



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

Subseries 3: Lead Communities, 1988–1997.

Box
35

Folder
12

Milwaukee, Wis. Lead Community Initiative Steering Committee,
January 1995.

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

CJJE's Role in Steer. Committee

- ① - ~~As a Resource~~ As a Resource ⁱⁿ the merits of a Master's Degree Program - raise questions clarify HEAD concepts during discussion
- ~~From Committee~~ ^{Proposed} Agenda
- ~~and~~
- ~~Alan~~ Alan

- ② - Developing a Monitoring - Evaluation Model for Initiatives with CJJE Assistance

- ③ Milw - CJJE possible future initiatives
- ~~Not~~ Included is draft of Steer Comm. Agenda.
- ~~Meeting~~



FAX
Send to CJJE

FOR: ALAN
FROM: HAIL
RE: MILWAUKEE
1/23/95

LEAD COMMUNITY INITIATIVES

Steering Committee Meeting
January 23, 1995

ANNOTATED AGENDA

I. Welcome / Introduction - Ground rules - listen for information not to be
CJFE's contribution. future

II. Dvar Torah

III. Introduction - The review process

- Assume all initiatives are fundable; review and recommendation will be based on merit.
- Explain the review stages.
- Explain the review worksheet.
- Explain LCI criteria.

6:30 - 8:00 IV. Proposal presentations

- Day High School (feasibility study) - Claudia Cohen
- M.A. Program - Susie Jona
- Family Education - Eve Joan Zucher
- Supplemental High School - Mike Morgan
- Informal Jewish Education - Rick Marcus

Presentation steps:

A. Oral presentation.

Each presenter will have 5 minutes to present the proposal.

B. Questions/additional information.

After each presentation, a 10 minute period will be allotted for questions regarding the clarity of the proposal.

Explain to the committee that the discussion of the merit of the proposal will be held after completion of all 5 presentations.

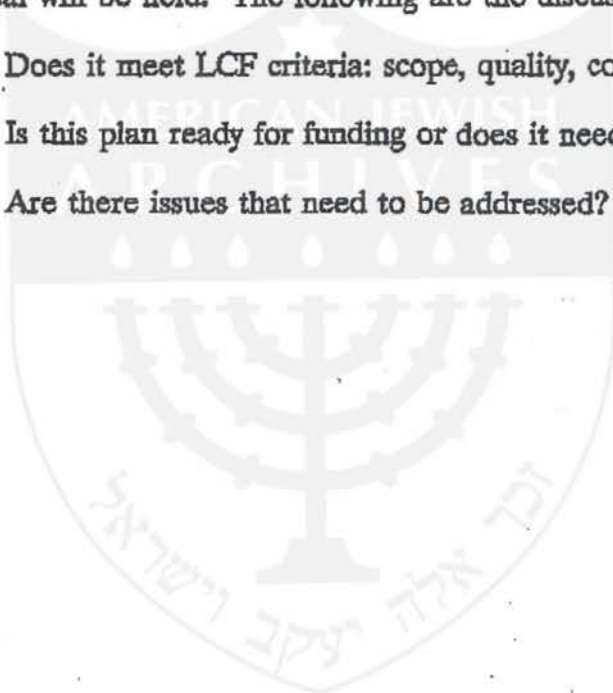
C. Responding to the review form.

Each member will complete the review form for the corresponding proposal. (2-3 min).

D. Discussion.

Upon completion of all 5 presentations, a discussion of the merit of each proposal will be held. The following are the discussion lead questions:

- Does it meet LCF criteria: scope, quality, content?
- Is this plan ready for funding or does it need more work?
- Are there issues that need to be addressed?





Commission Co-Chairs

Jane Gellman
Louise Stein

Project Director

Dr. Ruth Cohen

LEAD COMMUNITY INITIATIVES

**Steering Committee Meeting
January 23, 1995**

AGENDA

- I. Welcome
- II. Dvar Torah
- III. Introduction
- IV. Proposal presentations

LEAD COMMUNITY INITIATIVES

**Steering Committee Meeting
January 23, 1995**

PROPOSAL REVIEW FORM

Proposal Name Supplementary High School

I. Please rank this proposal on the following aspects: (1 = minimal 5 = maximum)

1. How does it respond to LCI strategy?	1	2	3	4	5
2. How does it fit community priorities?	1	2	3	4	5
3. How does it fulfill LCI criteria of					
Scope	1	2	3	4	5
Content	1	2	3	4	5
Quality	1	2	3	4	5

II. Check your initial assessment:

Needs more information/refinement

Ready for submittal

Does not meet stated criteria

LEAD COMMUNITY INITIATIVES

**Steering Committee Meeting
January 23, 1995**

PROPOSAL REVIEW FORM

Proposal Name FAMILY EDUCATION

I. Please rank this proposal on the following aspects: (1 = minimal 5 = maximum)

1.	How does it respond to LCI strategy?	1	2	3	4	5
2.	How does it fit community priorities?	1	2	3	4	5
3.	How does it fulfill LCI criteria of					
	Scope	1	2	3	4	5
	Content	1	2	3	4	5
	Quality	1	2	3	4	5

II. Check your initial assessment:

Needs more information/refinement

Ready for submittal

Does not meet stated criteria

✓
X
?

LEAD COMMUNITY INITIATIVES

**Steering Committee Meeting
January 23, 1995**

PROPOSAL REVIEW FORM

Proposal Name May High School

I. Please rank this proposal on the following aspects: (1 = minimal 5 = maximum)

1.	How does it respond to LCI strategy?	1	2	3	4	5
2.	How does it fit community priorities?	1	2	3	4	5
3.	How does it fulfill LCI criteria of					
	Scope	1	2	3	4	5
	Content	1	2	3	4	5
	Quality	1	2	3	4	5

II. Check your initial assessment:

Needs more information/refinement

Ready for submittal

Does not meet stated criteria

LEAD COMMUNITY INITIATIVES

**Steering Committee Meeting
January 23, 1995**

PROPOSAL REVIEW FORM

Proposal Name LONG DISTANCE W.A.

I. Please rank this proposal on the following aspects: (1 = minimal 5 = maximum)

1. How does it respond to LCI strategy?	1	2	3	4	5
2. How does it fit community priorities?	1	2	3	4	5
3. How does it fulfill LCI criteria of					
Scope	1	2	3	4	5
Content	1	2	3	4	5
Quality	1	2	3	4	5

II. Check your initial assessment:

Needs more information/refinement

X

Ready for submittal

✓

Does not meet stated criteria

X

FACTS SHEET

CRITICAL COMMUNITY ISSUES

MJF Priorities 1994-95

1. To Increase effectiveness of formal and informal Jewish education.
2. To increase recruitment, training and retention of qualified personnel for Jewish education .
3. To increase identification among Jewish teenagers and college students.

LCI Leadership Agenda 1994-95

1. Formal and informal Jewish education programs for teens.
2. Development of the profession of Jewish education.
3. Develop funding for Jewish education.
4. Organize/Coordinate adult education programs.
5. Opportunities for family Jewish education.
6. Encourage institutions to set and evaluate goals.

Major Findings of the Teachers 1994-95

1. Teachers are dedicated, committed and a stable teaching force.
2. Work in Jewish education is overwhelming part-time.
3. Majority of teachers lack collegiate or professional training in Jewish studies or Jewish education.
4. Inservice training for both day school teachers and supplementary teachers falls far short of commonly accepted standards for educators.
5. Many teachers (even full time) are not offered health and pension benefits.

SCOPE

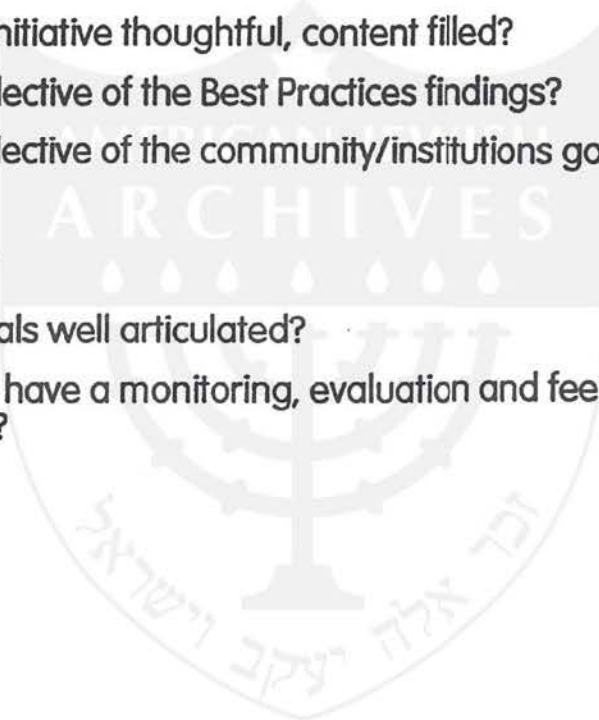
- Does it affect most of the people across the community?
- Does it cover major institutions?
- Will it lead to long lasting change?

