Independent Evaluation of the
Jim Joseph Foundation's Education Initiative

Year 4 Report

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BACKGROUND

Research indicates that well-prepared educators help produce strong learning outcomes for students. For the continued health of Jewish education, higher education institutions should have the capacity to prepare sufficient numbers of highly qualified educators and education leaders for careers in Jewish education. Teachers, division heads, and school heads represent a substantial segment of the educator population in Jewish day schools. More than 5,000 educators enter new positions in Jewish day schools every year and are in need of adequate preparation. The most frequent obstacle to instructional quality in Jewish day schools is the difficulty in recruiting qualified teachers (Ben-Avie & Kress, 2006; Jewish Education Service of North America, 2008; Kidron et al., in press; Krakowski, 2011; Sales, 2007).

A similar problem has been observed in supplementary schools in congregational or communal settings. These schools enroll the majority of Jewish children and adolescents receiving a Jewish education in the United States (Wertheimer, 2008). In recent years, congregations have begun to replace traditional educational programs with new approaches that aim to raise the quality of instruction and the level of parent and student satisfaction relative to their programs. These new approaches may include greater integration of experiential Jewish education and community service, family learning, and the integration of all aspects of congregational learning under the leadership of one director (Rechtschaffen, 2011; Sales, Samuel, Koren, & Shain, 2010). High-quality programs that are updated or reconstructed across time to meet the needs of the Jewish community require well-prepared directors and educators. However, many directors and educators in congregational schools have not participated in teacher preparation programs, and the depth of Jewish content knowledge among these teachers is highly variable (Stodolsky, Dorph, & Rosov, 2008).

> *For the continued health of Jewish education, higher education institutions should have the capacity to prepare sufficient numbers of highly qualified educators and education leaders for careers in Jewish education.*

Producing and sustaining a high level of innovation in other Jewish educational settings, including Jewish community centers (JCCs), Hillels, camps, and entrepreneurial businesses, calls for relevant advanced training and professional development that enable educational leaders to design, lead, and provide both community education and direct service activities. These leaders and their staff members may perform needs or assets assessments, strategic planning, community visioning, parenting training, youth education and recreation, and many other community education activities. Ideally, educational leaders also should serve as a bridge between knowledge generated by researchers and the needs of their organizations and the communities they serve.

The Jim Joseph Foundation's Education Initiative addressed these issues in two ways. First, through scholarships, the initiative directly supported the preparation of early- and mid-career professionals across the spectrum of Jewish education settings. Second, by developing new advanced degree and professional development programs, the initiative expanded the capacity of three institutions—the

Jewish Theological Seminary (JTS), Hebrew Union College–Jewish Institute of Religion (HUC-JIR), and Yeshiva University (YU)—to offer a wider selection of programs to an expanded pool of prospective students.

American Institutes for Research (AIR) examined the work and outcomes of the programs funded by the Education Initiative. This independent evaluation focused on the five goals for the Education Initiative. Exhibit A summarizes these goals: three relate to educator preparation and support and two to capacity building.

Exhibit A. The Five Goals of the Jim Joseph Foundation's Education Initiative

Educator Preparation and Professional Development	Capacity Building
Goal 1. Increase the number of highly qualified individuals who enroll in Jewish education advanced degree, certificate, and leadership programs.	Goal 4. Develop the infrastructure that will enable financial sustainability of the programs supported by the Education Initiative.
Goal 2. Provide programs that prepare educators and education leaders to teach, inspire, and enrich education experiences in a variety of settings.	Goal 5. Identify areas of programmatic and interinstitutional collaboration that can improve program quality and make improvements sustainable.
Goal 3. Increase the number of educators and education leaders placed, retained, and promoted in a variety of settings.	

KEY OUTCOMES ACHIEVED

The evaluation of the Education Initiative demonstrates that the initiative succeeded in promoting grantees' ability to (1) develop new courses in new formats to dramatically increase the number of qualified individuals who enroll in Jewish education degree and professional development programs, (2) support the growth of educational leadership skills of individuals working in diverse Jewish education settings, and (3) build interinstitutional collaborations.

> *In all, the Education Initiative engaged more than 1,400 Jewish education professionals from 34 states and internationally and supported 26 new and existing programs in three higher education institutions.*

- To date, 1,412 individuals participated in the degree and professional development programs covered by the Education Initiative. Only one third (35 percent) of these individuals would have obtained advanced degrees and professional development if the Education Initiative had not existed.
  - One half (705 people) work in Jewish day schools.
  - One fifth (306 people) work in congregations, temples, and synagogues.
  - One third (401 people) work in organizations that implement or consult on less traditional programs (e.g., Hillel, JCCs, camps, youth groups, and entrepreneurial Jewish education programs).
  - Compared with the year before the Education Initiative (2009), the 1,412 individuals represent a sharp increase in enrollment in educator preparation programs.

- The degree and professional development programs under the Education Initiative promoted leadership development through improved management skills and content knowledge.
  - Across programs, two thirds of the participants brought into their workplaces both newly acquired content expertise (e.g., the ability to examine practice through Jewish lenses; the ability to assess gaps in pedagogical practice) and new management skills (e.g., the ability to form and implement a plan or systemic change; the ability to leverage professional networking for improved professional practice).
  - Only 4 percent of the participants experienced little change in their use of content knowledge or management and organizational skills. Most of these participants were not in job positions that enabled them to practice the new skills.
- The degree programs supported entry into Jewish day school teaching and the professional growth of experienced Jewish day school teachers and school leaders.
  - About 60 percent of the participants entered new careers following completion of their master's or doctoral degrees in Jewish education: 51 percent entered careers as Jewish day school teachers, and 9 percent entered careers as Jewish day school administrators.
  - The remainder of the participants (40 percent) did not change their job positions, including 30 percent who worked as teachers and 10 percent who worked as school administrators.
- The Education Initiative had an important role in retaining professionals in Jewish education careers in congregational settings.
  - Program participants, especially professionals 40 years old or younger, may not have pursued a master's degree in Jewish education if they had not been accepted into their current programs.
  - Nearly one fifth of the participants (nearly all between 25 and 30 years old) would have considered career changes if they had not been accepted into their current programs.
- The Education Initiative encouraged JTS, HUC-JIR, and YU to offer online and blended learning courses despite a low level of faculty comfort with technology.
  - The Education Initiative enabled the development of 10 online or blended professional development programs and master's degree tracks, which together enrolled 650 students.
  - The eLearning Faculty Fellowship promoted faculty members' proficiency in a wide variety of technology tools and allowed them to deploy new teaching tools consistent with course and program goals.
- The Education Initiative promoted both intra-institutional and interinstitutional collaboration among presidents, deans, and faculty members.
  - New program design and faculty professional development opportunities encouraged greater collaboration within the grantee institutions.
  - The leaders of HUC-JIR, JTS, and YU have been meeting regularly and have jointly presented public lectures on various topics.
  - Faculty members reported relatively high levels of willingness to collaborate both within and across institutions.

- Participation in cross-institutional professional development—the eLearning Faculty Fellowship—promoted faculty members' interest in cross-institutional collaboration.
- HUC-JIR, YU, and JTS launched formal collaboration to enable networking, professional development, and continuing education for Jewish experiential educators.

The Education Initiative accomplished its goals. The three grantees increased the number of well-prepared Jewish education professionals placed, retained, or advanced in Jewish education settings. Participants reported a high level of usefulness and applicability of their programs, and employers reported high levels of satisfaction with the professional growth of their employees. The Education Initiative helped the grantees develop several important assets, including (1) curricula, publications, and other intellectual property (e.g., new materials written as part of building the experiential Jewish education field); (2) human capital and tools for course delivery (e.g., establishing mentoring systems); and (3) reputation in the field (e.g., enhanced reputation as experts in delivering leadership institutes and online professional modules). To sustain these accomplishments means the grantees are continuing to update their programs and explore the design of additional programs that address the interests of prospective students. The lessons learned through the Education Initiative have already been applied to various other programs outside the initiative, including fee-for-service programs in experiential Jewish education and revised courses within master's in Jewish education degree programs.

THE PATH FORWARD

The three grantees raised and reallocated funds to support and sustain programs created under the Education Initiative and have created financial sustainability plans. Building on the momentum created by the Education Initiative, all three grantees are continuing to refine current programs and pilot new programs to accommodate the needs of the field of Jewish education and Jewish communities across the United States and the world. Some funders have expressed interest in tailoring the Certificate Program in Experiential Jewish Education and the Jewish Early Childhood Education Leadership Institute to local communities. The grantees are in conversation with associations and local Jewish communities about adapting the programs developed under the Education Initiative to the needs of these communities.

Introduction

The Jim Joseph Foundation's Education Initiative was a $45 million grant program that was designed to increase the number, quality, and type of programs available to students who enter and graduate from three premier Jewish education institutions. The initiative was premised on the foundation's belief that an investment in high-quality, graduate-level preservice and professional development certificate and degree programs would attract talented educators to the field of Jewish education. The initiative supported activities at the Hebrew Union College–Jewish Institute of Religion (HUC-JIR), the Jewish Theological Seminary (JTS), and Yeshiva University (YU). The foundation awarded $15 million to each institution to (1) expand educator preparation programs and (2) build capacity to place and support currently practicing and newly trained educators.

The Education Initiative aimed to provide a wide array of graduate-level and certificate programs and student services, each designed to meet the needs of a targeted audience of professionals, including day school teachers, administrators, and middle and senior management in Hillel, Jewish community centers (JCCs), and camps plus education program directors in congregations. To make the programs affordable and feasible, the initiative funded scholarships and offered a variety of programs tailored for the different needs of professionals in different stages in their careers.

As part of this initiative, HUC-JIR, JTS, and YU designed and piloted 18 new degree and professional development programs and expanded their recruitment, course offerings, and assistance for students in seven other degree programs. Appendix A lists the programs supported by the Education Initiative.

The Jim Joseph Foundation defined five goals for the Education Initiative. Exhibit 1 presents the foundation's goals: three goals relate to educator preparation and student services, and two goals relate to capacity building. Goals 1–3 were established on the premise that high-quality certificate and degree programs and financial assistance would encourage individuals to consider careers in Jewish education or seek additional training to deepen their current work in Jewish education. The initiative aimed to (1) attract talented young people interested in becoming professional Jewish educators, (2) train experienced and effective educators to become mentors and role models, and (3) equip Jewish educators to provide first-rate education in their workplaces and serve as visionary education leaders.

The Education Initiative also required that its recipients build institutional capacity to ensure that they would continue to offer high-quality degree, certificate, and leadership programs after the end of the initiative (Goals 4 and 5). Grantees were expected to identify ways to cover the operating costs of the programs as well as establish venues for interinstitutional collaboration that may enable the use of joint resources for program development.

Exhibit 1. The Five Goals of the Jim Joseph Foundation's Education Initiative

Educator Preparation and Professional Development	Capacity Building
Goal 1. Increase the number of highly qualified individuals who enroll in Jewish education advanced degree, certificate, and leadership programs.	Goal 4. Develop the infrastructure that will enable financial sustainability of the programs supported by the Education Initiative.
Goal 2. Provide programs that prepare educators and education leaders to teach, inspire, and enrich education experiences in a variety of settings.	Goal 5. Identify areas of programmatic and interinstitutional collaboration that can improve program quality and make improvements sustainable.
Goal 3. Increase the number of educators and education leaders placed, retained, and promoted in a variety of settings.	

FINDINGS FROM THE YEAR 4 EVALUATION

This report is the fourth in a series of five reports. Part A focuses on the results of educator and education leader preparation and professional development programs, and Part B addresses advancements in capacity building.

HIGHLIGHTS FROM YEAR 1

The Year 1 report reported on the level of satisfaction of early-career and mid-career Jewish education professionals with their programs (Schneider, Kidron, Brown, & Abend, 2012). Survey data showed that the program participants were satisfied with the programs' practical focus on a set of pedagogical and management skills, including curriculum planning; aligning instructional practices in the classroom with the needs of students; revisiting school and organizational practices, leadership, staff supervision, and management work; and creating a positive learning environment at the school. Participants assigned high value to their programs. Data from the surveys administered by American Institutes for Research suggested that approximately one third of the students across programs and institutions were willing to pay most of the tuition and one third were willing to pay some of the tuition.

HIGHLIGHTS FROM YEAR 2

The Year 2 report provided the initial findings about how the first cohorts of students who completed the professional development programs applied their skills on the job (Schneider, Kidron, Abend, & Brawley, 2013). Employers reported in interviews that they observed substantial professional growth in their staff who had participated in Education Initiative–supported programs. Participants in the certificate programs and leadership institutes reported that they were inspired by their programs to articulate goals, create new programs or initiatives, and promote professional learning communities at their organizations. Initial data about the job placements of graduates in the degree programs showed that most new positions were in leadership roles (e.g., directors, assistant directors, heads of schools, and program coordinators).

HIGHLIGHTS FROM YEAR 3

The Year 3 report found that of the nearly 1,300 students who benefitted from the Education Initiative to date, about one half would not have pursued advanced degrees or professional development in Jewish education without financial assistance. Two thirds of the participants enrolled in programs that did not exist prior to the initiative (Schneider, Kidron, Levin, Blumenthal, & Brawley, 2014). Overall, the programs showed positive outcomes. Dropout rates in the programs were low, and participants reported direct impact of their studies on everyday professional practice. The initiative also strengthened the organizational capacity of the institutions. The new programs developed under the initiative required reassignment and recruitment of instructors, training staff to deliver courses online, recruiting experienced professionals who could mentor participants in degree and professional development programs, revising enrollment management practices, and additional financial sustainability planning.

ORGANIZATION OF THE YEAR 4 REPORT

Part A of this report, "Educator Preparation and Professional Development," summarizes the findings pertaining to the first three goals of the Education Initiative. By achieving the first three goals, the initiative will have an impact on a significant number of education leaders and educators by attracting them to high-quality programs, providing them with learning supports, and equipping them with tools for career growth and for becoming change agents in the field of Jewish education. Part A is divided into three sections that report on the effects of the initiative on the three main categories of school settings: Jewish day schools, educational programming in congregations, and predominantly experiential Jewish education settings. Part B of this report, "Capacity Building," reports on progress to date with regard to accomplishing the fourth and fifth goals of the initiative. It reports on the effects of the initiative on capacity building using three success indicators: innovation, efficiency, and growth. It also reports on the outcomes of initiatives to support interinstitutional collaboration. Appendix C describes the methodology of data collection and analyses for this report.

Part A. Educator Preparation and Professional Development

THE EFFECTS OF THE EDUCATION INITIATIVE ON JEWISH DAY SCHOOLS

Well-prepared teachers produce strong learning outcomes for students. Teachers who have more in-depth training report feeling better prepared at the beginning of their careers compared with those with less training (Boe, Shin, & Cook, 2007) and produce higher student achievement gains (Nougaret, Scruggs, & Mastropieri, 2005; Sindelar, Daunic, & Rennels, 2004). A highly qualified teacher, as defined in the Elementary and Secondary Education Act (also known as the No Child Left Behind Act), is someone who has competency in both subject matter and effective pedagogy.

For the continued health of Jewish education, the following question should be continually explored: "Do higher education institutions in the United States have the capacity to prepare sufficient numbers of highly qualified teachers for careers in Jewish day schools?" There are about 860 Jewish day schools in the United States (Schick, 2014), staffed by approximately 22,000 educators (Goodman, Schaap, & Ackerman, 2002). About 26 percent of Jewish day school teachers do not stay in their jobs for more than two years (Jewish Education Service of North America, 2008). *That means that more than 5,000 educators enter new positions in Jewish day schools every year.*

Aligned with these statistics, research consistently shows that the most frequent obstacle to instructional quality in Jewish day schools is how hard it is to recruit qualified teachers (Ben-Avie & Kress, 2006; Jewish Education Service of North America, 2008; Kidron et al., in press; Krakowski, 2011; Sales, 2007). The investment of the Jim Joseph Foundation's Education Initiative aimed to address this issue in two ways. First, through scholarships, the initiative directly supported the preparation of more than 700 educators. Second, by developing new degree and professional development programs, the initiative allowed the three institutions to offer a wider selection of programs to Jewish day school educators.

The increased variety of programs available to Jewish day school educators is important for several reasons. First, options to enroll in online degree and professional development programs enable access for geographically remote professionals and professionals who have scheduling and travel constraints. Advanced degrees and professional development can improve teacher retention (Adamson & Darling-Hammond, 2011). Supporting the professional growth of teachers in small schools and remote geographical areas is particularly relevant to teacher quality and turnover rates. When the staff pool is small, teachers may feel isolated and not adequately prepared or supported for their jobs. Moreover, teachers in small schools may work long hours and take on multiple duties, including some for which they may not feel qualified (Mollenkopf, 2009). About one half of the Jewish day schools in the United States are very small (i.e., fewer than 10 students per grade level; Kidron et al., in press; Schick, 2014). These schools tend to be outside the New York/New Jersey area, where the vast majority of the higher education institutions with degrees in Jewish education are located (Kidron et al., in press; Schick, 2014).

Second, when recruiting teachers and lead teachers, school heads of Jewish day schools look beyond academic qualifications. They look for educators with the ability to see the bigger picture, including long-term goals for students and the school and teach in creative, innovative ways that inspire students (Kidron et al., in press). In addition, interviews with grantees noted a paradigm shift in Jewish day schools that requires greater preparation of teachers for team and interdisciplinary teaching, including the integration of Jewish and general studies. Accordingly, similar to national trends in public education that call for increasing teachers' knowledge of evidence-based practices (American Association of Colleges for Teacher Education, 2013), the preparation of educators for Jewish day schools increasingly includes research-based models. The degree and professional development programs under the Education Initiative were highly influenced by the engagement of the three grantees in experiential education field building, which increased innovation in multiple educational settings, including Jewish day schools. (See Appendix B for descriptions of these programs.) YU's online certificate programs and professional development modules include skill development specific to the use of technology in the classroom and online. Interviews with the grantees indicated that all three are currently exploring how they can strengthen connections with alumni to engage them in continued professional development and how to interest them in a degree after they have completed a professional development course.

In addition to larger variety in program offerings, marketing and recruitment play an important role in making continued education accessible to Jewish educators and identifying talented students who, with high quality training, can advance to leadership positions in the field. Interviews with the grantees indicated high awareness to locations and demographic characteristics associated with a shortage of qualified teachers, including the documented turnover rates of male Orthodox Jewish teachers in Jewish elementary day schools (Skurowitz, 2000). The following findings describe the effects of the Education Initiative for Jewish day schools.

Jewish Day School Settings: Findings

FINDING 1: The programs under the Education Initiative prepared educators and administrators in Jewish day schools across the United States.

One thousand four hundred twelve people participated in the degree and professional development programs covered by the Education Initiative, of which one half (705 people; 50 percent) work in Jewish day schools. Outside the degree and professional development programs, the initiative also enabled the design and implementation of consulting services that further expanded the reach of the Education Initiative. The YU Institute for University-School Partnership (YUSP) worked closely with 20 Jewish day schools across the United States. This service, called the New Teacher Induction Program, provides two-year support to Jewish day schools by using a mentoring model (see Highlight 1).

