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**THE ASSOCIATED**  
JEWISH COMMUNITY FEDERATION OF BALTIMORE

From the desk of

**Chaim Y. Botwinick**

**JUL 29 1993**

*7/27/93*

*Dear Ginny:*

*Per your request...*

*Best wishes!*

*Chaim*

# **BUILDING A STRONGER COMMUNITY TOWARD THE YEAR 2000**

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## **A STRATEGIC PLAN FOR JEWISH EDUCATION**

**Report of the Commission on Jewish Education**



**THE ASSOCIATED**  
JEWISH COMMUNITY FEDERATION OF BALTIMORE

June, 1993

**DRAFT**



## INTRODUCTION

Beginning in 1988, THE ASSOCIATED: Jewish Community Federation of Baltimore embarked upon a comprehensive strategic planning approach for all resource development, resource allocation and service delivery conducted within the Baltimore Jewish community. At that time THE ASSOCIATED made a commitment to understand the needs and aspirations of the community, now and over the next decade, and to respond to them in the most effective ways.

The strategic planning process has changed the nature of community problem-solving and resource development for the Baltimore Jewish community. Generation of the comprehensive Strategic Plan was initiated in January 1988 and continued for 18 months, concluding in June 1989 with the approval and adoption of Building a Stronger Community: Toward the Year 2000. Implementation of the Strategic Plan began in July, 1989 and continues to unfold today.

A full section of the Strategic Plan was dedicated to Jewish education. In fact, it is the only area singled out for priority attention in that document. Among the most pressing questions asked during strategic planning was, "What are our goals in Jewish education?" Since 1989, THE ASSOCIATED has been engaged in numerous processes involving hundreds of community leaders to address that question, develop answers and begin implementing strategic solutions. Shaping a Jewish education agenda has been one of the most complex and challenging tasks facing the Baltimore Jewish community, yet it is central to our mission of ensuring and enhancing Jewish identity and Jewish continuity.

Clearly, the Baltimore Jewish community has accomplished a great deal since the inception of its strategic planning process (see Appendix A for the envisioned four phases of strategic planning for Jewish education). In 1989, consistent with the mandate of the newly adopted Strategic Plan, the Commission on Jewish Education was created to assist in building a comprehensive, well-coordinated, community-wide Jewish educational system. The Commission, which replaced the Jewish Education Committee, was assigned two major roles:

- (1) to develop a specific Strategic Plan for Jewish Education in Baltimore by analyzing and determining:
  - A the magnitude of the needs for educational services under consideration;
  - B. the extent to which these needs were being met in quantity and quality; and
  - C. the methods by which available funds should be allocated to meet the needs.



- (2) to review and monitor the fiscal and programmatic direction of each Jewish education agency/program under its purview, as well as to recommend ASSOCIATED funding allocations for Jewish education within the annual budgeting process.

One of the Commission's first acts was the creation of a new Fund for Jewish Education, again consistent with the community's mandate to "increase funding for Jewish education" in the Strategic Plan. This Fund was officially established by THE ASSOCIATED Board of Directors in 1990, with an initial minimum fundraising goal of \$10 million, and has already advanced and allocated \$300,000 in each of the last three fiscal years to supplement resources brought to Jewish education from the annual campaign of THE ASSOCIATED.

In late 1990, to begin its comprehensive strategic planning process for Jewish education for the Baltimore Jewish community, the Commission created four subcommittees, each charged to formulate reports that ultimately would serve as the basis for a formal Strategic Plan for Jewish Education (see Appendix B for membership of the respective subcommittees). At the end of 1990, simultaneous strategic planning processes began, representing priority areas in Jewish education:

- Jewish Day School Education
- Congregational and Communal Religious School Education
- Higher Jewish Education
- Informal Jewish Education

From late 1990 through early 1993, each of the four subcommittees held an extensive series of meetings to:

1. gather and analyze information to understand the nature and scope of each functional area;
2. review and analyze current funding arrangements;
3. identify unmet educational needs;
4. assess whether current educational needs are being met;
5. determine whether the current "system" is cost effective;
6. develop recommendations.

Concluding in early 1993, the Commission integrated the distinct recommendations from each of the four subcommittees in the areas of:

- Personnel
- Programs
- Initiatives
- Special Populations



The study processes, study findings, and integrated recommendations of each of the four subcommittees can be found on pages 7 to 23 of this document.

In the fall of 1992, simultaneous with advanced phases of the subcommittees' study process, Baltimore received notice of its selection as one of three communities chosen by the Council on Initiatives in Jewish Education (CIJE) for its Lead Communities Project. The ultimate goal of the Project is to re-energize Jewish education throughout North America, and to demonstrate and validate successful approaches to Jewish education that can be found in and replicated by communities across the continent. Baltimore's selection launched an intensive three-to-five year experiment, in partnership with CIJE, toward producing a replicable model or models for providing top-quality Jewish education within an organized Jewish community.

