent of our children will have some Jewish educational experience, and that more families are choosing day school education. Unfortunately, the 1983 study of 18 to 29 year-olds in our community revealed great dissatisfaction with Jewish educational experiences. We must be concerned about the quality of education received by many children in the supplementary schools, and certainly about those children who will receive no formal Jewish educational. Also of note is the length of time children remain in education programs. Although 90 percent of children of

Orthodox families continue their Jewish education past age 14, fewer than half of non-Orthodox children do so.

A Personnel Crisis

Of critical concern in education is our community's personnel situation. Among the 15 congregational schools, there are only three professional educators working as full-time school directors. In all three cases, these professionals receive inadequate compensation.

Of even greater concern is the number of schools where educational directors work fewer than 10 hours a week. In that time, a director is expected to run the basic school program, supervise staff, organize curriculum, and maintain contacts with parents. Insufficient for those tasks, the limited time also precludes any possibility of planning and implementing new programs for family education, parent education, and retreat programs, or taking advantage of communal supports such as the Jewish Educator Services Program or the Israel Incentive Savings Plan. Without strong and visionary leadership among the directors of our schools, our community cannot hope to put in place exciting, vibrant educational programs that will capture the hearts and minds of our families.

The congregational schools rely heavily on avocational teachers, dedicated community members who teach between three and eight hours a week in one or

more school settings. The 20 percent turnover each year among these positions reflects the many teachers who move from school to school, searching for the support they need to be able to succeed in the classroom. The turnover also reflects the number of people who each year give up out of frustration. Our communal day schools are unable to offer professional salaries that would enable them to attract and retain the high quality faculty they need. Each August day and supplementary school directors are engaged in a scramble to complete their faculties, and each year it is becoming more difficult.

We do not have a comprehensive Jewish education profession. There are no commonly accepted standards for professional education for either teachers or administrators; there are no appropriate standards for professional compensation, including benefits and pensions; and there are no career ladders. Cleveland is not alone in facing this problem. This is the plight of Jewish education in every community in this country, and in many other Diaspora communities around the world.

Building on Strengths

But, our community also has some important strengths to draw upon: stronger teacher education programs developed through both the College of Jewish Studies and the Bureau of Jewish Education; a new Jewish Community Center facility that includes a conference center for school and youth group

retreats; and a more productive Federation-synagogue partnership, manifested in the Congregational Enrichment Fund, Israel Incentive Savings Plan, and Community Youth Resource Office.

Paradoxically, a growing disquiet among us may ultimately demonstrate a positive side. Intermarriage has touched many families in the community. Our children, dissatisfied with their own Jewish education, want better for their own children. Increasingly, people fear that Jewish identity and commitment are slipping away from us. More and more, the community is focusing on Jewish education to ensure a bright Jewish future. This has created in our community the most critical element necessary for addressing Jewish continuity issues -- a climate for change!

II. A CLIMATE FOR CHANGE

Initiating Change

In 1979, the Israeli government and the Board of Governors of the Jewish Agency for Israel created the Joint Program for Jewish Education. It was initiated because Jewish leadership perceived significant, long-term, negative trends in Jewish identity in the Diaspora. Because Israel's destiny is so clearly connected to that of the Diaspora, Israeli and other world Jewish leaders perceived this as a threat to Israel as well.

Morton L. Mandel, former president of the Jewish Community Federation of Cleveland and the Council of Jewish Federations, emerged an active leader of the Joint Program for Jewish Education, serving as chairman of its steering committee from 1979 until 1988. Through his experience he became convinced that the single most important element in strengthening Jewish identity would be the involvement of key communal leadership. He also believed that world leadership efforts depended on local efforts that posited and tested hypotheses and program models, and demonstrated success in meeting the challenges of Jewish continuity.

Local Organization

In 1985, Cleveland's Jewish community began to develop its own local process, closely linked to the goals and directions that guided international and national efforts through the Jewish Agency, the Council of Jewish Federations, and the Jewish Education Service of North America. Our goals were to organize communal priorities for Jewish continuity, coordinate responses to those priorities, and foster an environment in which agencies might develop interagency and interdisciplinary approaches to Jewish continuity.

Jewish education studies in 1976 (Albert Ratner, chairman, and Bennett Yanowitz, associate chairman) and 1981 (Nathan Oscar, chairman) laid important groundwork in the Cleveland Jewish community. The recommendations

of these studies led to new communal efforts in teacher training and fostered efforts by schools to develop family education and "beyond the classroom" educational programs. The establishment of the Congregational Enrichment Fund marked a new era in synagogue/Federation relations and presaged a partnership. The revitalization of the Cleveland College of Jewish Studies in the mid-1980's ensured a valuable resource that stimulated the Jewish educational field with new visions and exciting, dynamic faculty.

The Commission on Jewish Continuity was conceived as a broadly representative body composed of key communal leadership. Critically important was attracting leadership not traditionally involved with Jewish continuity and Jewish education issues. The commission began its work with a period of self-education, drawing upon leading Jewish thinkers, locally and from around the country, in order to ensure an informed communal perspective on priorities.

A Unique Partnership

At this stage the Federation made a significant departure from its standard planning process. Recognizing that an effort of this scope required the active participation of the congregations, the Federation approached the Congregational Plenum as a full partner to co-sponsor a newly constituted Joint Federation/Plenum Commission on Jewish Continuity.

The joint commission represents a new stage in the evolving relationship between the Federation and the synagogues. The past few years have seen a very productive and fulfilling working relationship through which the community has been able to work in a stronger, more united way on various community concerns, including chaplaincy services, preservation of cemeteries, and strengthening youth activities.

The implementation of the recommendations that follow will build even stronger ties between the Federation and communal agencies, and the synagogues. They will enable the congregations to share more fully in the community's resources, and will ensure that the community can move forward together to meet the exciting challenges and opportunities of ensuring our communal viability in the 21st century.

III. ESTABLISHING PRIORITIES

Through the exploratory process, three broad areas emerged as clear priorities: personnel, parent and family education, and "beyond the classroom" education. A task force was established to study and develop program recommendations in each area.

Personnel encompassed the recruitment, training, and retention of staff needed to maintain Jewish continuity activities, as well as enabling the community to respond to emerging personnel needs for new program areas.

Parent and family education was recognized as a critical element in enhancing the effectiveness of educational experiences for children and adults. The emphasis was on efforts to increase parents' ability to serve as Jewish role models and as partners with schools in the Jewish education of their children.

Finally, "beyond the classroom" education grouped a range of issues around reaching pre-adolescent and adolescent youth in more effective ways, and integrating a variety of informal educational programs and environments into the educational experience of each child.

Each of these priority areas became the focus of a task force charged with developing program responses for its area of concern.

A fourth task force was created as an opportunity for community leaders to pursue a more open agenda and to develop new ideas related to Jewish continuity. Some sought an opportunity to address structural issues related to Jewish education agencies. Others wanted an opportunity to discuss what Jewish education programs ought to teach. The Blue Sky Task Force was developed, therefore, as a mechanism to accommodate the interests of communal leadership in developing further new priority areas for the community to address.

The task force process enabled a broad range of lay leaders and professionals to engage in serious planning. Each task force met extensively and produced exciting new programs that will dramatically improve the community's ability to address Jewish continuity concerns. Leadership and membership of each task force were designated by the Federation and the Congregational Plenum, but the partnership at the task force level has transcended parochial interests to respond in a unified way to communal priorities.

What has evolved is a highly comprehensive and integrated program that will build on the past successes of the community and carry us forward significantly. The programs outlined in the attached reports represent the most comprehensive attempt by a North American Jewish community to address Jewish continuity and Jewish education issues. In effect, Cleveland will become a laboratory for Jewish continuity efforts, and again lead the way in the national and international arena in responding to a critical communal concern.

IV. GUIDING PRINCIPLES AND OPERATING ASSUMPTIONS

Several principles and operating assumptions about Jewish education guided the task forces in their work. These were drawn from experience in the Jewish education field, particularly with parent and family and "beyond the classroom" educational programs. The assumptions were also based on the

testimony and consultation of many Jewish educators in Cleveland and around the country. The assumptions can be summarized as follows:

1. Jewish education is a staff-intensive activity so its success is dependent on the quality of its personnel. The community must invest significantly to build a Jewish education profession. Critical to the success of such efforts is ensuring visionary and dynamic educational leadership.
2. Each child should have opportunities for educational experiences that provide a Jewish living environment in order to bring classroom concepts to life. Integrating retreats, Israel trips, summer camps, and other "beyond the classroom" programs into a child's educational experience has a life-long impact on Jewish identity building.
3. Jewish schooling for children can succeed only if supported in the home environment. Parents need to be able to represent Jewish values, attitudes, and behaviors to their children. To do this, parents often need more tools and skills than their own childhood Jewish education afforded them.