YU provided the majority of the programming for preparing Jewish day school educators (92 percent of the participants in programs supported by the Education Initiative). Most of the Jewish day schools receiving these services are Modern Orthodox or Centrist Orthodox (89 percent). In addition, most of these schools (82 percent) have enrollments above the national average. The master's degree programs under the initiative successfully recruited about equal numbers of females (52 percent) and males.
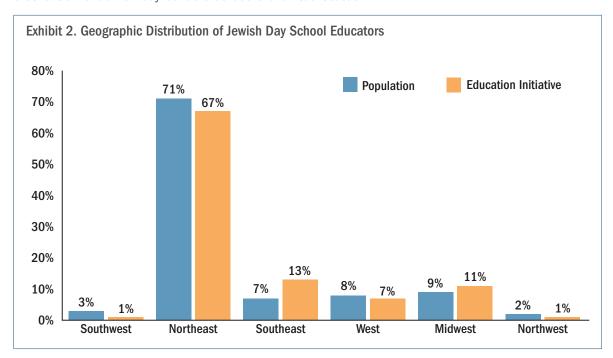
The New Teacher Induction Program of YUSP uses a toolkit developed by the Mandel Center for Studies in Jewish Education at Brandeis University as part of the Teacher Learning Project. The toolkit provides benchmarks and assessment tools for building a schoolwide culture that supports teacher learning. The toolkit also provides teaching modules for school leaders and leadership teams. These modules include professional development resources for learning how to launch an effective mentoring model and implementing a process to improve new teachers' learning and performance.

YUSP coaches worked with 20 schools across three cohorts to guide them through the implementation of this model. The end goals were threefold: (1) reduce new teacher turnover rates; (2) improve practices such as classroom management, parent-teacher relationships, student assessment, lesson planning, and teacher collaboration; and (3) promote a sense of connectedness to a collaborative school community, both among new teachers and mentors. YUSP coaches worked with schools to establish timelines for implementation, identify experienced teachers who could serve as mentors, facilitate sessions, and observe implementation as the schools became more independent in their use of the model.

As part of establishing a collaborative school culture, new teachers of all school departments participated in joint sessions, observed each other teach, and shared ideas and resources. For example, a Judaic study teacher and a mathematics teacher might observe each other's classes and engage in a follow-up conversation about their teaching methods. Most of the new teachers adhered to the requirement of weekly, individualized mentorship meetings. In addition, new teachers and mentors participated in weekly group meetings. Each meeting was dedicated to a skill or a theme, such as the alignment of objectives with lesson plans. In these sessions, teachers took turns analyzing each other's products (e.g., lesson plans) and articulating their teaching methods (e.g., rationale for a specified order of student activities). Teachers learned how to collaborate and provide feedback on each other's work (e.g., examining each other's word problems for readability and clarity of language). They also challenged each other to foresee potential challenges, such as students who need more time to practice, and how to be prepared to address challenges.
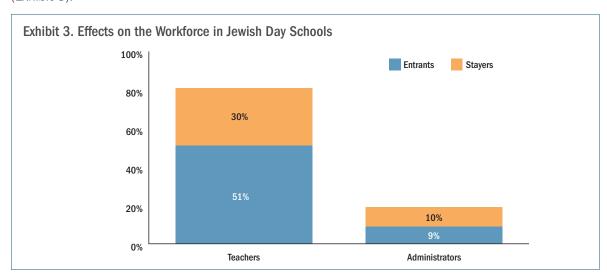
YUSP coaches also worked with schools to identify focus areas for enhancing teacher professional development. For example, in schools where teachers were not observed prior to the program, YUSP coaches supported the implementation of practices such as instructional rounds (teachers visit classrooms in small groups, debrief after the observation, and identify next levels of work based on the group's relevant knowledge and skills). Although data on the effects of the program on teacher turnover rates are not yet available, preliminary anecdotal evidence suggests that new teachers are applying their new skills and feel more engaged and connected to their schools.

Distance learning options (YU online master's program, JTS's distance learning option for the master's degree program, HUC-JIR's Executive Master's Degree Program, and online professional development programs) enabled the grantees to recruit participants from across the United States as well as internationally. As shown in Exhibit 2, the distribution of participants matches the distribution of Jewish day schools across the United States.

Exhibit 2. Geographic Distribution of Jewish Day School Educators

Legend: Population (blue), Education Initiative (orange)

Region	Population	Education Initiative
Southwest	3%	1%
Northeast	71%	67%
Southeast	7%	13%
West	8%	7%
Midwest	9%	11%
Northwest	2%	1%

FINDING 2: The master's degree programs supported both career advancement and the development of experienced Jewish day school educators and administrators.

About 60 percent of the participants entered a new career following completion of their master's or doctoral degrees in Jewish education: 51 percent entered a career as Jewish day school teachers, and 9 percent entered a career as Jewish day school administrators. The remainder of the master's degree program participants (40 percent) did not change their current employment, including 30 percent of Jewish day school teachers and 10 percent of Jewish day school administrators who sought to develop themselves as professionals by completing a master's degree in Jewish education (Exhibit 3).

Exhibit 3. Effects on the Workforce in Jewish Day Schools

Legend: Entrants (blue), Stayers (orange)

	Entrants	Stayers
Teachers	51%	30%
Administrators	9%	10%

FINDING 3. The degree and professional development programs under the Education Initiative increased educators and educational leaders' ability to apply both content knowledge and process knowledge as part of their jobs.

Among the programs presented in Appendix B, YU's accelerated track, for educators in Jewish day schools, was designed to improve leadership-related skills, and the Davidson Graduate School of Jewish Education's Master's Program in Jewish Education includes a track for professionals interested in a career in Jewish day schools. Data from the program participants and their school heads indicated that participation in professional development programs promoted teachers' knowledge, the use of new practices, and professional self-confidence. Appendix B also includes a detailed description of the effects of YU's Certificate Program in Experiential Jewish Education, in which one third of the participants are Jewish day school educators or administrators.

THE EFFECTS OF THE EDUCATION INITIATIVE ON EDUCATIONAL PROGRAMS IN CONGREGATIONS
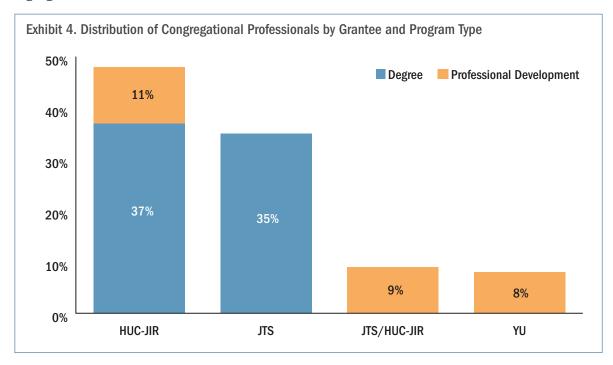
Supplementary schools in congregational or communal settings enroll the majority of students receiving a Jewish education. The 2006–07 census of supplementary schools (Wertheimer, 2008) estimated that 230,000 school-age students are in supplementary schools across the United States. In recent years, congregations began replacing traditional educational programs with new approaches that aim to raise the quality of instruction and the level of satisfaction of parents and their children with the programs. These new approaches may include greater integration of experiential Jewish education and community service, family learning, and the integration of all aspects of congregational learning under the leadership of one director (Rechtschaffen, 2011; Sales, Samuel, Koren, & Shain, 2010).

High-quality programs that are updated or reconstructed across time to meet the needs of the Jewish community require well-prepared and committed staff. One obstacle is the great variations in teacher qualifications. Teachers in congregational schools have a variety of educational backgrounds. Not all teachers have received (or completed) teacher education programs, and the depth of Jewish content knowledge among these teachers is highly variable (Stodolsky, Dorph, & Rosov, 2008). Job-embedded professional development provided by educational leaders is key to the development of these educators (Holtz, Gamoran, Dorph, Goldring, & Robinson, 2000). Educational leaders in congregational schools are the primary vehicle for developing teachers' knowledge and skills and guiding staff through a process of self-reflection, implementing innovative practices, and community engagement. To build staff capacity for educational programming and educational reform, educational leaders need to have both deep content knowledge and management skills. Providing continued education to directors in congregations who lead educational programs can support the capacity building of congregations. The following findings describe the effects of the Education Initiative on the professional growth of educators and educational leaders in congregational settings.

Congregational/Communal Settings: Findings

FINDING 1: The programs under the Education Initiative supported the entry of qualified professionals into careers in congregational settings, mostly in educational leadership roles.

Of the 1,412 people who participated in programs supported by the Education Initiative, more than one fifth (306 people; 22 percent) currently work in congregations. The congregations span the entire continuum of Jewish denominations, including Orthodox, Conservative, Reform, Reconstructionist, and Pluralistic Jewish congregations. Most of the program participants were female (215 participants; 70 percent). HUC-JIR and JTS provided programming for the majority of the Education Initiative's participants who work in congregational settings, primarily through advanced degree programs (Exhibit 4). In addition to degree and professional development programs, grantees also provided career services to alumni working in congregational settings. See, for example, Highlight 2 for HUC-JIR's Induction and Retention Initiative.

Exhibit 4. Distribution of Congregational Professionals by Grantee and Program Type

Legend: ■ Degree   ■ Professional Development

- HUC-JIR: Degree 37%, Professional Development 11%
- JTS: Degree 35%
- JTS/HUC-JIR: Professional Development 9%
- YU: Professional Development 8%

Nearly one half of the participants currently work in synagogues and congregations located in the Northeast (46 percent; Exhibit 5). The number of participants working in educational leadership roles in congregations (e.g., director of lifelong learning, director of education and family programming, and religious school principal) increased from 69 people (29 percent) to 168 people (93 percent) of the total number of participants working in congregational settings.

The Induction and Retention Initiative aims to ease the transition from school to work of master's degree graduates of HUC-JIR's Schools of Education in New York and Los Angeles. Given the complexity of the roles of educational leaders in congregations, helping new directors successfully acclimate to their new work environments after at least three years of being full-time students can increase the quality of their work and ensure retention in their current positions. According to the mission statement of the initiative, enabling alumni to be successful in their jobs and transform Jewish education includes both ongoing training and networking in partnership with the Union for Reform Judaism and its affiliates. The program also sends employers the message that education at HUC-JIR has a "lifetime warranty," and the institution will continue to make resources available to alumni after graduation.

The Induction and Retention Initiative includes an in-person launch event on campus prior to graduation, an in-person seminar (the New Educator Transition Boot Camp), a toolkit of resources, and mentoring by trained senior alumni. Mentors are available to provide a variety of supports, such as practical advice for managing challenges at work, resources for continued learning and reflection, and emotional support. The initiative has two additional goals: to build a more cohesive alumni community and support the application of knowledge from the program as part of their work. The latter goal is important for enabling early career professionals to retain the professional work principles they have learned as part of their master's degree: being reflective and proactive in anticipating challenges and envisioning change, working in collaboration with other educational leaders, being able to serve a diverse community, and being able to balance tradition and innovation. (For further information about these principles, see Aron and Weinberg [2002].)
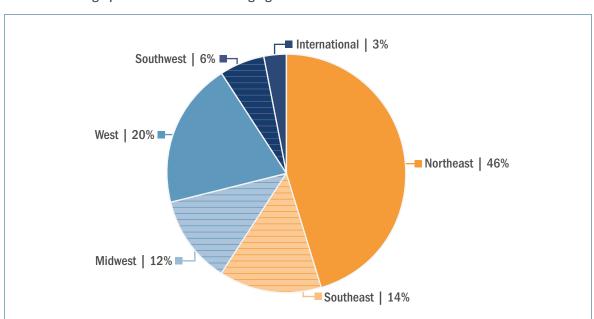
Exhibit 5. Geographical Distribution of Congregational Professionals

International | 3%
Southwest | 6%
West | 20%
Northeast | 46%
Midwest | 12%
Southeast | 14%

FINDING 2: The Education Initiative doubled the number of educational leaders in Reform congregational settings who have an advanced degree and tripled the number of those who have degrees in Jewish education.

The evaluation team assessed the degree to which providing advanced degrees to congregational education professionals changed the level of educational attainment of congregational professionals. The evaluation team randomly selected 70 Reform congregations where participants of master's and doctoral programs supported by the Education Initiative currently work. These congregations were matched by size and location with comparison Reform congregations that did not have employees who benefitted from the initiative. The Education Initiative participant was then matched with a professional in the comparison congregation by job title. Although matched comparison professionals tended to have more years of professional experience, they had fewer years of education, especially in Jewish education. For example, the average number of years of professional experience for the Education Initiative participants and comparison professionals was 9 years and 15 years, respectively. However, only one half of the comparison professionals had an advanced degree. In addition, less than one third (20 people; 29 percent) of the comparison professionals had an undergraduate or graduate degree in Jewish education, religious education, or education and Jewish studies.
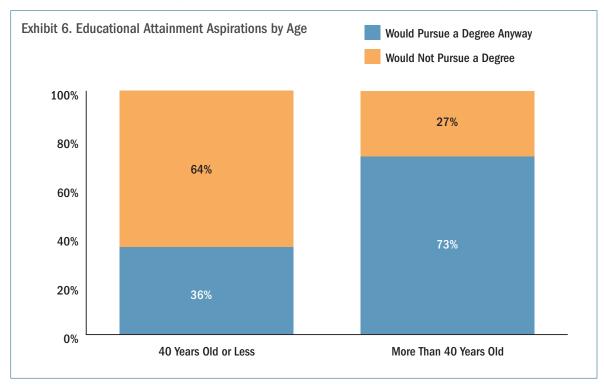
FINDING 3. The degree and professional development programs under the Education Initiative supported innovation in congregational education programs.

Multiple degree programs provided preparation specific to leading educational programming in congregational and communal settings, including the Master's Program in Jewish Education with a concentration in educational leadership in synagogue and communal settings at the Davidson Graduate School of Jewish Education, the Master's Programs in Jewish Education and Religious Education at the Los Angeles and New York campuses of HUC-JIR, and HUC-JIR's Executive Master's Degree Program. Two professional development programs—HUC-JIR's Certificate Program in Jewish Education for Adolescents and Emerging Adults and the joint JTS/HUC-JIR's Jewish Early Childhood Education Leadership institute—also included professionals working in congregational settings. Appendix B includes detailed descriptions of the effects of each degree and professional development program. As these program descriptions show, each program enhanced the management and leadership skills of the participants.

FINDING 4. The Education Initiative had an important role in retaining young education professionals in careers in congregational settings.

Master's program participants who currently work in congregational settings were asked what they would have done if they had not been accepted to their current programs. Survey responses were available for participants of six degrees supported by the Education Initiative: The Davidson Graduate School's Master's Program in Jewish Education, HUC-JIR's Master's Programs in Jewish Education and Religious Education (including joint programs for students in the nonprofit management master's program and rabbinical and cantorial students), HUC-JIR's Executive Master's Degree Program, YU's Master of Science in Jewish Education at the Azrieli Graduate School of Jewish Education and Administration, and YU's accelerated track of the Master of Science in Jewish Education. Survey data were available for 129 people who were 40 years old or younger at the time of enrollment and 51 people who were older than 40 years at the time of enrollment.

Surprisingly, the younger age group was less inclined to pursue a master's degree either in Jewish education or another field had they had not been accepted. About 36 percent of those younger than 40 years old said they would reapply or enroll in another master's program compared with 73 percent of those older than 40 years (Exhibit 6). Possibly, younger professionals in congregational settings are in more junior positions, which are typically characterized by high turnover rates, and are less committed to a career in congregational Jewish education. Through enhanced marketing and recruitment efforts and scholarships, the Education Initiative encouraged these professionals to develop a relevant set of skills that can enable them to stay in the field. Another finding supports this interpretation: nearly one fifth (17 percent) of the younger age group (nearly all between 25 and 30 years old) would consider a career change if they had not been accepted to their current program compared with less than 1 percent of the older age group.

Exhibit 6. Educational Attainment Aspirations by Age

Legend:
- Would Pursue a Degree Anyway
- Would Not Pursue a Degree

40 Years Old or Less: 36% Would Pursue a Degree Anyway, 64% Would Not Pursue a Degree
More Than 40 Years Old: 73% Would Pursue a Degree Anyway, 27% Would Not Pursue a Degree

THE EFFECTS OF THE EDUCATION INITIATIVE ON JEWISH EDUCATIONAL PROGRAMS THAT ARE PREDOMINANTLY EXPERIENTIAL

This section of Part A focuses on Jewish educational settings outside Jewish day schools and congregations, including JCCs, Hillels, camps, and entrepreneurial businesses in Jewish education. Advanced degrees and certificates enable educational leaders to design, lead, and provide both community education and direct service activities. These educators may perform needs or assets assessments, strategic planning, community visioning, parenting training, youth education and recreation, and many other community education activities. Ideally, educational leaders also should serve as a bridge between knowledge generated by researchers and the knowledge needs of their organizations and the communities they serve. For entrepreneurial organizations, advanced degrees and certificates are especially important for meeting the needs of educated markets (i.e., markets where the targeted population is highly educated; Doms, Lewis, & Robb, 2010). In addition to the value of rigorous programs in Jewish education, receiving training specific to the delivery of

experiential programming can support the success of Jewish education programs. The remainder of this section discusses the benefits of growing educators and educational leaders' knowledge of experiential Jewish education.

Increasingly, experts claim that what matters more than academic skills for the successful future of children and adolescents is for them to have well-developed character and social and emotional skills, such as flexible and innovative thinking, resiliency, compassion, perseverance, and resilience. Useful in and of themselves, these kinds of skills also are critical for developing a sense of agency and empowerment. One key construct under this umbrella of skills is grit—the ability to prevail in the face of failure and adversity (Perkins-Gough & Duckworth, 2013). Grit develops when young people have an opportunity to take part in transformative experiences that give them the opportunity to test their attitudes and values and practice their skills (Klein, 2012).

Experiential education is one of the most rapidly developing sectors in the education field and aims to promote social and emotional skills and character values. The Association for Experiential Education (2013) defined experiential education as "a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities" (paragraph 2). For the last three decades, accumulating evidence consistently shows that experiential education programs have substantive positive effects on youth and young adults (Cason & Gillis, 1994; Hettler & Johnston, 2009).

Prior to the Education Initiative, a common understanding and definition of experiential Jewish education was lacking (Reimer & Bryfman, 2008). The initiative enabled the development of the field of experiential Jewish education across all Jewish education settings—Jewish day schools, congregations, camps, Hillels, JCCs, and other sites (Kress, 2014). In addition to the development of certificate programs, leadership institutes, and experiential education courses in advanced degree programs, the initiative supported the development of academic papers and interinstitutional collaboration among YU, JTS, and HUC-JIR to further develop the field of experiential learning and Jewish education. One significant development of the field is articulating how experiential Jewish education is different from the general field of experiential education. The definition jointly created by the leading experts in the field is that experiential Jewish education is a philosophy of and an approach to Jewish living rather than a mere methodology for educational practice (Taylor, 2011).
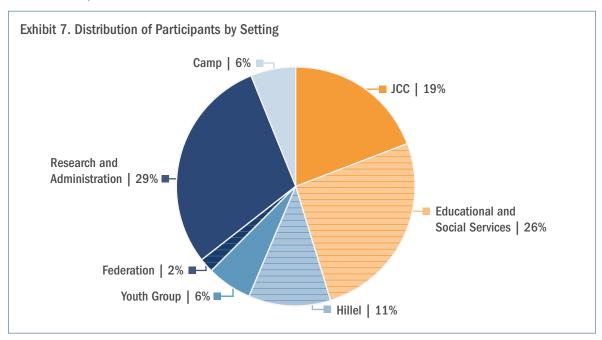
To be successful, experiential educators need to harness psychological theory and research, such as knowledge of child and adolescent development as well as current educational research, to design and carry out meaningful experiences sensitive to the attitudes and interests of individuals and their communities (Clark & Clark, 2007; Warren, Roberts, Breunig, & Alvarez, 2014). This can be accomplished by providing access to content knowledge specific to Jewish education to support deeply informed infusion of Jewish knowledge and values into programs. The younger generations of educational leaders in settings that are primarily experiential and innovative have typically received Jewish education growing up and leadership training for their current careers (Wertheimer, 2010). Yet, until a few years ago, they had only limited access—if any—to rigorous programs that prepare them specifically for the field of experiential Jewish education. The following findings discuss how the Education Initiative affected experiential learning.