As of July 1, 1993 the Commission will take major strides in moving forward the Baltimore community's Jewish education agenda. At that time THE ASSOCIATED will establish the new Center for the Advancement of Jewish Education (CAJE), which will enhance the federation's and the community's capacity to engage in a coordinated, comprehensive and community-wide approach to:

- Educational planning and service delivery;
- Budget and grants review; and
- Financial resource development for Jewish education.

One of the Center's primary responsibilities will be strategic planning implementation for the total Jewish educational community. To accomplish this goal, a senior Jewish educator/planner will be retained as Executive Director of CAJE to guide the Baltimore community through the challenging years ahead (see Appendix C for CAJE structural chart).

It is important to note that this document is not intended merely to describe the current state of Jewish education in the Baltimore community, but rather to pose the critical questions and challenges facing our community and either to suggest programmatic answers to those questions or to recommend processes and approaches by which new solutions can be fashioned and implemented.

In the course of the inquiries and deliberations of the Commission and its subcommittees, the following "definitions", "guiding principles", "questions" and "goals" emerged.

### **DEFINITIONS**

- Jewish education is critical in ensuring and enhancing Jewish continuity. Jewish continuity is defined as the transmission from generation to generation of the values of Judaism and a reaffirmation of the historic role of the Jewish people as a "holy people" and a "light unto the nations"; and the assertion of the



need to sustain our vital Jewish tradition, historically characterized by a sense of covenant and community, commandment and commitment to fellow Jews and to all mankind.

(Subcommittee on Jewish Continuity of the Commission on Synagogue/Federation Relations)

- Jewish education is a lifelong enterprise, spanning from one's birth through old age. Jewish children, adults, and families within our Baltimore community should be afforded maximal opportunity to experience a broad range of educational experiences at various life stages. Jewish education for North American Jews occurs along a broad timeline, most often not in a continuous series of participatory learning and Jewish communal involvement, but rather in a "start-stop-and-start" pattern interrupted by spans of many years. Therefore, our challenge as a Jewish community is to find and attract participants in our shared mission of enhancing Jewish identity and Jewish literacy, and to intensify and enrich the Jewish learning experiences for all members of our Jewish community as they move through our "Jewish educational system" at diverse stages in their lives.
- We also understand and accept the concept of a global Jewish education campus; that is, Jewish education takes place in day schools, yeshivot and congregational/communal religious schools, as well as in synagogues, JCC's, the home, retreat centers, summer camps, Israel, community meetings, and other "beyond the classroom" settings. At certain points in an individual's life, one form of educational/experiential activity might be more important or more attractive than another. Further, we acknowledge that certain types of education are more effectively imparted and experienced in a formal setting, while other types may be better suited to informal settings.
- Recommendation #1 in THE ASSOCIATED's Strategic Plan mandates that THE ASSOCIATED should establish priorities in terms of the needs of clients. They should focus not on the programs particular agencies operate, but rather on the services the various client groups need, regardless of which entity is to provide them. Consistent with this mandate, this Strategic Plan for Jewish Education must focus on the needs of client groups of all ages and at all life stages. The "client groups" we have identified and designated are: Children, Adolescents, College-Age Youth, Adults, and Families.

### **GUIDING PRINCIPLES**

- Based upon the 1990 CJF Jewish Population Study of North America and other demographic indicators, by and large, Jewish education services and programs are not sufficiently enhancing



the Jewish identity and/or Jewish literacy of the critical mass of Jews across North America.

- Jewish survival is not only dependent upon a strong sense of individual/personal Jewish identity and practice, but also belonging to and supporting a larger Jewish community.
- Jewish education is a major determinant of Jewish continuity and Jewish survival. Therefore, we can no longer continue with a "business as usual" approach. There is a need for new and more coordinated strategies across our "Jewish education system".
- One of the most critical principles to be communicated by our Baltimore and North American Jewish community is the profound and positive significance of Jewish life and communal commitment. We can no longer assume that all participants in any Jewish education program acknowledge this principle, emotionally or cognitively, personally or communally.
- The diversity of the Baltimore Jewish community reflects the many forms that Jewish commitment can take. It is a source of strength and must be preserved.

### **QUESTIONS**

In order to decide upon a strategic plan of action for the Baltimore community in the arena of Jewish education, we must answer the following central questions:

- What qualities define an active, committed Jewish community? What would such a community look like?
- How do we create and perpetuate those qualities?
- What qualitative and quantitative measures should be used to evaluate the successful creation and perpetuation of those qualities?

### **GOALS**

The goals of Jewish education in our community are to:

- Promote the broadest range of educational opportunities to all members of our Jewish community that will enhance the personal meaning they derive from being Jewish.
- Encourage and assist every one of our community members to enter and remain involved (with as little interruption and for as long as possible) in Jewish life and learning.



