



THE JACOB RADER MARCUS CENTER OF THE AMERICAN JEWISH ARCHIVES

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

Box
8

Folder
9

Commission on Jewish Continuity. Cleveland, Ohio. Morton Mandel. "Toward the Development of a Cleveland Model in Jewish Education", 1984-1985.

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

713

TO: Morton L. Mandel

FROM: Carol K. Willen

DATE: 9/20/84

NAME

NAME

DEPARTMENT/PLANT LOCATION

DEPARTMENT/PLANT LOCATION

REPLYING TO

YOUR MEMO OF:

SUBJECT: IMPROVING JEWISH EDUCATION AND ENHANCING JEWISH IDENTITY

I asked Oby for a copy of your statement on Jewish education. I found it so stimulating that I can't resist the temptation to react with some spontaneous thoughts of my own (in random order):

- For many of us in America, our identification with Judaism tends to be social (we enjoy our Jewish friends); political (what is the effect on Israel of the latest American foreign policy pronouncement?); or gastronomic.
- Our "Jewish education", such as it was, acquainted us with the holiday cycle, and with a knowledge of various customs, observances, and formulae of worship, but we desperately lack "an intellectual understanding of our heritage", as you aptly stated. Why have we not studied the tenets of our religion from an objective, rational viewpoint, just as we studied other intellectual constructs in freshman Philosophy 101?
- "Life-long Learning" courses are becoming increasingly popular; it seems we could take a lesson or two from leaders in the field of Continuing (i.e., Adult) Education. Jewish couples -- and families -- need opportunities to learn and grow together.
- The recruitment and training of teachers (especially in the congregational weekend schools) needs upgrading. Small grants may go a long way here.
- Today we have to compete with so many other diversions for the attention of our children. It delights me to hear kids singing Hebrew liturgical music with a rock beat. (And why not?) Judaism is contemporary, as well as historical.
- Integrating Jewish experience into daily life is very reinforcing. Does that translate into fostering the growth of Jewish day schools?
- Learning about (and visiting) Israel is quintessential, of course. In addition, I think a sense of Jewish identity can be greatly enhanced through interchange with Jews in other countries and cultures. (I'll tell you about my eye-opening experience living in the home of a Sephardic family in Avignon, France -- recent arrivals from Egypt.)
- I'd better take another look at Barry Schrage's "Beyond the Classroom" proposal.

I look forward to discussing these issues with you.

Emerging themes overlooked need for special work with university and youth.

WORKING PAPER

AMERICAN JEWISH
ARCHIVES

TOWARD THE DEVELOPMENT OF A CLEVELAND MODEL

IN JEWISH EDUCATION: A THINK TANK FOR THE CONSIDERATION OF
ALTERNATIVES AND A PRELIMINARY PROPOSAL FOR AN ACTION AGENDA

No reference to college level. What of the brave efforts to stimulate Jew. educ. thru Chairs of Jewish Studies? Can Shm. Hillel? Thru congregational contact with college level students. Can we capture more of this "captive audience"?

TOWARD THE DEVELOPMENT OF A CLEVELAND MODEL
IN JEWISH EDUCATION: A THINK TANK FOR THE CONSIDERATION OF
ALTERNATIVES AND A PRELIMINARY PROPOSAL FOR AN ACTION AGENDA

OVERVIEW

Over the last few years considerable work has been done in Cleveland in the field of Jewish education. A significant amount of experimentation has been carried out through Federation's Endowment Fund and many good ideas have been generated. The 1980 Jewish Education Report created a framework for Jewish educational innovation and progress based on three central ideas:

- 1) the importance of integrating "formal" (classroom) and "informal" ("Beyond the Classroom") Jewish educational programming in supplementary schools in order to significantly improve the quality and impact of supplementary Jewish education;
- 2) the need to increase the number of youngsters receiving a day school education; and,
- 3) the need to begin developing a plan for increased teacher training.

Our success over the last few years has been remarkable and the community, through the Bureau of Jewish Education, has developed a broadly based funding strategy and educational infrastructure with the potential for accomplishing many of these goals.

A great deal, however, remains to be done. While the resources for integrating "formal" and "informal" Jewish educational strategies are in place, no single school has yet committed itself to creating a truly comprehensive model; the resources of the JCC have barely been touched in this venture; and we have yet to achieve the required level of coordination necessary to succeed locally and to provide the kind of clear success needed to establish our models nationally.

Similarly, the number of youngsters attending day school has increased about 13% since 1980 in spite of an 8% overall decline in Jewish school population and better than 90% of all Orthodox youngsters are already receiving a day school education. The greatest potential for growth however lies in non-Orthodox day school education which has grown 82% since 1980. In spite of this tremendous increase, however, day schools still reach fewer than 6% of all non-Orthodox youngsters and there may be significant potential for further growth in this sector.

Finally, despite significant effort by the Bureau of Jewish Education, our teacher training programs are also in the formative stages and, as yet, have had little actual impact on the system of Jewish education.

DEVELOPMENT OF A THINK TANK TO CONSIDER THREE DRAFT ACTION PLANS

It is hoped that by bringing some of the best "formal" and "informal" thinking in the area of Jewish education together in Cleveland, we can create the models necessary for comprehensive innovation in the field of Jewish education. A small (not more than 20 people) invitational "think tank" would be convened for a full day Sunday retreat to consider preliminary draft action plans; to accept them or to develop alternative courses of action; and to plan an implementation strategy. Additional meetings would be held as needed. A small preliminary planning meeting for individuals active in Federation's past and current Jewish educational deliberations might include: Steve Hoffman, Henry Goodman, Morry Weiss, Leon Plevin, Sally Wertheim, N. Herschel Koblenz, David Ariel, Dan Polster, Bennett Yanowitz, Charles Ratner, Nathan Oscar, Alan Bennett, Irv Leonard, David Kleinman, Morton L. Mandel, Gordon Safran and Barry Shrage.



Jewish Community Federation of Cleveland

October, 1984

Draft Action Plan No. 1



ACTION PLAN FOR DEMONSTRATION PROJECTS TO IMPLEMENT KEY "BEYOND THE
CLASSROOM" PROGRAMS FOR SUPPLEMENTARY JEWISH EDUCATION

Draft Action Plan No. 1

ACTION PLAN FOR DEMONSTRATION PROJECTS TO IMPLEMENT KEY "BEYOND THE CLASSROOM" PROGRAMS FOR SUPPLEMENTARY JEWISH EDUCATION

BACKGROUND

The 1980 Strategy for Supplementary Jewish Education

Central to the 1980 Jewish Education Committee Report was a carefully conceived plan to intensify supplementary school education by changing the very environment in which the educational process takes place and by suggesting that parent education be considered an essential prerequisite to the Jewish education of children.

The report suggested that despite the problems we face every day in after-school Jewish education, there are "beyond the classroom" environments and experiences that do seem conducive to Jewish learning. Parent education, retreat programs, intensive Jewish summer camps, youth group activities, and trips to Israel are all effective activities that can, at times, be even more conducive to positive Jewish education than the afternoon or weekend classrooms themselves. The problem is that--in most schools--classroom-centered learning is part of the curriculum--planned, normative, subsidized, mandatory, and regular--while these other less traditional but, in some ways more effective approaches, are extracurricular, unplanned, unsubsidized, voluntary, and unavailable for most children.

The report therefore recommended that the "beyond the classroom" experiences should be integrated into the Jewish education of every Cleveland youngster and that these, generally more conducive educational environments ought to become as standard as the classroom for educating Jewish children. Emphasis was given to the development of strategies that would integrate these concepts into the existing educational programs of congregational and communal supplementary schools.