Nonschool Settings With Experiential Jewish Education Focus: Findings
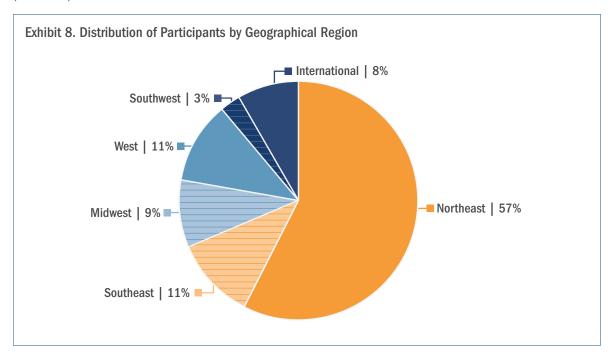
FINDING 1. Nearly one third of the Education Initiative participants work in Jewish education settings outside Jewish day schools and congregations.

Of the 1,412 people in the master's and doctoral degree and professional development programs covered by the Education Initiative, 28 percent (401 people) work in settings that offer predominantly experiential Jewish education programs, such as JCCs, camps, Jewish federations, and youth groups.

Exhibit 7 presents the distribution of participants by the type of organization. As Exhibit 7 shows, a large number of participants currently work in research and administration, primarily in higher education institutions, delivering consulting services to schools and communities, organizing youth and teacher preparation programs, providing research and teaching in Jewish education, or providing administrative responsibilities such as marketing and recruitment. The second largest group in Exhibit 7 is engaged in educational services. These work settings include independent tutoring and Jewish education programs (e.g., the National Jewish Outreach Program); immersive leadership and adventure programs for Jewish teens (e.g., the Jewish Teen Learning Connection, Diller Teen Fellows); and curriculum development and educational consulting for Jewish schools, organizations, and individuals at all ages (e.g., the Jewish Education Project, the Jewish Education Lab, Hebrew at the Center, the Paradigm Project, the Jewish Study Network, the Partnership for Jewish Learning and Life, and YEDA Consulting). In addition, this category includes community support organizations providing social and humanitarian services (e.g., Project Kesher, Entwine, and the American Jewish World Service).

Exhibit 7. Distribution of Participants by Setting

- Camp | 6%
- JCC | 19%
- Research and Administration | 29%
- Educational and Social Services | 26%
- Federation | 2%
- Youth Group | 6%
- Hillel | 11%

Participants in degree and professional development programs work in these organizations as directors, educators, curriculum developers, and trainers. For example, an alumna of YU's Certificate in Experiential Jewish Education is currently a senior program officer in the department of experiential education at the American Jewish World Service. In her role, she is responsible for developing and implementing experiential curricula and programs to engage American Jews in the pursuit of global justice. The certificate program enabled her to develop experiential curricula informed by prominent models in the field. Nearly two thirds of the participants (60 percent) are female. Jewish communities in the Northeast benefitted the most from the degree and professional development programs. More than one half of the participants currently work in the Northeast (Exhibit 8).

Exhibit 8. Distribution of Participants by Geographical Region

International | 8%
Southwest | 3%
West | 11%
Midwest | 9%
Southeast | 11%
Northeast | 57%

FINDING 2: The degree and professional development programs under the Education Initiative promoted leadership and improved management and content expertise across educational settings.

All eight programs described in Appendix B included professionals who currently work in Jewish educational settings outside Jewish day schools and congregations. Overall, these programs promoted a high level of leadership, knowledge, and management skills. In addition to supporting program development and scholarships, the Education Initiative supported the development of courses and seminars within the existing programs. One example is the Study in Israel as part of the Master's in Jewish Education at the Davidson Graduate School (Highlight 3). About 2 percent of the participants dedicated all their time to Israel education programs (e.g., by working for Birthright Israel Foundation). In addition, a large number of participants managed programs that included Israel education and Israel travel as part of their work in Hillels, camps, and independent providers of programs for youth.

The Davidson Graduate School offers students in the Master's Program in Jewish Education the opportunity to travel to Israel during their first year on an experiential education trip, called the Visions and Voices of Israel Seminar. This 10-day seminar takes place during the winter break and is designed to address three key themes: (1) Israel-Diaspora relations (e.g., why is Israel important to Diaspora Jews?), (2) educational visions in Israel (e.g., what are some of the different educational visions that Israeli institutions and programs are developing?), and (3) Israel education (e.g., how do we teach about Israel?). Survey data indicated that the seminar affected a range of attitudes and skills of the participants. Specifically, participants reported feeling more prepared to talk about Israel with people in their community; more motivated to pursue Israel education work; more prepared to plan events related to Israel education; and more knowledgeable of Israel's history, society, and political and civic discourse. Participants did not see much change in their Hebrew language skills. In addition, there was a lack of consensus among the participants with regard to feeling sufficiently prepared to guide other teachers about Israel education.

Masters' students at the Davidson Graduate School also may apply for a semester of study in Israel and obtain a certificate in Israel Education. This program, Kesher Hadash, takes place from January to May and includes study in Jerusalem and travel to key sites across Israel. The Davidson Graduate School covers the program tuition, airfare, and living and housing stipends. In addition to field trips and encounters with representatives of Israeli and Palestinian society, the semester in Israel enables the supplementation of academic courses delivered by JTS staff with academic courses and guest presentations created in partnership with local higher education institutions and organizations, such as the David Yellin Teachers College and the Maaleh School of Film, Television, and the Arts. Survey data indicated that participants in the semester in Israel became more knowledgeable in multiple topics in Israel studies, such as the complexities of Israeli society and culture and art. In addition, they improved their conversational Hebrew and overall confidence leading Israel education programs. Yet, there was no consensus among the participants about the impact of the program on their knowledge of the history of Israel and religious practice in Israel. The participants expressed interest in designing Israel education programs in day school settings as well as their own entrepreneurial yearlong programs and camps for teens and young adults.

Part B. Capacity Building

THE EFFECTS OF THE EDUCATION INITIATIVE ON TECHNOLOGY

The growing global interest in online education has been manifested by new program designs that provide flexible learning opportunities beyond the traditional brick-and-mortar classroom (Hagel, Brown, & Davidson, 2010). For decades, technology has been shown to effectively enhance teaching and learning practice as well as affordable and flexible learning delivery. For example, learning management systems provide customizable suites of tools—such as synchronous video conferencing and asynchronous discussion boards—that allow learners to collaborate and interact with one another (Mirriahi, Vaid, & Burns, 2015). In short, higher education institutions need to invest in technology.

Such investments go beyond purchasing or developing technologies for institutional use. The persistent resistance to technology by faculty members across the United States stems from concerns about jeopardizing the quality of education (Gallup & Inside Higher Ed, 2014). Many faculty members believe that the implementation of advanced technologies alone does not necessarily improve learning and teaching processes. Technology also does not automatically enable students to develop their knowledge and higher-order thinking skills. Instructors need to be trained to think both logistically and conceptually about their use of technology. For example, the transition to digital environments for online course instruction requires instructors to revisit the concept of a meeting and identify assumptions about interpersonal interactions and meeting structure that are central to this concept in the physical world but do not work in digital spaces (Sheail, 2015).

Researchers have identified two key supporting conditions for using technology. First, leadership plays a key role in technology integration. Leaders can be at any level of the organizational hierarchy. They guide social influence processes, knowledge acquisition, and infrastructure building (Jameson, 2013). Second, professional development on technology use can encourage faculty members to experiment more with different tools and become more thoughtful about ways in which technology affects their instructional style (Johnson, Wisniewski, Kuhlemeyer, Isaacs, & Krzykowski, 2012). These supporting conditions can promote institutional capacity and the entire range of technology in the classroom (Sharkova, 2014). The following findings explore the extent to which the Education Initiative helped grantees develop the conditions that improve the use of technology in course design and delivery.

Educational Technology: Findings
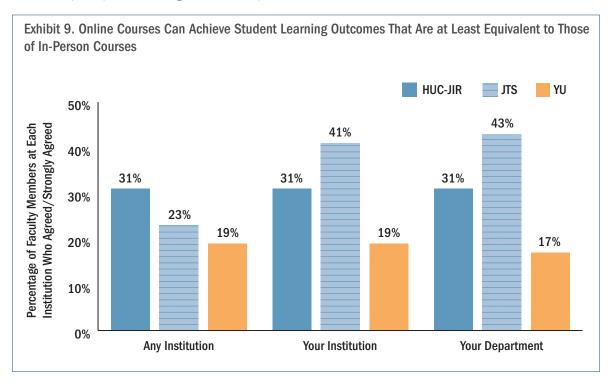
FINDING 1. The Education Initiative helped the three grantee institutions develop the capacity to offer online and blended learning despite a low level of faculty comfort with technology.

In the grantee institutions, the number of faculty members with knowledge of educational technology increased. However, the average level of proficiency in using technology for online learning or classroom instruction was low, both at the start of the initiative (an average of 1.4 on a four-point proficiency scale) and toward the end of the initiative (an average of 1.8 on a four-point proficiency

scale). The greatest impact of the initiative was on faculty members' knowledge of Learning Management Systems, such as Moodle, Sakai, and Blackboard.

HUC-JIR faculty members had the lowest level of technology proficiency at the beginning of the initiative and the highest at the end of the initiative. This difference was considerable (an effect size of 0.46, which is higher than the threshold of 0.25 for meaningful effects). No differences between technology for online instruction and classroom instruction were found because the responses of proficiency with regard to both uses of technology were highly correlated and, in fact, almost identical.
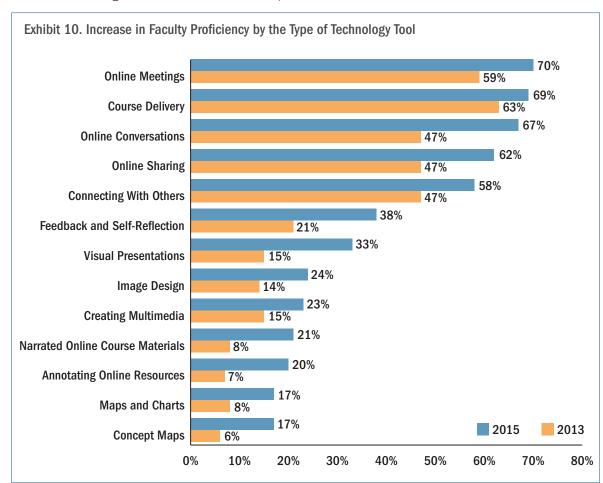
However, four years into the initiative, the majority of faculty members still do not agree that online courses can provide the same learning outcomes as classroom instruction at any institution (77 percent), their own institution (70 percent), and in their department or discipline (72 percent). Some faculty members with the most interest in developing their skills in designing online courses and who participated in interinstitutional e-learning professional development sponsored by the Education Initiative raised the same concerns. Not all faculty members were convinced that online learning could replace certain experiential aspects of learning, such as group work and field trips and the sensory experiences of working with artifacts. Exhibit 9 shows the percentage of survey respondents within each institution who agreed or strongly agreed with the following statement: "Online courses can achieve student learning outcomes that are at least equivalent to those of in-person courses." This statement was taken from a Gallup national survey of public and private higher education institutions conducted on behalf of Inside Higher Ed. The results showed a national average agreement or strong agreement rate of 21 percent across faculty members in higher education institutions. Thus, even in the national context, a gap exists between the rapid increase in online courses and attitudes of faculty members (Gallup & Inside Higher Ed, 2014).

Exhibit 9. Online Courses Can Achieve Student Learning Outcomes That Are at Least Equivalent to Those of In-Person Courses

The presidents of HUC-JIR and YU and the chancellor of JTS saw technology development at their institutions as more than an increase in the number of online and blended programs. They considered technology a cultural shift that affected marketing and recruitment, branding, support systems for faculty members, the types of programs offered, and models of instruction. To enable quality instruction online (e.g., the new online Master of Science in Jewish Education at the Azrieli Graduate School of Jewish Education and Administration at YU), instructors had to rethink and continually revisit their entire pedagogical approaches. Both YU's Azrieli Graduate School and JTS' William Davidson Graduate School developed online tracks for their master's degree programs in Jewish Education.

FINDING 2. The faculty level of proficiency increased across all types of technology tools.

Between 2013 and 2015, faculty exposure to and the practice of multiple types of technology tools increased (Exhibit 10). In particular, familiarity with tools for online conversations (e.g., discussion boards, Live Chat, blogs), creating and sharing visual presentations (e.g., Prezi [presentation software], Animoto [video creation service]), feedback and self-reflection (e.g., e-portfolios), and knowledge sharing (e.g., wikis, Piazza, Google Docs) increased. These advancements may be attributed to the overall efforts of grantees to encourage staff to experiment with technology tools as well as increased access to support staff (e.g., educational technology specialists). In addition, yearlong technology professional development that was provided to selected faculty members and access to learning events enabled them to expand their skills.

Exhibit 10. Increase in Faculty Proficiency by the Type of Technology Tool

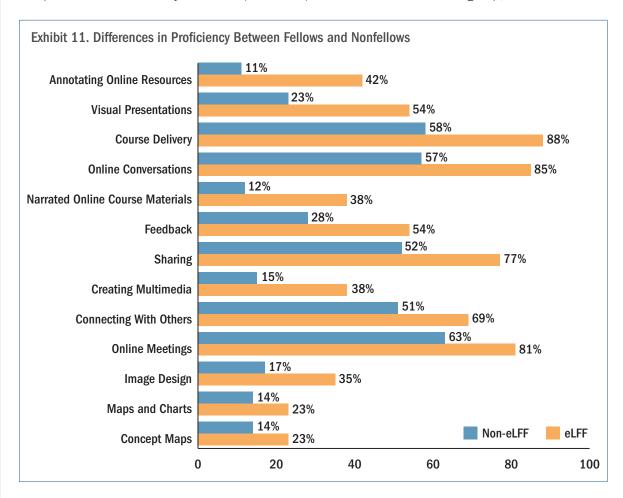| Type of Technology Tool	2015	2013
Online Meetings	70%	59%
Course Delivery	69%	63%
Online Conversations	67%	47%
Online Sharing	62%	47%
Connecting With Others	58%	47%
Feedback and Self-Reflection	38%	21%
Visual Presentations	33%	15%
Image Design	24%	14%
Creating Multimedia	23%	15%
Narrated Online Course Materials	21%	8%
Annotating Online Resources	20%	7%
Maps and Charts	17%	8%
Concept Maps	17%	6%

FINDING 3. Participants in the eLearning Faculty Fellowship (eLFF) had a higher level of proficiency in a wide range of technology tools compared with faculty members who did not participate in the professional development program.

eLFF—a professional development program jointly organized by the three grantees and delivered by the Columbia Center for New Media Teaching and Learning—was supported by the Education Initiative and delivered to two cohorts of faculty members. Fellows attended the program for one year. Throughout the program, they were introduced to a wide range of technology tools and Web-based applications and engaged in group discussions about aligning technology with academic content. eLFF had two main goals:

- To promote faculty members' knowledge of technology and applications that would enable them to plan instructional strategies for improved student learning as well as deliver engaging online courses.

- To move faculty members from replicating traditional instruction using technology to innovative instructional methods.

Fellows integrated some of the tools learned into their courses. They identified a variety of uses of technology that can facilitate student learning, collaboration, production, and access to resources. The professional development program culminated in a showcase and symposium in which fellows presented their projects. Based on reports from 33 fellows and 65 nonfellows across the three institutions, the fellows were more likely to report being at least fairly proficient in a range of tools compared with other faculty members (Exhibit 11). In interviews and a focus group, fellows noted

Exhibit 11. Differences in Proficiency Between Fellows and Nonfellows

Category	Non-eLFF	eLFF
Annotating Online Resources	11%	42%
Visual Presentations	23%	54%
Course Delivery	58%	88%
Online Conversations	57%	85%
Narrated Online Course Materials	12%	38%
Feedback	28%	54%
Sharing	52%	77%
Creating Multimedia	15%	38%
Connecting With Others	51%	69%
Online Meetings	63%	81%
Image Design	17%	35%
Maps and Charts	14%	23%
Concept Maps	14%	23%

that in addition to learning about technology, they learned how to review new tools, identify the ones that are best suited for their courses, and critically reflect on the implications of having such tools for developing lesson plans and framing expected student outcomes. For example, some of the tools enabled instructors to consider additional student outcomes as a result of enabling students to become collaborators, explorers, and designers.

FINDING 4. eLFF increased faculty members' interest in exploring new technology and integrating technology in their courses. eLLF had smaller impact on the extent to which fellows serve as a resource for colleagues or inform institutional planning related to the use of technology.

Most fellows agreed or strongly agreed that because of their participation in eLFF, they were more likely to engage in the following activities:

- Introduce new learning experiences through technology (85 percent).
- Reflect on how technology affects their instructional goals (84 percent).
- Creatively integrate technology into instruction (76 percent).

A smaller number agreed or strongly agreed that because of their participation in eLFF, they were more likely to do the following:

- Contribute to discussions about technology capacity building at their institution (68 percent).
- Serve as a resource for their colleagues (48 percent).

FINDING 5. One long-lasting effect of the Education Initiative on the three grantee institutions is likely to be enhanced capacity to use new education technologies.

The Education Initiative encouraged the grantees to creatively explore new horizons for their programs, with the goal of increasing the quality, number, and variety of early-career and mid-career Jewish education professionals who obtain a quality education. All grantees responded by creating online and blended programs while learning how to design and implement these new course delivery modalities. In addition, all grantees saw the value of investing in human capital to promote faculty interest in and mastery of technology tools. The impact goes beyond the schools of education. In all three grantee institutions, additional schools began offering online courses following the success of the courses designed as part of the Education Initiative. The most notable example is YU Global—a unit that provides online courses that may be taken as part of professional development and degree programs across YU's departments. YU Global, launched halfway into the initiative, implemented lessons learned from the online courses developed through the initiative. Currently, YU Global offers online courses in economics, history, theater, accounting, psychology, marketing, and computer science. In all the grantee institutions, the initiative enabled hiring or designating technology specialists who provide support to faculty members. See Highlight 4 for an example at HUC-JIR.

The Education Initiative provided HUC-JIR with resources to launch for the first time online learning programs for working professionals. HUC-JIR developed three programs that followed a blended model of online learning and in-person seminars: The Executive Master's Degree Program in Jewish Education, the Certificate in Jewish Education for Adolescents and Emerging Adults, and the Jewish Early Childhood Education Leadership Institute (with JTS).

In addition, HUC-JIR created electronic classrooms that have enabled rabbinical students at the Cincinnati campus to obtain a master's degree in Jewish education through the Rab-Ed program through live participation in classes taking place at other campuses. HUC-JIR created a model to support the faculty through the newly created Department of e-Learning. The model is based on the assumption that it takes two years of teaching an online course before a faculty member becomes proficient in managing all the technical aspects of course delivery. To enable high-quality instruction, a Department of e-Learning staff member (i.e., a support person) is matched with a course and partners with the faculty member for course design and setup. The support person also is responsible for troubleshooting technical problems and coaching the faculty member. A three-stage model enables efficient budgeting for this model. In the first stage, the support person may dedicate up to 50 percent of the full-time equivalent for designing a new online course. In the second stage, the support person may dedicate up to 25 percent during the first year or two years of the program. In the third stage, the time involvement of the support person is reduced to a small number of hours for maintenance and troubleshooting. This model enabled new program directors to focus on program design, lesson planning, instruction and assessment, training mentors, and building relationships with students while also learning how to use technology tools for online course delivery and resource sharing.

Following the success of this model, HUC-JIR launched a cantorial certification program that combines face-to-face classes and distance learning. The Department of e-Learning is supported by the HUC-JIR core budget and is intended to continue to support the development of new distance learning programs as well as service to the community, including online courses for alumni and members of the Association of Reform Jewish Educators.