- Enable the effective interaction of formal and informal teaching and learning for people of all ages.
- Coordinate the component parts of our "Jewish education system" toward maximizing the participation and enhancing the Jewish knowledge and commitment of all members of our community.
- Stimulate and sustain institutional and systemic change, wherever necessary, to vitalize our Jewish community and the Jewish people.
- Incorporate as a first component of the implementation of our Strategic Plan for Jewish Education a mechanism, timetable and budget for ongoing monitoring and evaluation of the achievement of the qualities noted above. This must include clear benchmarks along a multi-year course. Accountability for the funding of all programs will be based upon formal measurement of stated desired outcomes.

### STUDY PROCESS

Following is a more detailed analysis of each subcommittee's study process, describing the research and information gathering stage which formed the foundation for their individual planning processes:

#### I. SUBCOMMITTEE ON CONGREGATIONAL AND COMMUNAL RELIGIOUS SCHOOL EDUCATION

- The first phase of the study process involved research and information gathering via the design and administration of an educational needs questionnaire, fiscal profile questionnaire and follow-up interviews.
- The educational needs instruments which were administered to 15 elementary and high school principals (79%) and 12 early childhood education directors (85%) consisted of a series of questions relating to the "levels of need" of service and programs being provided to the school by the Board of Jewish Education or through other sources.
- The fiscal profile questionnaires which consisted of questions relating to school expenditures and income were completed by 8 early childhood educational institutions (57%) and 15 elementary/high schools (79%).
- Group interviews were conducted by the Subcommittee with Rabbinic, lay and professional educational leadership in order to validate questionnaire responses. Follow-up interviews with



teacher representatives were conducted by staff. The interviews also afforded members of the Subcommittee with the opportunity to engage educational leadership in an open dialogue regarding the educational needs of their respective institutions, as well as the educational challenges they face over the next three to five years.

- All responses to the survey instruments and interview questions were analyzed by staff and presented to the Subcommittee for review, interpretation and deliberation.
- Phase two of the study process involved the formation of an eight-member Committee on Educational Goals and Objectives.
- The mandate of the Committee was to identify specific educational goals and objectives within the Greater Baltimore area congregational and communal religious school system. The Committee addressed this challenge by:
  - 1) defining Jewish attitudes and Jewish involvement we want our children to exhibit during adulthood; and
  - 2) determining the educational goals and objectives schools should achieve over the next 5-10 years.
- The full Subcommittee completed its work and received approval by the Commission on Jewish Education October 30, 1991.

## II. SUBCOMMITTEE ON JEWISH DAY SCHOOL EDUCATION

- At the very outset of its deliberations, the Subcommittee on Jewish Day School Education determined:
  - Areas and/or activities to examine
  - Data gathering procedures and instruments to collect the facts needed to make informed decisions. The data included enrollment figures (current and projected), personnel requirements, programmatic expenses, and other costs of providing education services.
- At the start of calendar year 1991, the research and information-gathering stage began. This formed the foundation of the Subcommittee's strategic planning process, providing both qualitative and quantitative data. In order to better understand and interpret the data and to conduct more thorough and intensive inquiry into the shaping of recommendations, the Subcommittee created three task forces: the Task Force on Fiscal Needs; the Task Force on Professional Needs; and the Task Force on Student Needs. The discussion and deliberations of these task forces focused on four areas within the Jewish Day Schools:



- (1) Education Professionals
- (2) Students
- (3) Families
- (4) The Schools Themselves

- The full Subcommittee report was received and approved by the Commission on October 30, 1991.

### III. SUBCOMMITTEE ON INFORMAL JEWISH EDUCATION

- The Subcommittee on Informal Jewish Education invited each ASSOCIATED agency which provides informal Jewish education programming to appoint a representative to serve on the Subcommittee (BJC, BJE, BHU, JCC, JFS, JHS) and selected, in addition, six at-large representatives. For the purposes of its work, materials pertinent to the topic were distributed. The Committee met on nine different occasions, between November 1990 and July 1991. Meetings focused on the challenges involved in formulating a definition of informal Jewish education and in delineating the issues, goals, and objectives. Meetings were devoted to the exploration of informal programs currently being offered and an assessment of what programs should be offered in the area of informal Jewish education to better meet the needs identified for the future. The report of the Subcommittee was submitted to and approved by the Commission on Jewish Education on October 30, 1991.

### IV. SUBCOMMITTEE ON JEWISH HIGHER EDUCATION

- The Subcommittee on Jewish Higher Education engaged Ukeles Associates, Inc., a consulting firm based in New York City, to consult with the Subcommittee and assist in its mandate of impartially assessing the communal needs for higher Jewish education in Baltimore and the extent to which the needs are being met.
- Ukeles Associates conducted a community-wide needs analysis to provide a common base of information on the higher Jewish education population, consumer preferences, current higher Jewish education offerings within the community, and use of existing programs.