V. MAJOR RECOMMENDATIONS

The above assumptions form the foundation of the task force recommendations. The implications, challenges, and specific approaches are outlined in the individual task force reports (see Appendices I - III). Following is a summary of major program recommendations:

- A. Cleveland Fellows -- The College of Jewish Studies will develop a graduate program in Jewish education for students from Cleveland and elsewhere. The faculty and students will be engaged in study, teaching, and program development, within congregations, schools, and agencies. They will raise the level and quality of the local field of Jewish education while leading to positive ramifications beyond Cleveland.
- B. Fellows Graduates Positions -- The graduates of the Cleveland Fellows program will be hired to fill many of the new positions in new areas mandated by the Commission on Jewish Continuity. The positions will include congregational family educators, retreat specialists, master teachers, school directors, and others.
- C. In-Service Education Package -- The Bureau of Jewish Education and College of Jewish Studies will develop a program of individualized professional growth and in-service education to guide teachers

already working throughout the community. The Personal Growth Plan starts with individual teachers at their various levels of experience, knowledge, and commitment, and helps lead them to degrees, licensure, or other advances in professional preparation. In addition, the community will implement teacher and institutional stipends to encourage participation in teacher education programs.

- O. Communal Day Schools -- Salaries for our day school teachers are dangerously low, inhibiting the schools' ability to attract and retain the high quality faculty they need to compete with other local private schools. Accordingly, the community will implement a four year plan to erase these critical salary gaps.

- E. Community Teachers -- The Bureau of Jewish Education will create five full-time Community Teacher positions. Each teacher will work in a variety of school settings, combining jobs for a reasonable full-time teaching load. This will help recruit qualified personnel to the field and to specific schools, reducing the need for avocational personnel.

- F. Retreat Institute -- This program, to be housed at the JCC, will work with schools, youth groups, and others to develop retreat programs. Retreat institute staff would work with schools before, during, and after retreats to plan, implement, and evaluate programs. This will

lead to a dramatic growth in the volume and quality of retreat programs. Also, the present cost of using the Treuhaft Conference Center for school and youth group overnight programs will be reduced by half. Beginning with an emphasis on school and youth group programs, the Retreat Institute would develop its resources over time to support programs for families, adult groups, leadership groups, and others.

- G. IISP -- The Israel Incentive Savings Plan attracts 100 new enrollments each year. The potential for additional growth is tremendous. The community will now approach recruitment differently, targeting specific congregations and schools to develop school-based trips that go hand-in-hand with IISP enrollment. This should dramatically increase the number of Cleveland youth who will have an Israel experience.
- H. Curriculum Renewal -- Many of the community's schools operate with out-dated or ineffective curriculum. Also, new family education, Israel studies, and "beyond the classroom" education programs should be integrated into school programs. The Bureau's pilot program, Project Curriculum Renewal, should be expanded to work with each school on this critical concern.

I. Community Youth Resource Office -- This program, started last year as a joint initiative of the Congregational Plenum and the Federation, provides valuable communal supports to youth groups for programming, outreach strategies, and advisor training and placement. Depending on a favorable second year evaluation, this program should receive continued community funding.

J. Congregational Enrichment Fund Expansion -- This fund has enabled the congregations to develop important new programs in recent years in the areas of parent and family education, and "beyond the classroom" education. Funding has decreased since the program was initiated in 1982. An expansion of funds is now recommended to enable congregations to increase programming.

VI. PROGRAM BUDGETS

VII. FUNDING

VIII. GOVERNANCE -- (This section is based on the work of the Blue Sky Task Force.)

It is recommended that the Joint Commission on Jewish Continuity be reconstituted after Federation Board of Trustees and Congregational

Plenum approval of its Phase I report. The newly re-constituted Joint Commission on Jewish Continuity will be responsible for:

- Monitoring the implementation of COJC recommendations;
- Designing and conducting evaluation of new programs;
- Facilitating interagency and congregation-agency cooperation;
- Conducting further community planning in Jewish education and Jewish continuity areas;
- Advocating COJC goals with individual schools, congregations, agencies, and community leaders;
- Educating the community regarding COJC goals.

A. Structure -- The following committee structure is proposed for the newly reconstituted Joint Commission on Jewish Continuity:

1. Executive Committee

- a) Oversee program budgets and recommend allocations from the Fund for the Jewish Future.

- b) Coordinate evaluation of new programs.
- c) Conduct advocacy efforts.

2. Program Subcommittee

- a) Oversee implementation of task force recommendations.
- b) Facilitate interagency and congregation-agency cooperation.
- c) Review other new programs as they are developed and undertake new planning studies (with the creation of special task forces if necessary).

3. Other subcommittees as necessary.

B. MEMBERSHIP

The composition of the Joint Commission on Jewish Continuity and its subcommittees should reflect the unique partnership that has been developed within the commission, including representation from the Federation, the Congregational Plenum, and the communal

education agencies. Leadership of the commission and its committees should be shared, with one chairperson designated by Federation and the other by the Plenum. The executive committee should be composed of the following:

1. COJC co-chairs and program subcommittee chairpeople.
2. Federation Budget, CSPC, WFPC, and Endowment chairpersons or their designees.
3. Congregational Plenum -- four designated representatives.
4. BJE, CCJS, and JCC president (board chairmen) or designees.

C. STAFFING

Federation will continue to provide staffing through its Community Services Planning Department.

D. ALLOCATION OF FUNDS

1. The Commission on Jewish Continuity executive committee will make annual recommendations to the Federation's Budget Committee for allocation of funds from the Fund for the Jewish

Future. These will be in addition to regular annual allocations to beneficiary agencies through the Jewish Welfare Fund. The funds will be targeted for implementing new programs, or expanding existing programs, in accordance with COJC recommendations.

2. The COJC executive committee also will recommend allocations to non-beneficiary agencies in the form of annual grants that would support staff positions in accordance with COJC recommendations. The grant-supported staff positions will be reviewed annually by the COJC executive committee.
3. The COJC executive committee would reserve the right to withhold funds from organizations that fail to meet its implementation or evaluation standards.

IX. EVALUATION

Appendix I - Report of the Task Force on "Beyond the Classroom" Education

Appendix II - Report of the Task Force on Parent and Family Education

Appendix III - Report of the Task Force on Personnel

Appendix IV - Implementation Scheme

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THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

September 20, 1988

M E M O R A N D U M

TO: Joint Federation/Plenum
Commission on Jewish Continuity

FROM: Charles Ratner and James Reich, Co-Chairmen

We are pleased to enclose the following materials for discussion at our meeting at noon on Wednesday, September 28, at the Jewish Community Federation. Enclosed are drafts of the following:

1. Report of the Commission on Jewish Continuity.
2. Program budgets for the COJC Recommendations (Section VI of the report).
3. Implementation framework (Appendix IV of the report).

The governance proposal (Section VIII) and the implementation framework will be discussed at the final Blue Sky Task Force meeting that same morning. Therefore, they are presented to you now with the understanding that they may be modified by the Task Force discussion.

We hope you will make every effort to join us for this critical meeting of the Commission on Jewish Continuity. Please RSVP if you have not already done so by calling Judith Oscker at 566-9200 ext. 221.

Best wishes for a happy and healthy New Year.

em294/MG

September 28, 1988

COMMISSION ON JEWISH CONTINUITY
IMPLEMENTATION FRAMEWORK

DRAFT -- for discussion
purposes only!