THE EFFECTS OF THE EDUCATION INITIATIVE ON COLLABORATION WITHIN AND ACROSS INSTITUTIONS

An emerging trend in the field of higher education is the growth of collaboration between different higher education institutions. This trend reflects the notion that innovation can be better scaled when ideas are shared between institutions. One example is the University Innovation Alliance (http://www.theuia.org/), a consortium of 11 large, public research universities that work together to leverage their experience and strengths to maximize collective impact. Within this consortium, some institutions may take the role of mentors to mentee institutions and provide access to their strategies, tools, and lessons learned. Using this approach, the institutions spend less time on

unproven strategies and minimize the risk involved in experimenting with new methodologies. For example, Arizona State University designed eAdvisor (https://eadvisor.asu.edu), an online system that helps students select and map their classes and track progress toward completing their degrees. This new technology tool has generated $7.3 million in advising cost savings per year at the university and $6.5–$6.9 million in instructional cost savings per year. Through the University Innovation Alliance, Arizona State University mentored eight universities related to the implementation of this tool. The following findings discuss how the Education Initiative benefitted the three grantee institutions.

Collaboration: Findings

FINDING 1. New program design and faculty professional development opportunities encouraged greater collaboration within the grantee institutions.

Deans at the schools of education encouraged their faculty members to engage in collaborative work to support professional growth and innovation. The Davidson Graduate School of Jewish Education formed a community of practice among staff and sought to grow its contribution to the field through leadership programs that build on existing successful models (e.g., the Jewish Experiential Leadership Institute supported by the Education Initiative and the Day School Leadership Training Institute). Knowledge sharing and encouraging joint faculty work is a strategy that the Davidson Graduate School is using to reach its goals.

YU has been exploring greater collaboration between the Center for the Jewish Future, YUSP, and the Azrieli Graduate School of Jewish Education and Administration. For example, the Certificate Program in Experiential Jewish Education and the work of YUSP with Jewish day schools led to reexamining the role of the Master's Program in Jewish Education to ensure that educators are equipped with the range of current, research-based practices and are familiar with major topics in educational innovation.
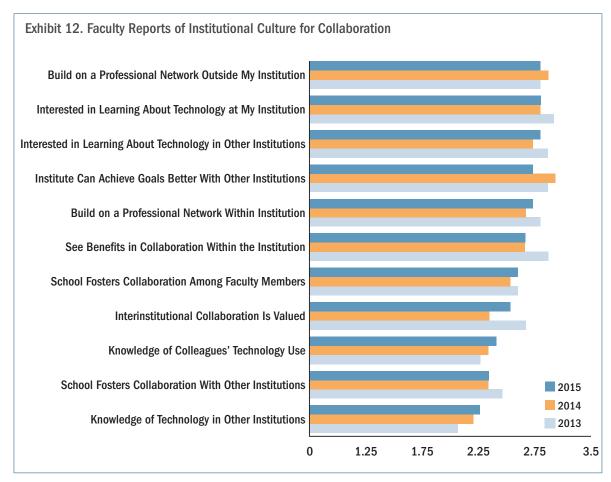
The planning phase at the start of the Education Initiative encouraged HUC-JIR management to think about HUC-JIR as one institution, rather than four semi-independent campuses that operate under the HUC umbrella. Whereas previously the Rhea Hirsch School at the Los Angeles campus and the New York School of Education in New York City operated in parallel and in a somewhat competitive mode, the Education Initiative encouraged the schools to collaborate and coordinate their programs. The appointment of Professor Michael Zeldin as the senior national director of HUC-JIR's schools of education centralized management and supported collaboration. HUC-JIR launched a joint national program to support the induction and retention of master's students from both schools of education. The Executive Master's Degree Program and the Certificate in Jewish Education for Adolescents and Emerging Adults were HUC-JIR's first master's degree program and certificate program not associated with a particular campus. These developments created a need to switch from the traditional organizational structure, in which each campus operated independently, to a national management system. The development of the new programs under the Education Initiative and especially the staffing needs they created led HUC-JIR to establish systems for managing remote faculty members and support staff, synchronizing activities across the four campuses, and engaging staff from all four campuses in collaborative strategic planning and professional learning. The efficiencies resulting from combining resources across campuses are numerous, including instructional improvement; cost savings in student recruitment; and higher quality tools, including student assessment and organizational assessment.

FINDING 2. The Education Initiative encouraged leaders of the three grantee institutions to meet regularly and jointly present in public lectures.

Every year since the inception of the Education Initiative, the president of HUC-JIR, the president of YU, and the chancellor of JTS have met regularly and presented together in academic panels and public lectures. By jointly appearing on stage, these leaders intended to deliver the symbolic statement that they all work for the same cause of securing the Jewish future. The topics of these presentations, such as support of Israel and increasing access to Jewish education, were nondenominational and did not address fundamental disagreements and differences among the institutions. The presentations were well attended and well received by the diverse audiences.

FINDING 3. Reports from faculty members about the cultures of their institutions regarding collaboration across and within institutions did not change across time.

Faculty members reported relatively high levels of willingness to collaborate both within and across institutions (an average of 3.1 on a four-point scale). This level of agreement is relatively high compared with other studies that examined the willingness to collaborate within higher education institutions (e.g., Terenzini, Reason, Cox, Lutovsky Quaye, & McIntosh, 2009). They reported lower levels of direct encouragement of their schools to collaborate within or across institutions (an average of 2.5 on a four-point scale; Exhibit 12).

Exhibit 12. Faculty Reports of Institutional Culture for Collaboration

Faculty members who participated in the eLFF program tended to rate their attitudes toward collaboration and the culture of collaboration within their institutions more favorably than the nonfellows. Because of the small sample size, the difference between eLFF and non-eLFF faculty members is best presented in terms of effect size. We used the cutoff of 0.25 to distinguish an effect size that is meaningful or substantively important (What Works Clearinghouse, 2014). On the survey item "In my institution, there are benefits from forming collaborative relationships across centers, campuses, or schools (intraorganizational collaboration)," the effect size was 0.33, favoring the eLLF group. On the survey item "I am knowledgeable of uses of educational technology in other higher education institutions," the effect size was 0.55. On the survey item "I am interested in learning more about uses of educational technology in other higher education institutions," the effect size was 0.61. Note that for survey items that focused on building a professional network within or outside one's institution to continuously grow one's knowledge did not show a substantively important effect size. This is to be expected because networking is a highly common type of professional development among faculty members in higher education. After completing their fellowships, the eLLF participants were more likely (compared with their colleagues) to report being knowledgeable in the use of technology in other courses at their institutions. Fellows reported forming habits of knowledge sharing and collaborating with colleagues in eLFF sessions, which they maintained after program completion. Highlight 5 presents an example of the collaboration.

HIGHLIGHT 5. The Experiential Jewish Education Collaboration

With funding as part of the Education Initiative, HUC-JIR, YU, and JTS launched formal collaboration related to the approach of experiential Jewish education. This collaboration will enable future networking, professional development, and continuing education. At its launch, the collaboration served more than 200 graduates of four programs: the Certificate in Jewish Education for Adolescents and Emerging Adults program, the Jewish Experiential Leadership Institute, the experiential learning initiative track as part of the Master's Program in Jewish Education at the Davidson Graduate School, and YU's Certificate Program in Experiential Jewish Education. The number of these alumni is expected to grow and even double within the next three years.

The collaboration initiative was designed based on agreement among the three institutions on several core goals and the values of experiential Jewish education. A committee formed by the three institutions agreed on the main components of the collaboration initiative, which will include year-round learning opportunities, access to an online resources, and annual gatherings. The primary goal of the initiative is to instill the same spirit of collaboration among alumni. Participants will be encouraged to learn about each other's work and identify ways to collaborate on new projects. Focus groups held by the director of the interinstitutional collaboration indicated that targeted participants have three goals for engaging in this program:

- Learn new skills and techniques that they can immediately implement in their current work.
- Connect with and learn from recognized educational experts.
- Reconnect with their cohorts as well as meet new colleagues.

Throughout the interinstitutional collaboration initiative, alumni will be invited to provide feedback and input into the programming and take leadership roles in directing the actions and setting the vision for the new network across time.

Summary

Making incremental improvements to a business model—creating new efficiencies and expanding into adjacent markets—is hard enough. Developing and delivering new business models that truly transform how an institution delivers value (while continuing to drive the performance of the current business model) is exceptionally difficult. Yet nowhere is the imperative for innovation more relevant than in higher education, which is under intense scrutiny and facing rising costs and challenges from all angles. The Education Initiative seeded many changes in the three institutions that put them on a needed new path.

INCREASED NUMBER OF NEW DEGREE AND PROFESSIONAL DEVELOPMENT PROGRAMS IN JEWISH EDUCATION

As part of the Education Initiative, HUC-JIR, JTS, and YU designed and piloted 18 new programs, including seven new degree programs and concentrations[1]; nine new certificate, leadership, and professional development programs[2]; and two new induction programs.[3] The initiative also supported enhancement, refinement, and financial assistance for students in seven other degree programs.[4] These programs all had a strong, practical orientation, training new and already employed educators. And many beneficiaries of the Education Initiative funding improved their skills and advanced their careers as a result of this practical training. Appendix A lists all the programs supported by the initiative.

Two common obstacles prevent higher education institutions from pursuing innovation. First, the development of new programs requires the involvement of faculty members as project managers, especially when the new programs have a nontraditional structure (e.g., blended programs that include online learning and in-person seminars delivered off-campus). These responsibilities build on skills rarely practiced by professors in higher education, such as hiring, budgeting, supervising—skills that extend beyond the core qualifications of professors, which are typically defined as content expertise and research experience (Theall & Arreola, 2015). Second, because of funding constraints, institutions are cautious about taking risks. It is a much safer strategy to build on current capacity than forge new domains. The three grantees noted to the evaluation team that the Education Initiative provided both funding and encouragement to take risks and explore programs with new content and formats that can target underserved educators in Jewish education (e.g., working and geographically remote professionals). The Education Initiative grant also covered the salaries of coordinators with project management skills. As a result, the new programs created under the initiative added new content (e.g., experiential Jewish education), modalities (e.g., online and

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[1] The Executive Master's Degree Program in Jewish Education (HUC-JIR), the accelerated track for the Master of Science in Jewish Education at the Azrieli Graduate School of Jewish Education and Administration (YU), the School Partnerships Master's Degree Program (YU), the Online Master's Degree Program (YU), the revised Master's Program in Jewish Education that includes Experiential Learning Initiative courses and the Kesher Hadash semester in Israel program (JTS), and Executive Education Doctorate (JTS).

[2] The Certificate in Jewish Education for Adolescents and Emerging Adults (HUC-JIR), the Jewish Early Childhood Education Leadership Institute (HUC-JIR and JTS), the Jewish Experiential Leadership Institute (JTS), the Certificate in Differentiated Instruction (YU), the Certificate in Educational Technology (YU), the Certificate in Online/Blended Instruction and Design (YU), the Certificate Program in Experiential Jewish Education (YU), Online Professional Development Modules (YU), and Innovators' Circle (YU).
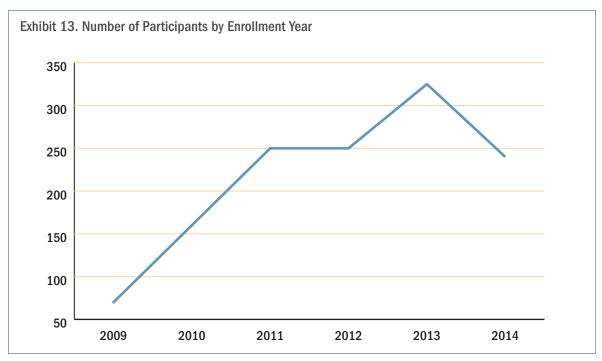
[3] The Induction and Retention Initiative (HUC-JIR) and New Teacher Induction (YU).

[4] The Master's Program in Jewish Education (HUC-JIR), the Master's Program in Religious Education (HUC-JIR), the Joint Master's in Jewish Education and Jewish Nonprofit Management program (HUC-JIR), the Master's of Arts in Jewish Education for Rabbinical/Cantorial Students (HUC-JIR), the Education Doctorate in Jewish Education (JTS), the Bachelor's and Master's Degree Programs (YU), and the Traditional Part-Time Master's Degree at the Azrieli Graduate School of Jewish Education and Administration (YU).

blended learning), and populations of participants (e.g., directors of Jewish early childhood education programs).

The development of new programs, which expanded program offerings to new areas in Jewish education, increased enrollment in the grantee institutions. The Education Initiative also supported enhanced marketing and recruitment strategies, including expanded Web presence, which enabled the grantees to recruit more broadly from communities across the United States. This resulted in greater population diversity in terms of settings, location, and professional background. Program and recruitment directors noted that investments in alumni relationships are both necessary for serving the field and identifying communities and organizations that would benefit from the programs. As noted in a previous evaluation report (Schneider et al., 2014), the majority of program participants enrolled because a friend, colleague, mentor, or family member—in many cases a graduate or someone associated with alumni—recommended the program to them. For example, alumni from HUC-JIR's Executive Master's Degree Program recently formed a new alumni association for program graduates. This group remains connected to HUC-JIR and is willing to provide enthusiastic testimonials of program satisfaction. HUC-JIR provides services to alumni, such as free webinars and resources through AlumniLearn.

Exhibit 13 shows the number of individuals who enrolled in programs supported by the Education Initiative between 2009 and 2014. As the graph demonstrates, with the launch of the initiative in 2010, the number of participants in degrees and professional development programs in Jewish education dramatically increased as all three institutions launched new and expanded programs. This increase continued in 2011 and reached a plateau but dramatically rose again in 2013, with YU's introduction of new online programs (online master's and professional development modules). At the peak of enrollment in 2013, YU had more than four times as many participants compared with the year before the Education Initiative (2009; increase of 447 percent), and HUC-JIR and JTS had about twice as many students enrolled compared with 2009 (increases of 196 percent and 238 percent, respectively). The number of participants dropped in 2014 as some programs ended or recruited fewer participants.
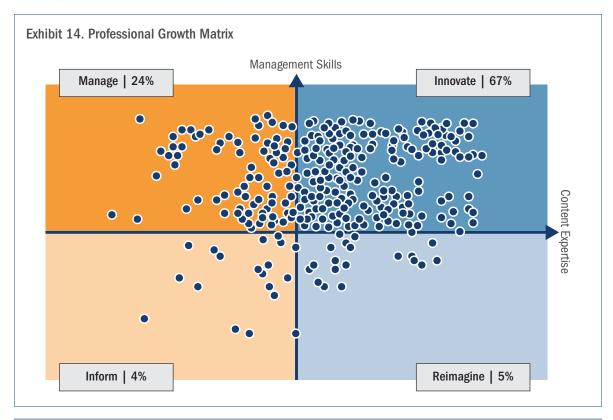
Exhibit 13. Number of Participants by Enrollment Year

PREPARING EDUCATORS TO TEACH, INSPIRE, AND ENRICH EDUCATION EXPERIENCE

Although there is no universal way to categorize the types of knowledge that educational leaders need to be successful in their jobs, experts agree that at least two different forms of knowledge can be distinguished (Cornelissen, Swet, Beijaard, & Bergen, 2013; Oldman, 2005; Rees & Jing Lul, 2009):

■ Content knowledge about Jewish studies, child and adolescent development, and best practices in education.

■ Procedural knowledge pertaining to the design and the implementation of education programs.

The first type of knowledge is characteristic of content experts who provide insight and vision and can identify gaps in educational services and new directions for teaching and learning. These experts bridge academic, scholarly knowledge developed by higher education institutions and educational experts and practice in the field to address the intellectual challenges of teaching—challenges that are about "how to teach" not only in a generic sense but also and more importantly a specific Jewish education subject to particular students in a particular context (Levisohn, 2006). The second type of knowledge represents management and organizational skills and enables educators and educational leaders to execute plans and oversee complex educational programming. Educational leaders need formal training in both types of knowledge (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Kalargyrou, Pescosolido, & Kalargiros, 2012).

The degree and professional development programs under the Education Initiative promoted leadership development by improving both management skills and content knowledge (Exhibit 14). Across programs, two thirds of the participants brought into their workplaces newly acquired content expertise (e.g., the ability to examine practice through Jewish lenses; the ability to assess gaps in pedagogical practice) and new management skills (e.g., the ability to form and implement a plan or

Exhibit 14. Professional Growth Matrix

Management Skills

Manage | 24%

Innovate | 67%

Content Expertise

Inform | 4%

Reimagine | 5%

systemic change; the ability to leverage professional networking for improved professional practice). Only 4 percent of the participants experienced little change in their use of content knowledge or management and organizational skills. Most of these participants were not in job positions that enabled them to practice the new skills.

Each dot on the graph in Exhibit 14 represents one participant. In this graph, each participant is classified into one of four quadrants based on the estimated program effects on the participant. The quadrants are labeled based on their location on the *x*-axis and *y*-axis, as follows:

- **Innovate.** High levels of change in relevant educational knowledge and management skills that enable high impact on the school, congregation, or other educational setting.

- **Manage.** A high level of change in management skills that enables one to execute program with high efficiency plus a lower level of change in one's ability to form a new vision for educational programs, practices, or policies.

- **Reimagine.** A high level of relevant educational knowledge that enables one to develop educational materials and become a source of wisdom for others. Participants in this quadrant have a lower level of change in managing or implementing at the organizational level.

- **Inform.** A low level of change in relevant knowledge and management skills. This quadrant typically represents new entrants to the field who work in positions that limit their ability to change current practice or professionals who have jobs that require a different set of knowledge and skills than those learned in the program.

FUTURE/EXPECTED POTENTIAL FOR SUSTAINABILITY AND CONTINUED DEVELOPMENT

Experts in higher education recommend that leaders not invest dollars trying to advance existing programs to please existing customers in the existing value network (Flanagan, 2012). Preserving current programs and accomplishments means continually assessing contribution to the field, exploring market needs, and leveraging relationships with Jewish communities to meet these needs. The Education Initiative helped the grantees develop several important assets, which enable continuous development and the adaptation of programs based on the needs of the field, including (1) curricula, publications, and other intellectual property (e.g., new materials written as part of building the experiential Jewish education field); (2) human capital and tools for course delivery (e.g., establishing mentoring systems); and (3) reputation in the field (e.g., enhanced reputation as experts in delivering leadership institutes and online professional modules).

As part of their efforts to develop sustainability plans (a requirement of the Education Initiative; see Highlight 6), the grantees found that regardless of the program nature or type, potential funders were mostly interested in relevance to their local community or organization. The directors of YU's Certificate in Experiential Jewish Education Program and the JTS/HUC-JIR Jewish Early Childhood Education Leadership Institute already formed relationships with local communities interested in a version of their programs. YU's Center for the Jewish Future is developing programs using materials from the Certificate Program in Experiential Jewish Education to provide tailored programs to professionals working in Jewish camps, youth groups, and teacher training programs.

Notwithstanding the greater focus on partnerships with communities and organizations, this direction remains to be further explored. The evaluation identified two main goals for enhancing

During the third and fourth years of the grant, HUC-JIR, JTS, and YU engaged in a financial sustainability planning process that explored how the accomplishments of the Education Initiative could be sustained in the long term. Financial sustainability planning involved the examination of policies and practices at both the school and program levels. At the school level, the grantees reassessed the priorities of each institution and identified the programs that will be sustained from core institutional budget or additional fundraising campaigns. The new capacity developed under the initiative and the changing needs of Jewish communities called for different priorities compared with the years prior to the initiative. For example, the Davidson Graduate School changed its focus from curriculum development to leadership development. HUC-JIR shifted from campus-level models to national models of program operation, and YU examined new domestic and international markets enabled by online learning. All three grantees explored the continuity and connection among programs to encourage alumni to come back and enroll in additional learning opportunities.