Both quantitative and qualitative research methods were used including:

- 26 key informant interviews with lay leaders; communal service professionals; senior educators; university professors and administrators; and religious leaders.
- 6 focus groups with a total of 47 participants. Participants were selected to represent a spectrum of the higher Jewish



education population -- those currently involved in higher Jewish education, and those with potential needs for higher Jewish education. The groups included: communal professionals; day school teachers; day school principals; congregational school principals and rabbis; lay leaders; and adult learners. Group ranged in size from 4 to 15 participants.

- a survey of 408 BHU students in a detailed questionnaire administered over a 3-week period.
- analysis of data from the 1985 Baltimore Jewish Population Study and User Study.
- numerous telephone interviews with providers of higher Jewish education both within the Baltimore Jewish community and in the general community.
- analysis of data and information from 11 previous studies completed by Ukeles Associates in Jewish education.
- The report of the Subcommittee was submitted to and approved by the Commission on Jewish Education on April 2, 1993.

### STUDY FINDINGS

#### I. CONGREGATIONAL AND COMMUNAL RELIGIOUS SCHOOLS EDUCATION

##### PUPIL ENROLLMENT TRENDS

- The total number of pupils enrolled in BJE-affiliated and associated schools as of Fall 1990 is 6,614 -- representing an increase of 10.3% over 1989-90.
- In Baltimore City and County:
  - Pre-School enrollment increased by 19.2%
  - One-day-a-week programs increased by 7.7%
  - Two-day-a-week programs increased by 10.7%
  - Three-day-a-week programs increased by 2.3%
- In the outlying counties (Anne Arundel, Carroll, Frederick and Howard), enrollment increased by 16.0%. Enrollment in these counties represents 18.2% of the total pupil enrollment.
- A ten-year analysis (1980-81 to 1990-91) of pupil enrollment in Baltimore City and County is indicated as follows:



- In Baltimore City and Baltimore County, the total enrollment increased by 27.9%.
- In the outlying counties, the total enrollment increased by 142.6%.
- With regard to intensity, the percentage change in the days-per-week a student is exposed to supplementary schooling in 1990-91 compared to 1980-81 is as follows:
  - Three day-a-week program: -29.9%
  - Two-day-a-week program: +102.0%
  - One-day-a-week program: +25.1%
- The aggregate enrollment in all Pre-School programs between 1980-81 and 1990-91 increased by 118.8%. Enrollment in Pre-School programs represents 28.8% of the total pupil enrollment.

### TEACHER SALARIES

- A total of 164 teachers employed by congregational schools on the elementary and secondary education levels and 147 teachers employed by early childhood education programs were surveyed (as of Fall, 1990).
- The following are highlights of salary levels of the teacher workforce employed by congregational and communal religious schools:

<u>Teaching Hours</u>	<u># Of Teachers</u>	<u>Average Salary (mean)</u>
12	19	\$12,360
6	39	5,328
5	7	4,255
4	26	3,236
3	52	1,947
2.5	21	1,537

- The following is the salary highlight for Early Childhood Education teachers:

<u>Days Per Week</u>	<u># Of Teachers</u>	<u>Average Salary (mean)</u>
5 half days	58	5,600
5 full days	89	10,920

## FINANCES

- Average total school expenditures for elementary/high school programs is \$200,544.
- Average total school income is \$120,476.
- Average total school surplus/deficit is \$55,724.
- Average tuition income is \$114,134. Tuition represents 57.6% of total income.
- Average tuition/fees for elementary/high school programs is \$575; for early childhood programs average tuition is \$2,987.
- Average per pupil cost for elementary/high school programs is \$658. The Jewish Education Service of North America reported a national average per pupil cost of \$660.
- For early childhood programs, the average per pupil cost is \$2,859.

## EDUCATIONAL NEEDS

The following is a summary analysis of responses to open ended questions which were asked of each respondent.

### ELEMENTARY/HIGH SCHOOL PROGRAMS

- The five (5) services/programs considered most valuable:
  - Resource Center
  - In-Service (Teachers)
  - Teacher Recruitment/Placement
  - Special Needs
  - In-Classroom Consultation
- Essential service(s) which school requires, but is not being offered by the community:
  - Informal and Family Education Programs and Resources
  - Secondary Education Consultation and Programming
- Three major educational challenges facing the school over the next five years:
  - Family/Parent Education and Involvement
  - Enhancing Teacher Compensation and Staff Recruitment, Retention and Development
  - Pupil Recruitment



## EARLY CHILDHOOD PROGRAMS

- The five (5) services/programs considered most valuable:
  - Resource Center
  - In-Service (Teachers)
  - In-Service (Principals)
  - In-Classroom Consultation
  - Teacher Salary Scale
- Essential service(s) which school requires, but is not being offered by the community:
  - Special Needs Services
  - Capitation Funding
  - Benefits for Educators
- Four major educational challenges facing the school over the next five years:
  - Children with Special Needs
  - Family Programming
  - Qualified Personnel
  - Intermarried Couples