CONTENT

- Is the initiative thoughtful, content filled?
- Is it reflective of the Best Practices findings?
- Is it reflective of the community/institutions goals?

QUALITY

- Are goals well articulated?
- Does it have a monitoring, evaluation and feedback component built in?



ABSTRACT

TITLE: TEEN - INFORMAL EDUCATION

DESCRIPTION: This is a recommendation for establishing a series of initiatives designed to reach out to Jewish teens and provide opportunities for them to interact and be involved in informal Jewish education. It includes the following components:

1. The creation of a "Teen Space" that would be exclusively for them and provide a focal point for gatherings, classes, workshops or socialization.
2. A system for communicating with teens all programs and services which are available for them in the community.
3. The development of a council of teens and staff for the purpose of coordinated planning, collaborative efforts and giving guidance to the teen space.

**TOTAL GRANT
REQUEST:**

\$32,405

**SUMMARY OF
INFORMAL JEWISH EDUCATION**

STRATEGY:

We will design and market a range of linked formal and informal Jewish educational programs that will engage the energies of teens, including but not limited to:

Innovative day and/or ~~supplementary high school~~, Israel programs, camping, socializing, family retreats, community service, and other informal experiences.

Does not have conflict with

*his supplementary high school
proposal?*

OBJECTIVES:

1. To develop a staffed community "teen space" where teens can congregate on a drop by basis for recreation, attend classes, activities and special events as well as be available for planned programs and events.
2. To create a council of youth serving organizations for the purpose of information sharing, program education development, and coordinated planning.
3. To implement and operate a communication system so that teens are informed about all current programs and services available to them through Federation agencies, synagogues and other Jewish organizations.

ACTION STEPS

Action Plan #1

Objective 1: Develop Community Teen Place

#	Action Step (number each one)	Assigned to:	Starting Date:	Due Date:	Completed Date:
1.	Advertise, interview and hire a "teen space" director.				
2.	Get recommendations from the teen council on what would be needed in the "teen space" to make the ambiance, set-up, etc. attractive to the teen population.				
3.	Develop programs with teen council (See objective), synagogues, and other organization such as: A. Drop in Center B. Computer networking center C. Housing Judiac education study groups and classes D. Special Judaic workshops, seminars, life cycle events and holiday programs E. Social programs F. Night club/coffee house				
4.	House communication system				
5.	House database of teens				

ACTION STEPS

ACTION PLAN #2

Objective 2: Create council of youth serving organizations ✓

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify all groups who provide programs or services to youth.				
2.	Invite organizations to send one staff and one youth to represent their organization.				
3.	Develop guidelines for the council including frequency of meetings, goals, rotating chairs, etc.				
4.	Develop incentives for organizations to participate. A. \$3,000 will be allocated to support a Judaic education/leadership retreat for interested youth whose organization participates on the council. B. \$2,000 will be set aside and made available for programming seed money for organizations who participate on the council, to be drawn in \$200 increments on a first come first served basis. Programs will be offered at the teen space , or the organizations, and open to all teens.				
5.	Initiate a meeting for the council.				

ACTION STEPS

Action Plan #3

Objective 3: To develop communication system

#	Action Step (Number Each One)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish vehicles to communicate with teens. A. Implement an information line that would promote events, programs and services available to teens. ✓ B. Develop an electronic bulletin board on the internet (Omnifest). ✓ C. Establish a column/section in Chronicle exclusively for teens. ✓ D. Establish an effective system to collect information on events, activities, or services from the community which are directed to teens. ✓ E. Distribute to all participating groups information about teen events in the community so that the information will get into their organization's bulletin or newsletter. ✓ F. Develop a master mailing list for teens in the community. ✓ G. Keep teens informed about national or international news related to teens. ✓ H. Develop a "job bank" of positions on "Jewish community work" in Milwaukee. ✓ I. Develop other vehicles for informing teens about community events and services. ✓				

INFORMAL JEWISH EDUCATION COST BENEFIT ANALYSIS

Costs	Revenue	Benefits
1. Judaic education weekend \$ 3,000		1. Provide a unique educational experience and provide an incentive to participate on the youth council.
2. Incentive grants \$ 2,000		2. Help youth organization initiate programs which may not happen due to financial concerns. Will also add additional incentive to participate on the council.
3. Teen space Director <u>\$12,480</u> Salary (20 hrs./wk.) Fringes \$ 1,625		3. Provide for supervision at a teen space as well as a facilitator of programs and link between youth serving organizations.
4. Phone lines \$ 1,500 (computers and information line)		4. Communication system will ensure that teens are aware of what there is to get involved with and how to do so.
5. Electronic bulletin board \$ 500		5. Provide opportunities and enthusiasm for Jewish teens to gather together to socialize, learn and experience their Jewish identity.
6. Mailings, marketing, PR \$ 1,500		6. The involvement of teens in the decision making process.
7. Teen space cleaning \$ 1,800		
8. Computers for program and operations \$ 5,000 (2 plus printer)		
9. Increased cost of utilities \$ 3,000		
TOTAL \$32,405		

* The JCC will commit \$7,500 to improve the Family Park Facility, including the installation of an additional heating system.

APPENDIX I - Group Serving Agencies

To include but not limited to:

All synagogues

JCC

BBYO and Teen Connection

Young Judaea

All day schools

Camp Interlaken

All synagogue youth groups



APPENDIX II

INFORMAL EDUCATION PROPOSAL

Informal Jewish education happens in a variety of settings and environments outside of a formal school/classroom setting. Critical to this process is finding ways to bring teens together and providing them with Judaic and life experiences from which they can learn and develop a positive sense of Jewish identity and a commitment to their own sense of Jewish identity. This proposal recommends a comprehensive approach for reaching teens and providing the vehicle needed to create opportunities for informal education to occur.

First, is to develop a place in this community that teens can "own" and know its a place they can be comfortable at and be with other Jewish teens. Currently, there is no such place in Milwaukee. This space, supervised by a teen worker, then provides the place, and the staff to develop programs and work with other teen serving institutions to develop events and activities that teens would be attracted to.

A teen space can be everything from a social gathering place where Jewish teens can be together to space to hold meetings of youth groups, lecture or workshops with appropriate speakers, as well as house classes on a regular or continuing basis.

A second component of this proposal is to develop a series of tools to communicate to teens what is happening for them in the community. These tools will include a telephone information line, a computer bulletin board, mailings and promotions through the Chronicle and organizational newsletters and bulletins.

A final piece of this proposal is the development of a youth/adult advisory committee. This group would be made up of representatives of each youth serving organization and provide a much needed link to the teens themselves for the development of programs, both educational and social. In order to encourage participation by all groups an incentive program would be established to make participation on the council an attractive option.

Three thousand dollars would be set aside to underwrite a Jewish educational/leadership weekend. It would be available only to those teens who participate in a youth organization that is represented on the council. In addition, two thousand dollars would be used to provide small grants of \$200 to teen organizations to help them underwrite the cost of special projects or programs. Recipients would be encouraged to do programming at the teen space and open to all teens.

Not all teens are ready for formal doses of Jewish education. Many teens touch their Jewish self through associating with other Jews, attending Jewish summer camp programs or belonging to a Jewish youth group. By connecting those experiences through a youth council and providing safe ground to experience their Jewishness, the community can capitalize on the efforts of all existing Jewish experiences of teens both formal and informal.

ABSTRACT

TITLE: LONG DISTANCE M.A. DEGREE PROGRAM

DESCRIPTION: This is a recommendation to establish a Milwaukee based Master of Judaic Studies in Jewish Education program through the Cleveland College of Jewish Studies. The goal of the program is to upgrade the level of formal training and Judaica knowledge of Milwaukee teachers. The program will use a combination of on-site teaching, video conferencing, and intensive semesters at the College.
(For a detailed description see Appendix B.)