At the program level, the grantees explored financial sustainability strategies, such as reducing operating costs and scholarships and identifying new revenue sources. Using multiple tools such as breakeven analysis (analysis that identifies the program implementation model associated with balancing costs and revenues) and with the help of independent consultants, the grantees explored financial sustainability options. The strategies explored through this process included program branded, enhanced recruitment strategies that are customized to niche markets and fee-for-service models. A notable example is YU's Certificate Program in Experiential Jewish Education, which identified opportunities for adding regional cohorts to the national program.

partnerships with communities. First, the data show that participants of degree and professional development programs were highly likely to leave their current workplaces because they did not expect a change in their current salaries, yet they believed that the programs enabled them to move up in their careers. This resulted in a loss of learning gained through program components such as capstone projects and mentoring, which were oriented toward the translation of theory into practice and direct application in the context of a specific school or organization. Currently, employers do not have policies for incentivizing their staff to engage in continued education. This trend contributes to turnover rates in schools, congregations, and other Jewish education settings and works against the productivity of these organizations.

Second, whereas the professional development programs were highly successful in securing the participation of employers in covering part of the tuition, a parallel trend was not observed for the degree programs. Data suggest that tuition reimbursement encourages employers to support their staff throughout the program by providing paid time off to attend seminars, autonomy to apply the new knowledge and skills, and formal opportunities to share the knowledge gained with colleagues. In turn, employers can reach agreements with their staff to commit to staying in the organization after graduation. As the grantees begin to plan the next new programs that can reinvigorate the field of Jewish education and supply the field with well-prepared educators and education leaders, such partnerships with communities can inspire new areas of development.

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Appendix A. Programs and Scholarships Supported by the Education Initiative

Programs and Scholarships Supported by the Education Initiative

Institute	Programs and Scholarships
Start Year: 2009–10	
HUC-JIR	Scholarships to residential master's students and internship stipends
JTS-Davidson	Executive Doctoral Program
JTS-Davidson	Reinstated Visions and Voices (a 10-day Israel seminar)
JTS-Davidson	Increased the number of fellowships for students in Davidson's doctoral and master's programs
YU-Azrieli	Financial assistance to Azrieli graduate students
YU-CJF	Experiential learning missions
YU-Stern	Increased the number of scholarships to attract students to master's degree in biblical and Talmudic Interpretation
YU-Stern	Graduate-level courses for senior students (B.A./M.A. programs)
Start Year: 2010–11	
HUC-JIR	Executive Master's Degree Program in Jewish Education
HUC-JIR	A joint rabbinical education program in Cincinnati and a cantorial education program in New York City
YUSP	Certificate in Differentiated Instruction
YUSP	Certificate in Educational Technology
Start Year: 2011–12	
HUC-JIR	Certificate in Jewish Education for Adolescents and Emerging Adults
HUC-JIR and JTS-Davidson	Jewish Early Childhood Education Leadership Institute
JTS-Davidson	Kesher Hadash semester in Israel program for master's students
JTS-Davidson	Master of Arts in Jewish Education with a focus in Jewish experiential education
JTS-Davidson	Jewish Experiential Leadership Institute
YU-Azrieli	Accelerated Master's Program
YU-Azrieli	School Partnership Master's Program
YU-CJF	Innovators Circle
YU-CJF	Certificate Program in Experiential Jewish Education
YUSP	New Teacher Induction Program
Start Year: 2012–13	
HUC-JIR	Induction and Retention Initiative
YU-Azrieli	Azrieli Online Master's Program
YUSP	Certificate in Online/Blended Instruction
YUSP	Online professional development modules

Note. Azrieli = Azrieli Graduate School of Jewish Education and Administration, CJF = Center for the Jewish Future, Davidson = The William Davidson Graduate School of Jewish Education, HUC-JIR = Hebrew Union College–Jewish Institute of Religion, JTS = Jewish Theological Seminary, Stern = Stern College for Women, YU = Yeshiva University, YUSP = YU Institute for University–School Partnership.

Appendix B. Program Descriptions

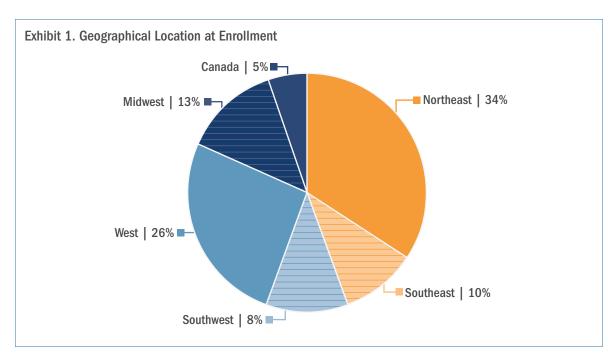# Certificate in Jewish Education for Adolescents and Emerging Adults

The Certificate in Jewish Education for Adolescents and Emerging Adults (CAEA) is a program offered by the Hebrew Union College–Jewish Institute of Religion. This nine-month certificate program promotes the knowledge and skills of Jewish education professionals who are working with youth and young adults. Blending online learning and in-person seminars, the program focuses on four areas: adolescence and emerging adulthood, experiential education, transformation and organizational dynamics, and Judaic studies. Participation in CAEA is associated with high job mobility, particularly job promotion, and a high level of educational improvement and innovation in a variety of Jewish educational settings.

COMPONENTS AND UNIQUE ASPECTS OF THE PROGRAM
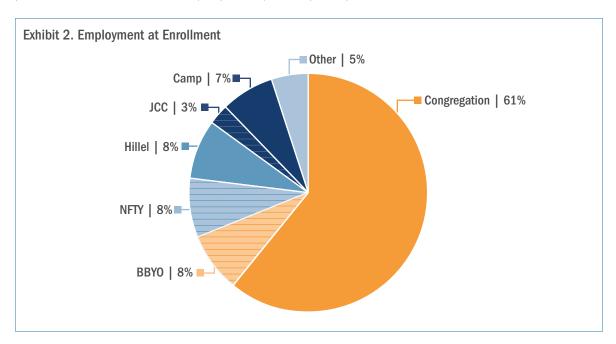
Hebrew Union College–Jewish Institute for Religion (HUC-JIR) designed the CAEA program for professionals from a variety of settings, including congregations, camps, Jewish community centers (JCCs), Hillels, BBYO, the North American Federation of Temple Youth (NFTY), and other organizations. CAEA is particularly suited for professionals who do not have a master's degree in a relevant field. Participants engage in online courses, face-to-face seminars, mentoring, and a field-related action project. They study key topics such as adolescent development, experiential learning, program planning, change theory, the use of social media and the arts in Jewish education, and service learning. Participants can select electives in the following four areas: (1) social media and new technologies, (2) Jewish education through the arts, (3) Jewish service learning, (4) Jewish education and the environment. The program's strengths include explicit instruction in experiential education principles and the linking of experiential Jewish education to research and theory in human development. In addition to broadening participants' knowledge and skills, the program strengthens professionals' self-image as Jewish educators and sparks their interest in continuing their education, including a master's degree in Jewish education.
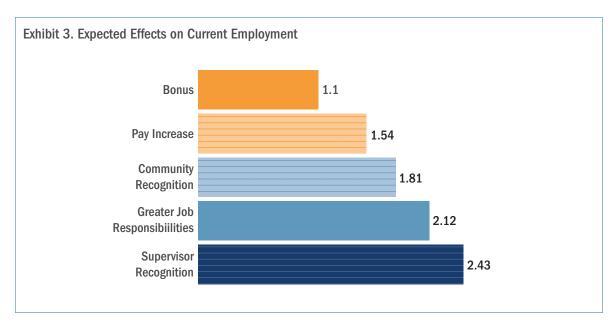
DEMOGRAPHIC AND WORKFORCE STATISTICS

The CAEA program fulfilled its goal of being a national program, successfully recruiting Jewish education professionals from many geographical regions (Exhibit 1). The program tended to attract professionals who were relatively early in their careers and were ready to assume greater professional responsibilities. Most participants (72 percent) were 30 years old or younger. On average, they had six years of professional experience in Jewish educational settings. About 68 percent of the participants were female.

Exhibit 1. Geographical Location at Enrollment

Canada | 5%
Midwest | 13%
Northeast | 34%
West | 26%
Southeast | 10%
Southwest | 8%

At the time of enrollment, more than 60 percent of the participants worked in congregations and an equal number of participants (8 percent each) worked in Hillel, NFTY, and BBYO branches (Exhibit 2). After program completion, the distribution of educational settings in which the participants work remained nearly identical. Within these types of settings, there was substantial participant mobility. CAEA participants did not expect substantial monetary rewards at their current workplace, but expectations for recognition were substantially higher (Exhibit 3). Close to program completion or soon after completing, about 60 percent of the participants transitioned to a different workplace. Around one third of the participants (31 percent) were promoted compared with their original positions. More than one third (36 percent) of the participants relocated to a different state.

Exhibit 2. Employment at Enrollment

Other | 5%
Camp | 7%
JCC | 3%
Hillel | 8%
NFTY | 8%
BBYO | 8%
Congregation | 61%

Appendix B. Certificate in Jewish Education for Adolescents and Emerging Adults

Exhibit 3. Expected Effects on Current Employment

Category	Rating
Bonus	1.1
Pay Increase	1.54
Community Recognition	1.81
Greater Job Responsibilities	2.12
Supervisor Recognition	2.43

Note. Rated on a 4-point scale (0 = not likely; 4 = highly likely).

LEARNING GOALS AND PROGRAM SATISFACTION

CAEA participants are consistent in their professional learning goals. When enrolling in CAEA, they sought the following five types of knowledge and skills, ranked by order of decreasing importance:
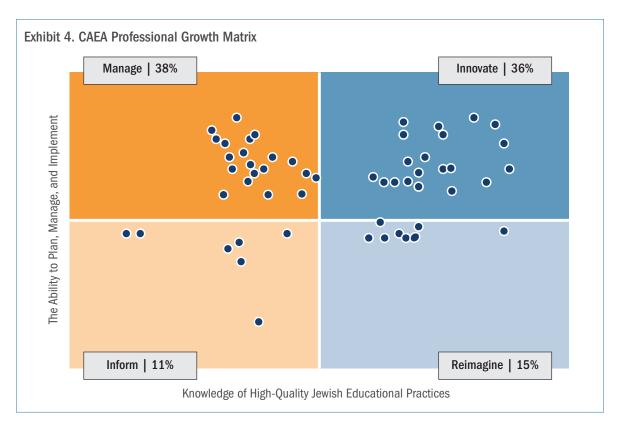
1. Tools that can support the formation of Jewish identity in children, teens, or young adults

2. Strategies for strengthening relationships between learners and educators and building a sense of community

3. Techniques for navigating the organization to achieve programmatic goals

4. Ideas for infusing the learning experience with the values of Jewish observance

5. Tools for deepening learners' exploration of key Jewish values related to community service

The vast majority of CAEA participants (90 percent) rated the program as effective or very effective in developing the skills, knowledge, and traits that participants will need or currently need. In response to the open-ended question "What professional development opportunities has CAEA presented to you that were not available before?" nearly all respondents (92 percent) indicated that the program gave them the opportunity to take courses that combined academic rigor with practical knowledge and connected them to a valuable professional network.

PROFESSIONAL GROWTH

The Jim Joseph Foundation's Education Initiative seeks to increase the number of exceptional educators, administrators, and specialized support staff through investments in programs that attract, retain, and develop talent in Jewish education. The initiative is based on the assumption that given the right opportunities and support for career development, educators, administrators, and specialized support staff can deliver the best possible Jewish education for every child, adolescent, and young adult. To ensure their success, the initiative invested in professional development and degree programs at three institutions: Yeshiva University, Hebrew Union College–Jewish Institute of Religion, and the Jewish Theological Seminary.

To characterize how the programs supported by the Education Initiative influenced the work of individuals as Jewish educators and educational leaders, AIR researchers developed the Professional Growth Matrix (Exhibit 4), which is divided into four quadrants. Each quadrant embodies a profile of professional growth. The *y*-axis represents the ability to plan, manage, and implement processes and programs in Jewish education settings. The *x*-axis represents knowledge of effective, developmentally appropriate, Jewish educational practices. The currently available data represent the program's short-term effects. Long-term program effects may be greater as participants assume higher level positions that enable the application of their knowledge and skills.

Exhibit 4. CAEA Professional Growth Matrix

Note. N = 61 participants across four cohorts (2011–12 through 2014–15); percentages of participants follow each quadrant label.

The effects of the program on each participant depend on many factors, including prior Jewish knowledge and attitudes toward Jewish education, the type of organization and professional role in which the participant works, and autonomy to implement new practices and influence programming at the organizational level.

Each dot on the graph in Exhibit 4 represents one participant. In this graph, each participant is classified into one of four quadrants based on the estimated program effects on the participant. The quadrants are labeled based on their location on the *x*-axis and *y*-axis, as follows:

- **Innovate.** High levels of change in relevant educational knowledge and management skills that enable high impact on the school, congregation, or other educational setting.

- **Manage.** A high level of change in management skills that enables one to execute program with high efficiency plus a lower level of change in one's ability to form a new vision for educational programs, practices, or policies.

- **Reimagine.** A high level of relevant educational knowledge that enables one to develop educational materials and become a source of wisdom for others. Participants in this quadrant have a lower level of change in managing or implementing at the organizational level.

- **Inform.** A low level of change in relevant knowledge and management skills. This quadrant typically represents new entrants to the field who work in positions that limit their ability to change current practice or professionals who have jobs that require a different set of knowledge and skills than those learned in the program.

EXAMPLES OF PROGRAM GRADUATES REPRESENTING THE FOUR QUADRANTS OF THE PROFESSIONAL GROWTH MATRIX

Innovate

Ron Cohen (pseudonym) is a regional director of youth programs at NFTY. Since completing the CAEA program, he made changes to all youth programs. The most visible change was instructional improvement. Prior to CAEA participation, classes included more lectures on how Jewish philosophy and theology can help better youth's lives. After CAEA completion, he integrated into all classes opportunities for youth to express their honest opinions, grapple with their relationship to Judaism and the concept of God, and explore their own unique ways of developing their spirituality. In addition, teens were invited to propose their own topics for group discussions and activities, such as friendships, sex, and peer pressure. Mr. Cohen changed the format of the meetings to include more Hevruta style (small-group work). CAEA inspired him to add more music, special events with lunches or dinners, and family engagement. For example, "Parking Lots for Parents of Teens" were created, which were opportunities for parents to come together and talk about the relationships they want to have with their children. Mr. Cohen established the three R's—relationships, relevance, and respect—as the guiding principles of all programs. As a result, enrollment in the youth programs doubled, and a group of 30 highly involved parents began attending regular monthly meetings.

Reimagine

Aliza Epstein (pseudonym) is a regional director at NFTY. She provides consultation to congregations and training to youth workers and teachers in those congregations. Courses and seminars use the structure and content of the CAEA program. She also helps adapt the tools provided by the CAEA program to the local contexts of congregations. One course that was developed based on CAEA is about experiential education. Ms. Epstein teaches what experiential education is and how it is different from traditional classroom education, what is Jewish about experiential education, and how to integrate Jewish texts into activities. Following these introductory sessions, she leads professionals through self-assessment and self-reflection to help teachers identify strategies that are best suited for their students. As a result, an increasing number of Jewish education professionals in congregations began conversations about applying theories of Jewish identity formation to inform their curricular models.

Manage

Adam Levin (pseudonym) is a director of student engagement at a Hillel. He directs a student-run camp and manages social justice and leadership programs and enrolled in the CAEA program to learn how to better inspire and engage university students. Mr. Levin began engaging students more frequently in decision making and giving them the tools to execute their plans for community service projects. The Hillel executive director noticed that Mr. Levin is interacting with university students in new ways and is generally more excited about having a career in Jewish education. After CAEA, Mr. Levin has started taking more managerial responsibilities and is showing confidence and initiative in making the organization of activities efficient and engaging.

Inform

Lisa Abramovitz (pseudonym) is a youth program coordinator at a congregation, managing or overseeing several youth groups, the Madrichim (teacher assistants) program, and educational programming for students in Grades 8–12. She enrolled in the CAEA program to become a better program coordinator, especially since not having a background in Jewish education used to be an obstacle to Ms. Abramovitz's job performance. After completing the CAEA program, she started managing classes differently by using more hands-on activities and providing time for student self-reflection. The congregation supervisor noticed that Ms. Abramovitz has started raising important questions about current processes and is visibly more confident about using Jewish texts.

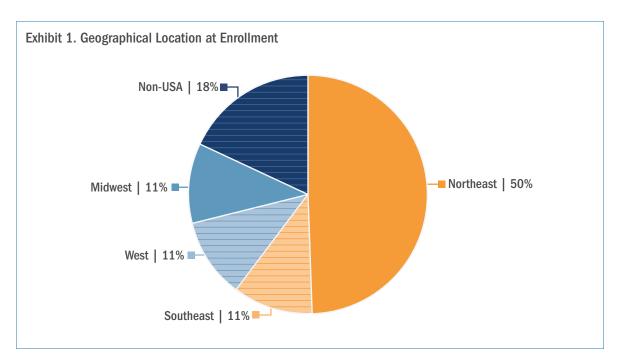# The Certificate Program in Experiential Jewish Education

The Certificate Program in Experiential Jewish Education (EJE) is delivered by Yeshiva University's Center for the Jewish Future. This nine-month program is designed for Jewish education professionals who have at least three years of professional experience. Participants study key principles of experiential education pertaining to learning processes and group work. With the support of mentors, participants apply these principles to their professional settings. Program participation is associated with high levels of innovation in a wide range of Jewish educational programs and schools.

COMPONENTS AND UNIQUE ASPECTS OF THE PROGRAM

The certificate program includes experiential learning in three in-person seminars with expert guest speakers, webinars, and independent study using readings and writing assignments. Each participant is matched with a mentor based on his or her professional background. Mentors work with participants individually and in small groups and they facilitate learning, reflection, application, and access to professional networks and additional learning resources. Each participant designs a project that translates the program content into practice at the participant's work setting. The program introduces participants to prominent theories in relevant fields, including identity formation, memory and knowledge acquisition, and group dynamics. All content is directly linked to educational practices that participants can apply as part of their work. The educational practices are learner centered and include inquiry and exploration, multisensory experiences, and learning linked to student interests. During the in-person seminars, participants engage in activities that model interactive modes of presentation that replace the traditional teacher lecture style with outdoors activities and the use of drama and storytelling. These activities also aim to build relationships among the participants and encourage the formation of a community of practice. The EJE program also provides participants with tools to lead systemic change for integrating experiential Jewish education into educational programs as well as evaluation tools to monitor progress across time.

DEMOGRAPHICS AND WORKFORCE STATISTICS

This section summarizes the characteristics of 84 program participants across the first four program cohorts. The largest age group of EJE participants was 31–40 years (55 percent), followed by individuals who were 30 years old or younger (36 percent). The program served a nearly equal distribution of male (49 percent) and female (51 percent) participants. One half of the participants were from the Northeast at the time of enrollment (Exhibit 1). Nearly one fifth of the participants (18 percent) were from outside the United States, primarily Canada. The geographical locations of participants after program completion were nearly identical.

Exhibit 1. Geographical Location at Enrollment

- Non-USA | 18%
- Midwest | 11%
- West | 11%
- Southeast | 11%
- Northeast | 50%

Participants came from a large variety of Jewish education settings, with the largest groups representing Jewish day schools (27 percent) and Hillel (20 percent). Participants also came from Jewish community centers (JCCs); camps; Birthright BBYO; the National Conference of Synagogue Youth (NCSY); congregational schools; and other organizations, such as the American Jewish World Service, the American Jewish Joint Distribution Committee, jUChicago, and the National Jewish Outreach Program. Prior to program enrollment, 46 percent of the participants served in managerial roles compared with 68 percent after program completion.