Simply stated, the Jewish Education report strategy aimed at strengthening the Jewish educational enterprise by making: a trip to Israel as normal a part of the youngster's Jewish education as learning the aleph-bet; an intensive Jewish summer camping experience as normal as studying the story of the creation; parent education as normal as signing the youngster up for school; regular intensive youth group involvement as standard as a Bar Mitzvah; and retreat programs as regular as the more usual classroom activity.

It must be clearly noted that the aim of this strategy was not simply to encourage youngsters to participate in these activities, as they currently do--as individual, isolated experiences, frequently disconnected from their ongoing classroom work. The aim, to the contrary, was to connect these experiences to the classroom and to provide them under the auspices of the youngsters' own congregational school in essence creating a marriage of formal and informal Jewish education to be implemented by the Bureau, the JCC and the congregations in closely coordinated efforts.

Progress to Date

Since the approval of the Jewish Education report by Federation's Board of Trustees in 1981, the Bureau of Jewish Education has made great progress in creating the infra-structure for the implementation of these recommendations. The Bureau has obtained funding through Federation's Endowment Fund for its unique, Shroder Award winning Israel Incentive Savings Plan through which the Federation, the Joint Program for Jewish Education, parents and schools all contribute annually to make a trip to Israel possible at or around a youngster's confirmation. The Bureau has also developed the Congregational Enrichment Fund which provides \$30 per youngster annually to congregations to help develop retreat, intensive Jewish summer camping and, parent education programs along with other extra curricular activities.

More recently the JCC has also developed a proposal for a congregational enrichment program which, if funded, has the potential for significantly increasing the JCC's role in conjunction with the Bureau in integrating "informal" Jewish educational programs into "formal" congregational school settings.

Restraining Factors

While these innovative programs have significantly increased school activities in the targeted areas, no school has yet attempted to integrate all of these elements into a total curricular design as was originally suggested by the Jewish Education report. In fact, few schools have concentrated on more than one of these activities or developed mechanisms to insure that most youngsters participate. It is now clear that several factors have blocked the complete implementation of this concept:

1. Supplementary schools have generally been extremely short on administrative and planning resources. In general every bit of administrative energy available is required to ensure the best possible result in the implementation of the schools ongoing program - leaving little time for the development of new approaches. The development and implementation of a new approach including intensive outreach to parents, retreat programs, youth group activity and significant summer programming such as camps and Israel travel, requires a far greater time commitment than has been available in most educational institutions.
2. The Bureau of Jewish Education has not had the staff available to develop the pilot projects needed to prove that the concept is workable, practical and effective.

ACTION PLAN

Overview

In order to build on the ongoing work of the Bureau of Jewish Education and test our basic strategy for increasing the effectiveness of supplementary Jewish education, it is suggested that pilot projects be developed in two

congregational supplementary schools. These pilot projects would attempt to integrate most of the "Beyond the Classroom" recommendations of the Committee on Jewish Education Report into the ongoing curriculum of each school. This would include development of:

1. A program of parent intake, interviewing and education at the time of enrollment designed to create an individualized Jewish education program for each family that meets the particular needs of the family, child and school.
2. A system of Jewish Education in retreat settings.
3. A program for integrating an intensive Jewish summer camp experience into the educational program of students.
4. A plan for moving as many youngsters as possible into organized youth group activity.
5. A strategy for implementing the goal of making an Israel experience part of each youngsters Jewish Educational program by creating a high profile Israel trip for each school.

Funding Strategy

Since the funding infrastructure for most of these program initiatives is already in place, we would seek to overcome the specific "restraining factors" listed above through small incentive grants targeted at providing some additional administrative and planning staff to two schools and to the Bureau of Jewish Education for the specific purpose of increasing implementation of the concepts put forth in the 1980 Jewish education report.

It is suggested that \$5,000 be made available to each of two congregations to be matched by the congregations. The \$10,000 would then be used by the congregation to hire a half-time coordinator to focus on the implementation of the total "beyond the classroom" strategy. In addition, a \$5,000 grant would be made to the BJE to hire a quarter-time person to work with the two schools (and with other schools as time allows) on implementation strategies. Funds for implementing the "beyond the classroom" programs themselves would come either from internal school resources or from Congregational Enrichment Funds. The Jewish Community Center would use its resources including its new congregational enrichment staff to provide additional help and expertise particularly in the areas of retreat programs, intensive Jewish summer camping and youth group activities.

Specific Implementation Plans

Goal #1

Making the Parent a Full Partner in the Process of Jewish Education

Theoretical Framework

It's clear that the supplementary school cannot function without parental support and the point in time when parents enroll their children in a Jewish school can provide our best opportunity to reach out to parents and involve them in the Jewish educational process. By enrolling the child in a Jewish supplementary school (most commonly a congregational school) the parent has already taken an important first step in creating a connection to Jewish life. In addition to being a critical time in the development of a relationship between the family and the school, the years of early parenthood are also a time when young parents begin to re-indentify with their own parents attitudes and values after earlier rejection making this the perfect target population for Jewish adult education and outreach.

Suggested Steps for Goal Implementation in Demonstration Schools

- a. One incoming class of youngsters should be designated as a "demonstration class."
- b. Each parent in the demonstration class should be invited to a required intake interview with the congregation's Rabbi, school director or parent intake committee.
- c. The intake interview might focus on parental responsibility while listening to parent concerns about the educational process.
- d. Specific alternatives for intensifying the Jewish educational commitment of the family and children should be provided including an opportunity to participate in the Israel Incentive Savings Plan; join an "in-house" savings plan for intensive Jewish summer camp; participate in required "beginner" Jewish parenting class; and participate as a volunteer in the work of the congregation and the community.
- e. A "Beginner" Jewish parenting class (including perhaps a voluntary family retreat program) should be required for all parents of students in the "demonstration class." Funding for Jewish Parenting Classes is available from the Congregational Enrichment Fund.

Goal #2

To Give Students an Opportunity to Experience a More Intensive and Total Jewish Life Environment at a Time When Many Children's Interest in Jewish Schooling Begins to Wane

Theoretical Framework

By the time a child has completed several years of Jewish schooling, discipline frequently becomes an increasing problem in the Jewish supplementary school setting. Some children become increasingly resentful of the competition that Jewish schooling represents with other activities that the child or his parents may consider more important or more fun. In

addition, the demands of the secular school are beginning to press upon the child and the need for social contact is also increasing. All of these factors require the development of more stimulating educational environments in order to reinvigorate the educational process.

The integration of three or four weekend or day-long retreats during the school year can be an important tool in stimulating the educational process by providing an experience that is apart from the usual school setting. Retreat programs can be both effective and pleasant and can reinforce the social context of Jewish tradition while providing a more intensive kind of Jewish life experience.

Suggested Steps for Goal Implementation in Demonstration Schools

- a. One class of fifth, sixth, or seventh graders should be designated a "demonstration class," with a specially selected teacher having both teaching and group work skills.
- b. Four retreat programs (two day-long retreats and two weekend programs) should be carefully designed to fit into the class curriculum.
- c. Programs should be carried out in close consultation with the Jewish Community Center. JCC would provide informal educational consultation and complete administrative services to carry out the program.
- d. Teaching staff for the programs would be provided by the schools themselves.
- e. Funding for retreat programs is available from the Congregational Enrichment Fund.