RECOMMENDATION	COMMUNITY AGENCY RESPONSIBILITY	SYNAGOGUE/SCHOOL RESPONSIBILITY
CLEVELAND FELLOWS	<u>Cleveland College of Jewish Studies</u> <ul style="list-style-type: none">-- develop masters level educational training program-- new faculty to provide consultation to schools on developing parent and family education programs; developing "beyond the classroom" education programs; and staff development-- coordinate student internships through BJE contact with schools	<ul style="list-style-type: none">-- based on institutional priorities, develop internship positions (20 hrs/week) with appropriate job description; supervision; and performance objectives-- seek faculty consultation as appropriate for specific programs
CLEVELAND FELLOWS GRADUATES POSITIONS	<u>Cleveland College of Jewish Studies</u> <ul style="list-style-type: none">-- establish criteria for appropriate positions for graduates-- counsel graduates in job placement process	<ul style="list-style-type: none">-- based on institutional priorities, develop professional positions with appropriate job descriptions; supervision; and performance objectives-- upgrade other professional positions to comparable compensation levels

RECOMMENDATION	COMMUNITY AGENCY RESPONSIBILITY	SYNAGOGUE/SCHOOL RESPONSIBILITY
CONGREGATIONAL FAMILY EDUCATION PROGRAMS	<u>Cleveland College of Jewish Studies</u> -- provide consultation to schools and congregations through Cleveland Fellows faculty -- work with BJE to provide training for family educators	-- develop committee to establish program goals and objectives -- integrate parent and family education programs into overall curriculum design of the school -- use volunteers and profes- sional staff to meet new families and share educational opportunities with them
IN-SERVICE EDUCATION PACKAGE	<u>Bureau of Jewish Education & Cleveland College of Jewish Studies</u> -- develop new coordination process for teacher education services -- coordinate PGP counseling process with pilot group of 50 teachers -- review community standards for licensure with local Board of License -- reinstate stipends for JESP and introduce stipends for CCJS courses -- establish guidelines for and implement institutional	-- provide in-service course fees for teachers -- provide conference and seminar grants for teachers -- develop school plan to reach 75% participation by teachers in in-service education programs in order to qualify for institutional stipend

RECOMMENDATION	COMMUNITY AGENCY RESPONSIBILITY	SYNAGOGUE/SCHOOL RESPONSIBILITY
	stipend, including establishing standards for in-service education for different types of teachers	
	-- develop Israel teachers seminar	
DAY SCHOOLS	<u>Bureau of Jewish Education</u> -- work with schools to revise salary scales -- monitor implementation	-- provide school's share of cost of program -- revise salary scales -- establish in-service education requirements for all faculty
COMMUNITY TEACHERS	<u>Bureau of Jewish Education</u> -- recruit teachers -- coordinate placement with schools/agencies -- develop payroll and benefits system	-- develop positions with supervision; and performance objectives -- contract with BJE for school's fair share of cost
RETREAT INSTITUTE	<u>Jewish Community Center</u> -- develop staff resource to aid schools, youth groups and others with retreat programs -- provide training programs for teachers (through existing	-- develop plan to incorporate retreat programs into school curriculum for each age group as appropriate; including family programs

RECOMMENDATION	COMMUNITY AGENCY RESPONSIBILITY	SYNAGOGUE/SCHOOL RESPONSIBILITY
	BJE and College teacher training programs) -- coordinate reduced cost for use of Treuhft Center for school and youth groups -- develop list of "stringers" upon whom groups can call to work at retreat programs	-- work with Retreat Institute to train school staff as necessary -- hire additional staff for retreats as necessary
ISRAEL INCENTIVE SAVINGS PLAN	<u>Bureau of Jewish Education</u> -- work with individual schools to develop recruitment plans and to build Israel trips into school curriculum	-- create plan to expand registration of students in IISP -- integrate Israel trip into school program -- develop incentive funds to enrich program
CURRICULUM RENEWAL	<u>Bureau of Jewish Education</u> -- provide staff consultants for intensive 3 year process with each school -- research curriculum materials which can be adapted for use in participating schools -- work with each school to integrate parent and family education, and "beyond the	-- create curriculum team to develop school's statement of philosophy and goals (intensive 1 year process) -- develop teacher task forces to write curriculum -- implement new curriculum, evaluating for necessary revisions

RECOMMENDATION	COMMUNITY AGENCY RESPONSIBILITY	SYNAGOGUE/SCHOOL RESPONSIBILITY
	classroom" education (retreat programs, Israel programs, summer camping, and youth activities) into their curriculum	-- provide extra funding for teachers' participation in project
	-- build curriculum renewal training into JESP program	
SUMMER CAMPING	<u>Jewish Community Center</u> -- use Retreat Institute staff member or Cleveland Fellows faculty as educational director for JCC camp programs -- work with congregations to create local experimental programs	-- strengthen recruitment efforts for denominational camps -- work with JCC to create local experimental programs
YOUTH RESOURCE OFFICE	<u>Jewish Community Federation</u> -- continue funding at current level <u>Jewish Community Center</u> -- provide supervision of staff	-- ensure that youth leaders are maximizing use of this resource -- provide additional funding for any approved expansion of program beyond current level
COORDINATION OF COJC PROGRAMS	<u>Jewish Community Federation</u> -- coordinate joint Federation/Plenum oversight committee	

RECOMMENDATION

COMMUNITY AGENCY RESPONSIBILITY

SYNAGOGUE/SCHOOL RESPONSIBILITY

-- develop evaluation
mechanisms for new programs

-- facilitate interagency and
interorganizational coopera-
tion on implementing COJC
programs

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Contin. - Clever*

October 1988

D R A F T

LETTER OF TRANSMITTAL

Hon. Milton A. Wolf, President
Jewish Community Federation
1750 Euclid Avenue
Cleveland, OH 44115

Dear Milt,

It is with great honor and pride that we are able to submit to you the report of the Joint Federation/Plenum Commission on Jewish Continuity. The report culminates three years of intensive work. Its recommendations are the most comprehensive attempt by a North American Jewish community to confront the challenges of ensuring Jewish continuity. The report also represents a significant evolution in the partnership between the Federation and the synagogues, a partnership which strengthens Jewish communal life in Cleveland to a very great extent.

In the late 1980's we are 40 years from the transforming events of Jewish life in the twentieth century -- the Holocaust and the rebirth of the State of Israel. And these events, for our children and grandchildren, do not and cannot evoke the same powerful emotions of horror, wonder and awe as they do for those who experienced those historic times. For many, the Holocaust is already as distant as the exodus from Egypt, and Israel is one of over 150 nations in the United Nations, two-thirds of which have been created since 1948. We can no longer count on these transforming events to ensure Jewish continuity.

As we wrestle with this challenge, we are reminded of the situation facing Moses as his life drew to a close. He knew that he had to establish structures to support continuity as the Jewish people became more distant from the exodus from Egypt and the revelation at Sinai. That is why, on his last day, he involved his community in a commemorative event using drama, song, poetry, and teaching. His closing exhortation was "Take to heart all the words with which I have warned you this day. Enjoin them upon your children, that they may observe faithfully all the terms of this Torah. For it is not a trifling thing for you: It is your very life; through it you shall long endure..."

So our challenge today, similar to that faced by Moses, is to bring to life for a new generation the lessons and inspirations of our past and a fervent hope for our future. The challenge is not an easy one.

Our children and grandchildren do not have many of the reinforcements that supported the building of our own Jewish identities -- neighborhoods with the sights, sounds, and smells of a rich Jewish lifestyle; an older generation with first-hand memories of European Jewish culture before the Holocaust;

family members who may have experienced the suffering of the Holocaust, or the thrill of the creation of the State of Israel. The Jewish community turned to Jewish schools to inculcate in its children what was traditionally absorbed simply by living in a Jewish household in a Jewish neighborhood. After several decades of unrealistic expectations of our schools, we now know that this approach alone cannot work. Children will not integrate lessons into their lives that are not reinforced at home. They must experience, as well as study, what it means to live a Jewish life.

Our approach to Jewish education must change. Of course, we must bolster formal classroom learning. However, in order to survive as a people, the focus of Jewish education needs to shift from the child to the family, because our families must learn to make a Jewish home and raise a Jewish child. This challenge is all the more complex because so many singles, childless couples, and single parents have replaced traditional family units.

We must recognize that traditional supplementary Jewish school education can no longer approach the unrealistic expectations of the past. Our community must refocus its efforts on strengthening the ability of each school and congregation to integrate parent and family education into the experience of each family that enters its doorway. We must integrate proven "beyond the classroom" education programs into each child's Jewish education experience. We must enhance the ability of our day schools to provide intensive Jewish educational experiences. And we must do these things now, before we raise a generation that knows neither Israel, the Shabbat, nor any compelling reason to be Jewish.

We had tremendous help in our task from dedicated volunteer and professional community leaders throughout the community. We must also recognize the valuable contributions of our Federation staff, Joel Fox and Mark Gurvis, who supported and guided this planning process. Their perseverance through three years of complex planning has resulted in an important opportunity for the community. The programs outlined in this report can have a transforming effect on the entire Jewish education system throughout Cleveland, and over time should touch virtually every family in our community.