GRANT
REQUEST:

\$76,783

1. How do we know that this is the best use of \$ for training?
2. Very little thought has gone into how the ~~program~~ "actually" functions to influence training and learning.
3. 3 years from now the community could be very upset by the results or lack thereof.
4. No reason why additional \$s should incur additional funding.
5. Should we not go to 16-18 students.

ABSTRACT

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(For a detailed description see Appendix B.)

**GRANT
REQUEST:**

\$77,713



SUMMARY OF ACTION PLAN FOR LONG DISTANCE M.A. DEGREE PROGRAM

STRATEGY: We will further develop the profession of Jewish education by addressing issues such as:

Recruitment, Training, Ongoing professional development, Retention, Status, Career ladders,
Standards, Benefits and Certification.

OBJECTIVES:

- 1 To develop a mechanism for program promotion/marketing.
- 2 To develop a procedure for screening and enrollment of students.
- 3 To develop a mechanism for financial administration of the program.
- 4 To develop a mechanism for program administration.
- 5 To develop a mechanism for program monitoring and evaluation.

LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #1

Objective 1: To develop a mechanism for program promotion

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Create a name for the program	MAJE/ LCI			
2.	Adapt brochure from Cleveland College				
3.	Mail brochure to all teachers	MAJE			
4.	Work with principals in identifying potential students	MAJE			
5.	Hold informational meetings with potential students	MAJE			
6.	Develop a presentation with a representative of Cleveland College (possibly a Video Conference session)	MAJE/ Cleveland			
7.	Follow up telephone contact with potential students	MAJE			
8.	Send out application materials	Cleveland			

LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #2

Objective 2: To develop a procedure

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish an admission committee (action team will select members of committee)				
2.	Establish an admission criteria <ul style="list-style-type: none"> • recommendations (2 professional, 1 personal) • commitment to community • commitment to teaching in Jewish education 				
3.	Review all applications by committee				
4.	Develop an interview format				
5.	Screen/review all applications by committee				
6.	Conduct initial interview of prospective candidates as recommended by committee: Interviews to be conducted by local coordinator and project director				
7.	Notify candidates of admission decision	Cleveland College			

LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #3

Objective 3: To develop a mechanism for financial administration of the program

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Designate an attorney to negotiate contract with Cleveland College	MJF			
2.	Designate an attorney to develop legal contract for agreements with individual students	MJF			
3.	Develop a system to monitor dispersal of money to Cleveland College and collection of students' loans	MJF			
4.	Establish a subsidy policy (See Appendix A)				
5.	Establish a payback policy (See Appendix A)				

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
	<p>k. Work by liaison with College in planning, developing and monitoring the program</p> <p>l. Assist students to meet Hebrew competency requirements</p> <p>m. provide LCI Steering Committee with midyear/annual progress reports</p> <p>n. collect all necessary data</p> <p>o. provide ongoing feedback to Cleveland College</p> <p>p. Advocate for program</p> <p>q. Publicize with LCI progress of program to the community</p>	<p>MAJE</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>.</p> <p>MAJE/ LCI</p> <p>MAJE/ LCI</p>			

LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #5

Objective 5: To develop a mechanism for program monitoring/evaluation

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish a sub committee of LCI Steering Committee to monitor/evaluate program on policy questions				
2.	Develop an evaluation/monitoring model in conjunction with MAJE and CIJE				
3.	Establish mechanisms for financial monitoring of the program				
4.	Develop guidelines for progress reports submitted by program coordinator				
5.	Provide feedback to program coordinator				
6.	Establish program policy				

LONG DISTANCE M.A. PROGRAM COST BENEFIT ANALYSIS

COMMUNITY	COST	STUDENTS
Program launch (Feb - June 1995)		0
Program administration (MAJE)	\$2,700*	
• Program coordinator (a)	\$2,260	
• Publicity/promotion	\$150	
• Office support	\$200	
• Telephone	\$75	
Total program launch	\$2,700	
<u>YEAR I</u>		
Student Loans \$1,667/student X 10 students	\$16,667	<u>YEAR I</u>
Program Administration (MAJE)	\$6,133*	Tuition \$1,667/10 students \$16,667
• Local coordinator (a)	\$5,382	Intensive course - Cleveland \$14,650
• Publicity/promotion/materials	\$150	• Air fare \$225 X 10 students \$2,250
• Office support	\$150	• Lodging \$35/day X 4 days X 20 students \$14,000
• Travel and lodging CI trip	\$350	• Meals \$25/day X 4 days X 10 students \$1,000
• Telephone	\$100	Total Year I (10 students) \$21,317
Total Year I	\$22,049	Total per student \$2,132

COST

COMMUNITY

STUDENTS

COMMUNITY	STUDENTS
YEAR 2	
Student loans \$1,667 X 10 students	\$16,667
Program administration (MAJE)	\$9,130
• Local coordinator (b)	\$8,610
• Materials	\$100
• Office support	\$150
• Travel/lodging (1 trip)	\$350
• Telephone	\$100
Total Year 2	\$25,797
YEAR 2	
Tuition \$1,667 X 10 students	\$16,667
Intensive course - Cleveland	\$4,650
• Air fare \$225 X 10 students	\$2,250
• Lodging \$35/day 4 days X 10 students	\$1,400
• Meals \$25/day X 4 X 10 students	\$1,000
Total Year I (10 students)	\$21,317
Total per student	\$2,132
YEAR 3	
Student loans \$1,667 X 10 students	\$16,667
Program administration (MAJE)	\$9,570*
• Local coordinator (c)	\$8,870
• Materials	\$100
• Office support	\$150
• Travel/lodging (1 trip)	\$350
• Telephone	\$100
YEAR 3	
Tuition \$1,667 X 10 students	\$16,667
Intensive course - Cleveland	\$4,650
• Air fare \$225 X 10 students	\$2,250
• Lodging \$35/day X 4 days X 10 students	\$1,400
• Meals \$25/day X 4 days X 10 students	\$1,000

COST

COMMUNITY	STUDENTS
<u>Year 3 (cont.)</u>	<u>YEAR 3 (cont.)</u>
Total Year 3 \$26,237	Total Year 3 (10 students) \$21,317
	Total per student \$2,132
GRAND TOTAL (3 years) \$76,783	GRAND TOTAL (10 students) \$63,951
	GRAND TOTAL PER STUDENT \$6,396

* This sum reflects 50% of cost for program administration. The other 50% of the cost will be contributed by MAJE.

- a) 10 hrs/week X 5 months based on \$40.00 annual salary + FICA
- b) 10 hrs/week position based on \$40.00 annual salary + FICA
- c) 16 hrs/week position based on \$40.00 annual salary + FICA
- d) 3% salary increase

BENEFITS

- Preparing a cadre of well trained educators.
- Elevate community standards for local professionals.
- Create master educators to mentor other educators.
- Graduates will have the tools to effectively transmit to their students Jewish knowledge and language (e.g. texts, principles, ethics, values, etc.).
- Create a group of Jewish educated professionals to assume leadership positions in Jewish education.



APPENDIX A

Suggestions for a subsidy and a payback policy:

Subsidy: $\frac{1}{2}$ of tuition to be paid by student.
 $\frac{1}{2}$ of tuition to be loaned to students by MJF.

Payback:

1. If a student works in Jewish education in Milwaukee 8 or more hours per week for two years after graduation, the loan will be forgiven.
2. If the student works in Jewish education in Milwaukee less than 8 hours per week, the loan is forgiven after 3 years of service after graduation.

Attrition from Program

If a student leaves the program before completion he/she will be responsible for paying the entire loan in full. MJF will establish a repayment schedule with each student.



BACKGROUND

The Cleveland College of Jewish Studies is an institution of higher learning chartered by the state of Ohio to offer graduate and undergraduate degrees. It is accredited by the North Central Association of Schools and Universities and is a member of the Association of Institutions of Higher Learning for Jewish Education. The College is also a center of adult learning for the Cleveland community and is deeply involved in the professional development of educators and social workers. The College offers Distance Learning programs to enhance the education of professionals in communities at a distance from Cleveland. These programs draw heavily on the academic resources of the College and use a combination of on-site teaching, videoconferencing, and intensive semesters at the College in order to achieve these purposes. Distance Learning programs are a cooperative venture between the College and a local Jewish community. The College sees these partnerships as a rich new initiative for the American Jewish community.