Goal #3

To Allow Each Youngster to Experience Jewish Living and Learning as a Totality in a Camp Setting

Theoretical Framework

An essential part of changing supplementary Jewish education is the need to understand that Judaism is a religion of doing and that only through experiencing Jewish life in a Jewish setting can its meaning be truly understood. The impact of the Jewish camping experience on a youngster is well established for parents and educators alike who have had the opportunity to observe children returning from these kinds of total Jewish living environments. The well-run Jewish camping experience serves not only to introduce the youngster to Jewish living, but also incorporates larger doses of formal Jewish curricula (history, customs, Hebrew, etc.) in a way that can be fun for those children participating. Intensive Jewish camping experiences can be particularly effective when preceded by significant preparation within the child's Jewish school and followed up with activities aimed at reinforcing those learnings.

Suggested Steps for Goal Implementation in Demonstration Schools

- a. All youngsters in a demonstration school should be encouraged to participate in congregational movement summer camp.
- b. One class of seventh, eighth or ninth graders should be designated a "demonstration class" and all students in that class should be encouraged to participate in a school-sponsored mini-summer camping experience to be developed in conjunction with the Jewish Community Center at Camp Wise. The development of a targeted short-term summer camping experience in conjunction with the JCC could save money, make good use of JCC resources, and allow far more youngsters to participate than exclusive dependence on congregational movement camps which tend to have limited space and are also generally quite expensive.
- c. The development of camping programs by congregations in cooperation with the JCC would have the added benefit of keeping educational control of the experience in the hands of the congregational school. This would make it more likely that the summer camping experience could indeed be integrated into the educational experience of the child.
- d. Funding for camping experiences is available through the Congregational Enrichment Fund. In addition, the Jewish Community Center should be encouraged to make the development of camping experiences in conjunction with the congregations a priority for the JCC's congregational enrichment staff person.

Goal #4

To Use the Teen Peer Group to Reinforce the Adolescent's Jewish Identification and Involvement

Theoretical Framework

The importance of youth group activity has been underlined by Harold Himmelfarb who noted that "Jewish youth group participation does have an impact that is independent of Jewish schooling . . ." The American Jewish Committees colloquium on Jewish education and Jewish identity also stressed that "the youth group may provide more positive reinforcement of Jewish identity in adolescence than various kinds of Jewish schools." It is therefore vital that youth group activity be developed and encouraged as a central part of the Jewish education of teenagers.

Suggested Steps for Goal Implementation in Demonstration Schools

- a. Each "Demonstration School" should target 60 uninvolved youngsters whose parents retain congregational membership for special intensive outreach activity.

- b. The "Demonstration Schools" should work closely with the JCC to upgrade outreach strategies and to develop 2 or 3 new program ideas with high potential for involving unaffiliated youngsters.
- c. The JCC, working through Congregational Enrichment staff, should be encouraged to provide some staff support to the new program efforts.
- d. The goal for each school would be to involve 30 of 60 "target" youngsters in youth group activity.

Goal #5

Also an interchange with other Jewish communities can be stimulating

To Provide Each Youngster in the Community with a Strong Educational Experience in Israel

Theoretical Framework

Educational experiences in Israel have tremendous potential for strengthening the Jewish identification of those who participate. Educational programs in Israel can be effective in providing cognitive learning and an intensive emotional experience that can reinforce the Jewish identification of the participant throughout his/her life. The power of the Israel experience to influence Jewish identification is widely recognized by federations who use the Israel "mission" as a primary campaign building tool.

Suggested Steps for Goal Implementation in Demonstration Schools

- a. Each demonstration school should attempt to develop, for its high school aged students, its own congregational Israel trip--perhaps tied to its national movement.
- b. The school's Israel trip should be tied into the ongoing educational process and viewed as an integral part of each child's Jewish education.
- c. Demonstration schools should encourage enrollment in the Israel Incentive Savings Plan as part of the family intake process described above. The development of a congregational Israel trip should also spur enrollment in the Israel Incentive Savings Plan at all grade levels.
- d. Funding for Israel travel is available through the Israel Incentive Savings Plan and through BJE Israel Scholarship Funds.

SUGGESTED BUDGETEXPENDITURESBureau of Jewish Education

Program Coordinator (25% time)

\$5,000

Congregational School #1

On-site Program Coordinator (50% time)	\$10,000
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Congregational School #2

On-site Program Coordinator (50% time)	\$10,000
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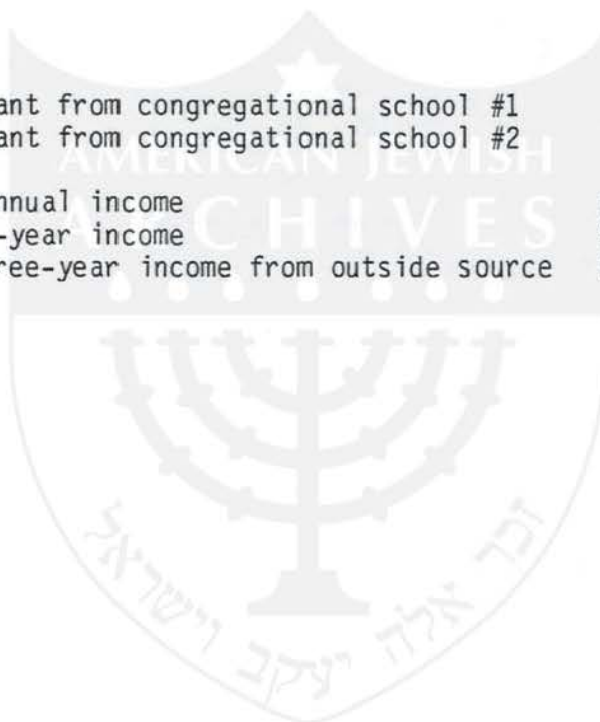
Total Expenditures	\$25,000
Total three-year expenditures	\$75,000

INCOME

Matching grant from congregational school #1	\$5,000
Matching grant from congregational school #2	\$5,000

Total annual income	\$10,000
Total three-year income	\$30,000
Required three-year income from outside source	\$45,000

BS/jao



Jewish Community Federation of Cleveland

October, 1984

DRAFT ACTION PLAN NO. 2



ACTION PLAN FOR A DEMONSTRATION PROJECT
TO INCREASE DAY SCHOOL ENROLLMENT

DRAFT ACTION PLAN NO. 2

ACTION PLAN FOR A DEMONSTRATION PROJECT TO INCREASE DAY SCHOOL ENROLLMENT

BACKGROUND

The 1980 Strategy for Day School Education and Progress to Date

The Jewish Education report recognized the effectiveness of day school education and recommended that the Bureau of Jewish Education explore ways to increase the number of youngsters enrolled in Jewish day schools in Cleveland. Since 1980 the Bureau of Jewish Education has gone a long way toward developing this strategy through a number of comprehensive day school studies. These reports developed a strategy that called for communal resources to be provided for new schools only where it could be shown that the schools could potentially add youngsters to our system of day school education. Since well over 90% of Orthodox youngsters already receive a day school education, this led to a Bureau strategy focused primarily on expansion in the non-Orthodox system.

Non-Orthodox day school enrollment has changed markedly over the last 4 years. Enrollment at Agnon has stabilized and now stands at around 107 youngsters and the Solomon Schechter Day School of Cleveland has emerged as a strong and viable alternative with more than 140 youngsters. In total, non-Orthodox day school enrollment has nearly doubled since the 1980 Jewish education report.