## II. JEWISH DAY SCHOOL EDUCATION

The following major findings relate to the Jewish day schools in Baltimore (as of June 30, 1990):

- The total number of students enrolled in Baltimore's Jewish Day Schools has grown from roughly 2,380 in the 1985-86 school year to 3,300 in the 1990-91 school year, nearly a 40% increase in that five-year period. Even more dramatic growth is projected for the next five-year period.
- The teacher salaries and benefits represent approximately 70% of total Day School expenses.
- Net tuition underwrites approximately 46% of total Day School expenses.
- Fundraising and contributions underwrite approximately 33% of total Day School expenses.
- THE ASSOCIATED annual allocation underwrites approximately 5% of total Day School expenses.



- Jewish Day Schools are generating an aggregate \$1.5-\$2 million deficit each year, representing approximately 15% of total Day School expenses. This aggregate deficit is increasing on an annual basis.
- The total debt of our local Day School system, including capital loans, is in excess of \$8 million.
- Teacher salaries in our local Jewish Day Schools are approximately 20%-25% below salaries for similar positions in AIMS (Association of Independent Maryland Schools) schools and are 30%-35% below salaries for similar positions in the Baltimore County Public Schools.
- Benefit packages offered by Jewish Day Schools are substantially below those of the AIMS schools and of the Baltimore County Public Schools.

These data lead to the following general conclusions regarding education professionals, students, families and day schools themselves.

#### EDUCATION PROFESSIONALS

The success of Jewish education depends on the quality of its personnel, both in the classroom and beyond the classroom. Locally and nationally, there is a severe shortage of qualified Jewish educators in every area of Jewish education. Consistent with the findings of every recent national and international study in Jewish education, personnel issues must be considered as a clear priority for addressing critical needs in Jewish education. Therefore, as a community, we must assist in building a profession of Jewish education.

#### STUDENTS

The student body of Baltimore's Jewish Day Schools is reflective of the Baltimore Jewish community as a whole. It includes children from families whose levels of ritual observance and economic strata cover the entire range of the larger Jewish community in Baltimore. Similarly, the abilities of the students themselves are diverse, representing varied levels of aptitude, talent, and achievement. The Day School students are typified by high commitment to learning, both Judaic and general studies and by a profound desire for enhancing and intensifying their personal sense of Jewish identity and of Jewish community.

Special needs education programs are -- and should continue to be -- an integral part of the Jewish Day School curriculum. Special learning needs programs include those programs that serve learning disabled, developmentally and/or physically disabled, as well as gifted/talented students.



Recent years have presented the American Jewish community with the historic opportunity and challenge of resettling Soviet Jewish newcomers. The responsibility for acculturating these new immigrants not only to America, but also to Judaism and to the Jewish community is a shared one, jointly undertaken by the larger Jewish community in Baltimore and the Day Schools. These new immigrant students have many of the same needs as non-immigrant students within the Day Schools, but the educational process is a more intensive one for them. It is the role of the Jewish community and of the Day Schools to provide a meaningful and successful program of Jewish acculturation for these new immigrant students, so that they will become knowledgeable, positively identified and affiliated Jews.

### FAMILIES

The families who enroll their children in Baltimore's Jewish Day Schools express their deep commitment to Judaism and to the Jewish people through the disproportionate allocation of their time, money and support to the Day Schools. These families have dedicated themselves to creating a Jewishly knowledgeable next generation of Jewish participants, educators, and communal leaders.

Nationwide experience in setting tuition levels charged to families has demonstrated that only a portion of higher tuition payments will result in additional cash flow to the schools. This is largely because increases in tuition rates trigger increased scholarship requests. In fact, the net tuition received by the day schools historically has increased only by the annual rate of inflation. Baltimore's day schools require families to fully document their financial needs before awarding tuition assistance and have thus maximized family financial responsibility in paying for their children's Jewish education.

Families with limited financial resources and/or new immigrant families and/or families with multiple children enrolled in the Jewish Day Schools require special consideration in paying tuition costs for their children.

### THE DAY SCHOOLS

The Day Schools themselves demonstrate an enormous commitment to enhancing Jewish education and to ensuring a vibrant Jewish future in Baltimore as well as in other communities throughout the Jewish world. This commitment is manifested in the major costs incurred and underwritten by the day schools in the course of their annual operations. Among these are the costs of constructing and maintaining their physical plants, administrative structures, and a cadre of qualified teachers in both the general studies and Judaic studies.



### III. INFORMAL JEWISH EDUCATION

Jewish education involves both formal and informal educational components, and opportunities should be sought to fuse the two. Informal education describes both a methodology and a setting. However, method and setting are not mutually exclusive; that is, formal Jewish education settings (schools) are increasingly using informal methods, and informal settings (JCC, youth groups, camps) are increasingly using formal methods. Such a synthesis makes for more effective Jewish education.

