



THE JACOB RADER MARCUS CENTER OF THE AMERICAN JEWISH ARCHIVES

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

Series D: Adam Gamoran Papers. 1991–2008.

Subseries 1: Lead Communities and Monitoring, Evaluation, and Feedback (MEF),
1991–2000.

Box
59

Folder
3

Lead Community Consultation seminar. Montreal, Quebec.
Minutes, November 1993.

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

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101
Phone: (216) 391-1852 • Fax: (216) 391-5430

Chair

Morton Mandel

Vice Chairs

Charles Goodman
Neil Greenbaum
Matthew Maryles
Lester Pollack

Honorary Chair

Max Fisher

Board

David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
Gerald Cohen
John Colman
Maurice Corson
Susan Crown
Irwin Field
Alfred Gottschalk
Arthur Green
Thomas Hausdorff
David Hirschhorn
Henry Koschitzky
Mark Lainer
Norman Lamm
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Charles Ratner
Esther Leah Ritz
Richard Scheuer
Ismar Schorsch
Isadore Twersky
Bennett Yanowitz

October 6, 1993

Adam Gamoran
University of Wisconsin
Dept. of Sociology
1180 Observatory Drive
Madison, WI 53706

Dear Adam:

This is to confirm plans for the next joint meeting of the Lead Communities, scheduled to take place in Montreal on Tuesday, November 16 and Wednesday, November 17. We will meet at Le Centre Sheraton, Salon 5. In order to accommodate everyone, we will begin on Tuesday with an optional luncheon and plan to meet promptly at 2:00 p.m. We expect to go through dinner and well into the evening on Tuesday. We will reconvene Wednesday morning and conclude with lunch.

Please let Ginny Levi know your attendance plans by October 12. I look forward to seeing you in Montreal.

Cordially,



Alan D. Hoffmann

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101

Phone: (216) 391-1852 • Fax: (216) 391-5430

Chair

Morton Mandel

Vice Chairs

Billie Gold

Charles Goodman

Matthew Maryles

Lester Pollack

Honorary Chair

Max Fisher

December 6, 1993

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Alfred Gottschalk

Neil Greenbaum

Thomas Hausdorff

David Hirschhorn

Gershon Kekst

Henry Koschitzky

Mark Lainer

Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Attached are the minutes of the Lead Communities Seminar which took place in Montreal on November 16-17, 1993. I have also attached, as exhibits, the various documents that were distributed during those meetings.

Please note two important dates which were agreed to in Montreal:

1. January 15 -- Date by which Lead Communities will notify CIJE of action to be taken before the action plan.
2. March 8-9 -- Date of next Lead Communities seminar, to take place in Atlanta.

If you have any questions, please feel free to call Ginny Levi at 216-391-8300.

Executive Director

Alan Hoffmann

MINUTES: CIJE LEAD COMMUNITIES SEMINAR - Montreal

DATE OF MEETING: November 16-17, 1993

DATE MINUTES ISSUED: December 3, 1993

PRESENT: Janice Alper, Lauren Azoulai, Chaim Botwinick, Ruth Cohen, Gail Dorph, Genine Fidler, Ellen Goldring, Roberta Goodman, Jane Gellman, Michal Hillman, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Howard Neistein, David Sarnat, William Schatten, Louise Stein, Julie Tammivaara, Virginia Levi, (Sec'y)

COPY TO: Seymour Fox, Darrell Friedman, Annette Hochstein, Adam Gamoran, Morton Mandel, Richard Meyer, Charles Ratner, Ilene Vogelstein, Shmuel Wygoda, Henry Zucker

I. Introductory Remarks

Alan Hoffmann, Executive Director of CIJE, opened the meeting, thanking the Jewish Education Council of Montreal for its hospitality. He introduced Shlomo Shimon, Director of the JEC of Montreal, who welcomed the group and spoke briefly about Jewish education in Montreal.

Alan then reminded the group that at previous meetings we had defined the concept of a partnership between CIJE and the Lead Communities, began to clarify what it means to be a Lead Community, and had taken the first steps toward developing a joint work plan. He noted that we are all learning as we move forward, and that it is important for us to continue to communicate regularly.

Alan noted that each community is now moving toward action with respect to personnel, with the work of the Monitoring, Evaluation & Feedback team as the spring board. The focus of this seminar was to discuss the process of clarifying and moving forward with a personnel action plan. It was anticipated that at the conclusion of the seminar each community would have a clear sense of direction, of the critical issues, and of how CIJE can help the community move forward with respect to personnel.