Sincerely,

Charles Ratner & James Reich, Co-Chairmen
Joint Federation/Plenum Commission on Jewish Continuity

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DRAFT II

REPORT OF
THE JOINT FEDERATION/PLENUM
COMMISSION ON JEWISH CONTINUITY

I. INTRODUCTION

Assimilation, intermarriage, identity, affiliation, commitment -- these are code words that have dominated communal discussions for many years. They have become the measures by which we determine the viability of our community -- prospects of our survival.

For so many centuries, and even to this day, physical survival has necessarily been uppermost in our minds. But at this time and in this place, we can move beyond that. It is not that antisemitism has vanished, or that Jews are no longer on the move from troubled lands, or even that Israel's safety is no longer challenged. We must be ever vigilant for ourselves and for Jews wherever they may be in trouble. But the fact is that we have the ability now -- and the need -- to focus on spiritual survival as well as physical survival. Now that we are free to be Jews, how can we be sure that we will remain Jews, and what kind of Jews will we be?

The Environment

As we struggle with this challenge, we encounter forces acting on our community in diverse ways -- some positive, others negative. Our Cleveland Jewish community remains concentrated. Even as Jews move eastward, over 80 percent still live in several contiguous suburbs. Although the vast majority intend to affiliate with the community and raise children as Jews, our recent demographic study shows increasing numbers of intermarried couples, many of whom will not raise their children as Jews. In fact, since the 1980 study was conducted, the overall incidence of intermarriage without conversion in our community has increased from 11.1 percent to 17.3 percent. Even more disturbing is the 33 percent incidence of intermarriage without conversion among our children under age 40. Many of the intermarried families are geographically dispersed at the fringes of the Jewish community, so the image of a strong center with gradually fraying edges may not be inaccurate.

The study shows that 78 percent of our children will have some Jewish educational experience, and that more families are choosing day school education. Unfortunately, the 1983 study of 18 to 29 year-olds in our community revealed great dissatisfaction with Jewish educational experiences. We must be concerned about the quality of education received by many children in the supplementary schools, and certainly about those children who will receive no formal Jewish education. Also of note is the length of time children remain in education programs. Although 90 percent of children of Orthodox families continue their Jewish education past age 14, fewer than half of non-Orthodox children do so.

A Personnel Crisis

Of critical concern in education is our community's personnel situation. Among the 15 congregational schools, there are only three professional educators working as full-time school directors. In all three cases, these professionals receive inadequate compensation.

Of even greater concern is the number of schools where educational directors work fewer than 10 hours a week. In that time, a director is expected to run the basic school program, supervise staff, organize curriculum, and maintain contacts with parents. Insufficient for those tasks, the limited time also precludes any possibility of planning and implementing new programs for family education, parent education, and retreat programs, or taking advantage of communal supports such as the Jewish Educator Services Program or the Israel Incentive Savings Plan. Without strong and visionary leadership among the directors of our schools, our community cannot hope to put in place exciting, vibrant educational programs that will capture the hearts and minds of our families.

The congregational schools rely heavily on avocational teachers, dedicated community members who teach between three and eight hours a week in one or more school settings. The 20 percent turnover each year among these positions reflects the many teachers who move from school to school, searching for the support they need to be able to succeed in the classroom. The turnover also reflects the number of people who each year give up out of frustration. Our communal day schools are unable to offer professional salaries that would enable them to attract and retain the high quality faculty they need. Each August day and supplementary school directors are engaged in a scramble to complete their faculties, and each year it is becoming more difficult.

We do not have a comprehensive Jewish education profession. There are no commonly accepted standards for professional education for either teachers or administrators; there are no appropriate standards for professional compensation, including benefits and pensions; and there are no career ladders. Cleveland is not alone in facing this problem. This is the plight of Jewish education in every community in this country, and in many other Diaspora communities around the world.

Building on Strengths

But, our community also has some important strengths to draw upon: very high rates of synagogue affiliation and school enrollments; stronger teacher education programs developed through both the College of Jewish Studies and the Bureau of Jewish Education; a new Jewish Community Center facility that includes a conference center for school and youth group retreats; and a more productive Federation-synagogue partnership, manifested in the Congregational Enrichment Fund, Israel Incentive Savings Plan, and Community Youth Resource Office.

Paradoxically, a growing disquiet among us may ultimately demonstrate a positive side. Intermarriage has touched many families in the community. Our children, dissatisfied with their own Jewish education, want better for their own children. Increasingly, people fear that Jewish identity and commitment are slipping away from us. More and more, the community is focusing on Jewish education to ensure a bright Jewish future. This has created in our community the most critical element necessary for addressing Jewish continuity issues -- a climate for change!

II. A CLIMATE FOR CHANGE

Initiating Change

In 1979, the Israeli government and the Board of Governors of the Jewish Agency for Israel created the Joint Program for Jewish Education. It was initiated because Jewish leadership perceived significant, long-term, negative trends in Jewish identity in the Diaspora. Because Israel's destiny is so clearly connected to that of the Diaspora, Israeli and other world Jewish leaders perceived this as a threat to Israel as well.

Morton L. Mandel, former president of the Jewish Community Federation of Cleveland and the Council of Jewish Federations, emerged as an active leader of the Joint Program for Jewish Education, serving as chairman of its steering committee from 1979 until 1988. Through his experience he became convinced that the single most important element in strengthening Jewish identity would be the involvement of key communal leadership. He also believed that world leadership efforts depended on local efforts that posited and tested hypotheses and program models, and demonstrated success in meeting the challenges of Jewish continuity.

Local Organization

In 1985, Cleveland's Jewish community began to develop its own local process, closely linked to the goals and directions that guided international and national efforts through the Jewish Agency, the Council of Jewish Federations, and the Jewish Education Service of North America. Our goals were to organize communal priorities for Jewish continuity, coordinate responses to those priorities, and foster an environment in which agencies might develop interagency and interdisciplinary approaches to Jewish continuity (See Appendix I -- Mission Statement for the Commission on Jewish Continuity).

Jewish education studies in 1976 (Albert Ratner, chairman, and Bennett Yanowitz, associate chairman) and 1981 (Nathan Oscar, chairman) laid important groundwork in the Cleveland Jewish community. The recommendations of these studies led to new communal efforts in teacher training and fostered efforts by schools to develop family education and "beyond the classroom" educational programs. The establishment of the Congregational Enrichment Fund marked a new era in synagogue/Federation relations and presaged a partnership. The revitalization of the Cleveland College of Jewish Studies

in the mid-1980's ensured a valuable resource that stimulated the Jewish educational field with new visions and exciting, dynamic faculty. These developments formed an important base upon which new efforts could build.

The Commission on Jewish Continuity was conceived as a broadly representative body composed of key communal leadership. Critically important was attracting leadership not traditionally involved with Jewish continuity and Jewish education issues. The commission began its work with a period of self-education, drawing upon leading Jewish thinkers, locally and from around the country, in order to ensure an informed communal perspective on priorities.

A Unique Partnership

At this stage the Federation made a significant departure from its standard planning process. Recognizing that an effort of this scope required the active participation of the congregations, the Federation approached the Congregational Plenum as a full partner to co-sponsor a newly constituted Joint Federation/Plenum Commission on Jewish Continuity.

The joint commission represents a new stage in the evolving relationship between the Federation and the synagogues. The past few years have seen a very productive and fulfilling working relationship through which the community has been able to work in a stronger, more united way on various community concerns, including chaplaincy services, preservation of cemeteries, and strengthening youth activities.

The implementation of the recommendations that follow will build even stronger ties between the synagogues and the Federation and communal agencies. They will enable congregations to share more fully in the community's resources, and will ensure that the community can move forward together to meet the exciting challenges and opportunities of ensuring our communal viability in the 21st century.

III. ESTABLISHING PRIORITIES

Through the exploratory study process, three broad areas emerged as clear priorities: personnel, parent and family education, and "beyond the classroom" education. Commission members believed it was important to narrow the field of study to specific areas in which the community could have the greatest possible impact.

Personnel encompassed the recruitment, training, and retention of staff needed to maintain Jewish continuity activities, as well as enabling the community to respond to emerging personnel needs for new program areas.

Parent and family education was recognized as a critical element in enhancing the effectiveness of educational experiences for children and adults. The emphasis was on efforts to increase parents' ability to serve as Jewish role

models and as partners with schools in the Jewish education of their children.

Finally, "beyond the classroom" education grouped a range of issues around reaching pre-adolescent and adolescent youth in more effective ways, and integrating a variety of informal educational programs and environments into the educational experience of each child.

Each of these priority areas became the focus of a task force charged with developing program responses for its area of concern.