In spite of these successes, less than 6 percent of potential non-Orthodox youngsters are currently enrolled in day school education and while each individual school is working hard to recruit new students there is little in the way of a clear direction or programmatic support to help guide this process.

Restraining Factors

While the Bureau's day school reports have focused the community's attention on strengthening the non-Orthodox day school system, a number of factors have slowed the potential rate of non-Orthodox day school growth.

- (1) Neither Agnon or Schechter has a well thought out marketing strategy and the target markets of the two schools are not well defined.
- (2) Solomon Schechter's success with the more traditional segment of the Conservative community would tend to suggest that Agnon's natural market would be among less traditional Conservative and Reform Jews. This market, however, has little experience with day school education and places an extremely high value on the quality of secular education. Agnon, unfortunately, suffers from a perception that it is an "open classroom school" that lacks the academic rigor in secular studies that many parents demand. While it is believed that this perception is unfounded it continues to harm Agnon's effort to market its service more broadly in the non-Orthodox community.
- (3) Solomon Schechter Day School, at the moment, has limited community funding and therefore has scarce resources available either to strengthen its

secular educational component (which is already perceived as very good or excellent) or to market its services to a broader of audience.

ACTION PLAN

The goal of this pilot project is to create a community-wide recruitment strategy aimed at the non-Orthodox community aimed at increasing non-Orthodox day school enrollment. This would be implemented through an organized strategy to:

- (1) Work closely with Agnon to raise the quality of its secular studies program if needed and determine what if any real educational problems remain. Agnon's secular studies program would also be examined to determine the exact nature and extent of its public relations problem.
- (2) Develop a concrete plan for strengthening Agnon's image in the community and for increasing its enrollment.
- (3) Strengthen lay leadership and fiscal support for the Solomon Schechter Day School.
- (4) Develop a community-wide recruitment program aimed at all Jewish pre-schools in the community. The aim of this program would be to introduce the parents of young children to the concept of Jewish day school education so that they can choose wisely from among the various educational opportunities available.

Funding Strategy

capacity Neither the Bureau of Jewish Education nor the individual day schools have time available to develop a community wide recruitment and marketing plan for day schools.

?? Funding would therefore be sought for a half-time Coordinator of Day School Marketing to be housed at the Bureau of Jewish Education. Staff and lay leadership would then be responsible for developing an organized and targeted marketing plan with the following specific components:

- a. The development of parent teas and discussion groups for the parents of pre-school children designed to help them think through their options with regard to day school education. This process would help parents to compare day school and supplementary school education so they can better choose educational programs for their children.
- b. The development of a study of Agnon's strengths and weaknesses in attracting students from its target population. This study would critically examine Agnon's perceived and actual strengths and weaknesses and make specific recommendations for strengthening Agnon's appeal to its potential target audience.

SUGGESTED BUDGET

Expenditures

Bureau of Jewish Education

Day School Marketing Specialist (half-time)	\$15,000
Agnon Market Research Study	\$ 5,000
Total Cost	\$20,000

Income

To be sought from non-budgetary sources	\$20,000
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BS/jao



Jewish Community Federation of Cleveland

October, 1984

DRAFT ACTION PLAN NO. 3



ACTION PLAN FOR A DEMONSTRATION PROJECT
IN THE RECRUITMENT, TRAINING AND PLACEMENT
OF GROUP WORK AND JEWISH EDUCATIONAL PROFESSIONALS

DRAFT ACTION PLAN NO. 3

ACTION PLAN FOR A DEMONSTRATION PROJECT

IN THE RECRUITMENT, TRAINING AND PLACEMENT

OF GROUP WORK AND JEWISH EDUCATIONAL PROFESSIONALS

BACKGROUND

The American Jewish community, according to all observers, is facing a significant shortage of line and administrative Jewish educational staff. In addition, many group work agencies are also experiencing significant difficulty in attracting skilled group workers to serve as youth leaders, and camping professionals, and upper level administrative staff. While the exact mix of communal need for these kinds of professionals will vary depending on the shape of Jewish education in the future, it is a certainty that challenges are developing in all categories. This will inevitably harm our future ability to deliver top quality Jewish educational program whether within the classroom, "Beyond the Classroom" or in the day school environment.

Progress to Date

Cleveland's history in the field of teacher recruitment and training contains a number of attempts to solve the problem. In the seventies, the College of Jewish Studies developed "People of Valor," to recruit former school teachers (many of whom left school to raise families) and provide them with the Jewish content needed to become first rate Jewish school teachers. The program failed for lack of interested trainees and it was determined that part of the problem lay in the high level of required training compared to the relatively modest rewards of teaching. More recently, the Bureau of Jewish Education developed a comprehensive teacher training program aimed mostly at supplementary school teachers. This demonstration project, shows some promise of success, but as yet has not had an opportunity to have a major impact on the system. In addition, it focuses mostly on in-service training for existing teachers and is not designed to provide any special help in teacher recruitment.

ACTION PLAN

Overview

The pilot project to be described in this action plan seeks to produce a significant number of young, highly motivated teachers, youth workers and counsellors for immediate, hands-on service in schools and group work settings. It also seeks to expose college students to the rewards of Jewish communal work while providing them with paid work experience, training and ongoing group reinforcement in order to encourage at least some portion of those involved to make a lifetime commitment to Jewish communal work, including Jewish education, in one form or another.

This plan grows out of a number of experiences around the country in volunteer and paid work experiences for college youth (such as Project Ezra in New York), which show the tremendous impact of concrete work experiences on the development of Jewish identity in young people. This pilot project would test the idea that training, group reinforcement, and paid work experiences in the Jewish community would strengthen the Jewish identification of college students, provide an immediate benefit to schools, camps and institutions, by expanding the base of available teachers and workers; and motivate some of those involved to make a commitment to longer term service in the Jewish community.

The central concept of the program is based on the notion that communal involvement has an enormous impact on identity and lifestyle. In order to be sure that the involvement of college students in this program is positive and productive, a carefully developed series of training experiences, integrating both "formal" and "informal" Jewish educational practice, would be developed under the guidance of a skilled group work/Jewish education professional and all work experiences would be closely monitored and supervised by this full time individual. The program would be jointly administered by the Bureau of Jewish Education, the College of Jewish Studies and the Jewish Community Center and some social experiences would be provided for the college students involved in this program to enhance and strengthen their experience.

Goals

The goals of this pilot project would be to:

- A. Develop a cadre of 30 trained college students to serve Cleveland's Jewish community as group workers and Jewish educators annually.
- B. Train the 30 participants in a joint group work--Jewish education curriculum to enable the participants to feel comfortable with formal and informal Jewish educational formats.
- 30-40-50-60-70-80-90-100-110-120-130-140-150-160-170-180-190-200-210-220-230-240-250-260-270-280-290-300-310-320-330-340-350-360-370-380-390-400-410-420-430-440-450-460-470-480-490-500-510-520-530-540-550-560-570-580-590-600-610-620-630-640-650-660-670-680-690-700-710-720-730-740-750-760-770-780-790-800-810-820-830-840-850-860-870-880-890-900-910-920-930-940-950-960-970-980-990-1000* C. Provide hands-on paid work opportunities for each of the 30 participants within the Jewish community.
- D. Create a reinforcing group environment for the participants.
- E. Create incentives for formal undergraduate and graduate course work in Jewish studies.
- E. Create additional special incentives for participants to commit themselves to service in the field of Jewish education and group work upon graduation.