II. Community Updates

Each community was asked in advance to report on progress in the following areas:

1. Work of the local commission and committees
2. Public events or broader community activities
3. Status of the Educators Survey
4. Other issues of concern to the community

A. Atlanta

Bill Schatten reported the following:

1. With respect to mobilization of the community, Atlanta has established a wall-to-wall coalition which has begun to meet.
2. Atlanta sponsored a major public event on Jewish continuity together with the American Friends of Hebrew University which was attended by approximately 100 people.
3. On November 7, over 200 educators and rabbis attended a symposium on Jewish education. Gail Dorph led a session with principals on the Professional Lives of Jewish Educators. Other events include a discussion of medical ethics in the Talmud for 70 physicians and a series of lectures planned by the JCC for January and February.
4. The Educators Survey was to be completed during the week of the Montreal seminar with a return rate expected to be approximately 90%.
5. Atlanta has identified the following issues and challenges:
 - a. Having re-organized the Bureau of Jewish Education approximately two years ago, the differentiation of roles of this and related organizations is still being clarified.
 - b. The Atlanta JCC is working to enhance its Jewish content and plans to hire a full-time Jewish educator.
 - c. In an effort to enhance teacher training and development, Atlanta is working with Emory University to establish relationships.
 - d. Atlanta is searching for a full-time director of the Commission on Jewish Continuity and looks to CIJE for assistance.
 - e. Atlanta still needs to work out ways to ensure community commitment to Jewish education and increase funding support.
 - f. The Conservative movement recently held a meeting in Atlanta without first consulting with the Commission on Jewish Continuity or CIJE. As a result, the Atlanta Commission's issues were not on the agenda. There should be a way to get the denominational movements working more closely with the Lead Community process.

B. Baltimore

1. The first CIJE committee meeting was held in October. Its composition was broad based. Barry Holtz and Gail Dorph participated. It was apparent that the goals of the committee were not clear to all participants, so smaller meetings have been held since then to help clarify and to plan for the next meeting. A mission statement has been developed and issues with respect to the challenges for personnel and target populations have been identified for discussion at a meeting in December. [Exhibit A]
2. In June, Baltimore completed and published a strategic plan which, among other things, created the Center for the Advancement of Jewish Education as the coordinating body for Jewish education in Baltimore.
3. The Educators Survey had been completed and the data was about to be sent for analysis. The qualitative study of the Lives of Educators was completed and a report was anticipated by the end of January 1994.
4. The primary issue identified by Baltimore is the difficulty they see in identifying comprehensive, continental action which is specific enough for local application.

C. Milwaukee

1. A commission of more than 60 people has met twice since February. This is a broad based group representing lay and professional leaders across ideologies and from both formal and informal education. In addition, there is a steering committee to help manage the commission process and a task force on personnel issues which has met twice.
2. Milwaukee had just completed a strategic planning process with 33 community participants in addition to CIJE representatives. Using a consensus process, they identified and prioritized ten strategies for action, resulting in a list of the top three. [Exhibit B] Those three, agreed to by all participants, are (1) building the profession, (2) adolescent education, and (3) funding. This will become the leadership agenda for the next five years.
3. The Educators Survey has been completed and the data analysis received by Milwaukee. Discussion is now under way with regard to distribution and use. It is anticipated that the data will be presented to interested agencies as the basis for discussion of critical issues. It is hoped that lay leaders will participate in the presentation and discussion of the data.

4. Milwaukee identified the following issues of concern:

- a. How to promote the Lead Community project and communicate with the community on concrete issues.
- b. How can the Educated Jew and goals projects contribute to the community's work?
- c. How can various community organizations be brought into the process?
- d. What progress has been made on national funding?
- e. How can CIJE help link the communities with the denominations?
- f. Can CIJE help in work with teens?

D. Discussion

The following issues were listed and it was agreed that they would be addressed before the conclusion of the seminar:

1. The relationship of national denominational institutions and the Lead Communities.
2. Promoting and communicating the Lead Community story locally and nationally.
3. Applications of the goals project and Educated Jew project.
4. How to use various local entities to get the buy-in of existing community structures.
5. Progress on national funding issues.
6. How can the Best Practices work help in working with teens, family education and adult education?
7. Progress report on Best Practice projects.
8. Expectations of CIJE toward Lead Community programming and planning.

It was noted that it is clearly time to move toward action and show how this process can help bring about change in the communities. CIJE is convinced that this change will come through community mobilization and building the profession. It was felt that the

three community reports show that community mobilization is proceeding as commissions come together and begin to work toward agreement on a common agenda.

At this stage, the focus of our work should be on personnel as a key to effecting systemic change. The goal of this seminar was to help each community to move toward an action plan for personnel.

III. Projected First Year Outcomes in Personnel

A. "Critical Path"

Barry Holtz began by describing the critical path to developing an individual Lead Community personnel action plan. [Exhibit C]

1. The first step is to complete the data analysis of the Educators Survey. [Exhibit D]

The survey has been administered in all three communities. As the initial analysis is beginning to take place, communities should consider what critical questions they hope to answer with the data. These should be conveyed to Ellen Goldring. In addition to statistical analysis, an integrative report on policy implications of the results will be prepared for each community. It was noted that the policy implications report will serve as an executive summary of the data.