In every community there must be cooperation between the various agencies that are potential providers of formal and informal education. Personnel should be trained to move from one sphere to another. In fact, the community needs both informal and formal Jewish education experiences if it wishes to foster Jewish identity. Education should be viewed as a process during which a person may be in school at one time, in camp another time, attending a weekend retreat at a third time, and participating on a trip to Israel at a fourth time.

At certain points in an individual's life, one form of activity might be more important than another. Further, we must acknowledge that certain types of education are better imparted in one setting, and others in different settings. One of the primary aims for the community should be the closer integration and interaction of formal and informal education across the full spectrum of age groups. Children, adults, and families should have the opportunity to move through a range of experiences at various life stages.

Four priority "target populations" within the Baltimore Jewish community were identified in order to achieve this goal. They are: young families, college age youth, singles, and adults of all ages.

Young families can best be reached through "gateway" institutions such as synagogues and JCC's. The goal is to establish relationships with young families during the impressionable parenting years as they belong to or pass through community institutions, and to use family education and other informal Jewish education activities to strengthen the family's Jewish commitment.

College presents one of the few times when Jewish youth are concentrated in one geographic area and when young adults are searching for and exploring their Jewish identity. Research has shown that in addition to positive adolescent experiences (camping, youth groups) and the observance of rituals in the home, the experiences during college years have a powerful influence on future involvement of young Jews. Recent demographic data reveal that Baltimore is a center for Jewish college students, both from Baltimore and other communities. It is estimated that there are as many as 11,000 undergraduate and graduate students studying in Baltimore (including the University of Maryland, College Park.) This underscores the need or the Jewish community to strengthen its work with Jewish students on campus.



The needs of singles in Baltimore who wish to re-enter the community after their college years must also be addressed. Many, if not most, Jewish singles want to be involved in the organized Jewish community as participants in its services and functions. However, many Jewish singles feel alienated from the mainstream of Jewish life because of its emphasis on intact nuclear families. It is also worth noting that singles indicate a strong interest in programs held in more informal, non-institutional settings. This underscores the tremendous need for a coordinated programming effort that in effect should be addressed to singles of all ages, whose numbers represent 1/3 of the Jewish adult population in Baltimore.

As Baltimore Jewry ages, we must seek new ways of advancing the Jewish education not only of children, but of adults as well. Education can no longer be reserved for the early years of life. Ornstein (1981) suggests that "in line with the growing complexity of society and the corresponding need for people to have access to a greater variety of educational resources at differing stages of their lives, education will continue to become more a life long process." We must be involved in building a broader, more diversified learning network to serve the evolving needs of all segments of the population, from young children to the most senior members of our Jewish community.

#### IV. JEWISH HIGHER EDUCATION

##### ADULT LEARNERS

- The participation of younger people in higher Jewish education -- college students, singles and parents of young children is lower than that of older population groups -- empty nesters and older persons. This gap is of particular concern given the communal apprehension about Jewish continuity.
- BHU is regarded as the most serious of the Jewish studies programs in Baltimore, even by those who do not attend BHU. The courses offered by the Adult Institute are, in general, not regarded as academically serious. The popularity of this program as well as the Etz Chaim program suggest, however that there is a need in the community for diverse levels of Jewish learning.
- Orthodox Jews enroll in BHU courses in proportion to their presence in the Baltimore population (20% versus 19% -- see Appendix 11). Modern Orthodox Jews are a viable target market for community supported higher learning.
- The dramatic growth of BHU's Elderhostel program (attracting outsiders) suggests the probable existence of a local market for this type of programming for older persons in Baltimore.



- In general, information on what higher Jewish education courses are being offered throughout Baltimore is inadequate.
- Former Soviet Republic immigrants are strongly interested in job market related education (e.g., an Associate degree in accounting or early childhood education), which may or may not have a Jewish relationship.
- There is substantial concern in the community about the need to educate inter-married couples about Judaism.

#### JEWISH EDUCATORS

- There are a large number of new teaching positions in Jewish subjects every year -- 79 full-time and 61 part-time new teachers hired annually, there may, therefore, be sufficient need for a per-service degree program in Jewish education.
- A very large portion of congregational teachers (approximately 60%) have received in-service training through the Joint Commission program. However, there are some concerns about the quality of the program's offerings, and whether the right courses are being offered.
- In contrast to the in-service training of congregational teachers, there is very little in-service training for day school educators and early childhood teachers.
- The community has not actively recruited outstanding, charismatic Jewish educators.
- Senior educators (in day schools and supplementary schools) would like more opportunities for their own professional development.

#### LAY LEADERS

- There is growing recognition of the importance of Jewish learning to effective lay leadership.
- Few lay leaders in Baltimore receive leadership training with intensive Jewish content.
- Many lay leaders are pursuing higher Jewish education on their own (at BHU and in other settings).
- The community needs its own intensive Jewish content program for lay leaders.