Funding Strategy

- A. Each year 30 of the most promising freshmen and sophomores in Cleveland area colleges and universities would be selected as Jewish communal scholars.

- B. Jewish communal scholars would receive a \$3,000 per year scholarship in return for agreeing to participate in three hours a week and two weeks each summer of special training over a three year period.
- C. Scholars would be required to commit themselves to work at prevailing wage rates for up to five hours per week during the school year, within the Jewish community and for the balance of their summer vacation for a Jewish camp, each year over a three year period.
- D. Ten scholars would be selected to receive a double stipend (\$6,000 per year). These would be required to continue in the program through graduate school and "commit" to two years of service in the field of Jewish education or Jewish communal service.

BudgetExpenditures

Twenty (20) Stipends @ \$3,000	\$ 60,000
Ten (10) Stipends @ \$6,000	60,000
Project Director (full-time to be supervised jointly by the Bureau, the College of Jewish Studies and the JCC)	\$ 20,000
Total Annual Expenditures	\$140,000
Total Three Year Cost	\$420,000

Income

To be sought from non-budgetary sources \$420,000

(Could some of it come from budget of agencies which utilize these services?)

BS/jao

* Is the heart of the problem the inadequacy of the B.G.E. in C.O. and in administrative capacity and leadership quality? Should its functions be transferred to J.C.F. or some functions to JCF, some to C.J.S.
"Can-do" attitude vs "no can-do".

WORKING PAPER

AMERICAN JEWISH
ARCHIVES

TOWARD THE DEVELOPMENT OF A CLEVELAND MODEL

IN JEWISH EDUCATION: A THINK TANK FOR THE CONSIDERATION OF
ALTERNATIVES AND A PRELIMINARY PROPOSAL FOR AN ACTION AGENDA

TOWARD THE DEVELOPMENT OF A CLEVELAND MODEL

IN JEWISH EDUCATION: A THINK TANK FOR THE CONSIDERATION OF
ALTERNATIVES AND A PRELIMINARY "DRAFT" PROPOSAL FOR AN ACTION AGENDA

OVERVIEW

Over the last few years considerable work has been done in Cleveland in the field of Jewish education. A significant amount of experimentation has been carried out through Federation's Endowment Fund and many good ideas have been generated. The 1980 Jewish Education Report created a framework for Jewish educational innovation and progress based on three central ideas:

- 1) the importance of integrating "formal" (classroom) and "informal" ("Beyond the Classroom") Jewish educational programming in supplementary schools in order to significantly improve the quality and impact of supplementary Jewish education;
- 2) the need to increase the number of youngsters receiving a day school education; and,
- 3) the need to begin developing a plan for increased teacher training.

Our success over the last few years has been remarkable and the community, through the Bureau of Jewish Education, has developed a broadly based funding strategy and educational infrastructure with the potential for accomplishing many of these goals.

A great deal, however, remains to be done. While the resources for integrating "formal" and "informal" Jewish educational strategies are in place, no single school has yet committed itself to creating a truly comprehensive model; the resources of the JCC have barely been touched in this venture; and we have yet to achieve the required level of coordination necessary to succeed locally and to provide the kind of clear success needed to establish our models nationally.

Similarly, the number of youngsters attending day school has increased about 13% since 1980 in spite of an 8% overall decline in Jewish school population and better than 90% of all Orthodox youngsters are already receiving a day school education. The greatest potential for growth however lies in non-Orthodox day school education which has grown 82% since 1980. In spite of this tremendous increase, however, day schools still reach fewer than 6% of all non-Orthodox youngsters and there may be significant potential for further growth in this sector.

Finally, despite significant effort by the Bureau of Jewish Education, our teacher training programs are also in the formative stages and, as yet, have had little actual impact on the system of Jewish education.

DEVELOPMENT OF AN ONGOING PROCESS TO STRENGTHEN JEWISH CONTINUITY

It is hoped that by bringing some of the best "formal" and "informal" thinking in the area of Jewish education and identity together in Cleveland, we can create the models necessary for comprehensive innovation in the field of Jewish education and identity. An interagency and interdisciplinary group will be gathered together to consider alternatives and to hear the best "outside" and local thinking on an ongoing basis.

As a way of "priming the pump" and focusing the discussion, three very preliminary draft action alternatives are attached that use our most recent major community Jewish Education and Identity Studies (1976 and 1980) as a point of departure.

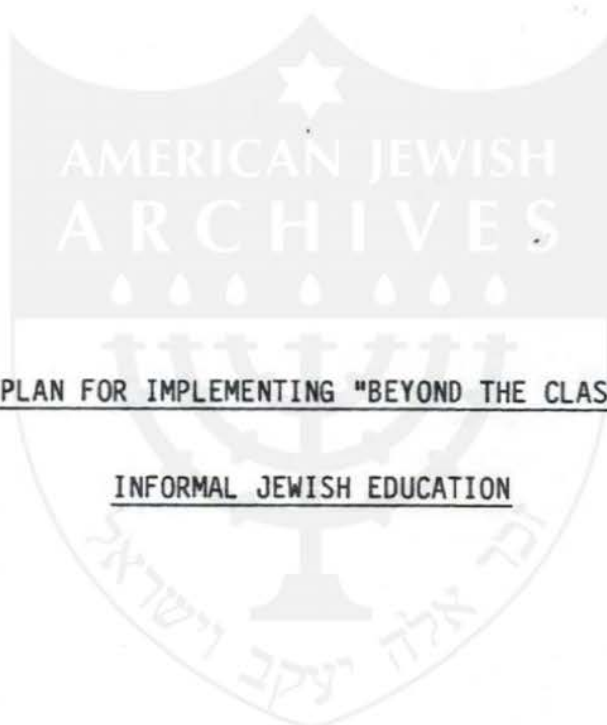
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Draft Action Plan No. 1

ACTION PLAN FOR IMPLEMENTING "BEYOND THE CLASSROOM"

INFORMAL JEWISH EDUCATION



Draft Action Plan No. 1

ACTION PLAN FOR IMPLEMENTING "BEYOND THE CLASSROOM" INFORMAL JEWISH EDUCATIONAL PROGRAMS

BACKGROUND

The 1980 Strategy for Supplementary Jewish Education

Central to the 1980 Jewish Education Committee Report was a carefully conceived plan to intensify supplementary school education by changing the very environment in which the educational process takes place and by suggesting that parent education be considered an essential prerequisite to the Jewish education of children.

The report suggested that despite the problems we face every day in after-school Jewish education, there are "beyond the classroom" environments and experiences that are conducive to Jewish learning. Parent education, retreat programs, intensive Jewish summer camps, youth group activities, and trips to Israel are all effective activities that can, at times, be even more conducive to positive Jewish education than the afternoon or weekend classrooms. The problem is that--in most schools--classroom-centered learning is part of the curriculum--planned, normative, subsidized, mandatory, and regular--while these other less traditional but, in some ways more effective approaches, are extracurricular, unplanned, unsubsidized, voluntary, and unavailable for most children.

The report therefore recommended that "beyond the classroom" experiences be integrated into the Jewish education of every Cleveland youngster and that these, generally more conducive educational environments ought to become as standard as the classroom for educating Jewish children. Emphasis was given to the development of strategies that would integrate these concepts into the existing educational programs of congregational and communal supplementary schools.

Simply stated, the Jewish Education Report strategy aimed at strengthening the Jewish educational enterprise by making: a trip to Israel as normal a part of the youngster's Jewish education as learning the aleph-bet; an intensive Jewish summer camping experience as normal as studying the story of the creation; parent education as normal as signing the youngster up for school; regular intensive youth group involvement as standard as a Bar Mitzvah; and retreat programs as regular as the more usual classroom activity.