2. Reports discussed [Exhibit E]

The discussion of the data analysis should serve to mobilize community support. While some of the information will be expected, there will be much that comes as a surprise to the community.

By discussing the reports on the Professional Lives of Educators, the Educators Survey, and the policy implications of the two, a community will be in a position to develop a personnel plan and to engage leadership in a discussion on personnel issues in the community.

While discussion and planning is under way, CIJE will work with each Lead Community to develop some preliminary actions which can be taken before an action plan is completed. This was to be discussed later in the seminar.

B. Analytical Potential of Educators Survey

Ellen Goldring described the potential of the Educators Survey. The purpose of the survey is to help each community determine how to move forward in the area of personnel. It should help each community to establish a process for discussing personnel issues.

The first phase in analyzing the survey is to articulate the issues to be used in policy decision making. The second stage is to collect and process information. This is followed by interpreting results for planning and action.

The development of the survey followed a process known as "backward mapping." This describes the process by which community representatives got together to determine in broad strokes what they would like to know about personnel. From this, the survey questions were developed. In this way, the central issues were articulated.

The topics addressed by the educators survey are outlined on Exhibit F, attached. With this general information as background, each community is invited to determine specific questions to which it seeks responses. As the data is analyzed, these responses can be drawn from the survey. Examples of some of the specific questions used by Milwaukee are included in Exhibit F.

In discussion, it was noted that a community can identify additional issues to be looked at in analysis both during and after the initial analysis is undertaken. Following the initial analysis, if a community wishes to get the data discs from the company conducting the analysis, they are available and the communities are encouraged to continue to use the data.

Exercise

Participants were divided into three groups and invited to look at selected findings from the Milwaukee survey. They were asked to answer questions regarding the issues these findings addressed, the meaning of the findings, and their policy implications. This was done in cross community groups to demonstrate a process which might take place in the communities. A copy of the selected findings and questions is attached as Exhibit G.

In the discussion that followed the exercise, it was suggested that presenting the data in a variety of settings will undoubtedly result in many different reactions. It is the job of the leadership team to identify conclusions and begin to act on them.

It was suggested that this work be done in the context of a broader vision of goals for personnel in the community.

For the communities which have not yet received data, it was suggested that it is not too early to begin to identify issues for more detailed analysis. Communities were invited to work with Ellen Goldring to brainstorm what they might like to know. Ellen is also available to help refine questions in consultation with a community.

It was suggested that if a community can agree on a certain intervention based on the results of the survey, it should undertake an educational process to involve leadership, both professional and lay, and encourage buy-in. CIJE will work with a community to develop this educational process.

This exercise was undertaken to do the following:

1. Show how data can be used to generate discussion.
2. Point to mine fields, such as multiple interpretation, which can result from the use of data.
3. Show how to begin to bring "nuggets" of information to particular populations.

The issue of whether to share the data among the communities was raised. The Professional Lives of Educators report has been completed in Atlanta and Milwaukee and is in process in Baltimore. On the basis of the documents now in hand, it appears that these are likely to be reports which could be shared among the three communities. However, it was concluded that no joint decision will be made until the Baltimore report is complete. This matter will be discussed at the next meeting of this group.

On the basis of the first report on the Milwaukee survey, it appears that this, too, is data which could be shared among the communities. However, no decision will be made until each community has had a chance to review its report. It was suggested that Milwaukee might consider sharing certain data that would help Baltimore and Atlanta design questions for analysis. It was concluded that the Milwaukee Steering Committee will discuss this and be in touch with the others, through Ellen.

If and when the communities agree to share the results of both reports, Adam Gamoran and Ellen Goldring would be willing to prepare an inter-community report. This might be useful in disseminating some of our findings beyond the three communities.

IV. Engaging the Community in Discussing Educators Survey and Implications

A. Introductory Remarks

The second stage in moving from the Educators Survey to an action plan is to engage the community in discussion of the reports. Roberta Goodman, field researcher from Milwaukee, was asked to describe her role in Milwaukee in presenting the data from the Professional Lives of Educators.

B. The Milwaukee Experience

The dissemination process in Milwaukee was intended to be an educational one. It began by posing the following questions to small groups:

1. How do people enter the field of Jewish education?
2. Are people satisfied with their work?
3. What do Jewish educators need to do their work?

After considering these questions and developing their own responses, groups were provided an executive summary of the survey along with an introduction to how the survey was formulated and a summary of the qualitative study on the lives of educators. Participants were then asked what surprises they found in the data and what they found that confirmed their views. This led to a discussion of the findings and their interpretations.