LEARNING GOALS AND PROGRAM SATISFACTION

The five most highly ranked learning goals of EJE participants, by declining order of importance, were as follows:

1. Learning new tools that can support the formation of Jewish identity in children, teens, or young adults
2. Learning how to engage learners from diverse backgrounds
3. Acquiring strategies for strengthening relationships between learners and educators and building a sense of community
4. Learning how to deepen learners' exploration of key values, such as tikkun olam (contribute to the advance of justice)
5. Finding creative ways to make text study engaging for learners

Participants rank ordered the following program features as most important to them:

1. Through collaboration with employers, participants learn how to strengthen experiential education within their institutions.
2. The program offers access to frequent consultation with mentors.
3. The program is followed by alumni connections and opportunities for continued professional development.

4. The length of the program is one year or less.

5. The program is tailored to participants who have similar professional backgrounds and job responsibilities.
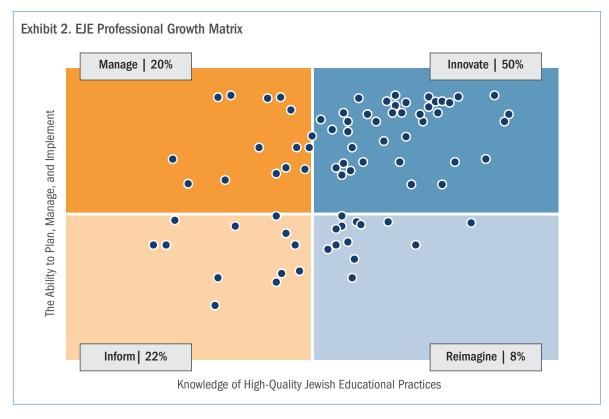
Most participants (83 percent; based on a survey sample of 67 respondents) rated the program as effective or very effective in developing the skills, knowledge, and traits that participants needed now or in the future. In response to the open-ended survey question, "What professional development opportunities has the Certificate in Experiential Education Program presented to you that were not available before?" respondents noted that professional development on EJE or experiential education in general was not available to them previously, and they did not have access to mentoring prior to the program.

PROFESSIONAL GROWTH

The Jim Joseph Foundation's Education Initiative seeks to increase the number of exceptional educators, administrators, and specialized support staff through investments in programs that attract, retain, and develop talent in Jewish education. The initiative is based on the assumption that given the right opportunities and support for career development, educators, administrators, and specialized support staff can deliver the best possible Jewish education for every child, adolescent, and young adult. To ensure their success, the initiative invested in professional development and degree programs at three institutions: Yeshiva University, Hebrew Union College–Jewish Institute of Religion, and the Jewish Theological Seminary.

To characterize how the programs supported by the Education Initiative influenced the work of individuals as Jewish educators and educational leaders, AIR researchers developed the Professional Growth Matrix (Exhibit 2), which is divided into four quadrants. Each quadrant embodies a profile of professional growth. The *y*-axis represents the ability to plan, manage, and implement processes and programs in Jewish education settings. The *x*-axis represents knowledge of effective, developmentally appropriate, Jewish educational practices. The currently available data represent the program's short-term effects. Long-term program effects may be greater as participants assume higher level positions that enable the application of their knowledge and skills.

The effects of the program on each participant depend on many factors, including prior Jewish knowledge and attitudes toward Jewish education, the type of organization and professional role in which the participant works, and autonomy to implement new practices and influence programming at the organizational level.

Exhibit 2. EJE Professional Growth Matrix

The Ability to Plan, Manage, and Implement (y-axis)

Manage | 20%

Innovate | 50%

Inform | 22%

Reimagine | 8%

Knowledge of High-Quality Jewish Educational Practices (x-axis)

Note. N = 84 participants across four cohorts (2011–12 through 2014–15); percentages of participants follow each quadrant label.

Each dot on the graph in Exhibit 2 represents one participant. In this graph, each participant is classified into one of four quadrants based on the estimated program effects on the participant. The quadrants are labeled based on their location on the *x*-axis and *y*-axis, as follows:

- **Innovate.** High levels of change in relevant educational knowledge and management skills that enable high impact on the school, congregation, or other educational setting.

- **Manage.** A high level of change in management skills that enables one to execute program with high efficiency plus a lower level of change in one's ability to form a new vision for educational programs, practices, or policies.

- **Reimagine.** A high level of relevant educational knowledge that enables one to develop educational materials and become a source of wisdom for others. Participants in this quadrant have a lower level of change in managing or implementing at the organizational level.

- **Inform.** A low level of change in relevant knowledge and management skills. This quadrant typically represents new entrants to the field who work in positions that limit their ability to change current practice or professionals who have jobs that require a different set of knowledge and skills than those learned in the program.

CASE STUDIES REPRESENTING THE FOUR QUADRANTS OF THE PROFESSIONAL GROWTH MATRIX

Innovate

Laura Waldman (pseudonym) is a regional director at NCSY, a national youth group where Jewish teens are empowered to make informed and educated choices that further their commitment to passionate Judaism. Her job responsibilities include recruiting, training, and managing staff members and volunteers and working with lay and rabbinic leaders to create educational programming and organize events. As a result of completing the EJE program, Ms. Waldman's role in NCSY expanded to become the national director of experiential education. In addition to regional programs, she began to develop national programs, such as a leadership development camp for nearly 200 teams from across the United States. This nondegree academic program gave Ms. Waldman the expertise and credibility to bring in new processes and techniques. The EJE program was appealing because of its nondenominational aspect, which Ms. Waldman felt contributed to an expanding professional network. After completing the EJE program, she assessed programming through new lenses and approached program development in a new way. Whereas previously focusing more on the texts and content of programs, Ms. Waldman now invests more intentional efforts in creating environments that provoke teens' spiritual journeys and questions about the personal meaning of Jewish traditions. As a result, programs are more immersive, and staff members have the language to describe practices and their rationale.

Reimagine

Michael Gold (pseudonym) is a senior rabbi in a small Orthodox Jewish congregation that is only one year old. Rabbi Gold oversees and runs services, sermons, educational classes, pastoral counseling, and life-cycle events. Because the new congregation is still developing its processes, the board and staff also are learning how they can assist in the growth and development of the local Jewish community through involvement with local Jewish day schools, local colleges, and community events. Into these discussions, Rabbi Gold brought the knowledge and ideas gained through the EJE program. In addition to the program's content and resources, he was particularly impressed by the process of creating a unified group of Jewish educators who were coming from very different places in terms of professional settings and experiences. Rabbi Gold was inspired by the group's decision to continue relationships among participants to support each other, whether it is specifically related to EJE or other professional challenges. As part of involvement in the strategic planning of the congregation, Rabbi Gold brought in ideas from the EJE program, noting that one especially helpful skill gained from the program is the ability to sort through the many ideas that one can implement and then identify priorities that match the needs of the local community. He uses tools from the EJE program to set short-term and long-term goals and align these goals with the planning of programming schedule. Rabbi Gold has some autonomy to apply instructional practices from the EJE program in the classroom. At the congregation level, he is helping shape the thinking of the board; however, it will take time to translate these ideas into implementation that can affect the congregation and the broader community.

Manage

Rebecca Hirsch (pseudonym) is the executive director in a Hillel of a large university and enrolled in the EJE program out of the belief that Judaism is not learned from textbooks but learned through action. After each EJE seminar, Ms. Hirsch worked to integrate the new ideas and tools into work. The most important tools gained through the EJE program were those that enabled communication with students that would inspire and motivate them and engage them in joint planning. For example, Ms. Hirsch used one EJE tool to create a shared vision of what students wanted their semester to look like to clearly convey and align expectations. Students then created a visual portrait that they refer to throughout the year when students and staff clarify on goals and roles. Ms. Hirsch noted that the planning and communications processes at the Hillel visibly changed because of the EJE program. Instead of simple discussions, her staff leads students through creative, hands-on reflection and collaborative group work that enables shared decision making. Ms. Hirsch has made a difference on campus because the way things were done changed and new processes for relationship building and collaboration were introduced.

Inform

David Wise (pseudonym) is a director of Tefillah programming and Israel education at a Jewish day school. The school head noted that after completing the EJE program, Mr. Wise's planning and instruction took on different methods than those of predecessors. Mr. Wise introduced the school to new techniques for student engagement using project-based learning, technology, art, and facilitation techniques, which changed the way Jewish texts were taught in Jewish studies classes. Instead of focusing on covering a large number of texts, Mr. Wise prioritized uncovering values and exploring them through various prisms with students. For this purpose, he created a learning environment based on theoretical models of multiple intelligences that were learned in the EJE program. These models encourage multisensory experiences that support understanding and knowledge retention. Students reported that they enjoy the open-ended nature of questions and reflections. They also appreciated the new Tefillah program that allows students to express interest and commitment to various forms of prayer. After completing the EJE program, Mr. Wise gained a reputation for being a strong experiential educator and, at the time of data collection, was being sought out to take on an administrative role at a nearby Jewish day school.

The Jewish Experiential Leadership Institute

The Davidson Graduate School of Jewish Education at the Jewish Theological Seminary, in collaboration with the Jewish Community Centers Association, developed the Jewish Experiential Leadership Institute (JELI) for mid-career and senior management professionals at Jewish community centers (JCCs). The 17-month leadership institute promotes the use of Jewish values for setting vision, managing day-to-day events, and developing leadership identity. JELI includes in-person seminars, monthly webinars, independent online learning, mentoring, and independent projects. All JELI participants gain knowledge and skills they can apply as part of program management, staff training, and supervision.
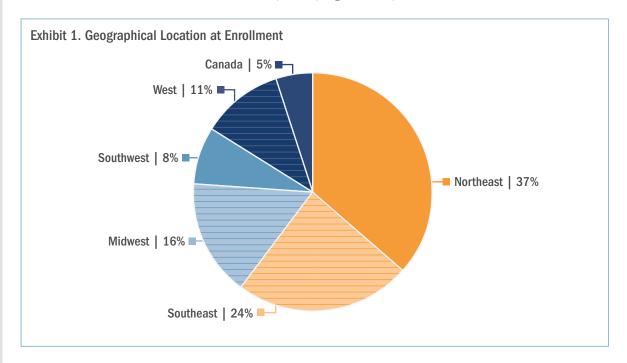
COMPONENTS AND UNIQUE ASPECTS OF THE PROGRAM

JELI participants attended monthly 90-minute webinars. Each webinar focused on a specific content area or leadership quality related to Jewish content and included learning in whole groups and smaller working groups. Each participant was assigned to a mentor—a senior Jewish educational leader who provided guidance in the small groups and to individuals throughout the program. As part of the program, participants engaged in independent learning projects that applied their skills within their local JCCs. JELI encouraged cohort learning, emphasizing ongoing interactions among participants online and in-person to form a network of professional support and shared learning.

JELI participants also attended four in-person seminars that included workshops with experiential learning activities, presentations by expert guest speakers, and field trips. During these seminars, participants engaged with various Jewish texts to discuss principles of leadership, themes of community building, and strategies for promoting the Jewish expression of values. Additional topics included Jewish identity, experiential education, the challenges of middle management, and human rights. The participants explored the concept of change and how to effectively initiate, manage, and navigate change within their JCCs and the Jewish communities they serve. The participants visited JCCs and learned from personal stories of JCC leaders. The fourth seminar was conducted as part of the JCC Association Professional Conference. Part of that seminar was dedicated to sharing participants' independent learning projects with other JCC colleagues in similar roles throughout the JCC network. They also shared feedback, insights, and learning based on their independent projects.

DEMOGRAPHICS AND WORKFORCE STATISTICS

Of 38 program participants across two program cohorts, more than three fourths were female. The largest age groups were between 41–50 years old (55 percent) and 31–40 years old (38 percent). JCC professionals from across the United States

enrolled in JELI (Exhibit 1). Participants fulfilled a variety of professional roles in their JCCs, such as the director of youth and family services, the director of day camps, the director of community engagement, the director of arts and culture, and the director of health and wellness. The programs led by JELI participants served Jewish populations from preschool through high school. More than one third (37 percent) of the participants expected that their participation in JELI would lead to enhanced job responsibilities or promotion. None of the participants expected other changes in their salary. Nearly one third of the participants (29 percent) changed workplaces (most of them staying within the JCC Association of North America) after program completion.

Exhibit 1. Geographical Location at Enrollment

- Canada | 5%
- West | 11%
- Southwest | 8%
- Midwest | 16%
- Southeast | 24%
- Northeast | 37%

LEARNING GOALS AND PROGRAM SATISFACTION

JELI participants enrolled primarily because they sought new ideas for programs, initiatives, and staff training; they were attracted by the Jewish content and the focus on Jewish texts; and were looking to build professional connections with other JCC professionals. The vast majority of the participants (93 percent; based on a sample of 32 respondents) rated the program as effective or very effective in response to the following question: "How effective is this program so far at developing the skills, knowledge, and traits you will need or currently need?" All respondents reported observable improvements in the learning and engagement of their staff and the children and teens enrolled in their programs as a result of the implementation of lessons learned through JELI.

PROFESSIONAL GROWTH

The Jim Joseph Foundation's Education Initiative seeks to increase the number of exceptional educators, administrators, and specialized support staff through investments in programs that attract, retain, and develop talent in Jewish education. The initiative is based on the assumption that given the right opportunities and support for career development, educators, administrators, and specialized support staff can deliver the best possible Jewish education for every child, adolescent, and young adult. To ensure their success, the initiative invested in professional development and

degree programs at three institutions: Yeshiva University, Hebrew Union College–Jewish Institute of Religion, and the Jewish Theological Seminary.

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The effects of the program on each participant depend on many factors, including prior Jewish knowledge and attitudes toward Jewish education, the type of organization and professional role in which the participant works, and autonomy to implement new practices and influence programming at the organizational level.

Exhibit 2. JELI Professional Growth Matrix

Manage | 47%   Innovate | 53%

The Ability to Plan, Manage, and Implement

Inform | 0%   Reimagine | 0%

Knowledge of High-Quality Jewish Educational Practices

Note. N = 38 participants across two cohorts; percentages of participants follow each quadrant label.

Each dot on the graph in Exhibit 2 represents one participant. In this graph, each participant is classified into one of four quadrants based on the estimated program effects on the participant. The quadrants are labeled based on their location on the *x*-axis and *y*-axis, as follows:

- **Innovate.** High levels of change in relevant educational knowledge and management skills that enable high impact on the school, congregation, or other educational setting.

- **Manage.** A high level of change in management skills that enables one to execute program with high efficiency plus a lower level of change in one's ability to form a new vision for educational programs, practices, or policies.

- **Reimagine.** A high level of relevant educational knowledge that enables one to develop educational materials and become a source of wisdom for others. Participants in this quadrant have a lower level of change in managing or implementing at the organizational level.

- **Inform.** A low level of change in relevant knowledge and management skills. This quadrant typically represents new entrants to the field who work in positions that limit their ability to change current practice or professionals who have jobs that require a different set of knowledge and skills than those learned in the program.

CASE STUDIES REPRESENTING TWO QUADRANTS OF THE PROFESSIONAL GROWTH MATRIX

Innovate

Ruth Perlman (pseudonym) is a director of youth and family services at a JCC and oversees two afterschool programs, a traditional summer camp program, specialty camps, and the Maccabi Games programs. Because of the small size of the JCC, she also takes on administrative duties and supports other JCC programs. Acceptance to the leadership institute was an important professional recognition that communicated Ms. Perlman's identification as a future leader. Enrollment in JELI provided confidence to approach the executive director and ask for more job responsibilities. For the independent project as part of JELI, Ms. Perlman identified the need for staff professional development that will enable greater infusion of Jewish content into all programs. The JCC serves predominantly interfaith, unaffiliated families, and many of the JCC teaching staff members are either not Jewish or unaffiliated. Ms. Perlman identified the need to create training modules that would be meaningful to the staff and provide them with practical how-to knowledge for implementation in their classes. A JELI mentor visited her JCC and helped translate JELI content into professional development materials. The mentor also observed Ms. Perlman lead a workshop about Jewish holidays. Ms. Perlman also consulted with other JELI participants to learn how they set up their camps and afterschool programs and how they developed teacher trainings. This effort yielded a series of professional development sessions that transformed the practice of JCC staff. Teachers have been visibly more invested and engaged in the work and have greater confidence in their ability to deliver classes with Jewish content.

Manage

Ari Levinson (pseudonym) is the director of children, youth, and camps at a large-city JCC. Before JELI, he supervised one staff member and was actively seeking professional development opportunities. After completing JELI, he gained the confidence to ask for more job responsibilities; began running or supervising all children, youth, and camp programs; and became the direct supervisor of three staff members: the youth and teen coordinator, the youth outreach coordinator, and the parent and family center coordinator. Through JELI, Mr. Levinson acquired additional organizational skills and management strategies. Many of the new ideas were a result of building relationships with other JCC managers who attended the leadership institute. In JELI, he obtained management skills that were needed for mid-career professionals who aspire to advance in the Jewish nonprofit field. Mr. Levinson also began including references to Jewish values and a Jewish perspective as part of management practices and staff supervision. This resulted in whole staff monthly sessions on Jewish holidays and values to build staff commitment and team spirit.

Master of Science in Jewish Education at the Azrieli Graduate School of Jewish Education and Administration: Accelerated Track

Yeshiva University's Azrieli Graduate School of Jewish Education and Administration offers a one-year master's program to early career Jewish educators and new professionals who are interested in a career as educators in Jewish day schools and yeshivas. For their student teaching positions, students are matched with schools based on both grade level and subject area preferences; teachers trained for a mentoring role supervised the students in the program. In addition, Azrieli faculty members work closely with school administrators to enhance the overall student teaching experience of the program participants. Graduates of the accelerated track contribute to knowledge sharing and educational management, primarily in Jewish day schools.

COMPONENTS AND UNIQUE ASPECTS OF THE PROGRAM

The accelerated track (the Pre-Service Master's Program) allows students to earn a master's degree in Jewish education in one year during three consecutive semesters and requires a full-time commitment. Candidates should be available to take courses during the day and on occasional evenings and be available throughout the year for full-time student teaching placements. The course sequence and schedule structure during the first two semesters is fixed. Unlike a traditional master's program, during which student teaching takes place after completing at least eight courses, the accelerated practicum experience operates in concert with coursework to enable the full completion of all master's program requirements within one year. Courses cover key topics in Jewish education, including models and methods of teaching, educational psychology and Jewish learning, the promotion of Jewish values, curriculum and assessment, and understanding diverse learners.

DEMOGRAPHICS AND WORKFORCE STATISTICS
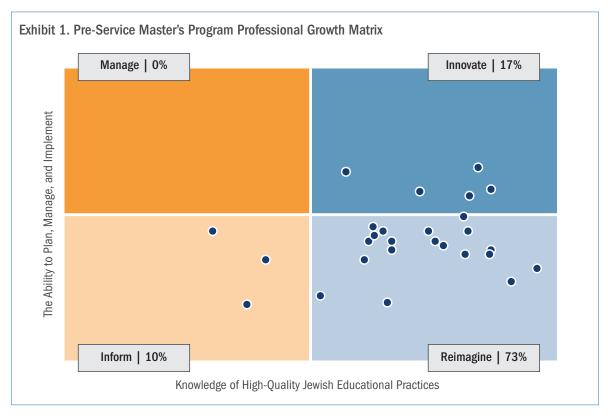
Of the 28 program participants who completed the program across three program cohorts, about one half of the participants (55 percent) were female. The largest age group was younger than 30 years old (72 percent). About one fifth (21 percent) of the participants did not work in Jewish day schools prior to the program. After graduation, most of the participants (66 percent) found teaching positions in Jewish day schools. Other participants work in nonprofit settings, synagogues, camps, and Hillels. Nearly one third of the participants (27 percent) relocated after graduation. These participants lived in the West, Midwest, and Southwest prior to enrollment and found positions in the Northeast.