- Jewish content needs to be introduced into existing training programs such as the Associated's program of Human Resource Development (HRD).
- Jewish content needs to be introduced into communal decision-making settings (e.g. post-meeting or pre-meeting learning sessions).

### COMMUNAL PROFESSIONALS

- Most communal service professionals want to know more about Judaism for personal as well as professional reasons.
- Their first immediate concern to improve their Jewish professional effectiveness is learning about Jewish communal services.
- Few agencies provide their professionals with in-service opportunities to learn about Jewish topics. Few agencies have the resources or sense of priority to see that their Jewish professionals are educated Jewishly.
- The BIJCS program serves very few people, and there are concerns about program management. The program has declined in its visibility and possibly in its quality.
- The relative proportion of community resources being directed to pre-service education for Jewish communal service professionals (e.g., BIJCS) is considerably higher than that being directed to in-service education for this group.

### RECOMMENDATIONS

The directional recommendations that follow were developed by each of the four Subcommittees and are divided into three categories - Personnel, Educational Programs/Initiatives and Special Populations.

The constituencies which are impacted by these recommendations encompass the complete life-span from early childhood through adulthood, including families. Moreover, the numbers assigned to each recommendation are indicated for identification purposes only and are not reported in order of priority.

### PERSONNEL

1. Increase teacher salaries and enhance benefits
2. Develop and utilize professional growth opportunities for in-service training of teachers and principals via classes, credit courses workshops, seminars and educational experiences on the local, national and international level



3. Develop and establish an intensive recruitment program to identify potential teachers and educators and monitor and assist them with their educational training and ultimate placement within a school
4. Provide teachers/educators with incentive grants in order to encourage and reward excellence
5. Create more full-time teaching positions in order to make the field of Jewish education a primary vocational focus
6. Enhance community recognition of teachers to express esteem and to elevate the status of teachers in the community
7. Investigate the feasibility of establishing a community-wide or school-based daycare program for children of teachers
8. Provide more intensive educational consultation services to teachers
9. Develop a degree program for full-time professional Jewish educators
10. Develop in-service Jewish education for Jewish communal professionals
11. Develop in-service education for senior educators
12. Improve the degree program for Jewish communal professionals
13. Develop a program in pre-service (non-degree) for new congregational teachers
14. Develop a pre-service training program for senior educators

#### EDUCATIONAL PROGRAMS/INITIATIVES

15. Assist in making possible Educational Experiences in Israel including funding for pre and post-trip educational program; establish an endowment fund for Israel Trip experiences
16. Develop a comprehensive outreach campaign to marginally affiliated populations who are not currently participating in existing Jewish institutions and their programs
17. Commit funds on a multi-year basis in order to ensure the long-term viability of programs
18. Increase staff and program resources on college campuses in the Baltimore area in a coordinated manner
19. Provide consultative services from THE ASSOCIATED to schools in financial resource development to assist in areas of capital needs, endowment development, fiscal planning and grantsmanship



20. Continue to provide financial support for the day schools' operating needs
21. Encourage interagency collaborative projects with synagogues participating as full partners especially in community-wide events
22. Implement effective models for Jewish Family Education
23. Enhancement of Resource Center in order to provide more intensive educational consultation and services to the community
24. Establish an informational resource whose role would be to: a) identify gaps in the educational system and advocate for the development of new programs; b) serve as a community resource for available programs/services and enhance the Jewish component of programs; and c) identify opportunities for interagency collaboration on programming and reducing possible duplication
25. Utilize marketing resources of THE ASSOCIATED to determine needs of various population groups and to inform people about available programs
26. Increase capitation grants to day schools based upon number of students enrolled in the school
27. Expand Resource Center materials to include greater variety of educational resource material as well as a resource bank of personnel in specialized areas
28. Provide schools with ongoing information and data regarding effective educational models which have the potential for replication in school settings
29. Investigate feasibility for providing students with a community-wide school transportation system
30. Develop recognition/incentives to stimulate academic excellence of students
31. Provide more intensive guidance and assistance to schools in the areas of program planning and development
32. Ensure the transition of pupils from preschool programs to elementary school
33. Assist principals in developing measures of accountability for their congregational schools
34. Offer new ventures and experiments in adult education