In discussion, it was noted that both Atlanta and Baltimore have begun a similar process, even before they have the results of the surveys. It is anticipated that early engagement will help communities be ready to review the data when it arrives.

This interactive, educational experience can serve as the basis for study, conversation, and debate in each community. It is anticipated that we will learn from the process and be able to apply it in other contexts as we move forward.

C. Community Mobilization Exercise

Each community was asked to spend time discussing how it might use the reports which will ensue from the Educators Survey process. These include the quantitative study--the Educators Survey; the qualitative study--the Professional Lives of Educators; and the policy implications report which will synthesize the two.

[Exhibit H]

It was noted that this process was intended as a simulation of what might happen in each of the communities. The step of discussing the reports is a major one to be taken in adopting a personnel plan.

- D. Following is a list of the issues which communities raised as they discussed the use of the reports:
1. What gets disseminated and discussed, and with whom?
 2. Whom do we want to buy in, and for what purpose?
 3. How do we reach large numbers of people--teachers, professional groups, lay leaders and others?
 4. How do we market the results?
 5. Who should be involved in answering these questions?
 6. What is the role of the local commission in this process?
 7. How does the senior educators survey fit into this picture?
 8. Who will facilitate the discussions? What is the role of CIJE staff in this process? Can a core of local people be trained to present the data?

In further discussion of the marketing issues, it was suggested that we might consider marketing the results continentally at the end of this process. Marketing at a local level would help to engage the necessary constituencies and get the conversation going. Getting the communities to address the issue of personnel in terms of the data will raise consciousness and, we hope, mobilize additional support.

V. Preparing a Lead Community Personnel Action Plan

A. Introduction

The meeting resumed Wednesday morning with a reminder that our goal is to move the personnel agenda toward an organized action plan. On Tuesday, the group looked at the process for completing the analysis of data and the discussion of the resulting reports. The next step is to determine how a planning committee might develop an action plan and what action can be taken in the interim.

An outline headed "Planning Committee Prepares Action Plan" was distributed and participants were asked to discuss it in small groups. (Exhibit I)

B. Discussion

The first step in the planning of an action plan is to map current and future situations. The following were identified as additional issues which will not be answered by the Educators Survey:

1. Perceptions of educational leaders.
2. Availability of resources to provide for needs.
3. Demographic trends that impact on the numbers of teachers.
4. Plans currently under way in individual schools to deal with these issues.
5. An inventory of what is now available to teachers in the community.
6. How to access untapped/unidentified human resources.
7. How to access leadership support.

It was suggested that one purpose of this mapping process is to mobilize community support. In addition to the information which can be gathered in this manner, a case can be made for engaging in efforts to upgrade personnel.

It was suggested that much of this is "old news." We are still working with the same people and the same system. In response it was suggested that the first step is to get the current players involved in the process. This should help if a decision is later made to turn the entire process "upside down."

The following conceptual model for CIJE was developed during discussion. Approaches to personnel might be viewed in three distinct streams.

1. Personnel Action Plan:

Taking existing personnel realities and using an action plan to prioritize and improve upon them.

2. Reconfiguring the conception of personnel: Stretching existing realities and building personnel to accomplish these

reconfigured goals. The Hebrew Union College work with five supplementary schools is an example.

3. The Educated Jew and goals projects: What are new models which can be designed to reconceptualize Jewish education?

A question was raised about how communities can establish relationships with funders now. It was suggested that this relates to the need to be able to gain access to local leaders. It was also suggested that CIJE work to engage foundations with the Lead Communities early in the process.

- C. Following the process of mapping, a community will begin to determine appropriate strategies to address the issues raised. Working together, they will lay out options and determine resources available. In this process, it was suggested that CIJE develop an inventory of projects and activities going on outside the Lead Community process which might be of use to the communities. An example is the Hebrew Union College project to reconfigure congregational schools.

In evaluating the action plan as it emerges, participants were reminded to apply the "screens" of content, scope, and quality as described on the second page of Exhibit I.

It was suggested that each community work toward developing a first "iteration" of an action plan for personnel by July 1994, for implementation which might begin as early as September 1994. One approach would be to take current institutions and stretch them as far as possible. Another is to "turn those institutions totally on their heads." Communities should ask themselves whether, based on our goals, we can achieve them as we are currently functioning.

Participants were reminded to keep the building blocks of community mobilization and building the profession in mind as planning proceeds. Where these intersect with work in the communities, CIJE is prepared to participate.

It was suggested that we consider inviting Isa Aron to a future Lead Communities seminar to share the work Hebrew Union College is doing with congregational schools. This might help to inspire communities to think about Jewish education from a different perspective. As the communities work to develop personnel action plans and begin looking for resources to help with implementation, CIJE will plan to go to the training institutions for their involvement.

VI. Action Before the Action Plan

It was proposed that we consider new initiatives in personnel that could and should happen before an action plan is developed. What can we identify now to help move us toward our goals and give a sense of progress to the communities?