A fourth task force was created as an opportunity for community leaders to pursue a more open agenda and to develop new ideas related to Jewish continuity. Some sought an opportunity to address structural issues related to Jewish education agencies. Others wanted an opportunity to discuss what Jewish education programs ought to teach. The Blue Sky Task Force was developed, therefore, as a mechanism to accommodate the interests of communal leadership in developing further new priority areas for the community to address.

The task force process enabled a broad range of lay leaders and professionals to engage in serious planning. Each task force met extensively and produced exciting new programs that will dramatically improve the community's ability to address Jewish continuity concerns. Leadership and membership of each task force were designated by the Federation and the Congregational Plenum, but the partnership at the task force level transcended parochial interests to respond in a unified way to communal priorities.

What has evolved is a highly comprehensive and integrated program that will build on the past successes of the community and carry us forward significantly. The programs outlined in the attached reports represent the most comprehensive attempt by a North American Jewish community to address Jewish continuity and Jewish education issues. In effect, Cleveland will become a laboratory for Jewish continuity efforts, and again lead the way in the national and international arena in responding to a critical communal concern.

IV. GUIDING PRINCIPLES AND OPERATING ASSUMPTIONS

Several principles and operating assumptions about Jewish education guided the task forces in their work. These were drawn from experience in the Jewish education field, particularly with parent and family and "beyond the classroom" educational programs. The assumptions were also based on the testimony and consultation of many Jewish educators in Cleveland and around the country. The assumptions can be summarized as follows:

1. Jewish education is a staff-intensive activity, and its success is dependent on the quality of its personnel. The community must invest significantly to build a Jewish education profession. Critical to the

success of such efforts is ensuring visionary and dynamic educational leadership.

2. Each child should have opportunities for educational experiences that provide a Jewish living environment in order to bring classroom concepts to life. Integrating retreats, Israel trips, summer camps, and other "beyond the classroom" programs into a child's educational experience has a life-long impact on Jewish identity building.
3. Jewish schooling for children can succeed only if supported in the home environment. Parents need to be able to represent Jewish values, attitudes, and behaviors to their children. To do this, parents often need more tools and skills than their own childhood Jewish education afforded them.

V. MAJOR RECOMMENDATIONS

The above assumptions form the foundation of the task force recommendations. The implications, challenges, and specific approaches are outlined in the individual task force reports (see Appendices II - IV). Even though developed by three separate task forces, the full range of programs represent an integrated communal approach. The programs link together, support one another, and are best viewed as discrete parts of a whole program to strengthen and refocus Jewish education efforts in our community. Following is a summary of major program recommendations:

- A. Cleveland Fellows -- The College of Jewish Studies will develop a graduate program in Jewish education for students from Cleveland and elsewhere. The faculty and students will be engaged in study, teaching, and program development, within congregations, schools, and agencies. They will raise the level and quality of the local field of Jewish education and lead to positive ramifications beyond Cleveland.
- B. Fellows Graduates Positions -- The graduates of the Cleveland Fellows program will be hired to fill many of the new positions in new areas mandated by the Commission on Jewish Continuity. The positions will include congregational family educators, retreat specialists, master teachers, school directors, and others.
- C. In-Service Education Package -- The Bureau of Jewish Education and College of Jewish Studies will develop a program of individualized professional growth and in-service education to guide teachers already working throughout the community. The Personal Growth Plan starts with individual teachers at their various levels of experience, knowledge, and commitment, and helps lead them to degrees, licensure, or other advances in professional preparation. In addition, the community will implement teacher and institutional stipends to encourage participation in teacher education programs.

- D. Communal Day Schools -- Salaries for our day school teachers are dangerously low, inhibiting the schools' ability to attract and retain the high quality faculty they need to compete with other local private schools. Accordingly, the community will implement a four year plan to address these critical salary gaps.
- E. Community Teachers -- The Bureau of Jewish Education will create five full-time Community Teacher positions. Each teacher will work in a variety of school settings, combining jobs for a reasonable full-time teaching load. This will help recruit qualified personnel to the field and to specific schools, reducing the need for avocational personnel.
- F. Retreat Institute -- This program, to be housed at the JCC, will work with schools, youth groups, and others to develop retreat programs. Retreat institute staff would work with schools before, during, and after retreats to plan, implement, and evaluate programs. This will lead to a dramatic growth in the volume and quality of retreat programs. Also, the present cost of using the Treuhaff Conference Center for school and youth group overnight programs will be reduced by half. Beginning with an emphasis on school and youth group programs, the Retreat Institute would develop its resources over time to support programs for families, adult groups, leadership groups, and others.
- G. IISP -- The Israel Incentive Savings Plan attracts 100 new enrollments each year. The potential for additional growth is tremendous. The community will now approach recruitment differently, targeting specific congregations and schools to develop school-based trips that go hand-in-hand with IISP enrollment. This should dramatically increase the number of Cleveland youth who will have an Israel experience. Also, the shares of funding by the family, the school, and the community will be increased to reflect the current cost of Israel trips.
- H. Curriculum Renewal -- Many of the community's schools operate with out-dated or ineffective curriculum. Also, new family education, Israel studies, and "beyond the classroom" education programs should be integrated into school programs. The Bureau's pilot program, Project Curriculum Renewal, should be expanded to work with each school on this critical concern.
- I. Community Youth Resource Office -- This program, started last year as a joint initiative of the Congregational Plenum and the Federation, provides valuable communal supports to youth groups for programming, outreach strategies, and advisor training and placement. Depending on a favorable second year evaluation, this program should receive continued community funding.

- J. Congregational Enrichment Fund Expansion -- This fund has enabled the congregations to develop important new programs in recent years in the areas of parent and family education, and "beyond the classroom" education. Funding has decreased since the program was initiated in 1982. An expansion of funds is now recommended to enable congregations to increase programming.

VI. PROGRAM BUDGETS

The program budgets reflect a four year estimate of the cost of developing and expanding Jewish education supports in accordance with the recommendations outlined above. These budget estimates will be subject to annual review and modification through the implementation, monitoring, and evaluation work of the Commission on Jewish Continuity. They reflect an extremely ambitious effort by the community to effect significant change in Jewish education. Reflecting the partnership that has supported the commission process, the budgets show both the gross cost of each program, and the net cost in new dollars from the community.

OVERALL COMMISSION ON JEWISH CONTINUITY BUDGET

NET COST OF IMPLEMENTING RECOMMENDATIONS

	(89-90) Year 1	(90-91) Year 2	(91-92) Year 3	(92-93) Year 4
1. Cleveland Fellows	\$ 160,020	\$ 299,000	\$ 391,200	\$ 355,350
2. Fellows Graduates Positions	---	---	---	175,000
3. In-Service Education Package	43,000	91,090	110,525	117,300
4. Communal Day Schools	99,150	198,300	264,400	330,500
5. Community Teachers	30,000	40,000	50,000	50,000
6. Retreat Institute	97,250	141,720	160,140	168,457
7. IISP Expansion	41,400	50,400	56,600	65,600
8. Proj. Curriculum Renewal	83,976	94,120	110,447	114,426
9. Youth Resource Office	40,000	40,000	40,000	40,000
10. Cong. Enrichment Fund Expansion	45,000	45,000	45,000	45,000
TOTALS	\$ 639,796	\$ 999,630	\$1,228,312	\$1,461,633

Four Year Total - \$ 4,329,371

COJC PROGRAM BUDGETS

1. Cleveland Fellows

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
Director	\$ 60,000	\$ 63,000	\$ 66,500	\$ 70,000
Faculty	45,000	47,500	50,000	52,500
Faculty	--	45,000	47,500	50,000
Faculty/Recruiter	--	35,000	36,500	38,500
Secretary	16,000	17,000	18,000	19,000
Benefits	14,520	30,000	31,700	33,350
Office Expenses	4,000	5,500	6,500	7,000
(Phone, postage, etc.)				
Printing & Advertising	5,000	3,000	3,000	3,000
(Brochures, recruitment materials)				
Administrative Support	2,500	4,000	4,500	5,000
(bookkeeping, insurance)				
Recruitment Travel	10,000	15,000	15,000	15,000
Conference Travel	1,000	6,000	8,000	8,000
Israel Seminar	--	--	50,000	--
Student Stipends (@ \$10,000)	--	50,000	100,000	100,000
Tuition Stipends (@ \$8,000)	--	40,000	80,000	80,000
Library Books	2,000	2,000	2,000	2,000
TOTAL EXPENSES	\$ 160,020	\$ 363,000	\$ 519,200	\$ 483,350
<u>Income</u>				
Tuition (from stipended students)	--	\$40,000	\$ 80,000	\$ 80,000
Tuition (from add'l students)	--	24,000	48,000	48,000
TOTAL INCOME	--	\$ 64,000	\$ 128,000	\$ 128,000
NET COST	\$ 160,020	\$ 299,000	\$ 391,200	\$ 355,350

