

Early Childhood Education Initiative Logic Model August 2008

situation

- Jewish parents and children are increasingly disconnected from their Jewish community, culture and identity.
- There is a decreasing pool of qualified teachers who have a background in both ECE and Jewish/Hebrew Studies.
- Aging teacher and director population. Second-tier leaders are not being developed. Few Jewish educators are entering the field of ECJE. Under-trained personnel. Low salaries.
- No communal standards of excellence.
- Insufficient slots for Jewish preschoolers.
- High tuition and costs of running a school.
- Jewish children not attending Jewish preschool.
- ECJE has low status within ECE field



inputs/resources

- Data (on ECE, compensation, enrollment, teacher competency)
- JCF funds from the Educating & Engaging Commission
- Funds from JCF of the East Bay
- Partnerships with/resources from local and national funders (Jim Joseph, Lent-Levine, Koret)
- Partnerships with community organizations (JCCs, BJE, CJLL, JFCS, JVS, JECI)
- Partnerships with schools
- Partnerships with local/national ECJE initiatives (JECEI)

- ### outputs
- Compensation**
 - Create efficiencies, pooled benefits, & economies of scale
 - Increase salary and benefits to competitive levels
 - Teacher Recruitment**
 - Marketing campaign
 - Recruitment incentives
 - Recruitment into professional preparation programs
 - ECJE-intensive education for individuals in other fields or seeking career change
 - Retention & Professional Development**
 - ECJE educator scholarships (create endowment)
 - Incentives and resources for professional development in ECE and ECJE
 - Create a career ladder matrix for ECJE
 - Pre-service programs in ECJE at BA and MA levels
 - Support for teachers in obtaining certificate in ECJE
 - Advanced ECJE certificate programs
 - Provide ongoing learning opportunities in ECJE
 - Jewish ECE specialist at each site
 - Institution-Level Changes**
 - Engage teachers in tiered leadership
 - Examination of business model
 - Develop partnerships between ECE sites and academic institutions to create a job pipeline and provide feedback to each other
 - Standards**
 - Research standards and potential tools for benchmarking ECJE and ECE
 - Create standards tool for ECJE
 - Recommend tool for ECE
 - Partner with community organizations to help schools attain benchmarks
 - Engagement with schools and the community to ensure buy-in to standards
 - Families**
 - Create entry-point programs & services (e.g. Chai Baby, PJ Library, Parenting Matters, museum programs, website)
 - Increase social networking among parents
 - Create system to ensure families raising young Jewish children not turned away from Jewish preschools
 - Establish Jewish lifelong learning programs for deepening and extending learning beyond preschool

assumptions

- ECJE is an issue that belongs to the entire Jewish community and will have influence on its vitality.
- ECJE is part of the continuum of Jewish education and can be a powerful gateway for parents of young children to make meaningful connections with the Jewish community.
- ECJE programs produce the best outcomes when the school adheres to acknowledged best practices in ECJE.
- ECJE is complex work that requires a highly educated workforce that engages in continuous learning.
- Professionally educated teachers will enter the field when there is professional compensation.
- In order to achieve our desired outcomes, the Jewish community must ensure that resources for creating and sustaining excellence are available.

short-term outcomes

- Compensation**
 - Knowledge of potential efficiencies, pooled benefits, & economies of scale
 - Community recognizes the importance of early childhood Jewish education
- Recruitment**
 - Awareness of ECE and ECJE career possibilities and availability of assistance (more specific; prof prep programs, financial assistance)
- Retention & Professional Development**
 - Awareness of ECE and ECJE professional development programs
- Institution-Level Changes**
 - Better understanding of good business models for ECJE
 - Awareness of leadership gap
- Standards**
 - Standards for ECJE and ECE determined and disseminated
 - Tools for benchmarking ECE and ECJE are implemented
- Families**
 - More families aware of Jewish education options/cultural opportunities
 - More families raising young Jewish children able to enroll in Jewish preschool

medium-term outcomes

- Compensation**
 - Efficiencies, pooled benefits, & econ of scale save money and offer greater compensation and benefits to educators
 - Increased salary and benefits to competitive levels
 - ECJE is acknowledged as a crucial starting point in Jewish education
- Recruitment**
 - Increased enrollment in ECE and ECJE educator programs
 - Increase in number of new educators in Jewish preschools/ ECE sites
- Retention & Professional Development**
 - Enrollment in ECE and ECJE professional development programs
 - Greater retention of qualified teachers
 - Increased knowledge and skill in teaching ECJE
- Institution-Level Changes**
 - Effective business models in ECJE departments
 - Educators participating in shared leadership
- Standards**
 - Standards of best practice are implemented
 - Benchmarking tools are in use
- Families**
 - More families raising young Jewish children enrolled in Jewish preschool
 - Increased family engagement in Jewish life
 - Increased diversity of families raising young Jewish children in Jewish preschools
 - Children not enrolled in Jewish preschools have access to ECJE
 - Increased Jewish practice at home

external factors

- ECE culture – seen as unprofessional by community and teachers themselves
- Historically, not a lot of funding for salaries.
- Some schools are unionized
- There's a lot of pushback from institutions about standards

long-term outcomes

- General**
 - Community "owns" ECJE, not just preschool teachers or parents with young children
- Compensation**
 - Increased salary and benefits put compensation at competitive levels
- Recruitment**
 - New individuals at various entry points to the field who best fit the desired profiles (see PD task force) and reflect the diversity of the Jewish community
- Retention & Professional Development**
 - A stable workforce with teachers who best fit the needs of the community
 - Greater professionalization of the field
 - Continued innovation in the ECJE field
- Institution-Level Changes**
 - Career ladders in place
 - Jewish educators represented at all levels of leadership
 - High quality Jewish family education programs are available in all Bay Area regions
- Standards**
 - Broad adherence to best practice standards for ECJE programs
- Families**
 - Increased numbers of families continue Jewish education after preschool (medium-term?)
 - Continued family engagement in Jewish life