In order to bring about systemic change, it is important to have an impact on the following three groups:

1. Lay leaders
2. Educational leaders
3. Teachers/educators

It was suggested that any action before the plan is developed should target these groups.

Any pre-action plan should pass the screens of content, scope, and quality. It should have goals, be undertaken systematically, and address an issue of concern.

The following list of possible actions before the action plan was generated for the priority groups:

Lay Leaders

- Best Practice Presentations
- Goals for Jewish Education
- Best Practices in Supplementary Schools
- Congregational Lay Leadership

Education Leaders

- Senior Educator Program Recruitment (Target one from each LC for 1994)
- Education Leadership "Course" for Day School Principals (Cross denominational)
- Best Practice Course-- Supplementary Schools
- Best Practice Course-- Early Childhood

Teachers

- Judaica Upgrade of Early Childhood Educators

As an example under lay leaders, a seminar might be developed on goals for Jewish education for a group of lay leaders (possibly also education leaders) from all three communities. They might spend a week to ten days in serious discussion of the Educated Jew project and goals for Jewish education. This may need to be in Israel because of the unique resources available.

The list of possible early action includes programs that CIJE could develop in cooperation with the Lead Communities. This would provide an opportunity to move beyond the planning stage in a relatively short time. It would also provide a means to learn through action. It was suggested that these action items become an agenda for discussions of CIJE staff with the Lead Communities over the next several weeks. While some of the proposed projects require involvement of all three communities, others could be done by a single community.

It was noted that some of the proposed projects are currently under way in some form in one or more of the communities. There may be local experts who could help. For example, both Baltimore and Milwaukee are engaged in working with early childhood educators on Judaic content. Atlanta might wish to undertake this in consultation with the others.

It was suggested that a seminar on the goals project might be offered to up to seven people from each community. Bringing these people together to "translate" the Educated Jew concept into community and local institutional terms should help in development of an action plan.

After some negotiation, it was agreed that each community would decide by January 15 what action it wishes to initiate. This may be from the list presented above, or may be some variation which should then be discussed with CIJE staff for feasibility.

It was agreed that programs for day school directors might also be offered to supplementary school directors. It was also agreed that as CIJE staff visit the communities over the next 6-8 weeks, there will be further discussions about action before the action plan. Once there is a decision on the direction communities wish to take, CIJE will work with the communities to design the programs and determine the costs.

VII. Open Issues Discussed

Issues which were identified throughout the seminar were reviewed and briefly discussed.

A. What is happening with the national denominational institutions?

It was agreed that there should be presentations at future Lead Community seminars by the training institutions, describing their innovative work.

B. What are the expectations of CIJE toward Lead Community programming, projects, and planning?

CIJE expects a personnel action plan, work toward community mobilization, and development of action before the action plan. There

is the expectation that a research component will accompany these actions.

- C. How can various local entities be used to gain the buy-in of existing structures?

This question was left open.

- D. What progress is being made with respect to national funding?

CIJE has been in touch with the Avi Chai Foundation regarding its interest and support for work with day schools. The Cummings Foundation has funded best practice work and is talking with us about support for paraprofessionals for supplementary schools. Meetings have been held with the Lilly Foundation and there is good potential for funding when Lilly resumes its grantmaking activities.

- E. What help can the Best Practice project give in the areas of teen programming, family education, and adult education?

Work on best practices is in process with the JCC Association and on day schools. Conversations have also begun regarding best practices and the college-age student. Nothing has been done specifically in the area of youth and teens. It was suggested that before work could be done on family education, the concept would require further clarification.

- F. How can we promote and communicate the Lead Communities' story on a local and national level?

CIJE is working with a consultant who will submit a proposal for public relations work. At the very least, she would develop a CIJE brochure and write articles for the various Jewish newspapers. It was suggested that she might also help in communication with foundations and funding sources.

VIII. Concluding Remarks

It was suggested that the next Lead Communities seminar be held in Atlanta on March 8 and 9, 1994. We will explore the possibility of convening at noon on Tuesday and concluding in late afternoon on Wednesday with the possibility of some programming which would introduce the group to Atlanta's Jewish community.

The meeting concluded with Alan thanking everyone for their participation and noting that we are now on a track toward action.



ALVIN D. KATZ
CHAIRMAN
DR. CHAIM Y. BOTWINICK
EXECUTIVE DIRECTOR

**COMMITTEE ON THE
LEAD COMMUNITIES PROJECT**

MISSION STATEMENT

AMERICAN JEWISH
ARCHIVES

The purpose of the Committee is to significantly impact and improve the quality of Jewish education through personnel. We recognize the integrity of all individual constituencies, as well as the need for community-wide initiatives.