PROFESSIONAL GROWTH

The Jim Joseph Foundation's Education Initiative seeks to increase the number of exceptional educators, administrators, and specialized support staff through investments in programs that attract, retain, and develop talent in Jewish education. The initiative is based on the assumption that given the right opportunities and support for career development, educators, administrators, and specialized support staff can deliver the best possible Jewish education for every child, adolescent, and young adult. To ensure their success, the initiative invested in professional development and degree programs in three institutions: Yeshiva University, Hebrew Union College–Jewish Institute of Religion, and the Jewish Theological Seminary.

To characterize how the programs supported by the Education Initiative influenced the work of individuals as Jewish educators and educational leaders, AIR researchers developed the Professional Growth Matrix (Exhibit 1), which is divided into four quadrants. Each quadrant embodies a profile of professional growth. The *y*-axis represents the ability to plan, manage, and implement processes and programs in Jewish education settings. The *x*-axis represents knowledge of effective, developmentally appropriate, Jewish educational practices. The currently available data represent the program's short-term effects. Long-term program effects may be greater as participants assume higher level positions that enable the application of their knowledge and skills.

The effects of the program on each participant depend on many factors, including prior Jewish knowledge and attitudes toward Jewish education, the type of organization and professional role in which the participant works, and their autonomy to implement new practices and influence programming at the organizational level.

Exhibit 1. Pre-Service Master's Program Professional Growth Matrix

Manage | 0%
Innovate | 17%
Inform | 10%
Reimagine | 73%

The Ability to Plan, Manage, and Implement

Knowledge of High-Quality Jewish Educational Practices

Note. N = 28 participants; percentages of participants follow each quadrant label.

Appendix B. Master of Science in Jewish Education at the Azrieli Graduate School of Jewish Education and Administration: Accelerated Track

Each dot on the graph in Exhibit 1 represents one participant. In this graph, each participant is classified into one of four quadrants based on the estimated program effects on the participant. The quadrants are labeled based on their location on the *x*-axis and *y*-axis, as follows:

- **Innovate.** High levels of change in relevant educational knowledge and management skills that enable high impact on the school, congregation, or other educational setting.

- **Manage.** A high level of change in management skills that enables one to execute program with high efficiency plus a lower level of change in one's ability to form a new vision for educational programs, practices, or policies.

- **Reimagine.** A high level of relevant educational knowledge that enables one to develop educational materials and become a source of wisdom for others. Participants in this quadrant have a lower level of change in managing or implementing at the organizational level.

- **Inform.** A low level of change in relevant knowledge and management skills. This quadrant typically represents new entrants to the field who work in positions that limit their ability to change current practice or professionals who have jobs that require a different set of knowledge and skills than those learned in the program.

CASE STUDIES REPRESENTING TWO QUADRANTS OF THE PROFESSIONAL GROWTH MATRIX

Innovate

David Ezra (pseudonym) is a Judaic studies teacher at a Jewish day school. He teaches Hebrew, Tanach, Jewish history, and a class focused on current events in Israel. Prior to his graduate studies at Yeshiva University, Mr. Ezra worked as a camp director and a Hillel director. In both positions, he was responsible for overseeing overall programming, including Judaic and Israel educational programming and the development of new Jewish engagement initiatives. Mr. Ezra enrolled in the master's program because he aspired to build a career in a Jewish day school, and the accelerated track was an opportunity to obtain a graduate degree in only one year. The program provided him with field experience in Jewish day school settings, where he put his new knowledge about models of teaching into practice. The small cohort size helped him build strong relationships with like-minded professionals and build on those relationships to gain new ideas for educational practices. Only halfway into the program, Mr. Ezra was able to think deeply about his role as a Jewish educator and how he could combine his experience in other Jewish educational settings and the models he learned in the master's program to design and deliver engaging classes in a Jewish day school. In addition to developing a curriculum for his classes, Mr. Ezra is engaging other teachers in his school in collaborative work related to framing educational objectives, preparing lesson plans, using technology for classroom instruction, and reflecting about the effectiveness of their teaching methods.

Reimagine

Rivka Klein (pseudonym) is a Judaic studies teacher at a Jewish day school. Despite already having a master's degree in Jewish history, she sought to obtain a second master's degree that was specific to Jewish education. She desired to find a position in another Jewish day school because she felt that no options existed for teachers in her geographic area who wanted to pursue orthodox Jewish education. The Azrieli master's program expanded her knowledge of Jewish texts and taught her pedagogical practices that she now uses with her students. The program inspired her to differentiate instruction based on students' interests and academic needs and participate in interdisciplinary school initiatives that seek to impact students beyond the classroom. She also gained the tools to analyze the current level of students' knowledge and match instructional strategies with academic performance goals. The content knowledge she gained through both her master's degrees gave her the confidence and credibility to share resources, ideas, and teaching models with other teachers as part of staff meetings and professional development days.

The Master's Program in Jewish Education at the Davidson Graduate School of Jewish Education

The Davidson Graduate School of Jewish Education at the Jewish Theological Seminary (JTS) offers a master's program in Jewish education that prepares educators and educational leaders for roles in a variety of educational settings, including Jewish day schools, synagogues, camps, youth groups, and nonprofit organizations. Program participants engage in rigorous coursework and work side by side with experienced professionals in practicums in a Jewish educational setting that match their career interests. The master's program includes unique seminars and mentoring specific to Israel education and experiential Jewish education. The majority of the program participants to date have engaged in leadership positions in Jewish education.
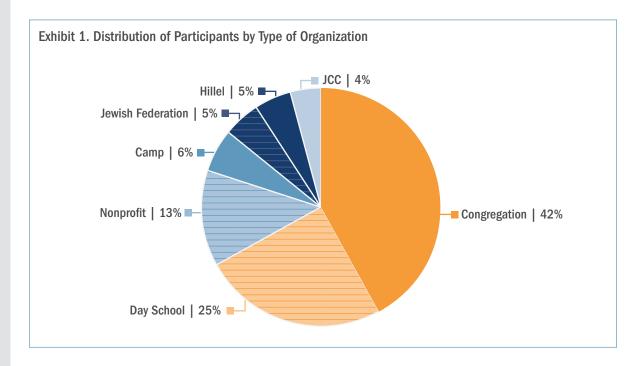
COMPONENTS AND UNIQUE ASPECTS OF THE PROGRAM

The Master's Program in Jewish Education at the Davidson Graduate School includes a comprehensive array of coursework, field experience, and mentoring. It strives to build a nondenominational community of colleagues who, as a cohort of learners, participate in professional seminars, field experiences, and social events. Participants gain work experience relevant to their professional interests through practicums, mentoring, and meetings with leading professionals in the field. To obtain a master's degree in Jewish education, participants complete a 45-credit curriculum (15 classes) as either part-time or full-time students. Geographically remote participants and working professionals can take the majority of their courses online. Individuals with interest in senior leadership positions in congregational and communal settings can choose the concentration in educational leadership. Those interested in teaching or leadership positions in Jewish day schools can choose the day school teaching concentration. They also may enroll simultaneously in a master's program in Jewish studies. The Davidson Graduate School offers two Israel travel programs to strengthen students' knowledge of Israel: the Visions and Voices of Israel 10-day seminar and the Kesher Hadash semester in Israel, which awards a certificate in Israel education. Through agreement with Columbia University, participants may enroll in courses at Teachers College at no additional cost. Summer sessions with visiting scholars also are available.
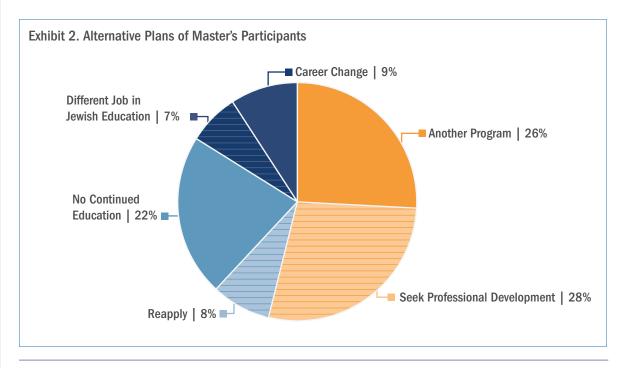
DEMOGRAPHICS AND WORKFORCE STATISTICS
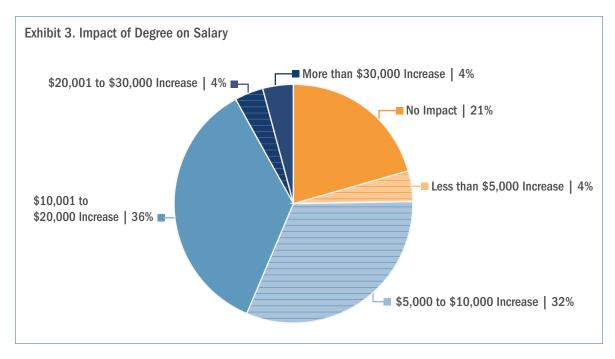
The Jim Joseph Foundation's Education Initiative supported the Master's Program in Jewish Education during five academic years: 2010–11 through 2014–15. This section summarizes the characteristics of 189 participants enrolled in the master's program during this time period. Two thirds of the participants were female (67 percent). At enrollment, one half of the participants were younger than 30 years old (51 percent), and an additional one third (32 percent) were 31–40 years old. On average, the participants had six years of professional experience in the field of Jewish education. The vast majority of the participants were from the United States (98 percent), primarily from the Northeast (71 percent). Within their first two years after graduation, alumni

worked in congregational settings; Jewish day schools; camps; Hillels; Jewish community centers (JCCs); and other nonprofit organizations, including national foundations and associations (Exhibit 1).

Exhibit 1. Distribution of Participants by Type of Organization

- JCC | 4%
- Hillel | 5%
- Jewish Federation | 5%
- Camp | 6%
- Nonprofit | 13%
- Congregation | 42%
- Day School | 25%

The availability of financial assistance and the reputation of JTS highly influenced participants' decision to enroll in the master's program. Only one fourth (26 percent) of the participants would have enrolled in other master's programs if they had not been accepted to Davidson's program. About one fifth would have stayed in their current job and would not have sought continued education, and nearly one in 10 participants (9 percent) would exit the field of Jewish education (Exhibit 2).

Exhibit 2. Alternative Plans of Master's Participants

- Career Change | 9%
- Different Job in Jewish Education | 7%
- Another Program | 26%
- No Continued Education | 22%
- Seek Professional Development | 28%
- Reapply | 8%

Appendix B. The Master's Program in Jewish Education at the Davidson Graduate School of Jewish Education

Exhibit 3. Impact of Degree on Salary

- $20,001 to $30,000 Increase | 4%
- More than $30,000 Increase | 4%
- No Impact | 21%
- Less than $5,000 Increase | 4%
- $5,000 to $10,000 Increase | 32%
- $10,001 to $20,000 Increase | 36%

Most of the participants expected that their master's degree would lead to an increase in their annual salary relative to their salary at the time of enrollment (Exhibit 3).

PROGRAM SATISFACTION

The majority (82 percent) of the participants reported that the master's program met or exceeded their expectations. The participants noted individual attention from faculty members, positive effects on professional networking, and the experiential education courses as strengths of the program. The relative smaller number of less satisfied participants were interested in more options for course selection. The Kesher Hadash program offered a comprehensive set of learning opportunities, including Hebrew study at Ulpan Milah; academic courses on topics in Israel studies, such as Israel in Contemporary Jewish Education and The State of Israel: Origins, Early History, and Contemporary Voices; courses in education at a local Israeli college (David Yellin College); participation in making films about life in Israel in collaboration with Maaleh school; field trips and encounters with experts and Israeli Hillel members; and tutoring support on Israel education in theory and practice. Participants of the Kesher Hadash program unanimously felt that the program substantially deepened their knowledge of multiple facets of Israel, including history, culture, society, politics, religious life, and conversational Hebrew.

The Visions and Voices seminar is offered to first-year Davidson students. Some of these students stay in Israel for the Kesher Hadash program. During their 10-day trip, students travel throughout Israel and explore three main themes in Israel education: (1) the place of Israel in Diaspora Jewish identity, (2) educational visions within Israel, and (3) teaching Israel in the Diaspora. All participants' reported increased motivation to pursue Israel education work within the Jewish community.
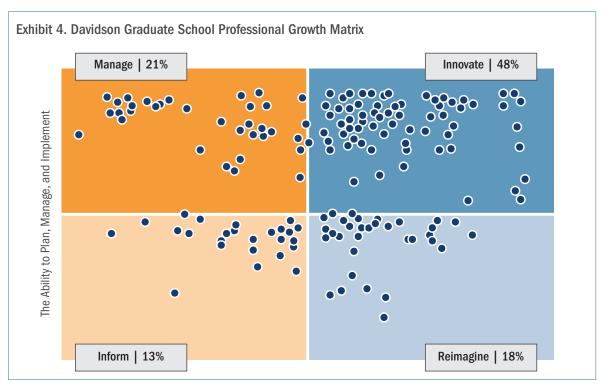
PROFESSIONAL GROWTH

The Jim Joseph Foundation's Education Initiative seeks to increase the number of exceptional educators, administrators, and specialized support staff through investments in programs that

Appendix B. The Master's Program in Jewish Education at the Davidson Graduate School of Jewish Education

attract, retain, and develop talent in Jewish education. The initiative is based on the assumption that given the right opportunities and support for career development, educators, administrators, and specialized support staff can deliver the best possible Jewish education for every child, adolescent, and young adult. To ensure their success, the initiative invested in professional development and degree programs at three institutions: Yeshiva University, Hebrew Union College–Jewish Institute of Religion, and JTS.

To characterize how the programs supported by the Education Initiative influenced the work of individuals as Jewish educators and educational leaders, AIR researchers developed the Professional Growth Matrix (Exhibit 4), which is divided into four quadrants. Each quadrant embodies a profile of professional growth. The *y*-axis represents the ability to plan, manage, and implement processes and programs in Jewish education settings. The *x*-axis represents knowledge of effective, developmentally appropriate, Jewish educational practices. The currently available data represent the program's short-term effects. Long-term program effects may be greater as participants assume higher level positions that enable the application of their knowledge and skills.

The effects of the program on each participant depend on many factors, including prior Jewish knowledge and attitudes toward Jewish education, the type of organization and professional role in which the participant works, and autonomy to implement new practices and influence programming at the organizational level.

Exhibit 4. Davidson Graduate School Professional Growth Matrix

Manage | 21% Innovate | 48%

The Ability to Plan, Manage, and Implement

Inform | 13% Reimagine | 18%

Note. N = 189 participants across two cohorts; percentages of participants follow each quadrant label.

Each dot on the graph in Exhibit 4 represents one participant. In this graph, each participant is classified into one of four quadrants based on the estimated program effects on the participant. The quadrants are labeled based on their location on the *x*-axis and *y*-axis, as follows:

- **Innovate.** High levels of change in relevant educational knowledge and management skills that enable high impact on the school, congregation, or other educational setting.

- **Manage.** A high level of change in management skills that enables one to execute program with high efficiency plus a lower level of change in one's ability to form a new vision for educational programs, practices, or policies.

- **Reimagine.** A high level of relevant educational knowledge that enables one to develop educational materials and become a source of wisdom for others. Participants in this quadrant have a lower level of change in managing or implementing at the organizational level.

- **Inform.** A low level of change in relevant knowledge and management skills. This quadrant typically represents new entrants to the field who work in positions that limit their ability to change current practice or professionals who have jobs that require a different set of knowledge and skills than those learned in the program.

CASE STUDIES REPRESENTING THE FOUR QUADRANTS OF THE PROFESSIONAL GROWTH MATRIX

Innovate

Rabbi Michael Newman (pseudonym) worked in Jewish day schools in a less senior position prior to earning this master's degree. Currently, Rabbi Newman develops curricula for and teaches courses in Mishnah, Talmud, Tanakh, Tefillah, and Jewish thought; assists in the organization and leadership of weekly schoolwide tefillot designed to maximize student participation and engagement among all grades; coordinates and oversees seasonal and holiday programs; organizes annual student trips to Israel; and integrates eighth-grade study of Tanakh and comparative Judaism into social studies and language arts classes. The master's degree provided the necessary qualifications to obtain his current position. As a result of master's program studies, Rabbi Newman is regularly using cutting edge practices in curriculum development, classroom management and instruction, Hebrew instruction, and Israel education. The master's program provided him with the educational knowledge and professional confidence to propose new instructional technique for teaching text studies as well as Jewish values, guide other teachers, and serve as an educational leader.

Reimagine

Ruth Kaplan (pseudonym) is a Jewish family educator and teacher trainer of educators in congregations and JCCs and joined the master's program to acquire greater theoretical depth and Jewish scholarship to inform work. Ms. Kaplan uses the experiential education practices and Jewish studies knowledge from the program to provide and model engaging activities for families, young children, and youth. After attending the master's program, Ms. Kaplan became intentional in linking experiential activities to Jewish values, evidence-based educational practices, and an understanding of child development. Ms. Kaplan also gained an ability to describe to other professionals the rationale for given educational practices.

Manage

Aaron Berkovich (pseudonym) is the assistant director of Reshet Ramah and works to strengthen alumni engagement at each Ramah camp. He creates innovative and exciting educational opportunities for teens and young adults, including Israel education, camping, Jewish personhood and identity education, and hands-on Jewish learning. Mr. Berkovich completed the Kesher Hadash semester in Israel, which inspired thinking about creative programs to connect American and Israeli teens and learning about Israel in experiential ways. The master's degree helped him build professional connections in the field of Jewish education and increase professional self-esteem. Mr. Berkovich builds on the practical knowledge gained from the master's degree to works with multiple teams, coordinate social media efforts, and plan engaging experiences for participants.

Inform

Rachel Jacobson (pseudonym) is a community educator at a congregation, works with a team of professional educators on communitywide programming, and teaches Hebrew to students from elementary through high school. Ms. Jacobson's passions are experiential education, Israel education, Jewish text study, and Jewish history. Before enrolling at JTS, she served as an intern in two Jewish museums. During her graduate studies, Ms. Jacobson worked as a teacher assistant at JTS. She chose the experiential education track and earned a certificate in Israel education by completing the Kesher Hadash semester in Israel. Ms. Jacobson was hired because of the congregation's awareness of the skills, content knowledge, and networking that a master's degree from JTS provides. The career workshop offered by JTS helped her prepare for job interviews. Ms. Jacobson's mentor during the master's program helped build her professional self-esteem and see the wide range of professional opportunities open in the field of Jewish education. The most valuable skills Ms. Jacobson has obtained are pedagogical and curriculum development skills, which are used to write lesson plans and curricular units in a professional manner. Ms. Jacobson also acquired skills in nonprofit management, including budgeting and fundraising, which she hopes to use in the future as the owner of a business that provides afterschool Jewish education classes.