Cleveland College of Jewish Studies
Dr. David S. Ariel, President
Alvin A. Siegal, Chairman of the Board

Appendix B

CLEVELAND COLLEGE OF JEWISH STUDIES



Master of Judaic Studies in Jewish Education

a
joint program
of

The Cleveland College of
Jewish Studies

and the

Lead Community Initiatives
Milwaukee Jewish Federation

Administered by MAJE

MASTER OF JUDAIC STUDIES IN JEWISH EDUCATION

GOAL

The Master of Judaic Studies is a graduate degree program based on a set of integrated experiences aimed at intensifying understanding of basic Jewish concepts and appreciation for and competence in the study of Jewish texts; deepening personal involvement in Jewish life; and fostering an approach to education that is holistic and reflective. It has several overarching goals that are fostered throughout the curriculum. They include developing the following skills:

- * the ability to reflect the meaning of Judaism in one's own life and on one's own practice of education;
- * the ability to analyze basic Jewish texts and to transfer appreciation of them to students of all ages;
- * the ability to analyze problematic situations and to develop solutions to them;
- * the capacity to work with children, adults and families.

ELIGIBILITY

The program is open to students with an undergraduate degree from an accredited institution who demonstrate the ability to study Judaica on the graduate level. Students with weak background in Judaica may be asked to engage in additional study as co-requisite for the program.

NOMINATION AND APPLICATION PROCEDURES

Candidates for the program will be interviewed in Milwaukee and must be endorsed by the Milwaukee community. They must also meet the admission requirements of the College of Jewish Studies. Candidates will complete an application form and will be interviewed by the Program Director to establish their suitability for the program.

DESCRIPTION OF PROGRAM

The program formally requires the completion of twenty-four credits in Education and twenty-one credits in Judaica. Judaic knowledge is also furthered in the education courses. Similarly, Judaic courses are constructed to be sensitive to the pedagogic knowledge required of the Jewish educator. While a core is required of all students there are opportunities for electives and individualized study based on students' backgrounds and career interests. In lieu of a thesis, participants will be required to write an integrative essay. Students who have completed graduate level work in other venues that replicate courses within the program may be allowed up to six (6) transfer credits.

In addition, before completing the degree, students will be required to establish that they have minimum level Hebrew competency equivalent to 2nd year college level Hebrew. This study will be undertaken locally. The program is designed to be completed in three academic years and two summers while taking into account the needs of working educators.

STIPENDS, INCENTIVES, FINANCIAL AID AND RESPONSIBILITY

The tuition of educators accepted into the program will be supported in part by the Columbus community. Students who enter the program must agree to work in the field of Jewish education for at least two years after the completion of their degree. Educators who withdraw from the program or do not successfully complete courses in which they enroll are personally responsible for the tuition for the program. For detailed information about financial support contact:

Ruth Cohen
Milwaukee Jewish Federation
1630 N. Prospect Ave.
Milwaukee, WI 53202
414-271-8338

or

Dr. Lifsa Schachter, Director
Center for Jewish Education
Cleveland College of Jewish Studies
26500 Shaker Boulevard
Beachwood, Ohio 44122
216-464-4050.

ABSTRACT

TITLE: FAMILY EDUCATION

DESCRIPTION: This proposal recommends three program components:

1. Institutional-Based Family Education: The goal of this program is to assist educational institutions in establishing a family education program staffed by a family educator. The full proposal provides matching funds on a sliding scale of increased responsibility on the institutions part over six years to hire a family educator and to cover programmatic expenses. This initiative will only consider the first two years. The proposal is designed to reach ten Jewish educational institutions over a six year period.
2. Professional Development: The institution-based family educators are required to take courses in family education and Jewish content over the three years as well as participate in a professional network.
3. Community Family Education Coordinator: This individual will work with the institution based family educators providing guidance in planning and implementation of programs. (For more detail see Appendix A.)

Not clear!!

fox 6.

what does this mean?
where

GRANT
REQUEST: (Over Two Years)

\$64,375

EVE: "Based on communities in which family education has been successful" ????

Boston? SEE WHO?

Goal - "behavioral change within families"
How DO WE KNOW?

SUMMARY OF ACTION PLAN FOR FAMILY EDUCATION

STRATEGY:

We will create opportunities for families to learn and experience Jewish life skills and will develop parallel and integrated programs for parents and children in appropriate settings.

OBJECTIVES:

- 1 To design a procedure for implementing Institutional-Based Family Educators. ✓
- 2 To design the position of and expectations for the Institutional-Based Family Educators. ✓
- 3 To design the position of Community Family Education coordinator to support the work of the Institutional-based Family Educators. ✓
- 4 To develop an assessment and accountability process for the Institutional-Based Family Educators. ✓
- 5 To find a facility. ✓ *for what*
- 6 To monitor and evaluate the program. *(12 hrs per #4?)*

FAMILY EDUCATION ACTION PLAN

Action Plan #1

Objective 1: To design a procedure for implementing Institutional-Based Family Education.

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Develop list of responsibilities for the recipient organization. (See Appendix C.)				
2.	Design an application form for the institutions to receive family educator grants.				
3.	Develop criteria for institutions interested in applying for a family educator grant. (See Appendix D.)				
4.	Design a review process for applications from institutions applying for family educator grants.				
5.	Create a list of programmatic responsibilities for the Institution-Based Family Educators. (See Appendix C.)				
6.	Form an Advisory Committee to screen applications for Institution-Based Family Educator grants.				
7.	Design a six year scale for allocating grant money to institutions for Institution-Based Family Educators. (See Appendix B.)				
8.	Develop a mechanism for distributing the funds to the institutions.				

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
9.	Devise a budget for the grants. (See Appendix D.)				
10.	Formulate a contract to establish a relationship with the institutions.				



FAMILY EDUCATION ACTION PLAN

Action Plan #2

Objective 2: To design the position of and expectations for the Institutional-Based Family Educators.

Most important!

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1. 2.	Develop professional development plan for Institutional-Based Family Educators. (See Appendix F.) Determine qualifications for Institutional-Based Family Educators. (See Appendix G.)				

FAMILY EDUCATION ACTION PLAN

Action Plan #3

Objective 3: To design the position of Community Education Coordinator

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Devise a job description of the roles and responsibilities for the Community Family Education Coordinator. (See Appendix H.)				
2.	Develop a description of the goals for the Family Educators Council. (See Appendix I.)				
3.	Develop action steps for constituting the Family Educators Council. (See Appendix J.)				
4.	Hire a Community Family Education Coordinator.				

FAMILY EDUCATION ACTION PLAN

Action Plan #4

Objective 4: To develop an assessment and accountability process for the Institutional-Based Family Educators.

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish criteria for evaluating the program's quality and success.				
2.	Develop a tool for assessing the Institutional-Based Family Education program.				
3.	Prepare a mid-year and annual report on the entire program to submit to the Lead Community Initiatives Steering Committee.				

FAMILY EDUCATION COST BENEFIT ANALYSIS

COST

COMMUNITY

INSTITUTIONS

COMMUNITY		INSTITUTIONS	
<u>YEAR 1</u>		<u>YEAR 1</u>	
Institutional Family Educator (salary + benefit and supplies) 5,250 X 5	\$26,250	Institutional Family Educator (salary, benefits) 4,250 X 5	\$21,250
MAJE coordinator \$14.40/hr @ 5 hrs/wk	\$3,875		
TOTAL YEAR 1	\$30,125	TOTAL YEAR 1	\$21,250
<u>YEAR 2</u>		<u>YEAR 2</u>	
Institutional Family Educator (salary + benefit and supplies) 4,250 X 5 5,250 X 1	\$26,500	Family Educator (salary + benefits) 5,250 X 5 4,250 X 1	\$30,500
MAJE coordinator \$14.40/hr @ 10 hrs/wk	\$7,750		
TOTAL YEAR 2	\$34,250	TOTAL YEAR 2	\$30,500
GRAND TOTAL (Years 1 & 2)	\$64,375	GRAND TOTAL (Years 1 & 2)	\$51,750

APPENDIX A

Project Description

- **Institution-Based Family Education:** This proposal aims to assist Jewish educational institutions in establishing a family education program staffed by a family educator hence the name "Institution-Based Family Education". The proposal provides matching funds on a sliding scale of increased financial responsibility on the institution's part over three years to hire a family educator and to cover programmatic expenses. The intention of the grant is to convince the institutions of the worth of maintaining the family education program and educator beyond the three-year granting period.