All programs and initiatives proposed by the Committee will be comprehensive in nature, yet responsive to the unique needs of different constituencies. In addition, each program must include an ongoing monitoring, evaluation and feedback component.

Strategies
November 15, 1993

High school or college age students:

- * We will encourage and enable every Jewish person 13-25 years of age to participate in a(n educational) trip to Israel.

Teens:

- * 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
- Other informal experiences.

D'vrai Torah:

- * We will encourage the practice of presenting D'vrai Torah at all meetings and/or activities organized under community-wide Jewish auspices and observance of Kashrut and the recitation of Motzi and Birkat Hamazon.

Professional Jewish Education:

- * 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
- Certification

Lay Leaders:

- * We will raise the level of Jewish knowledge of lay leaders through their ongoing participation in Jewish study.

Funding:

- * We will develop and implement an ongoing process to provide increased funding for Jewish education.

Reaching out to college aged youth:

- * We will develop a strategy that maintains a substantive Jewish connection between Milwaukee and its college aged youth.

Educational institutions evaluations:

- * We will encourage educational institutions to set and evaluating goals for themselves and we will provide resources to assist them in this process.

Adults:

- * We will organize/coordinate and market a structured Adult Jewish Education program from existing programs and new opportunities, that will address individual needs as related to knowledge level, depth of learning and sequence of courses with assistance in course selection for individuals, and recognition for achievement.

Families:

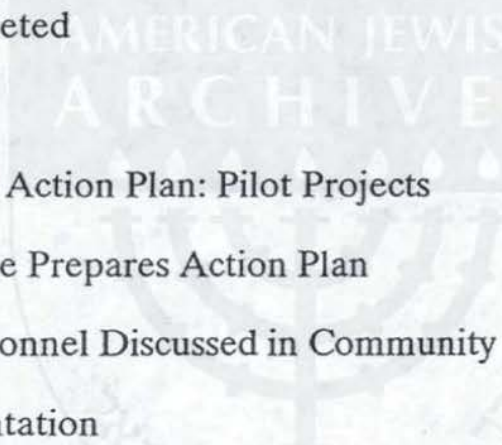
- * We will create opportunities for families to learn and experience Jewish life skills and will develop parallel and integrated programs for parents and children in appropriate settings.

Council for Initiatives in Jewish Education

Projected First Year Outcomes in Personnel

**Critical Path to Developing Individual Lead Community Personnel
Action Plan**

Overview

- 
- I. Data Analysis Completed
 - II. Reports Discussed
 - III. "Action" before the Action Plan: Pilot Projects
 - IV. Planning Committee Prepares Action Plan
 - V. Action Plan for Personnel Discussed in Community
 - VI. Stages of Implementation

Council for Initiatives in Jewish Education

Projected First Year Outcomes in Personnel

Critical Path to Developing Individual Lead Community Personnel Plan

I. Data Analysis Completed

A. Professional Lives of Educators

B. Educator's Survey

- *survey administered
- *what are the critical questions we want to have answered
- *who will convey them to Ellen
- *data analysis returned to communities

C. Report on Policy Implications Received from Ellen and Adam

What is the relationship between overall helpfulness of workshops (Q 14) and:

Q 26 setting

Q 58 or 60 educational training

For instance: Do day school, supplementary school, and pre-school teachers view the adequacy of inservice differently? Do teachers with higher levels of formal education view in-service differently than teachers with lower levels of formal education?

What is the relationship between level of help and support received (Q 30) and:

Q 26 setting

Q 58 or 60 educational training

What is the relationship between holding a license in Jewish or general education (Q 60) and:

Q 16 areas desired for skill development

Q 17 areas desired for increased knowledge

What is the relationship between setting (Q 26) and:

Q 16 areas desired for skill development

Q 17 areas desired for increased knowledge

Q 12 whether in-service is required



II. Reports Discussed

Goals of the discussions:

To shape the personnel plan of the community

To engage the leadership -- lay and professional -- in a discussion about the issues of personnel in the community

A. Professional Lives of Educators

- *what do we want to come out of the discussion?
- *who should lead and organize the discussion?
- *who should the participants be?
- *when?

B. Educator's Survey

- *what do we want to come out of the discussion?
- *who should lead and organize the discussion?
- *who should the participants be?
- *when?

C. Policy Implications Report

- *what do we want to come out of the discussion?
- *who should lead and organize the discussion?
- *who should the participants be?
- *when?

The result of these discussions: policy implications for action plan

CIJE: MONITORING, EVALUATION, AND FEEDBACK PROJECTTopics Addressed by the Educator Survey**1. Profiles of Teachers:**

A. General Background: Who are the teachers in our community?
(Background section: Q 38-56)
For example: Gender, Jewish affiliation, ritual observance,
income, etc.

B. Training: What is the educational background and training of
the teachers in our community? To what extent are
they formally trained in education and Judaica?
(Q 57-60)

For example: What degrees do they hold? In what subjects?
How many hold teaching certificates?