It must be clearly noted that the aim of this strategy was not simply to encourage youngsters to participate in these activities, as they currently do--as individual, isolated experiences, frequently disconnected from their ongoing classroom work. The aim, to the contrary, was to connect these experiences to the classroom and to provide them under the auspices of the youngsters' own congregational school in essence creating a marriage of formal and informal Jewish education to be implemented by the Bureau, the JCC and the congregations in closely coordinated efforts.

Progress to Date

Since the approval of the Jewish Education Report by Federation's Board of Trustees in 1981, the Bureau of Jewish Education has made great progress in creating the infrastructure for the implementation of these recommendations. The Bureau has obtained funding through Federation's Endowment Fund for its unique, Shroder Award winning Israel Incentive Savings Plan through which the Federation, the Joint Program for Jewish Education, parents and schools all contribute annually to make a trip to Israel possible at or around a youngster's confirmation. The Bureau has also developed the Congregational Enrichment Fund which annually provides funds to congregations to help develop retreats, intensive Jewish summer camping, and parent education programs along with other extracurricular activities.

More recently the JCC has developed plans for a conference center to serve primarily youth groups and teenagers. JCC's Jewish Program Specialist, who serves as the conference center director, also serves as the two-thirds time director of Akiva Hebrew High School now administered by the College of Jewish Studies. This synergy between the College's educational expertise, Akiva's experience with teens and its relationship to the congregational schools, along with JCC's group work and camping skills can create the right environment for a truly unique, informal educational environment.

Restraining Factors

While these innovative programs have significantly increased school activities in the targeted areas, no school has yet attempted to integrate all of these elements into a total curricular design as was originally suggested by the Jewish Education Report. In fact, few schools have concentrated on more than one of these activities or developed mechanisms to insure that most youngsters participate. It is now clear that several factors have blocked the complete implementation of this concept:

1. Supplementary schools have generally been extremely short on administrative and planning resources. In general every bit of administrative energy available is required to ensure the best possible result in the implementation of the schools' ongoing program - leaving little time for the development of new approaches. The development and implementation of a new approach including intensive outreach to parents, retreat programs, youth group activity and significant summer programming such as camps and Israel travel, requires a far greater time commitment than has been available in most educational institutions.
2. The community lacks a central focus or address for informal Jewish educational programs. There is also a lack of staff time and expertise in areas that go beyond the range of formal Jewish education.

ACTION PLAN

Overview - The establishment of an Interagency Institute for Informal Jewish Education.

The development of an Interagency Institute for Informal Jewish Education jointly sponsored by the JCC and the College of Jewish Studies would represent the first formal attempt to develop an infrastructure that would bring together the best formal and informal thinking in the area of Jewish education and identity. It would centralize program planning and implementation of Jewish educational programs and community-wide enterprises requiring an interagency and interdisciplinary approach. Through this Institute, an interagency group would be established to create the models necessary for comprehensive innovation in the field of Jewish education and identity. An interagency advisory committee consisting of representatives from the College, JCC, the congregations, the Bureau of Jewish Education, CSPC and others would be established to help shape the policy direction of the Institute.

The opportunity for this Institute has blossomed with the recent hiring of the community professional who serves two-thirds time as director of Akiva and one-third time as Judaic program specialist at the JCC with special responsibility for development of the JCC conference center.

The Institute for Informal Jewish Education would achieve its goals in a number of ways including:

- A. Work together with the Bureau in implementing the Congregational Enrichment Fund Program. While the Bureau is responsible for the funding and the administration of the program, the Institute could provide that necessary program consultation to the congregations in developing the informal component of programs eligible for Congregational Enrichment Funds (family education programs, retreats, camping experiences).
- B. The Institute could also be responsible for targeting congregational schools and developing programs or demonstration projects that integrate an Israel trip, parent education programs, retreats or positive informal Jewish educational experiences into the ongoing curriculum of the Jewish school.
- B. Work closely with the JCC to further integrate Jewish content into its informal programming. This would strengthen the JCC's role in enhancing Jewish identification, and assist the JCC in running existing and developing new Jewish family life projects.
- C. Work with the recommendations emerging from the joint Youth Commission to the role of youth programming and camping experiences as a means of strengthening the Jewish identification of our children and teens.

Goal #1 - Parent/Family EducationMaking the Parent a Full Partner in the Process of Jewish EducationTheoretical Framework

Most reports or studies dealing with the problems of Jewish education stress that it is virtually impossible for a school to teach Jewish concepts, values, and traditions without the aid and support of the home environment. Jewish educational programs for parents and their children, whether they be elementary or high school age, are crucial for enhancing the Jewish identification of our parents and our children. If the parent education programs are run in conjunction with the synagogue schools, the parents learn of their own potential as partners in providing a Jewish education to their children.

The point in time when parents enroll their children in a Jewish school can provide our best opportunity to reach out to parents and involve them in the Jewish educational process. By enrolling the child in a Jewish supplementary school (most commonly a congregational school) the parent has already taken an important first step in creating a connection to Jewish life. In addition to being a critical time in the development of a relationship between the family and the school, the years of early parenthood are also a time when young parents begin to re-identify with their own parents' attitudes and values after earlier rejection, making this the perfect target population for Jewish adult education and outreach.

Programmatic Options

The Institute could work together with the synagogues to develop the family education programs. The working relationship with congregations aimed at integrating each family into the congregation and providing basic Judaic skills to each parent could involve the creation of models and demonstration projects, consultation, training for congregational staff, and the development of complete courses for parents reflecting congregational objectives. The Institute could, for example, be responsible for promoting the Home Start Program and planning parent education introductory workshops for this project geared to the specific needs of particular congregations or pre-schools. Funding for Jewish parenting classes is available from the Congregational Enrichment Fund.

Goal #2 - Jewish Education in Retreat SettingsTo Give Students an Opportunity to Experience a More Intensive and Total Jewish Life EnvironmentTheoretical Framework

The 1980 report stressed the importance of providing students an opportunity to experience a more intensive and total Jewish life environment through the use of weekend or day-long retreats.

By the time a child has completed several years of Jewish schooling, discipline frequently becomes an increasing problem in the Jewish supplementary school setting. Some children become increasingly resentful of the competition that Jewish schooling represents with other activities that the child or his parents may consider more important or more fun. In addition, the demands of the secular school are beginning to press upon the child and the need for social contact is also increasing. All of these factors require the development of more stimulating educational environments in order to reinvigorate the educational process.

The integration of three or four weekend or day-long retreats during the school year can be an important tool in stimulating the educational process by providing an experience that is apart from the usual school setting. Retreat programs can be both effective and pleasant and can reinforce the social context of Jewish tradition while providing a more intensive kind of Jewish life experience.

Programmatic Options

With the building of the conference center at the new JCC facility, opportunities for providing this experience are numerous. The Institute for Informal Jewish Education would be responsible for encouraging synagogue schools, youth groups and other organizations to use the facility for retreat programs and to make these programs an ongoing part of their curriculum or program plan. The Institute could assist the sponsoring organizations with Judaic Shabbat and/or recreational programming during the retreat or could create complete packages for congregations that would reflect their goals and objectives. Funding for congregational retreat programs is available through the Congregational Enrichment Fund.