The proposal is designed to reach at least ten Jewish educational institutions over a six year period. The institution-based family educator position is for ten hours per week. Including the program dollars, the total annual cost of the institution-based family education program is \$9,500 per institution part of which is paid by the institution and the other part through the grant. A committee will be established to oversee the selection of the institutions and the allocation of funds.

Guidelines have been determined for the institutions to receive the grants. These include such expectations as: the participation of the family educators in ongoing professional development, implementing a specified minimum of family education programs each year, submitting an annual report, and working actively with a family education committee within the institution.

- **Professional Development:** Jewish educators come to the field with a varied Judaic background, training and life experiences. This necessitates working with family educators to design a useful professional development plan to meet their individual needs.

The Institution-Based Family Educators are required to take courses in family education and Jewish content over the three years as well as participate in an ongoing Jewish family educators professional network designed to discuss programmatic concerns. Family educators will be eligible for existing MAJE grants and stipends already in place for teaching personnel.

- **Community Family Education Coordinator:** This individual will work with the institution-based family educators providing guidance in planning and implementation of family education programs. This person will have a pivotal role in the development and maintenance of the professional development program for the institution-based family educators.

Budget

The budget for this proposal includes the cost for: grants for institution-based family educators and programming expenses, and salary for the Community Family Education Coordinator. The amount of the money requested for Year One is as follows:

5 Institution-Based Family Educators for ten hours per week plus programming expenses at \$5,250

What kind of training?

Where is the budget for the training?

1 Community Family Education Coordinator for 5 hours per week at a salary of \$3,875

The cost of the proposal varies from year to year as the institutions begin and end their three-year grant time for an institution-based family educator and as their financial responsibility increases. Additionally, the hours, hence the salary, for the Community Family Education Coordinator changes from year to year. The total cost for each of the six years is as follows:

Year One	\$30,125
Year Two	\$34,250
Year Three	\$33,750
Year Four	\$25,125
Year Five	\$16,875
Year Six	\$ 4,500

A complete description of the expenses for each year is included in an accompanying appendix.

Assessment and Accountability

The evaluation component of this proposal will cover both the institution-based family education program and the community family education coordination process. Each funded institution will be required to submit a mid-year and annual report which describe the activities and outcomes of its family education program. An annual and mid-year report of all elements contained in this proposal will be submitted to the Lead Community Initiatives Steering Committee.

APPENDIX B

Community Outreach of Institution Community Educators
Granting Agency and Local Institution Contribution

	Funding Cycle Years													
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 7	
	(G)	(I)	(G)	(I)	(G)	(I)	(G)	(I)	(G)	(I)	(G)	(I)	(G)	(I)
1.	5250	4250	4250	5250	2250	7250	-0-	9500	-0-	9500	-0-	9500	-0-	9500
2.	5250	4250	4250	5250	2250	7250	-0-	9500	-0-	9500	-0-	9500	-0-	9500
3.	5250	4250	4250	5250	2250	7250	-0-	9500	-0-	9500	-0-	9500	-0-	9500
4.	5250	4250	4250	5250	2250	7250	-0-	9500	-0-	9500	-0-	9500	-0-	9500
5.	5250	4250	4250	5250	2250	7250	-0-	9500	-0-	9500	-0-	9500	-0-	9500
6.			5250	4250	4250	5250	2250	7250	-0-	9500	-0-	9500	-0-	9500
7.					5250	4250	4250	5250	2250	7250	-0-	9500	-0-	9500
8.					5250	4250	4250	5250	2250	7250	-0-	9500	-0-	9500
9.							5250	4250	4250	5250	2250	7250	-0-	9500
10.							5250	4250	4250	5250	2250	7250	-0-	9500

APPENDIX C

RESPONSIBILITIES OF RECIPIENT ORGANIZATION

- Hire an Institutional-Based Family Educator.
- Establish a Family Education Committee within the institution.
- Abide by programming and evaluation criteria as described in Program Responsibilities.
- Make available appropriate funds as specified by the grant.



APPENDIX D

Family Educator Grants

Open to Apply: Synagogues and community agencies that are committed to instituting family education in their respective institutions.

Application: Institutions apply by presenting an action plan for a family educator in their respective institutions. This plan should include target audience(s), program description and activities, anticipated outcomes, method(s) of evaluation.

Given the substantial financial commitment expected from individual institutions, collaborative efforts amongst institutions are permissible. A full description of the collaboration plan must also be submitted.

Family Education Community Committee: All applications will be reviewed by a committee.

Hours/Salary: 10 hours/week, Base salary of \$14.40/hour. For 10 hours = \$7,488/year.

Contributions: Salary contributions are made both by the Granting Agency and the grant receiving institution, each contributing 50% of salary costs.

Additional program support/supplies monies of \$1,000 will be provided by the granting agency.

Summary of contributions for one institution for the first year

Grant - 5,250 (salary + supplies)

Institution - 4,250

Total Contribution 9,500

Salaries - 7,488

Benefits - 1,012

Program Supplies - 1,000

9,500

Surplus/Deficit -0-

Community Breadth:

In order to involve the greatest number of synagogues and agencies as possible within the community, the following dispersion of monies over the annual funding cycles is planned:

Contribution Summary:

Over a six year period, the Granting Agency's contribution will systematically decrease to \$0 while the contributions by institutions involved will increase to a collective total of \$95,000.

Organizational System:

The Family Education Community Committee, which will include the MAJE Family Education Coordinator and a board of community people, will review all applicants who are interested in involvement in this program based on the delineated criteria. This committee will make recommendations to the funding agency.

This committee will also serve as the monitoring agent that will review annual reports of the activity of the Institution-Based Family Educator, as well as the activity of MAJE with respect to Family Education Coordination. This committee will make recommendations for funding renewal to the funding agency.



APPENDIX E

RESPONSIBILITIES OF INSTITUTION-BASED FAMILY EDUCATOR

1. Programming Responsibilities

- Who will this mean? for how many? not concerned?*
- a. Develop and initiate a minimum of six single session programs the first year and nine the second year.
 - b. Develop and initiate an ongoing learning program.
 - c. Programs must fulfill the following criteria:
 - ✓ - contain an authentic Jewish component
 - ✓ - lead to behavioral change

2. Administrative and Professional Responsibilities

- Where? who pays?*
- a. Submit an annual report to the Advisory Committee
 - b. Work actively with the Institution's Family Education Committee
 - c. Commit to ongoing family education training
 - d. Participate in Family Education Network
- קורס שנתון?*

Where is budget for this?

who monitor this?

APPENDIX F

who sets standards in community?

CONTINUING EDUCATION REQUIREMENT (Institution-Based Family Education)

Goals: Jewish family educators come to the field with a varied Judaic background, training and life experiences. This situation necessitates working with individual teachers to identify their needs so that a useful professional development plan can be developed.

1. MAJE Professional Development Coordinator, in conjunction with Family Education Consultant, will serve as advisor to in-house family educators.
2. An individualized continuing education plan will be developed for a period of three years. This will take into account individual needs.
3. One year will consist of enrollment in the Family Education Institute at MAJE or its equivalent. This institute covers Adult Educational Theory, Jewish Family Education, Program Planning and hands-on skills necessary for providers of Family Education.
4. During the following two-year period, candidates are required to select one course in the following areas per semester (2 courses per year) (as determined in consultation with advisor):
 - a. Bible
 - b. Rabbinics
 - c. History
 - d. Philosophy
 - e. Ritual/Halacha
 - f. Israel/Zionism

These courses may include local adult education offerings, university courses and privately arranged learning opportunities. MAJE will verify suitability of courses through reviewing syllabi and interviewing instructors. It is expected that homework, readings and projects will be part of all approved courses. Candidates will be encouraged to apply to MA Program with Cleveland College, if deemed appropriate.

5. Hebrew competency will be required.
6. An Israel learning experience will be highly recommended and encouraged. A summer learning program in Israel can be substituted for a semester-long course.
7. MAJE will compile a directory of course offerings and conference opportunities to be used for a broad segment of Jewish personnel in both formal and informal educational settings. This will include a data bank of local and national sources so that educators can be matched with the appropriate venue to meet their needs.
8. Family Educators will be eligible for grants and stipends already in place for teaching personnel.