2. Fellows Graduate Positions

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
Compensation packages for new positions @ \$35,000	--	--	--	\$ 175,000
NET COST				\$ 175,000

3. In-Service Education Package

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Ongoing In-Service Programs</u>				
Stipends - Coaching programs	\$ 4,000	\$ 6,000	\$ 8,000	\$ 8,000
- JESP (10 hr. courses)	12,000	15,000	18,000	18,000
- CCJS (2-3 credit courses)	10,000	16,500	20,000	20,000
- Institutional	--	30,000	35,000	40,000
<u>Administration</u>				
Instructors - BJE	32,500	34,500	36,500	38,500
Instructors - CCJS	14,600	23,000	29,000	30,000
Field Coaching - BJE	6,000	12,000	18,000	18,000
Admin. Support - CCJS (registrar)	10,500	11,200	11,850	12,900
Admin. Support - BJE (supervision, clerical, materials, marketing)	31,700	33,350	35,325	37,300
Subtotal	\$ 121,300	\$ 181,550	\$ 211,675	\$ 222,700
<u>PGP</u>				
Stipends - Completion	--	\$ 10,000	\$ 15,000	\$ 15,000
- Study - (other than JESP or CCJS)	2,000	2,000	2,000	2,000
<u>Administration</u>				
Instructors - BJE	2,100	4,650	4,900	5,000
Instructors - CCJS	2,900	6,000	6,350	6,500
Supervision @ 10 hrs./participant ($\frac{1}{2}$ BJE/ $\frac{1}{2}$ CCJS)	4,350	9,230	9,800	10,250
Admin. Support - CCJS (registrar)	3,000	3,300	3,650	3,700
Admin. Support - BJE (clerical, materials, postage)	7,100	7,550	8,000	8,450
Subtotal	\$ 21,450	\$ 42,730	\$ 49,700	\$ 50,900
Conference grants	6,000	6,000	7,000	7,000
Israel seminars	12,500	12,500	12,500	12,500
TOTAL EXPENSES	\$ 161,250	\$ 242,780	\$ 280,875	\$ 293,100

Income

Fees - BJE	\$ 6,600	\$ 8,400	\$ 10,200	\$ 10,200
- CCJS	17,500	29,000	35,000	35,000
In Kind - BJE	74,475	80,675	84,900	88,975
- CCJS	19,675	33,615	40,250	41,625
 TOTAL INCOME	 \$ 118,250	 \$ 151,690	 \$ 170,350	 \$ 175,800
 NET COST	 \$ 43,000	 \$ 91,090	 \$ 110,525	 \$ 117,300

4. Communal Day Schools

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Agnon	\$ 28,350	\$ 56,700	\$ 75,600	\$ 94,500
Hebrew Academy	33,000	66,000	88,000	110,000
Solomon Schechter	37,800	75,600	100,800	126,000
(grants for salary supplements)	_____	_____	_____	_____
 TOTAL COST	 \$ 99,150	 \$ 198,300	 \$ 264,400	 \$ 330,500

5. Community Teachers

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Expenses</u>				
Salaries (@ \$22,000-25,000)	\$ 66,000	\$ 94,000	\$ 125,000	\$ 130,000
Benefits (avg. 18%)	12,000	17,100	22,750	23,400
BJE Administration (Interviewing, recruiting)	1,000	1,250	1,500	1,500
Advertising	750	825	900	900
BJE Financial Services	1,200	1,400	1,600	1,600
JESNA Exchange Fees (@ \$150/year)	<u>300</u>	<u>450</u>	<u>450</u>	<u>450</u>
 TOTAL EXPENSES	 \$ 81,250	 \$ 115,025	 \$ 152,200	 \$ 157,850
 <u>Income</u>				
Schools' contribution to salaries (@ \$16-21,000)	\$ 50,250	\$ 73,725	\$ 100,700	\$ 106,150
BJE In-kind Services	<u>1,000</u>	<u>1,300</u>	<u>1,500</u>	<u>1,700</u>
 TOTAL INCOME	 \$ 51,250	 \$ 75,025	 \$ 102,200	 \$ 107,850
 NET COST	 \$ 30,000	 \$ 40,000	 \$ 50,000	 \$ 50,000

6. Retreat Institute

<u>Expenses</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Director	\$ 47,500	\$ 50,000	\$ 52,500	\$ 55,125
Program Assistant		25,000	27,500	30,000
Secretary	15,000	16,500	18,000	19,500
Benefits	11,250	16,470	17,640	18,832
Printing/Supplies/Postage	2,500	2,750	3,000	3,250
Resource Materials	1,000	1,000	1,500	1,750
Treuhaft Subsidy	20,000	30,000	40,000	40,000 *
NET COST	\$ 97,250	\$141,720	\$160,140	\$168,457

* Subsidy for use of the Treuhaft Conference Center by school and youth groups would level off at \$40,000/year. Additional increases in costs would be borne by the schools or youth groups.

7. Israel Incentive Savings Plan

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Grants to students</u> based on projected no. of trips	\$ 33,600	\$ 42,000	\$ 47,600	\$ 56,000
BJE Administration	7,800	8,400	9,000	9,600
NET COST	\$ 41,400	\$ 50,400	\$ 56,600	\$ 65,600

8. Project Curriculum Renewal

<u>Expenses</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
<u>Personnel</u>				
Program Director	\$ 47,700	\$ 50,500	\$ 53,000	\$ 56,000
Curriculum Spec.	9,000	18,540	19,652	21,152
Research Assoc.	7,500	7,950	8,427	9,027
Israel Consortium Spec.	7,500	7,950	16,377	17,625
Secretary	7,500	7,950	8,427	9,027
Benefits	13,464	15,791	18,000	19,181
Subtotal	\$ 92,664	\$ 108,681	\$ 123,883	\$ 132,012
<u>Supplies</u>				
Educational	\$ 2,500	\$ 3,750	\$ 3,750	\$ 3,750
Office/Printing	1,000	1,000	1,000	1,000
Curriculum Slide Prod.	1,000	1,000	1,000	1,000
Subtotal	\$ 4,500	\$ 5,750	\$ 5,750	\$ 5,750

REPORT of The Joint Federation/Plenum
Commission on Jewish Continuity

October 1988
Page 14

<u>Special Activities</u>				
Curriculum Conf.	\$ 6,000	0	\$ 6,000	0
Beyond-the-classroom				
Curriculum Inst.	1,000	0	0	0
Out-of-town				
Curriculum conferences/	2,500	1,500	1,500	1,500
Library searches				
Jewish School				
observations	0	500	500	500
Israel Consortium				
Consort. Mtgs./national	800	800	1,000	1,000
Israel Melton Inst.	2,000	2,000	2,000	2,000
JESNA in-service/local	1,000	1,000	1,000	1,000
Local travel	500	500	500	500
Subtotal	\$ 14,300	\$ 6,300	\$ 12,500	\$ 6,350
<u>Teacher Stipends for Curriculum Work</u>				
	\$ 6,400	\$ 6,400	\$ 6,400	\$ 6,400
<u>Accounting</u>	\$ 1,500	\$ 1,665	\$ 1,850	\$ 2,050
<u>Postage/Mailing</u>	200	300	300	350
<u>Telephone</u>	300	300	300	300
GRAND TOTAL EXPENSES	\$ 119,864	\$ 129,396	\$ 150,983	\$ 153,212
<u>Income</u>				
BJE In-kind				
Salaries	\$ 23,638	\$ 25,226	\$ 26,936	\$ 28,636
Supplies	900	1,150	1,150	1,150
Special Activities	1,200	2,200	2,250	2,300
Postage/Mailing	100	150	150	150
Telephone	150	150	150	150
TOTAL BJE IN-KIND	\$ 25,988	\$ 28,876	\$ 30,636	\$ 32,386
Conference income	3,500	0	3,500	0
School fees	6,400	6,400	6,400	6,400
TOTAL INCOME	\$ 35,888	\$ 35,276	\$ 40,536	\$ 38,786
NET COST	\$ 83,976	\$ 94,120	\$ 110,447	\$ 114,426

9. Youth Resource Office

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Ongoing funding from community at same level	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>
NET COST	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>	<u>\$ 40,000</u>