Goal #3 - Denominational Camping Experiences

To Allow Each Youngster to Experience Jewish Living and Learning as a Totality in a Camp Setting

Theoretical Framework

Judaism is a religion of doing and only through experiencing Jewish life in a Jewish setting can its meaning be truly understood. The impact of the Jewish camping experience on a youngster is well established for parents and educators alike who have had the opportunity to observe their children returning from these total Jewish living environments. The well-run Jewish camping experience not only introduces the youngster to Jewish living, but also incorporates larger doses of formal Jewish curricula (history, customs, Hebrew, etc.) in a way that can be fun for those children participating. Intensive Jewish camping experiences can be particularly effective when preceded by significant preparation within the child's Jewish school and followed up with activities aimed at reinforcing those learnings.

Programmatic Options

The Institute could be the central focus for marketing all Jewish camping programs, including those sponsored by the various religious denominations. It would assist congregations or other educational institutions develop on-site denominational camping experiences at Camp Wise or create complete camping or mini-camp packages geared to the particular needs of individual congregations or congregational movements. In addition, the Institute could work together with those agencies and organizations that sponsor day camps to develop Jewish content programming. Funding for congregational camping experiences is available through the Congregational Enrichment Fund.

Goal #4 - Services to YouthTo Use the Teen Peer Group to Reinforce the Adolescent's Jewish Identification and InvolvementTheoretical Framework

The importance of youth group activity has been underlined by Harold Himmelfarb who noted that "Jewish youth group participation does have an impact that is independent of Jewish schooling . . ." The American Jewish Committee's colloquium on Jewish education and Jewish identity also stressed that "the youth group may provide more positive reinforcement of Jewish identity in adolescence than various kinds of Jewish schools." It is therefore vital that youth group activity be developed and encouraged as a central part of the Jewish education of teenagers.

Programmatic Options

A community-wide resource department for youth groups and activities would be responsible for youth advisor training programs, identifying gaps in service and developing and implementing plans to fill them, recruiting and training new youth advisors, and organizing seminars and retreats on the role of Jewish programming in youth groups. The resource department would be staffed by a full-time highly skilled community-wide youth work coordinator. The Institute would also encourage outreach and develop outreach strategies to be implemented by the youth groups themselves.

Goal #5 - Trips to IsraelTo Provide Each Youngster in the Community with a Strong Educational Experience in IsraelTheoretical Framework

A trip to Israel, primarily during a student's high school years, will have a significant impact on the youngster's Jewish identification and will intensify that individual's connection with the Jewish community. A trip to Israel must become an integrated part of a school's curriculum and it must be planned for so that the school, the parent and the child anticipate the

trip and fully understand its role as a normative part in the child's Jewish education.

Educational experiences in Israel have tremendous potential for strengthening the Jewish identification of those who participate. Educational programs in Israel can be effective in providing cognitive learning and an intensive emotional experience that can reinforce the Jewish identification of the participant throughout his/her life. The power of the Israel experience to influence Jewish identification is widely recognized by federations who use the Israel "mission" as a primary campaign building tool.

Programmatic Options

The Institute for Informal Jewish Education could play a key role supporting the work of the Bureau in helping synagogues integrate a trip to Israel as a standard part of a child's Jewish education, especially through the use of the Israel Incentive Savings Plan. It could also serve as the central address for marketing trips to Israel, including those sponsored by the youth organizations and various religious denominations.

FUNDING AND STAFFING IMPLICATIONS

While the JCC Judaic Program Specialist will be responsible for many of the programs described above, his limited time will not be sufficient to assume all responsibilities of this Institute. In addition, while the funding infrastructure is in place for some of the program initiatives, more will be needed to overcome specific "restraining factors." A full-time director, youth work coordinator, family educator and other part-time program staff will be needed. The Shaliach could also provide staff time to the Institute--specifically in relation to promoting and integrating trips to Israel into the school curriculum. Some program funding would be provided, and would be supplemented by Congregational Enrichment Funds.

BUDGETExpendituresPersonnel

Director	\$33,000
Youth Work Coordinator	25,000
Family Educator	22,000
Other Part-Time Program Staff	15,000
Part-time Shaliach	--
Support Staff	12,500

<u>Program</u>	10,000
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<u>Office Supplies, phone, etc.</u>	<u>3,500</u>
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TOTAL:	\$121,000
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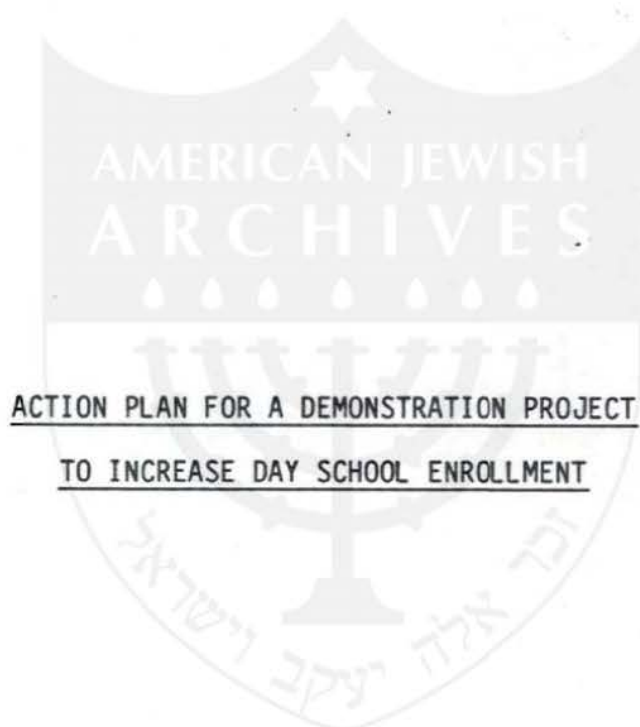
Income

Non-budgetary Sources

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DRAFT ACTION PLAN NO. 2



ACTION PLAN FOR A DEMONSTRATION PROJECT
TO INCREASE DAY SCHOOL ENROLLMENT

DRAFT ACTION PLAN NO. 2

ACTION PLAN FOR A DEMONSTRATION PROJECT TO INCREASE DAY SCHOOL ENROLLMENT

BACKGROUND

The 1980 Strategy for Day School Education and Progress to Date

The Jewish Education report recognized the effectiveness of day school education and recommended that the Bureau of Jewish Education explore ways to increase the number of youngsters enrolled in Jewish day schools in Cleveland. Since 1980 the Bureau of Jewish Education has gone a long way toward developing this strategy through a number of comprehensive day school studies. These reports developed a strategy that called for communal resources to be provided for new schools only where it could be shown that the schools could potentially add youngsters to our system of day school education. Since well over 90% of Orthodox youngsters already receive a day school education, this led to a Bureau strategy focused primarily on expansion in the non-Orthodox system.

Non-Orthodox day school enrollment has changed markedly over the last 4 years. Enrollment at Agnon has stabilized and now stands at around 107 youngsters and the Solomon Schechter Day School of Cleveland has emerged as a strong and viable alternative with more than 140 youngsters. In total, non-Orthodox day school enrollment has nearly doubled since the 1980 Jewish education report.

In spite of these successes, less than 6 percent of potential non-Orthodox youngsters are currently enrolled in day school education and while each individual school is working hard to recruit new students there is little in the way of a clear direction or programmatic support to help guide this process.

Restraining Factors

While the Bureau's day school reports have focused the community's attention on strengthening the non-Orthodox day school system, a number of factors have slowed the potential rate of non-Orthodox day school growth.