APPENDIX G

QUALIFICATION FOR INSTITUTION-BASED FAMILY EDUCATORS

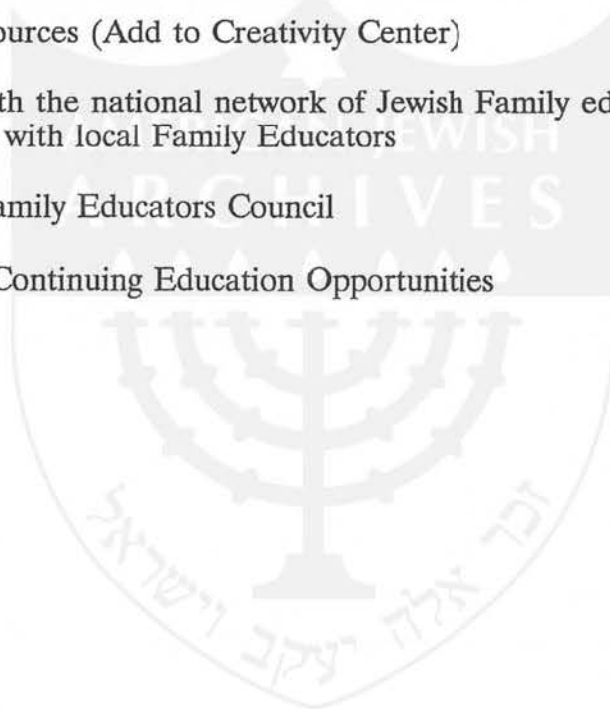
- Degree in education or related field
- Strong interpersonal skills
- Ability to work with many age groups, including adults
- Basic organizational and administrative skills
- Rich Judaic background/knowledge
- Completed MAJE Institute course *Methods in Jewish Family Education* or equivalent



APPENDIX H

JOB DESCRIPTION FOR COMMUNITY FAMILY EDUCATION COORDINATOR

- Meet with personnel at institutions to encourage and plan for family education initiatives
- Provide ongoing support to Institution-based Family Educators
- Help in program/content development
- Participate in training by giving workshops
- Collect resources (Add to Creativity Center)
- Connect with the national network of Jewish Family educators/share information with local Family Educators
- Convene Family Educators Council
- Advise on Continuing Education Opportunities



APPENDIX I

FAMILY EDUCATORS COUNCIL

Monthly Family Education Colloquium (8 meetings per year)

- Participants will understand and apply to their work settings the current academic scholarship and programmatic trends in the field of Family Education
- Participants will be involved in ongoing clinics to share programmatic concerns and advice among colleagues



APPENDIX J

Role of Community Family Educator

- Community Family Educator will arrange dates, times, meeting room and publicity
- Community Family educator will plan and sometimes facilitate colloquium



Why not
community
school?

This is at best a 1/2 true
solution - not way to bring
a new person
into town

ABSTRACT

TITLE: SUPPLEMENTARY HIGH SCHOOL

DESCRIPTION: This is a recommendation for the establishment of a Supplementary High School that will offer the following programs:

- ✓ A. Grade Eight Experiential Program.
To be offered in conjunction with the congregational school classes (e.g. retreats, shabbatonim, projects, etc.).
 - B. Beit Sefer for Grades 8-10.
To offer courses in Hebrew and Judaica at various instructional levels.
 - C. Beit Midrash for Grades 11-12.
The instructional program will be structured as a beit Midrash - groups of 4-5 students studying together in Havuroth.
- ① Future plans include development of study modules to be presented at a variety of Jewish settings, and an Israel program to augment the community Teen Mission trip (for detailed description see Appendix A).
- ②

GRANT REQUEST: Program administration/instruction \$32,854
Rent to be determined later.

All objections are proven objections
No current objections
No outcome

SUMMARY OF SUPPLEMENTAL HIGH SCHOOL ACTION PLAN

STRATEGY:

We will design and market a range of linked formal and informal Jewish educational programs that will engage the energies of teens, including but not limited to:

Innovative day and/or supplementary high school, Israel programs, Camping, socializing, Family retreats, Community service, and other informal experiences.

OBJECTIVES:

- 1 To establish a board of directors. ✓
- 2 To hire a director. ✓
- 3 To develop the program. ✓
- 4 To promote/market the program. ✓
- 5 To find a facility. ✓
- 6 To monitor and evaluate the program. ✓

All given objectives
No content objectives
No outcomes

Is this
a full-time
position

SUPPLEMENTAL HIGH SCHOOL ACTION PLAN

Action Plan #1

Objective 1: To establish a board of directors.

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	To select a chairperson to establish a board. (The selection will be done by LCI Steering Committee.)	LCI			
2.	To solicit/select board members. (Chairperson in consultation with Rabbis and other lay/professional leadership of synagogues, MAJE and LCI Steering Committee.)	C h a i r - p e r s o n			
3.	<p>To organize board:</p> <ul style="list-style-type: none"> • Board will be comprised of representatives of synagogues/Rabbis, related agencies, youth groups and members at large. (Structure and size of the board will be determined by chairperson and director in consultation with LCI Steering Committee). • Write bylaws. (School board and director) • The function of the board will be: hire/supervise director, monitor program, assist in marketing and promotion, assist in fundraising, assist in facility selection. 	<p>C h a i r - p e r s o n / L C I</p> <p>S H S Board</p>			

SUPPLEMENTAL HIGH SCHOOL ACTION PLAN

Action Plan #2

Objective 2: To hire a director.

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish a search committee. (Sub-committee of board)	S H S Board			
2.	Define position description and salary range. (See appendix 1 for qualifications)				
3.	Conduct appropriate search.				
4.	Select/hire a professional. (Search committee with board approval in consultation with LCI Steering Committee)	S H S Board/ LCI			

SUPPLEMENTAL HIGH SCHOOL ACTION PLAN

Action Plan #3

Objective 3: To develop the program.

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Consult with Rabbis, key educational leaders about course content. (School director)	SHS/ Principal			
2.	Examine curricula from similar schools in other communities.	.			
3.	Write course outline/map.	.			
4.	Identify staff needs and recruit staff.	.			
5.	Market/publicize program. (Director with assistance of school board)	.			
6.	Recruit students.	.			
7.	Find facility. (Director with assistance of school board)	.			

SUPPLEMENTAL HIGH SCHOOL ACTION PLAN

Action Plan #4

Objective 4: To promote/market the program.

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Set up a marketing sub-committee of the school board. (Director and school board)	SHS/ Principal Board			
2.	Develop marketing strategy and marketing materials. (Director and marketing committee)	.			
3.	Seek cooperation from other community agencies.	.			
4.	Distribute materials and organize promotional activities. (Director and marketing committee)	.			
5.	Make presentations to all possible constituents. (Director)	Principal			
6.	Enroll students.	.			

SUPPLEMENTAL HIGH SCHOOL ACTION PLAN

Action Plan #5

Objective 5: Find a facility.

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Establish a sub-committee of board to identify a facility:</p> <ul style="list-style-type: none"> • Investigate the use of existing facilities within the Jewish community. (e.g. synagogues, J.C.C., day schools) • Investigate the possibility of rotating program among local congregations. • Investigate availability of existing facilities outside of Jewish community. • Investigate the possibilities of purchasing or receiving as a gift an appropriate facility to be used for all teen formal and informal activities. (e.g. "teen space", supplemental high school, day high school) • Identify appropriate space and make needed arrangements for its use. 	Board			

SUPPLEMENTAL HIGH SCHOOL COST BENEFIT ANALYSIS

COSTS	REVENUE	BENEFITS
<p>I. Salaries and wages</p> <ul style="list-style-type: none"> • Principal's salary (20 hrs/wk) \$20,000 • FICA 7.65% \$1,530 • Health Insurance 10% \$2,000 • Secretary (8 hrs/wk X \$8.00/hr X 52 wks) \$3,324 		<ol style="list-style-type: none"> 1. Providing a continuum of educational opportunities for students between elementary school and college. 2. Providing an <u>intensive track for graduates of day schools and other highly motivated students.</u> 3. Enrichment of synagogue programs. 4. Linking formal and informal educational opportunities for youth. 5. Creation of community-wide educational events for youth.
<p>II. Instruction</p> <p style="padding-left: 40px;">Courses (\$1,000 per course/yr X 15 courses) \$15,000</p>	<p>Tuition \$15,000 (\$300 X 50 students)</p>	
<p>III. Miscellaneous</p> <p style="padding-left: 40px;">Printing, postage, data processing \$6,000</p>		
<p>IV. Rent 0</p> <p style="padding-left: 40px;">Classrooms *</p> <p style="padding-left: 40px;">Office **</p>		
<p>TOTAL \$47,854</p>	<p>\$15,000</p>	

* Rotating the program among local congregation may save rental fee.