10. Congregational Enrichment Fund Expansion

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>
Grants to congregations	<u>\$ 130,000</u>	<u>\$ 130,000</u>	<u>\$ 130,000</u>	<u>\$ 130,000</u>
BJE Administration	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>
TOTAL EXPENSES	<u>\$ 135,000</u>	<u>\$ 135,000</u>	<u>\$ 135,000</u>	<u>\$ 135,000</u>
<u>Income</u>				
BJE In-kind	<u>\$ 90,000</u>	<u>\$ 90,000</u>	<u>\$ 90,000</u>	<u>\$ 90,000</u>
NET COST	<u>\$ 45,000</u>	<u>\$ 45,000</u>	<u>\$ 45,000</u>	<u>\$ 45,000</u>

VII. FUNDING

VIII. GOVERNANCE -- (This section is based on the work of the Blue Sky Task Force.)

It is recommended that the Joint Commission on Jewish Continuity be reconstituted after Federation Board of Trustees and Congregational Plenum approval of its Phase I report. The newly re-constituted Joint Commission on Jewish Continuity will be responsible for:

- Monitoring the implementation of COJC recommendations;
- Designing and conducting evaluation of new programs;
- Facilitating interagency and congregation-agency cooperation;
- Conducting further community planning in Jewish education and Jewish continuity areas;
- Advocating COJC goals with individual schools, congregations, agencies, and community leaders;
- Educating the community regarding COJC goals.

A. Structure -- The following committee structure is proposed for the newly reconstituted Joint Commission on Jewish Continuity:

1. Executive Committee

- a) Oversee program budgets and recommend allocations from the Fund for the Jewish Future.
- b) Coordinate evaluation of new programs.
- c) Conduct advocacy efforts.

2. Program Subcommittee

- a) Oversee implementation of task force recommendations.
- b) Facilitate interagency and congregation-agency cooperation.
- c) Review other new programs as they are developed and undertake new planning studies (with the creation of special task forces if necessary).

3. Professional Advisory Committee

- a) Help provide focus and direction to community planning in Jewish education.
- b) Survey national and international Jewish education arena.
- c) Ensure cohesion of professional educators throughout the community.

4. Other subcommittees as necessary.

B. MEMBERSHIP

The composition of the Joint Commission on Jewish Continuity and its subcommittees should reflect the unique partnership that has been developed within the commission, including representation from the Federation, the Congregational Plenum, and the communal education agencies. Leadership of the commission and its committees should be shared, with one chairperson designated by Federation and the other by the Plenum.

The executive committee should be composed of the following:

- 1. COJC co-chairs and program subcommittee chairpeople.

2. Federation Budget, CSPC, WFPC, and Endowment chairpersons or their designees.
3. Congregational Plenum -- four designated representatives.
4. BJE, CCJS, and JCC president (board chairmen) or designees.

The Professional Advisory Committee should be composed of communal agency directors, Federation planning staff, rabbinic leadership, and professional Jewish educators.

C. STAFFING

Federation will continue to provide staffing through its Community Services Planning Department.

D. ALLOCATION OF FUNDS

1. The Commission on Jewish Continuity executive committee will make annual recommendations to the Federation's Budget Committee for allocation of funds from the Fund for the Jewish Future. These will be in addition to regular annual allocations to beneficiary agencies through the Jewish Welfare Fund. The funds will be targeted for implementing new programs, or expanding existing programs, in accordance with COJC recommendations.
2. The COJC executive committee would reserve the right to withhold funds from organizations that fail to meet its implementation or evaluation standards.

IX. CONCLUSION

Our commission is confident that the recommendations outlined in this report are the critical steps that our community must take now to ensure Jewish continuity. Without an ambitious, comprehensive, and integrated approach to the challenges that Cleveland and every Jewish community faces, we will continue to find Jewish identity and commitment growing weaker and weaker. With such an approach, we provide the tools that the community, its institutions, and its families need to bring us forward to a bright Jewish future.

Respectfully submitted,

Joint Federation/Plenum Commission on Jewish Continuity

Co-Chairmen

Charles Ratner and James Reich

Members

Howard Amster	Seth B. Harris	Sidney J. Schwager
Dr. David Ariel	Richard Horvitz	Mark A. Schwartz
Edward I. Baker	Rabbi Benjamin A. Kamin	Sue R. Seidman
Alan D. Bennett	David Kangesser	Mona Senkfor
Daniel Biskind	David Kleinman	Rabbi Jacob Shtull
Sidney Caplan	N. Herschel Koblenz	Michael Siegal
Michael Diamant	Earl Leikin	Barton A. Simon
Jeffrey Doppelt	Irving A. Leonard	Dr. Lawrence J. Singerman
Hilda Faigin	Robert Levin	Dr. Bernard Steinberg
Louis Feig	Judith Lichtig	Jack Stewart
Rabbi Yaacov Feitman	Earl Linden	Irving I. Stone
Bruce B. Felder	Milton Maltz	Peggy Wasserstrom
Alice Fredman	Thelma Maltz	Philip Wasserstrom
Marc Freimuth	Morton L. Mandel	Penni Weinberg
Jeffrey Friedman	Sheldon S. Mann	Morry Weiss
Max R. Friedman	Dr. Arthur J. Naparstek	Sally H. Wertheim
Stuart Gertman	Nathan Oscar	Stanley Wertheim
Robert Goldberg	Zachary T. Paris	Hon. Milton A. Wolf
Henry J. Goodman	Leon Plevin	Sandra Wuliger
Tamra Gould	Dan A. Polster	Bennett Yanowitz
Alvin L. Gray	Robert S. Reitman	Donna Yanowitz
Harley Gross	Alan Rosskamm	Rabbi David S. Zlatin
Rabbi David S. Hachen	Stanley Rothenfeld	Henry L. Zucker
Irwin S. Haiman	Peter Rzepka	

Staff

Joel Fox	Mark Gurvis
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EVALUATION

- Appendix I - COJC Mission Statement
- Appendix II - Report of the Task Force on "Beyond the Classroom"
Education
- Appendix III - Report of the Task Force on Parent and Family
Education
- Appendix IV - Report of the Task Force on Personnel
- Appendix V - Implementation Scheme

/jaog0482:c1

Maurice and Marilyn Cohen
Center for Modern Jewish Studies



Brandeis University
415 South Street
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617-736-3009 TTY/TDD

December 20, 1988

DEC 26 1988

Dr. Arthur Naparstek
Director
Commission on Jewish Education in North America
Premier Industrial Foundation
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Dr. Naparstek:

Professor Joseph Reimer has suggested that I send you some of my recent research in Jewish education, in connection with the possibility that I may be asked to conduct some further research for the Commission on Jewish Education in North America.

Enclosed is a copy of Learning About Learning: Insights on Contemporary Jewish Education from Jewish Population Studies, as well as a resume.

I would be happy to send you additional information, should you wish it.

Sincerely,

A handwritten signature in cursive script that reads "Sylvia Barack Fishman".

Sylvia Barack Fishman, Ph.D.



DEC 19 1988

THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

December 16, 1988

Dr. Arthur Naparstek
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Art:

We are very pleased to share some exciting news -- The Report of the Joint Federation/Plenum Commission on Jewish Continuity was approved today by Federation's Board of Trustees. This represents an outstanding community achievement, one of which we can all be very proud.

We want to take this opportunity to thank you for your participation and leadership as co-chair of the Personnel Task Force. You accepted a difficult challenge and delivered an exceptional product. We and the community are indeed in your debt for the creative and dedicated manner in which you led your committee through an outstanding process.

The coming months will pose enormous challenges as we work to put a funding strategy in place and begin to implement the recommendations. We know we can count on you as a strong advocate within Federation, the agencies, and your synagogue as we move forward.

Thanks again for a job extraordinarily well done.

In gratitude,

Charles Ratner & James Reich, Co-Chairmen
Joint Federation/Plenum Commission on Jewish Continuity

MG:lr:36:1

*Art
You are the
best! Thank
you so much
[Signature]*



DEC 19 1988

THE JEWISH COMMUNITY FEDERATION OF CLEVELAND

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-9200 • FAX # (216) 861-1230

December 16, 1988

Dr. Arthur Naparstek
4500 Euclid Avenue
Cleveland, Ohio 44103

Dear Art:

Now that the Report of the Commission on Jewish Continuity has been completed and approved, I want to let you know how much I enjoyed working with you throughout this process. You provided thoughtful, creative, and dynamic leadership to your committee, and valuable guidance to me. This project has been very challenging, but its accomplishments are all the more rewarding to me for having had the opportunity to work with you. I look forward to further opportunities in the months and years to come.