C. Previous Work Experience: What work experiences do our
teachers have?

(Q 6-11)

For example: How stable is our workforce? (Q 9, 10)
How experienced is our workforce? (Q 11)
What socializing experiences do teachers
have? Do most teachers have experience as
youth group leaders and camp counselors?
(Q 6)

**These sections can also be part of the discussion on
careers.

D. Present Work Settings: What is the nature of our teachers'
work?

(Q 20-28, 33-35)

For example: How many schools do they teach in?
Are they full time or part time? How many
hours do they work? Would they like to be
full time? Which benefits are available?
Advantages and disadvantages of working in
more than one school?

2. Careers in Jewish Education

A. Recruitment: How are teachers recruited and attracted?

(Q 1, 29, 32, 35, 37)

For example: Why did the teachers first become Jewish
educators? How did they find their positions?
What affected their decision to work at a
particular school?

B. Retention: What are the teachers' future plans?

(Q 2, 61)

3. Professional Development: What are the opportunities for teacher professional development?

(Q 12-19, 30)

For example: To what extent do teachers participate in different types of professional development activities? What is their assessment of these activities? What skills and knowledge would they like to develop further? Who is providing help and support?

4. Sentiments About Work as a Jewish Educator: How do the teachers feel about their work?

(Q 3, 4, 5)

For example: What is their level of satisfaction? Do they feel respected by others in their community?

Examples of Specific Questions the Survey Can Address:

The following issues pertain to Careers and will suggest implications regarding retention:

What is the relationship between a teacher's perception that s/he has a career in Jewish Education (Q 2) and:

- Q 36 working full or part time
- Q 56 importance of income from Jewish education
- Q 33 benefits
- Q 5 overall job satisfaction
- Q 26 work setting
- Q 8 having experience in general education
- Q 61 future career plans
- Q 22 hours of work

These analyses will address such questions as: Do teachers who perceive they have a career in Jewish education typically work in day schools? Are there supplementary school teachers who perceive they have a career in Jewish education? Is a teacher's perception of having a career related to the hours he/she works, having experience in general education, or being offered certain benefits?

What is the relationship between future career plans (Q 61) and:

- Q 26 setting
- Q 36 working full or part time

What is the relationship between the importance of the income from Jewish education (Q56) and:

- Q 36 working full time or part time
- Q 26 setting
- Q 33 benefits
- Q 5 overall satisfaction

What is the relationship between receiving certain benefits (Q 33) and:

- Q 36 working full or part time
- Q 26 setting

What is the relationship between seniority at the present school (Q 9) and:

- Q 5 overall satisfaction
- Q 2 perceptions of having a career
- Q 36 working full or part time

The following belongs to the section on Careers-Recruitment:

What is the relationship between having experience in general education (Q 8) and:

- Q 36 working full or part time
- Q 5 job satisfaction
- Q 26 setting
- Q 56 importance of income from Jewish education

Q What is the relationship between educational training (Q 58 or Q 60) and:

- Q 2 perception of having a career
- Q 26 setting
- Q 36 working full time or part time

The following issues pertain to Settings:

What is the relationship between working in a particular setting (Q 26) and:

- Q 22 hours of work
- Q 36 full/part time educator
- Q 5 overall satisfaction scale

The following analyses pertain to the Professional Development section of the report:

What is the relationship between seniority (Q 9) and:

- Q 14 overall helpfulness of workshops
- Q 30 overall help and support received
- Q 16 areas desired for skill development
- Q 17 areas desired to increase knowledge

For instance: Are veteran teachers more likely than novice teachers to indicate that in-service opportunities were not helpful? Do the teachers' perceived needs of skill development and knowledge differ by teacher seniority?

Then, we asked whether teachers in different settings indicate different needs for professional growth. The results indicate that teachers in different settings often have different priorities. For each skill development area in which teachers wish to grow, the total number of teachers interested were reported by their teaching setting. The results are reported in the next table:

% OF TEACHERS DESIRING SKILL DEVELOPMENT BY SETTING

<u>SKILL</u>	<u>SETTING</u>			
	DAY SCHOOL	SUPPLEMENTARY SCHOOL	PRESCHOOL	OTHER
CHILD MOTIVATION	32.8%	36.9%	21.3%	9.0%
CREATING MATERIALS	31.5%	38.9%	25.0%	4.6%
MANAGEMENT	28.9%	40.0%	21.1%	10.0%
CURRICULUM DEVELOPMENT	32.2%	36.8%	23.0%	8.0%
PARENTAL INVOLVEMENT	21.3%	42.5%	27.5%	8.8%
CHILD DEVELOPMENT	35.8%	28.4%	28.4%	7.5%
LESSON PLANNING	25.5%	49.1%	18.2%	7.3%
COMMUNICATION	20.4%	33.3%	29.6%	16.7%
TOTAL POPULATION	32.4%	42.2%	20.5%	5.4%

This table suggests, for example, that supplementary school teachers are highly interested in lesson planning and parental involvement, while communication is relatively more important to those in preschools.