** Use of office space in one of the congregations for minimal fee is being explored.

Total request \$32,854

APPENDIX 1

Qualification of the school principal:

- M.A. degree in Jewish education or related field, or an equivalent education.*
- At least 2 years of experience in administration of an educational program, and fund raising.
- Preferably, ability to teach at the school.

* A candidate with proper experience but lacking graduate training, may be considered if currently enrolled in a relevant M.A. degree program.



APPENDIX A

Supplementary High School Proposal

After investigation and discussion of alternatives the SHS committee would like to make the following proposal.

That we establish a free standing Supplementary High School under the leadership of its own Board of Directors. The Board will be drawn from members of the Rabbinical community, the professional educational community, Lay leadership, parents and students.

The School will begin with three divisions:

A. Grade Eight Experiential Program

The School will offer grade eight students, who are continuing their studies after B'nai Mitzvah, a series of experiential programs which will eventually be developed for other grades in the school as well.

The Supplementary high school program will integrate formal and informal educational activities for teenagers. The school will develop and offer retreats, Shabbatonim, encampments, and projects for each grade level. These, programs will also be made available through the synagogue post B'nai Mitzvah classes in conjunction with the congregational rabbis and educators.

B. Beit Sefer for Grades 8-10

The Beit Sefer will be open to ninth and tenth grade students. It will initially meet twice a week and students will be required to register for two sessions a week. Students will be encouraged to take one of these sessions from their synagogue confirmation/affirmation classes which will be accepted for credit.

C. Beit Midrash for Grades 11-12

The program offered to students in the two upper grades will be structured as a Beit Midrash-groups of four to five students studying together in Havuroth. This format will encourage both independent study and group interaction under professional guidance, and the building of study habits for life long study.

Future Plans

A. Study Modules:

The school will develop a series of study modules to be presented at Jewish schools, youth movement gatherings, JCC, etc. These modules will contain self standing units of study on a variety of topics (e.g. Israel, women in the TaNaK, What's Jewish about dating etc.). The presentation of these modules will enable the school to reach out to students who may not have any other exposure to Jewish learning. It may also serve as a recruitment tool for the High School.

B. Secondary Program:

In order to increase the number of potential entry points for study, the school will encourage experimentation with other learning situations such as:

Specialty Havuroth
Computer Networking
Youth Group Interaction
Scholars Programs
Less intense programs.

C. Israel Trip Division

The school will work in conjunction with the Community High School Trip in order to provide a community trip to Israel for teens as part of the supplemental school curriculum. The Supplemental school will conduct pre flight classes and an end debriefing. It will establish curriculum, explore itinerary, and integrate the two as a leadership training unit.

Program Administration

It is proposed that LCI's Steering Committee will assign a lay leader to develop the school's board of directors, (see action plan #1), who will select the principal and incorporate the school. During the first year of its existence, the school administration will be housed in one of the synagogues, until a permanent office space is identified. In order to maintain strong linkages with the congregations, it is suggested that the program will rotate among local synagogues (following the model used by the Northshore Academy of Jewish Studies).

INFORMAL JEWISH EDUCATION

The goal of the informal Jewish Education Program is to create an environment in which Jewish teenagers can come together for Jewish educational and social programs. The use of Family Park is predicated upon the belief that teenagers are most likely to come and participate when they are doing something in an environment, and in a setting, in which they have a sense of ownership and which is created to be as conducive as possible to their interest and needs.

In this environment, there would be a mixture of Jewish educational programs and social activities. The staff for this setting would have the skills and knowledge to develop programs that teenagers find attractive and interesting and to take advantage of the educational opportunities that arise when Jewish youth come together. The staff would be Judaically educated and knowledgeable so that they are in a position to develop appropriate programs consistent with the interest of the teens who are participating. In this way, the social programs serve as a starting off point for other educational opportunities. In addition to the concept of their being benefit to Jewish teens gathering together in a Jewish environment, additional programming will be developed which would include the following:

1. Shabbatonim
2. Retreats
3. Programs during school vacation
4. This informal setting would be an ideal site for some aspects of the supplementary Jewish education proposal based upon a Chavarot approach to teens.
5. The worker that will be assigned to the program will also participate in camp programs thus building a year round approach and involvement to the Jewish teenagers.
6. The new computers will be used for interactive programming, and networking nationally with other Jewish youth.
7. A whole range of Judaic programming software, as well as a library, will be built in to this informal environment, in such a way that teens will feel more comfortable and more disposed to take advantage of these resources.

ABSTRACT

TITLE: A FEASIBILITY STUDY FOR THE ESTABLISHMENT OF A DAY HIGH SCHOOL

DESCRIPTION: This is a request for funding to hire a consultant to gather data that will assist our community in determining the feasibility of the establishment of a Milwaukee Jewish Community High School (MJCHS). The consultant will provide an objective analysis of local educational needs, resources and the depth and breadth of community support of MJCHS.

(For a detailed description see Appendix A.)

TOTAL GRANT
REQUEST:

\$8,550

1. Is this not something that Ruth Cohen is named to do? (
2. Are you able to do what is actually a community process in 3 days?
3. This is not what I've done in Atlanta
4. Don't ~~not~~ accept us written upon
5. "You'll know September" is ridiculous.
6. Demographic Study.

SUMMARY OF ACTION PLAN FOR DAY HIGH SCHOOL FEASIBILITY STUDY

STRATEGY:


We will design and market a range of linked formal and informal Jewish educational programs that will engage the energies of teens, including but not limited to:

Innovative day and/or supplementary high school, Israel programs, Camping, Socializing, Family retreats, Community Service, and other informal experiences.

OBJECTIVES:

- 1 To conduct a study to determine the feasibility of establishing a community day high school in Milwaukee.

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
	<ul style="list-style-type: none"> • Current and future demographics in the area. • Ability and willingness to pay for a Jewish high school experience. <p>3. Provide an oral report to core planning team and LCI Steering Committee. The report will include:</p> <ul style="list-style-type: none"> • Operational analysis. • Overview on small school management. • Building school "credibility". • The difference between public, private, independent, and Jewish schools. • The deterrents to a new school. • The assets to a new school. • School fund-raising. • Operational funding of the school. • Cultivating broad community support. • Criteria for school success. • Initial aspects of marketing. 				

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
	<p>4. Transcribe the presentation notes and write a report.</p> 	Action Team			

The Consultant's Proposal

Creation of a Jewish High School

Milwaukee Jewish Federation

Successful new schools require careful thought and planning. We use our expertise of 19 years of consulting with private-independent schools to help you set a solid foundation for your school's future success, if indeed there is sufficient basis for such a school. We work with you to define your mission, analyze potential demand for a new school, develop a program, select a location, attract an enthusiastic base of families, and tap financial support. We also can provide follow-up assistance concerning management and Board structure, as well as campus planning.

We propose a three-day consultation with Dr. Rodman Snelling to provide an experienced and professional perspective on opening a Jewish high school in the Milwaukee area.

Outline

- A. Prior to the visit, the consultant will familiarize himself with any current thoughts or plans for the school and with the community by reviewing materials and statistics you provide. The consultant will be looking specifically for information on the quality of current schools in the area, information on area Jewish day schools which may serve as feeder schools, demographic information on local Jewish congregations, financing proposals, and any written information or plans the Federation has prepared concerning the new school. He will review demographic data of the community and its 40-mile environs, by accessing on-line demographic data at ISM. The consultant will also review the results of any previous surveys or studies your group has conducted relating to the opening of a high school.
- B. Three days will be spent on-site touring the community and the surrounding area and interviewing a cross-section of individuals with knowledge and perspective relative to the analysis. These could include: administrative members (most likely Heads and admissions personnel) of existing Jewish day schools in the area; administrators from the public school sector; Federation leaders; elementary and middle school parents from local Jewish congregations; other parents from public and private schools in the area; and individuals interested in being involved in the school. The consultant will discuss these and other possibilities with you well in advance of the consultation dates.