- (1) Neither Agnon or Schechter has a well thought out marketing strategy and the target markets of the two schools are not well defined.
- (2) Solomon Schechter's success with the more traditional segment of the Conservative community would tend to suggest that Agnon's natural market would be among less traditional Conservative and Reform Jews. This market, however, has little experience with day school education and places an extremely high value on the quality of secular education.

Agnon, unfortunately, suffers from a perception that it is an "open classroom school" that lacks the academic rigor in secular studies that many parents demand. While it is believed that this perception is unfounded it continues to harm Agnon's effort to market its service more broadly in the non-Orthodox community.

- (3) Both Schechter and Agnon lack the extensive facilities, extracurricular activities and status necessary to compete with the highest quality private schools in the Cleveland area.

ACTION PLAN

The goal of this pilot project is to create a community-wide recruitment strategy aimed at the non-Orthodox community aimed at increasing non-Orthodox day school enrollment. This would be implemented through an organized strategy to:

- (1) Work closely with the non-Orthodox schools to raise the quality and/or perception of their secular studies program if needed and determine what if any real educational problems remain.
- (2) Develop a concrete public relations plan for strengthening their image in the community and for increasing their enrollment.
- (3) Strengthen lay leadership and fiscal support for the non-Orthodox day schools.
- (4) Develop a community-wide recruitment program aimed at all Jewish pre-schools in the community. The aim of this program would be to introduce the parents of young children to the concept of Jewish day school education so that they can choose wisely from among the various educational opportunities available.

Funding Strategy

Neither the Bureau of Jewish Education nor the individual day schools have time available to develop a community wide recruitment and marketing plan for day schools.

Funding would therefore be sought for a half-time Coordinator of Day School Marketing to be housed at the Bureau of Jewish Education. Staff and lay leadership would then be responsible for developing an organized and targeted marketing plan with the following specific components:

- a. The development of parent teas and discussion groups for the parents of pre-school children designed to help them think through their options with regard to day school education. This process would help parents to compare day school and supplementary school education so they can better choose educational programs for their children.
- b. The development of a study of both non-Orthodox schools' strengths and weaknesses in attracting students from their target populations. This study would critically examine the schools' perceived and actual strengths and weaknesses and make specific recommendations for strengthening their appeal to potential target audiences.

SUGGESTED BUDGET

Expenditures

Bureau of Jewish Education

Day School Marketing Specialist (half-time) \$15,000

Market Research Study \$ 5,000

Total Cost \$20,000

Income

To be sought from non-budgetary sources \$20,000

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Jewish Community Federation of Cleveland

October, 1984

DRAFT ACTION PLAN NO. 3



AMERICAN JEWISH
ARCHIVES

ACTION PLAN FOR A DEMONSTRATION PROJECT
IN THE RECRUITMENT, TRAINING AND PLACEMENT
OF GROUP WORK AND JEWISH EDUCATIONAL PROFESSIONALS

DRAFT ACTION PLAN NO. 3

ACTION PLAN FOR A DEMONSTRATION PROJECT
IN THE RECRUITMENT, TRAINING AND PLACEMENT
OF GROUP WORK AND JEWISH EDUCATIONAL PROFESSIONALS

BACKGROUND

The American Jewish community, according to all observers, is facing a significant shortage of line and administrative Jewish educational staff. In addition, many group work agencies are also experiencing significant difficulty in attracting skilled group workers to serve as youth leaders, and camping professionals, and upper level administrative staff. While the exact mix of communal need for these kinds of professionals will vary depending on the shape of Jewish education in the future, it is a certainty that challenges are developing in all categories. This will inevitably harm our future ability to deliver top quality Jewish educational program whether within the classroom, "Beyond the Classroom" or in the day school environment.

Progress to Date

Cleveland's history in the field of teacher recruitment and training contains a number of attempts to solve the problem. In the seventies, the College of Jewish Studies developed "People of Valor," to recruit former school teachers (many of whom left school to raise families) and provide them with the Jewish content needed to become first rate Jewish school teachers. The program failed for lack of interested trainees and it was determined that part of the problem lay in the high level of required training compared to the relatively modest rewards of teaching. More recently, the Bureau of Jewish Education developed a comprehensive teacher training program aimed mostly at supplementary school teachers. This demonstration project, shows some promise of success, but as yet has not had an opportunity to have a major impact on the system. In addition, it focuses mostly on in-service training for existing teachers and is not designed to provide any special help in teacher recruitment.

ACTION PLANOverview

The pilot project to be described in this action plan seeks to produce a significant number of young, highly motivated teachers, youth workers and counsellors for immediate, hands-on service in schools and group work settings. It also seeks to expose college students to the rewards of Jewish communal work while providing them with paid work experience, training and ongoing group reinforcement in order to encourage at least some portion of those involved to make a lifetime commitment to Jewish communal work, including Jewish education, in one form or another.

This plan grows out of a number of experiences around the country in volunteer and paid work experiences for college youth (such as Project Ezra in New York), which show the tremendous impact of concrete work experiences on the development of Jewish identity in young people. This pilot project would test the idea that training, group reinforcement, and paid work experiences in the Jewish community would strengthen the Jewish identification of college students, provide an immediate benefit to schools, camps and institutions, by expanding the base of available teachers and workers; and motivate some of those involved to make a commitment to longer term service in the Jewish community.

The central concept of the program is based on the notion that communal involvement has an enormous impact on identity and lifestyle. In order to be sure that the involvement of college students in this program is positive and productive, a carefully developed series of training experiences, integrating both "formal" and "informal" Jewish educational practice, would be developed under the guidance of a skilled group work/Jewish education professional and all work experiences would be closely monitored and supervised by this full time individual. The program would be jointly administered by the Bureau of Jewish Education, the College of Jewish Studies and the Jewish Community Center and some social experiences would be provided for the college students involved in this program to enhance and strengthen their experience.

Goals

The goals of this pilot project would be to:

- A. Develop a cadre of 30 trained college students to serve Cleveland's Jewish community as group workers and Jewish educators annually.
- B. Train the 30 participants in a joint group work--Jewish education curriculum to enable the participants to feel comfortable with formal and informal Jewish educational formats.
- C. Provide hands-on paid work opportunities for each of the 30 participants within the Jewish community.
- D. Create a reinforcing group environment for the participants.
- E. Create incentives for formal undergraduate and graduate course work in Jewish studies.
- E. Create additional special incentives for participants to commit themselves to service in the field of Jewish education and group work upon graduation.

Funding Strategy

- A. Each year 30 of the most promising freshmen and sophomores in Cleveland area colleges and universities would be selected as Jewish communal scholars.

- B. Jewish communal scholars would receive a \$3,000 per year scholarship in return for agreeing to participate in three hours a week and two weeks each summer of special training over a three year period.
- C. Scholars would be required to commit themselves to work at prevailing wage rates for up to five hours per week during the school year, within the Jewish community and for the balance of their summer vacation for a Jewish camp, each year over a three year period.
- D. Ten scholars would be selected to receive a double stipend (\$6,000 per year). These would be required to continue in the program through graduate school and "commit" to two years of service in the field of Jewish education or Jewish communal service.

BudgetExpenditures

Twenty (20) Stipends @ \$3,000	\$ 60,000
Ten (10) Stipends @ \$6,000	60,000
Project Director (full-time to be supervised jointly by the Bureau, the College of Jewish Studies and the JCC)	\$ 20,000
Total Annual Expenditures	\$140,000
Total Three Year Cost	\$420,000

Income

To be sought from non-budgetary sources	\$420,000
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