Questions:

- 1) What issues do these findings address?
- 2) What do these findings mean? What do they say?
- 3) What policy implications do these findings have for personnel planning in your community?

Developing a Personnel Plan for Your Community

AN EXAMPLE: Using Data about Professional Development of Jewish Educators

Background:

Half of the Jewish educators in Milwaukee (N=92) have at least one degree in education. One third of Milwaukee educators (33.3%, N=61) hold a graduate or professional degree. Over two-fifths (43.8%) have certificates in general education.

Selected Findings:

Milwaukee educators were asked, "How helpful were the workshops that you attended in the past two years in the following areas (Judaic subject matter, Hebrew language, Teaching methods, Classroom management, New curricula, Art/Drama/Music)?"

The results indicated that educators with college and university degrees who majored in any type of education (e.g., curriculum and instruction, reading, special education) are less pleased with the helpfulness of workshops than is the group of Milwaukee educators as a whole. Those with degrees in education rate the workshops as less helpful than other educators.

Next, Milwaukee educators were asked, "In which of the following areas do you feel you would like to develop your skills further?" (They were instructed to check all the areas that interest them). Overall, more teachers are concerned with improving child motivation skills than any other area of skill development. The next most popular skill area is creating materials followed by classroom management, curriculum development, and parental involvement. These results are presented in the following table:

RANK OF SKILL DEVELOPMENT AREAS		
<u>SKILL DEVELOPMENT AREAS</u>		<u>NUMBER</u>
I. CHILD MOTIVATION SKILLS		127
II. CREATING MATERIALS		112
III. MANAGEMENT SKILLS		92
IV. CURRICULUM DEVELOPMENT		90
V. PARENTAL INVOLVEMENT		83
VI. CHILD DEVELOPMENT		69
VII. LESSON PLANNING		56
VIII. COMMUNICATION		55
IX. OTHER (INCLUDING ART)		10

Lead Community Seminar -- Exercise II (Tuesday Evening)

Community Mobilization Exercise for Discussing Data

For discussion by community teams:

As you discuss the three different kinds of data reports on personnel which you will have available, think about the following issues for each:

With whom will each of these reports be discussed?

Who will facilitate these discussions (need not be same for every group)?

When will discussion take place?

What will be the results of the discussion?

What will happen to the results? How will they be fed into other discussions held by other groups?

By what mechanism will all these conversations be pulled together--deepened, enriched?

How will communal consensus be reached such that stakeholders feel that they have been part of the process and part of the whole?

|V. Planning Committee Prepares Action Plan

A. Mapping current and future situations:

1. Implications of data analysis reports-- results of Step II above.
(recruitment, pre-and in-service needs, shortages, etc.)
2. Predict future needs with input from local educators
 - * demographic trends
(does community have demographic data, e.g. need for early child ed.?)
 - * retirements
 - * impact of plans of individual institutions in community
(are there plans on the books for expansion of day school into high school, family educator positions in synagogues, new Israel programs)
3. Current and future financial picture
(campaign, community foundation, endowments, grants)

Results = Issues in Personnel that our community needs to address

B. So what are we going to do?

1. What are appropriate strategies to address issues raised by mapping?

- *best practice currently available
- *new ideas to community's issues (e.g. programmatic, structural)

2. Lay out options and resources available

(resources include things like: local, national, international training institutions; denominations; local universities, etc.)

3. Apply "screens" of content, scope and quality to options

scope:

- *does initiative cover major settings and institutions in which all or most of education takes place?
- *will all or most people in the community be touched by the initiative?
- *is the initiative aimed at effecting profound and lasting change?

content:

- *is the initiative substantive, content-filled, thoughtful?
- *is it based in a projection of a vision of Jewish education with a striving toward specified goals?
- *is it reflective of the learnings from "Best Practice"?

quality:

- *can we say that the project is characterized by high standards that can be made explicit and cannot be met by the status quo?
- *does it live up to the goals which have been articulated?
- *does it have a monitoring, evaluation, feedback component built in?

4. Cost out options

5. Feasibility of options

- *resources (human and financial) available
- *demands of scheduling, etc.

6. Prioritize the options

Results: An Action Plan in Personnel for our Community

V. Action Plan for Personnel Discussed in Community

- A. Where will action plan be discussed?
- B. When?
- C. By whom?
- D. Projected outcomes (pilot projects)
- E. Who is responsible to carry the plan out?

VI. Stages of Implementation

- A. Plans
- B. Who provides service?
- C. Funding
- D. Timetable