Analysis

In the course of three days on site, the consultant will identify:

- * ✓ the needs and values of families residing in the area, with specific emphasis on the needs of the Jewish community
- * ✓ existing assets of area schools (public and private) -- site, plant, programs, services, philosophy, and management
- * liabilities or deficiencies of these same schools in serving the community adequately
- * ✓ the degree of community support for added programs and services through the creation of a new school
- * ✓ current and future demographics in the draw area
- * ✓ ability and willingness to pay for a Jewish high school experience

Findings and recommendations are presented in a culminating oral presentation on the third day to the Federation. Specifically, the consultant will provide background and perspectives on the organization and creation of a good school to include the following:

1. Operational analysis
2. Overview on small school management
3. Building school "credibility"
4. The difference between public, private, independent, and Jewish schools
5. The deterrents to a new school
6. The assets to a new school
7. School fund-raising
8. Operational funding of the school
9. Cultivating broad community support
10. Criteria for school success
11. Initial aspects of marketing

ISM Consulting Assignments -- Jewish Schools

Akiba Hebrew Academy*
Merion Station, Pennsylvania

The Bess and Paul Sigel Hebrew School
Bloomfield, Connecticut

Birmingham Jewish Day School*
Birmingham, Alabama

Charles E. Smith Jewish School*
Rockville, Maryland

The Davis Academy
Atlanta, Georgia

The Epstein School
Atlanta, Georgia

Hebrew Academy of Tidewater*
Virginia Beach, Virginia

Irvin M. Shlenker School
Houston, Texas

Krieger Schechter Day School
Baltimore, Maryland

San Diego Jewish Academy
La Jolla, California

Solomon Schechter School
West Hartford, Connecticut

Solomon Schechter Day School
Newton, Massachusetts

Solomon Schechter Schools*
Northbrook, Illinois

Solomon Schechter Day School
Philadelphia, Pennsylvania

Stephen Wise Elementary School*
Los Angeles, California

Tehiyah Day School
El Cerrito, California

Yeshiva High School
Atlanta, Georgia

(Rod Snelling worked with the schools marked with an asterisk.)

Using the screens, what you will actually be asking about each of the initiatives is:

SCOPE: (IS IT COMPREHENSIVE ENOUGH TO MAKE A LASTING IMPACT ON A LARGE AUDIENCE?)

1. Does the initiative aim at most major settings and institutions in which all or most of educational activities take place?
2. Will most people in the community be touched by the project?
3. Is the project aimed at effecting profound and lasting change?

CONTENT: (IS IT SUBSTANTIVE ENOUGH TO MAKE A DIFFERENCE TO TARGETTED AUDIENCE?)

1. Is the initiative substantive, content filled, thoughtful?
2. Is it based in a projection of a vision of Jeweish education with a striving toward specific goals?

QUALITY: (IS IT FOCUSED ENOUGH TO ENSURE STANDARDS OF EXCELLENCE?)

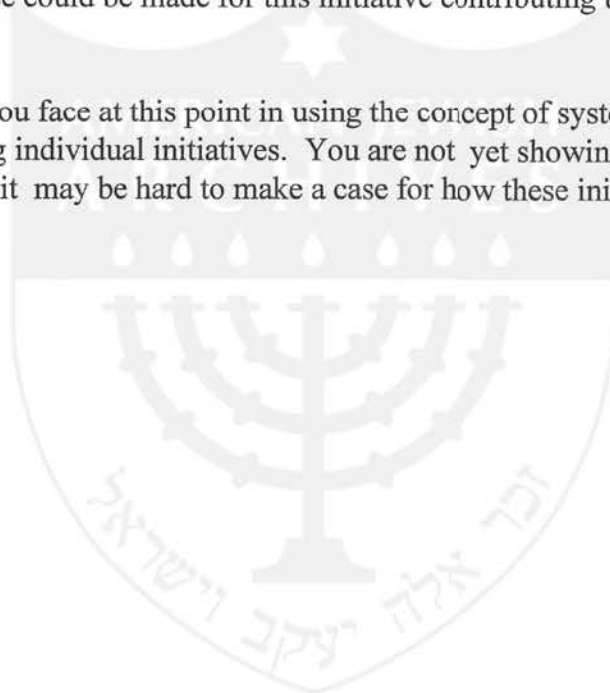
1. Is the initiative characerized by high standards that can be made explicit and can't be met by status quo?
2. Does it live up to best practice characteristics of quality programs in settings it studies?
3. Does it live up to goals which have been clearly articulated?
4. Does it have an evaluation component built in?

As we at CIJE have been using the concept of systemic change, we mean changes that will do two things:

1. They will be part of a plan that will deal with the whole system rather than a small part of the system;
2. They will be lasting, comprehensive changes that we all feel are so necessary if we are going to change the face of Jewish education in our communities.

For example: If you are trying to make a case for systemic change, I would suggest that the Cleveland College initiative be couched in language that not only emphasizes the goals as written in the Cleveland college document but which also stresses the potential leadership roles of the people to be trained within their own institutions and perhaps within the community at large. Then a better case could be made for this initiative contributing to systemic change.

One of the challenges you face at this point in using the concept of systemic change is that your committees are bringing individual initiatives. You are not yet showing how these fit together in a bigger picture. Thus, it may be hard to make a case for how these initiative contribute to systemic change.



SUMMARY OF LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

OBJECTIVES:

- 1 To develop a mechanism for program promotion.
- 2 To develop a procedure for screening and enrollment of student.
- 3 To develop a mechanism for financial administration of the program.
- 4 To develop a mechanism for program administration.

① to propose MA programs w/ Cleveland College

LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #1

Specific result for Promotion/Marketing :

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Design/adapt brochure from Cleveland College				
2.	Mail brochure to all teachers				
3.	Hold informational meetings with interested students				
4.	Develop a presentation with a representative of Cleveland College (possibly a Video Conference session)				
5.	Follow up telephone contact with interested educators				
6.	Send out application materials				

LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #2

Specific result for Screening/enrollment :

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish an admission committee (action team will select members of committee)				
2.	Establish an admission criteria <ul style="list-style-type: none"> • recommendations (2 professional, 1 personal) • committment to community • committment to teaching in Jewish education 				
3.	Review all applications by committee				
4.	Develop an interview format				
5.	Screen/review all applications by committee				
6.	Conduct initial interview of prospective candidates as recommended by committee: Interviews to be held by local coordinator and project director <i>conducted</i>				
7.	Notify candidates of admission decision (by Cleveland College)				

LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #3

Specific result for Financial Administration :

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Designate an attorney from MJF to negotiate contract with Cleveland College				
2.	Designate an attorney to develop legal contract for monitoring agreements between individual students and MJF				
3.	Develop a system within MJF to monitor dispersal of money to Cleveland College and collection of students' loans/grants				
4.	Establish a subsidy policy (See Appendix A)				
5.	Establish a payback policy (See Appendix A)				

LONG DISTANCE M.A. DEGREE PROGRAM ACTION PLAN

Action Plan #4

Specific result for Program Administration :

#	Action Step (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Appoint a program coordinator (MAJE)</p> <ul style="list-style-type: none"> a. to find space b. to oversee use, operation of video equipment c. to act as liaison with Cleveland College, students and LCI Steering Committee d. coordinate all logistics for classes e. develop a mechanism to access professional libraries f. organize/administer internship requirements g. provide support to students h. provide LCI Steering Committee with an annual progress report i. collect all necessary data 				

APPENDIX A

Suggestions for a subsidy and a payback policy:

Plan A:

Subsidy: $\frac{1}{2}$ of tuition to be paid by student.
 $\frac{1}{2}$ of tuition to be loaned to students by MJF.

Payback:

1. If a student works in Jewish education in Milwaukee 8 or more hours per week for two years after graduation, the loan will be forgiven.
2. If the student works in Jewish education in Milwaukee less than 8 hours per week, the loan is forgiven after 3 years of service after graduation.

Plan B:

Subsidy: $\frac{1}{3}$ of tuition to be paid by student.
 $\frac{1}{3}$ of tuition to be loaned to student.
 $\frac{1}{3}$ of tuition to be paid through a grant from the MJF.

Payback:

1. If a student works 8 or more hours per week in Jewish education in Milwaukee for two years after graduation, the loan will be forgiven.
2. If a student works less than 8 hours per week, the loan is forgiven after 3 years.

Attrition from Program

If a student leaves the program before completion:

In both plans A and B, the entire loan must be paid in full. A student who has received a grant from the community and leaves the program in the middle of an academic year, will repay the grant for the current year. MJF will establish a repayment schedule with each student.