35. Focus curriculum service program on the specific needs of each congregational school
36. Provide ongoing analysis of congregational school-based educational needs
37. Explore various educational formats and methodologies in order to successfully implement the goals and objectives suggested in the Report of the Subcommittee on Congregational/Communal Religious School Education
38. Organize, market and coordinate all programs for Jewish singles.
39. Assist schools in the critical areas of experiential and informal Jewish educational programming.
40. Provide schools with more up-to-date and state-of-the-art material relevant to their individual curricular needs
41. Expand continuing higher Jewish education for parents of young children
42. Develop continuing Jewish education for lay leadership
43. Expand non-degree higher Jewish education for singles
44. Develop a pilot program in continuing higher Jewish education for mixed married couples
45. Maintain Jewish Studies degree option for adult learners
46. Enrich the Jewish content of informal programs for college-age youth
47. Provide better information on opportunities for higher Jewish education
48. Maintain non-degree courses targeted to empty nesters
49. Maintain non-degree courses targeted to older persons

#### SPECIAL POPULATIONS

50. Increase scholarship and loan funds available, enabling students from families with limited financial resources and/or families with multiple children to experience Jewish education programs of their choice.
51. Meet the needs of children with special educational needs by: a) enhancing the quality and scope of services; b) strengthening community advocacy for special learning needs; and c) encouraging interschool sharing of information and coordination of programs.



52. Increase funding for immigrant support services
53. Improve higher Jewish education for Soviet immigrants (degree and non-degree)

## **IMPLEMENTATION**

If adopted by the Executive Committee and Board of THE ASSOCIATED, the recommendations we propose in this Report will set a new course for the community. They will establish a direction in which THE ASSOCIATED and the community should move. But by themselves they will change nothing. Putting these numerous recommendations into concrete proposals will be a lengthy and complex task.

As noted earlier, with the establishment of THE ASSOCIATED's Center for the Advancement of Jewish Education, effective July 1, 1993, the Commission on Jewish Education and its Task Forces relating to Educational Planning and Service Delivery will engage in a comprehensive Strategic Planning implementation process. This process, which will transform directional recommendations into action recommendations, will involve an intensive and extensive deliberation process with representation from all constituency groups and service delivery institutions.

**Start fast.** In any set of organizations as complex and as successful as THE ASSOCIATED and its service agencies, inertia is pronounced. If no changes take place for some months after the approval of our report, it will be widely assumed that no substantial change will actually occur. Momentum will be lost and may never be fully regained. It is important, therefore, that the Commission move energetically and promptly to begin the processes of change.

**Move deliberately.** It is a corollary and not a contradiction of a rapid start that the pace of change thereafter can be deliberate. Though many of our recommendations can be readily implemented, others are ambitious or difficult. Their full accomplishment will take time. Though THE ASSOCIATED must quickly demonstrate it is serious about putting them into effect, it need not force the pace, once begun. The test of success will not be the speed with which change is made; it will be the effectiveness of the new arrangements and the breadth of their acceptance.

**Delegate and consult.** This Report assigns many tasks to the Commission on Jewish Education. If work on all tasks is to begin promptly, the Commission will have to form subordinate bodies and assign them considerable authority. Our recommendations can be viewed as falling into essentially three areas: Personnel, Programs and Initiatives and Special Populations. The Commission will form three Task Forces, one for each of these areas.

It is important that persons from affected agencies and institutions outside THE ASSOCIATED be involved in the work of such Task Forces. They should be



asked not to redebate questions of "whether", but rather to advise and participate in decisions about "how". On "how" questions, their views should be accorded great weight.

**Supply the required resources.** The professional staff of THE ASSOCIATED has shown a remarkable ability to staff the strategic planning process while carrying out all its other duties. It will do the same in implementation. But actually accomplishing change is often detailed, sensitive and time-consuming work. With a full-time professional, who will serve as Executive Director of the Center, together with Planning and Budgeting staff, we are most confident that our proposed Strategic Planning implementation process will go forward in a timely, effective and efficient manner.

**Continue the work.** Strategic planning is not an act; it is a process. All plans need periodic updating and revision. One implementing task will be to set a schedule for implementation and to incorporate the recommendations in the community's future plans.





**"TOWARD THE YEAR 2000"— A STRATEGIC PLAN FOR JEWISH EDUCATION**

Phase I: Summer 1989 - Spring 1990

- "Building a Stronger Community/Toward the Year 2000"
- Establishment of the Commission on Jewish Education
- Creation of the Fund for Jewish Education

Phase II: Fall 1991 - Spring 1993

- Conceptualization of a Strategic Plan for Jewish Education:
  - Data collection and analysis (via four subcommittee study processes)
  - Identification of guiding principles, core issues, and priority needs
  - Development of "directional recommendations" (i.e., specific recommendations to increase, decrease, maintain, create or redesign programs and/or policies impacting the allocation of financial and human resources)
  - Design for future implementation

Phase III: Summer 1993 - Spring 1994

- Establishment of Center for the Advancement of Jewish Education
- Determination of communal goals
- Development and prioritization of "action recommendations" (i.e., specific recommendations regarding how, when, and with what funds the proposed new programs and/or policies should be implemented)

Phase IV: FY95 and Beyond

- Implementation of "action recommendations"
- Evaluation of impact of "action recommendations"
- Ongoing review of communal goals and priorities



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