Sincerely,

Mark Gurvis
Senior Planning Associate

MG:lr:39:1

cc: Henry L. Zucker
Stephen Hoffman

TO: Morrison L. Mandel
NAME
DEPARTMENT PLANT LOCATION

FROM: Mark Gurvis *my*
NAME
DEPARTMENT PLANT LOCATION

DATE: 12/13/89
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: RECRUITMENT OF CLEVELAND FELLOWS DIRECTOR

David Ariel and I met with Seymour Fox before last week's senior policy advisors meeting to talk about the recruitment process for a director for the Cleveland Fellows program. As you know, this program is the centerpiece of our local Commission on Jewish continuity efforts, and recruiting the right person as director is critical to the success of the whole enterprise. You may recall that we ran into some difficulties with this process last year. David Ariel is in the midst of the search now and asked for Seymour's assistance in identifying possible candidates and helping us to recruit them to Cleveland.

Since you are meeting with Seymour in Israel during the coming week, it would be extremely helpful if you could reinforce the message to Seymour that we need his assistance in securing the right person. I am concerned that unless we pull out all the stops, we will not get this critical program off to the right start.

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Lawrence J. Gould and Associates

February 5, 1990

Mr. Bennett Yanowitz
1301 E. 9th Street - #2600
Cleveland, Ohio 44114

Re: Comments Relating To Your January 26th CJN Point Of View
Column

Dear Bennett:

Like you, I am excited about the promise of the Committee on Jewish Education in North America (COJENA) to institute a resurgence of education and other devotion to the continuity of Jewish life.

There was a significant omission (taken for granted?) in your column and the lengthy Cynthia Dettlebach article in the January 19th CJN, namely that there is no real education problem among the approximately 9% of American Jews who are Orthodox. The enclosed letter from the February 2nd CJN likely reflects the situation throughout the nation among the graduates of over 300 Orthodox day schools.

With all due respect for your optimism, the extensive groundwork laid by COJENA and the excellent funding start here (refer to enclosed page seven of the February 2nd CJN, hopefully this is happening in other large communities), I am among others (for example, Rabbis Schur and Nisenbaum, whose enclosed columns straddled yours, also the thoughts of Sylvia Abrams and Lifsa Schachter in the other enclosed February 2nd CJN column) who are concerned that insufficient effort will be made in an area that is of vital importance.

For whatever the reasons, neither you nor Cynthia Dettlebach's long January 19th article addressed the complex problems. The only mention of it in all CJN articles and columns about COJENA to date has been the highlighted last sentence of the enclosed 2/2 article entitled "Continuing The Legacy."

Some aspects of the problem were addressed at much greater length in the enclosed first draft of my January 12 Point of View column, which Cynthia rejected as too long to edit to fit in the space available.

No matter how wisely spent, money alone can't influence parents to change their philosophy towards Jewish education and change their home life so that it reinforces, rather than conflicts with the Jewish education of their children. The primacy of the home is expressed well in the highlighted portion of the enclosure from the Hertz Bible.

To address the problem wisely, COJENA and the local Commission on Jewish Continuity might consider including some Reform and Conservative

parents of Agnon and Solomon Schechter students who found it necessary to change their lives to reinforce what their children learned at the day schools.

As to Jewish communal and business leaders setting an example for the general community concerning Jewish education of their young and how they lead their lives as Jews in a family sense, funding is irrelevant. As one who was a member of a local country club (Lake Forest) for over a decade, in today's world I believe that some aspects of that life threaten the continuity of Jewish life in America, albeit unintentionally. Yet most of the members are leaders in communal and business affairs.

To my knowledge, Jewish clubs were formed many decades ago because of restrictions by non-Jewish clubs against Jewish members. Also, Jews felt more comfortable being among their own. On the surface this should have inhibited intermarriage by club members. Yet one wonders, "What is the percentage of intermarriage among club members as compared with those who don't belong?"

There are two aspects of country club life detrimental to the quality of Jewish life that led to my resignation from Lake Forest. One is complete disregard for the Sabbath. It is bad enough with adults. The influence on children is more significant, for they will pass it down from generation to generation, thus rendering ties with the fourth commandment less significant and eventually disappearing. This is especially disheartening with Conservative families who, unlike Reform, presumably define sundown Friday to sundown Saturday as the Sabbath.

In essence, there is nothing Sabbath-oriented in country club life.

The other is non-observance of Kashruth. Every time I saw pork products and shellfish items on the menu, let alone served, in a Jewish country club it discomfited me.

After about 12 years I decided that it was more important to no longer be a hypocrite, as a Conservative Jew, in the eyes of my wife and children (also my own) than to continue enjoying the golf, other sports, social and business attractions of country club life.

It is neither my suggestion nor expectation that a majority of members of all Jewish country clubs around the country will suddenly "get religion" by closing on the Sabbath and observing Kashruth. But if leaders are going to show by example, I wonder if, in each large city where there is more than one club, there aren't enough Conservative and Orthodox members (this might attract more of the latter), plus any Reform Jews who care also, to work out some kind of transfer of membership rights so that there can be at least one club that respects the Sabbath (plus all Jewish holidays) and Kashruth.

The above would involve a major change in life on the part of communal and business leaders. Not only would it add to the quality of their Jewish family life, it could have a significant ripple

Mr. Bennett Yanowitz
February 5, 1990

-3-

effect on all Jews in the communities in which they live. For it would represent affirmation of personal commitment of continuity of Judaism, perhaps as significant in the minds of the general community as funding and volunteer efforts relative to Jewish education and coping with intermarriage and assimilation.

A significant number of leaders in each community should also show their commitment by sending their children and grandchildren to Jewish day schools, in preference to fine private or public schools, at least through the eighth grade. Permanent commitment comes from the heart, the soul and the guts, and can be much more difficult than making out a check, however large.

To summarize, I hope that COJENA and local groups will devote much thought and action to providing children, who will receive more Jewish education, with home support for what they learn and encouragement from leadership via personal involvement of families.

Sincerely yours,



Lawrence I. Gould

LIG:kcq

Enclosures

cc: Morton Mandel
Cynthia Dettlebach
Charles Ratner

file Cleveland
Commission

cc: Henry L. Zucker

TO: Morrison L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Mark Gurvis *ME*
NAME
DEPARTMENT/PLANT LOCATION

DATE: 2/6/90
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: LOCAL IMPLEMENTATION PROCESS

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At one of our recent meetings, you expressed some concern that there be a local process in Cleveland to ensure that the Commission on Jewish Continuity programs are implemented appropriately. I thought it would be helpful to outline what our governance structure now looks like. Your suggestions on additional steps would be very helpful.

As you know, after the report was approved 13 months ago, the Federation worked with the families, JCF Endowment Fund, and Budget Committee to ensure the appropriate financial start. We worked towards a July 1, 1989, implementation date and were able to secure the funds needed to start. During the six months prior to July 1, the agencies worked to recruit the additional staff needed, and to develop and improve relations with schools and synagogues which would need to be involved in planning and using the various new programs and services.

Last spring we reconstituted the Commission as part of the shift from a planning mode to implementation. The Commission is a relatively small governance committee with six representatives from each the Federation and Congregational Plenum, and one representative from each of the education agencies. This group serves as the policy making body, responsible for the annual budgets, evaluation of the programs, and for advocacy in the community for education as a priority.

This fall we created a program committee as a subcommittee of the Commission. This committee has the more specific oversight responsibility for monitoring and assisting the implementation of specific programs. It works through four panels, each of which is responsible for a few specific programs. Each panel had its initial meeting in recent weeks and will be continuing to meet every six to ten weeks with the agencies. The initial panel meetings all went extremely well, and both the Continuity Commission leadership and the agencies were pleased with the accountability structure we have established.

In the next few months, we will be developing several evaluative studies, which will complement the governance structure with formal evaluation research. We will be contracting for independent evaluation studies on the Cleveland Fellows, Retreat Institute, and Project Curriculum Renewal programs, conducting a teacher population survey (such as Philadelphia or Los Angeles), and are also considering a market-oriented study to track the attitudes of consumers of Jewish education over the next few years.

Also, we expect to start a professional advisory committee soon, which will create a forum for professionals from the agencies, schools, and synagogues to meet periodically to foster creative and cooperative interaction.

This summarizes the implementation structure we have put in place. I will be glad to discuss this further, to outline the progress in each of the programs, and identify the professionals associated with specific projects.