The Executive Master's Degree Program in Jewish Education

The Hebrew Union College–Jewish Institute for Religion (HUC-JIR) offers an executive master's degree (EMA) program in Jewish education to professionals who have at least five years of experience in Jewish educational leadership positions. The 24-month program includes four in-person seminars, online courses, and mentoring. EMA participants expand their leadership skills and gain the content expertise to support the educational goals and culture of the congregations and institutions in which they work.
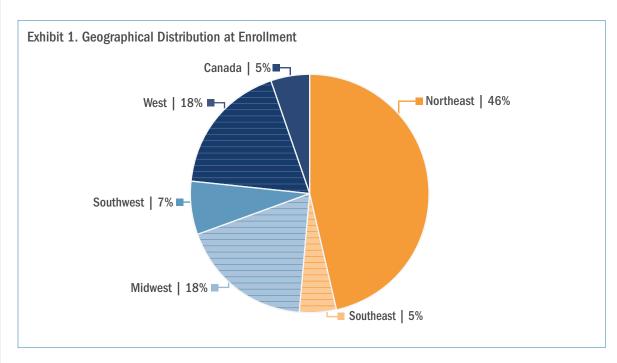
COMPONENTS AND UNIQUE ASPECTS OF THE PROGRAM

The EMA program aims to build on the professional experience of its participants while enhancing their knowledge about Judaism, strengthening their understanding of education, and refining their leadership capacity. It includes an introductory in-person orientation; four 3-day in-person seminars ("Intensives"); two 10-day summer institutes; travel to Israel for a 10-day seminar; and a capstone project. The EMA program is the only HUC-JIR program whose students study at all four campuses in the course of their program. Both the summer institutes and the Intensives include academic courses. As part of the capstone project, participants are expected to demonstrate and articulate a deep understanding of a dilemma in Jewish education, learn how others in the field have understood and addressed it, and identify strategies for how they might manage such a dilemma.
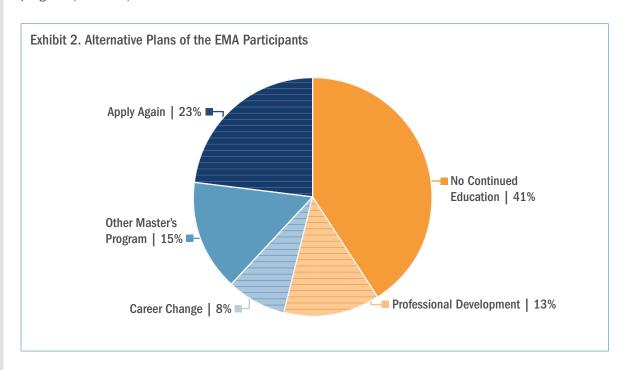
The program emphasizes close relationships among the participants, mentors, and faculty members. Participants engage in guided reflection on their work and benefit from other participants' feedback and recommendations. The program also encourages the participants to establish familiarity with HUC-JIR's research resources, including the campuswide system of the Klau Library, which is the second largest Jewish library in the world, and the American Jewish Archives. Each student in the EMA program is paired with a clinical faculty mentor, who is a graduate of the HUC-JIR Schools of Education and currently serves as a leading reform Jewish educator in North America. Participants consult with their clinical faculty mentors about EMA coursework and their final capstone project.

DEMOGRAPHICS AND WORKFORCE STATISTICS

The Jim Joseph Foundation's Education Initiative supported the EMA program during five academic years: 2010–11 through 2014–15. This section summarizes the characteristics of 56 participants who were enrolled in the program during this time period. Most of the participants were female (89 percent). The largest age group represented by the EMA participants was 41–50 years old (47 percent), followed by 51–60 years old (29 percent). Nearly one half (46 percent) of the participants were located in the Northeast at the time of enrollment (Exhibit 1). The geographic locations

Exhibit 1. Geographical Distribution at Enrollment

Canada | 5%
West | 18%
Southwest | 7%
Midwest | 18%
Southeast | 5%
Northeast | 46%

participants (73 percent) worked in congregations at the time of enrollment, and the remainder of the participants (27 percent) worked in a variety of institutions (e.g., Hillel, Jewish Federation, Jewish Day School, Jewish Heritage Museum, and other nonprofit organizations providing Jewish and religious education. It is estimated that the master's degree affected the salaries of about one half of the participants (56 percent), with the average salary increase being $20,000. Most of the EMA participants did not actively seek an advanced degree at the time of enrollment. If they had not been accepted to the EMA program, nearly one half (41 percent) of the participants would have remained in their current positions without continued education. About one fifth (21 percent) would have applied again in subsequent years, and 15 percent would have enrolled in a different master's program (Exhibit 2).

Exhibit 2. Alternative Plans of the EMA Participants

Apply Again | 23%
Other Master's Program | 15%
Career Change | 8%
No Continued Education | 41%
Professional Development | 13%
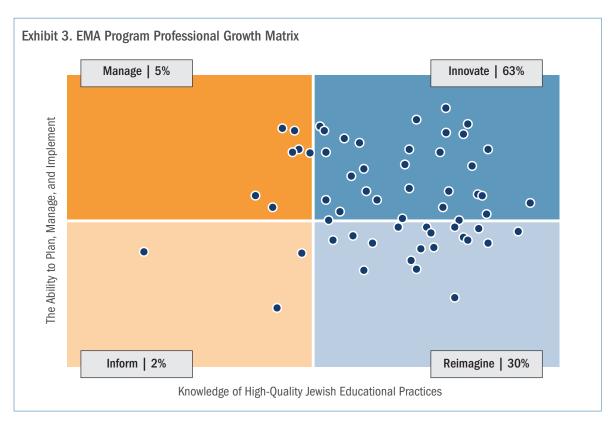
PROGRAM SATISFACTION

All participants (100 percent; based on a sample of 53 respondents) rated the program as effective or very effective in response to the following question: "How effective is this program so far at developing the skills or tools you will need?" All participants (100 percent) agreed or strongly agreed that the EMA program promoted their educational vision (how to work toward a vision of Jewish life). Most of the participants (92 percent) agreed or strongly agreed that the EMA program promoted their existential vision (life at its best) of Jewish life. The three most common themes of program impact that the participants noted in their open-ended survey narratives were as follows: (1) new concepts and ideas that they could immediately apply at their jobs, (2) shifting their thinking from "how to" to "why," and (3) becoming part of a supportive professional network.

PROFESSIONAL GROWTH

The Jim Joseph Foundation's Education Initiative seeks to increase the number of exceptional educators, administrators, and specialized support staff through investments in programs that attract, retain, and develop talent in Jewish education. The initiative is based on the assumption that given the right opportunities and support for career development, educators, administrators, and specialized support staff can deliver the best possible Jewish education for every child, adolescent, and young adult. To ensure their success, the initiative invested in professional development and degree programs at three institutions: Yeshiva University, HUC-JIR, and the Jewish Theological Seminary.

To characterize how the programs supported by the Education Initiative influenced the work of individuals as Jewish educators and educational leaders, AIR researchers developed the Professional Growth Matrix (Exhibit 3), which is divided into four quadrants. Each quadrant embodies a profile of professional growth. The *y*-axis represents the ability to plan, manage, and implement processes and programs in Jewish education settings. The *x*-axis represents knowledge of effective, developmentally appropriate, Jewish educational practices. The currently available data represent the program's short-term effects. Long-term program effects may be greater as participants assume higher level positions that enable the application of their knowledge and skills.

The effects of the program on each participant depend on many factors, including prior Jewish knowledge and attitudes toward Jewish education, the type of organization and professional role in which the participant works, and autonomy to implement new practices and influence programming at the organizational level.

Exhibit 3. EMA Program Professional Growth Matrix

Note. N = 56 participants; percentages of participants follow each quadrant label.

Each dot on the graph in Exhibit 3 represents one participant. In this graph, each participant is classified into one of four quadrants based on the estimated program effects on the participant. The quadrants are labeled based on their location on the *x*-axis and *y*-axis, as follows:

- **Innovate.** High levels of change in relevant educational knowledge and management skills that enable high impact on the school, congregation, or other educational setting.

- **Manage.** A high level of change in management skills that enables one to execute program with high efficiency plus a lower level of change in one's ability to form a new vision for educational programs, practices, or policies.

- **Reimagine.** A high level of relevant educational knowledge that enables one to develop educational materials and become a source of wisdom for others. Participants in this quadrant have a lower level of change in managing or implementing at the organizational level.

- **Inform.** A low level of change in relevant knowledge and management skills. This quadrant typically represents new entrants to the field who work in positions that limit their ability to change current practice or professionals who have jobs that require a different set of knowledge and skills than those learned in the program.

CASE STUDIES REPRESENTING THREE QUADRANTS OF THE PROFESSIONAL GROWTH MATRIX

Innovate

Tzvi Becker (pseudonym) is religious school director at a congregation and arrived at this position after working as a teacher for more than 10 years. Prior to the EMA program, Mr. Becker considered himself self-taught. He was concerned that best practices may not be implemented because of his lack of formal education in the field of Jewish education. Completing the EMA program enhanced both his professional self-esteem and the credibility of his decisions. Mr. Becker made programmatic changes while still enrolled in the EMA program. The 10-day seminar in Israel was the first time Mr. Becker had visited Israel and provided confidence for expanding Israel education in the congregation. After completing a course about curriculum design as part of the EMA program, Mr. Becker developed an Israel program using the course as a program delivery model. All 300 religious school students in the congregation participated in the new Israel program. Overall, Mr. Becker's leadership style changed. He now pays particular attention to integrating the perspectives of staff and board members and approaches every program design from the perspective of potential impact on the overall institution, rather than engaging in a fragmented approach of redesigning each program in a siloed way.

Reimagine

Leah Gersten (pseudonym) is a director of Jewish life and learning at a congregation. Although already having earned an advanced degree prior to the EMA program, Ms. Gersten sought an additional degree focused on Jewish education. The EMA program enabled her to change jobs from a smaller role in a smaller congregation to a more senior role in a large congregation. Currently, Ms. Gersten oversees the congregational programming for children and youth and adult learning; supervises the religious school director, the early childhood director, and the youth and camping director; and led staff through a process of creating a vision and mission statement. She also created a professional learning community in the congregation to support ongoing relevant learning and knowledge sharing. For that purpose, Ms. Gersten worked with the congregation's board to allocate additional resources for staff development and establish a common understanding of the importance of professional learning for staff members. As the professional learning community grew, staff began regularly attending whole staff meetings, where they discussed new ideas, such as classroom management techniques. Ms. Gersten brought EMA program resources into these meetings to share effective practices and reading materials. The community also included ongoing reflection on the professional development needs of staff members. As a result, Ms. Gersten observed that staff commitment to revitalizing the congregation has increased. Staff members take on more responsibilities and support each other more than in the past. She is hopeful that this change in the knowledge and culture of the congregation also will lead to innovation in educational programming.

Manage

Debbie Fried (pseudonym) is a director of a communitywide collaborative that provides Jewish supplemental education programs to Jewish teens. Her reputation in the field as an experienced educator and manager plus the EMA program helped Ms. Fried obtain her current position. The program she directs involves a partnership between a large number of synagogues, educational institutions, and community organizations, in coordination with the local Jewish federation. College professors, local clergy, and Jewish and secular educational professionals delivered and taught the classes. The EMA program prepared Ms. Fried to manage this highly political job by providing tools for simultaneously considering both content and structure as she combines classes and other program components into a coherent model and navigates the multiple viewpoints of the partnering organizations. She has been using models from the EMA program to inform staff hiring and managing. She also has used these models to reflect on her own practice and professional aspirations as a Jewish educational leader. As she applied new strategies and tools throughout the course of the program, the accessibility of mentors and faculty members enabled her to translate into practice information from every course in the program. She feels that despite her extensive experience and prior academic background, the EMA program was an invaluable experience that enabled her to manage the complexities of her current job.

The Master's Programs in Jewish Education and Religious Education at the Hebrew Union College–Jewish Institute of Religion

The Hebrew Union College–Jewish Institute of Religion (HUC-JIR) offers multiple tracks for obtaining a master's degree in either Jewish education or religious education. These tracks are designed to meet the needs of early career professionals, rabbinic and cantorial students, and individuals interested in a dual master's degree that targets both nonprofit management and Jewish educational leadership skills. Participation in the program is associated with innovative educational programming in congregational settings and other Jewish education settings.
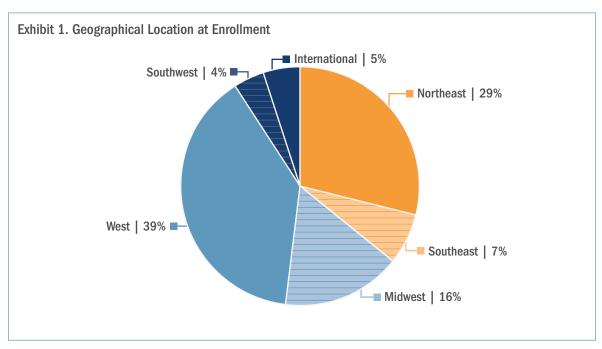
COMPONENTS AND UNIQUE ASPECTS OF THE PROGRAM

HUC-JIR's Rhea Hirsch School of Education in Los Angeles, California, and the New York School of Education in New York City offer three-year master's programs in Jewish education and religious education, respectively. Both programs include one year of study at the HUC-JIR campus in Jerusalem, Israel, during which time participants strengthen their skills in modern and classical Hebrew, education and values in Israel, and modern Judaism. The following two years in Los Angeles offer required courses and electives in education, Jewish education, Jewish studies, Hebrew language, and other related fields. Participants gain clinical experience through internships in congregational settings or at educational agencies. In addition, each participant meets with an academic advisor on a biweekly basis to review academic, professional, and personal development. Program requirements include the development of a curriculum guide as a capstone project. Participants of both programs are expected to attend professional development opportunities organized by HUC-JIR that include guest speakers from the field. Participants also can apply for additional learning opportunities through Pardes (the day schools of Reform Judaism) and the iCenter.
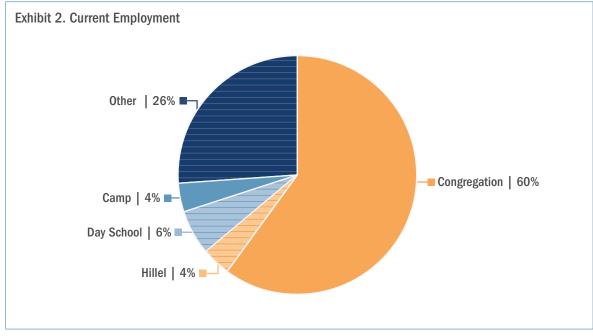
Rabbinic students at HUC-JIR who have completed the core Judaica studies courses can obtain a master's degree in Jewish education or religious education by enrolling in one of the two master's programs instead of completing a third year in the rabbinic program. In addition to the required courses offered by the master's programs, rabbinic students acquire experience as educational leaders through guided internship focused on educational leadership skills and complete a curriculum development capstone project.

Master's students who wish to obtain a dual master's degree in both Jewish education and nonprofit management add two semesters of study during their summers at HUC-JIR and complete internship and capstone projects relevant to working in communal settings.

DEMOGRAPHICS AND WORKFORCE STATISTICS

The Jim Joseph Foundation's Education Initiative supported the master's programs during five academic years: 2010–11 through 2014–15. This section summarizes the characteristics of 113 participants who were enrolled in the master's programs during this time period. About two thirds of the participants (69 percent) were female. The largest age group represented by the participants was 25–30 years old (68 percent), followed by 31–40 years old (23 percent). Participant recruitment by geographical location mirrored the location of the HUC-JIR campuses. Exhibit 1 shows that more than one third of the participants resided on the West coast of the United States prior to enrollment (39 percent), and nearly one third came from the Northeast (29 percent). All participants who sought jobs after graduation found employment in less than six months. Most of the alumni (60 percent) work in congregational settings (Exhibit 2).

Exhibit 1. Geographical Location at Enrollment

- International | 5%
- Southwest | 4%
- Northeast | 29%
- West | 39%
- Southeast | 7%
- Midwest | 16%

Exhibit 2. Current Employment

- Other | 26%
- Camp | 4%
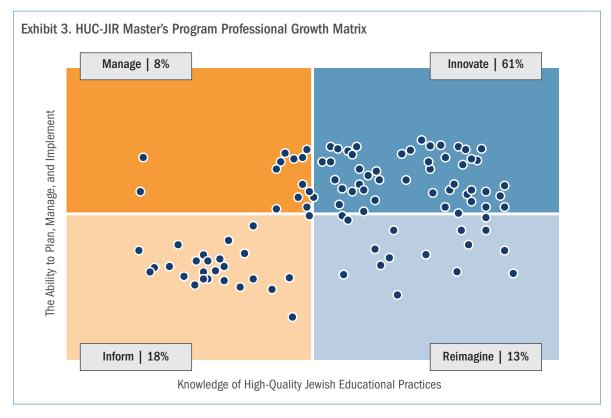- Day School | 6%
- Hillel | 4%
- Congregation | 60%

PROFESSIONAL GROWTH

The Jim Joseph Foundation's Education Initiative seeks to increase the number of exceptional educators, administrators, and specialized support staff through investments in programs that attract, retain, and develop talent in Jewish education. The initiative is based on the assumption that given the right opportunities and support for career development, educators, administrators, and specialized support staff can deliver the best possible Jewish education for every child, adolescent, and young adult. To ensure their success, the initiative invested in professional development and degree programs at three institutions: Yeshiva University, HUC-JIR, and the Jewish Theological Seminary.

To characterize how the programs supported by the Education Initiative influenced the work of individuals as Jewish educators and educational leaders, AIR researchers developed the Professional Growth Matrix (Exhibit 3), which is divided into four quadrants. Each quadrant embodies a profile of professional growth. The *y*-axis represents the ability to plan, manage, and implement processes and programs in Jewish education settings. The *x*-axis represents knowledge of effective, developmentally appropriate, Jewish educational practices. The currently available data represent the program's short-term effects. Long-term program effects may be greater as participants assume higher level positions that enable the application of their knowledge and skills.

The effects of the program on each participant depend on many factors, including prior Jewish knowledge and attitudes toward Jewish education, the type of organization and professional role in which the participant works, and their autonomy to implement new practices and influence programming at the organizational level.

Exhibit 3. HUC-JIR Master's Program Professional Growth Matrix

Manage | 8%

Innovate | 61%

The Ability to Plan, Manage, and Implement

Inform | 18%

Reimagine | 13%

Knowledge of High-Quality Jewish Educational Practices

Note. N = 113 participants; percentages of participants follow each quadrant label.

Appendix B. The Master's Programs in Jewish Education and Religious Education at the Hebrew Union College–Jewish Institute of Religion

Each dot on the graph in Exhibit 3 represents one participant. In this graph, each participant is classified into one of four quadrants based on the estimated program effects on the participant. The quadrants are labeled based on their location on the x-axis and y-axis, as follows:

- **Innovate.** High levels of change in relevant educational knowledge and management skills that enable high impact on the school, congregation, or other educational setting.

- **Manage.** A high level of change in management skills that enables one to execute program with high efficiency plus a lower level of change in one's ability to form a new vision for educational programs, practices, or policies.

- **Reimagine.** A high level of relevant educational knowledge that enables one to develop educational materials and become a source of wisdom for others. Participants in this quadrant have a lower level of change in managing or implementing at the organizational level.

- **Inform.** A low level of change in relevant knowledge and management skills. This quadrant typically represents new entrants to the field who work in positions that limit their ability to change current practice or professionals who have jobs that require a different set of knowledge and skills than those learned in the program.

CASE STUDIES REPRESENTING THREE QUADRANTS OF THE PROFESSIONAL GROWTH MATRIX

Innovate

Rabbi Meir Bar (pseudonym) used the knowledge and skills from the master's program to develop and deliver adult education courses at his congregation. In addition, he cultivated Jewish learning by revising the Hebrew curriculum and planning and executing experiential educational programming that focuses on social justice and personal connections to Judaism. Rabbi Bar also partnered with synagogue leadership to revisit current educational opportunities, especially those focused on intergenerational interaction and engagement. He felt that the master's program provided a taste of all areas for Jewish learning and enabled the transformation of a wide array of programming. Most important was the balance between textual learning and critical thinking, which equipped Rabbi Bar with tools for critical self-reflection on educational practice. With the knowledge gained through the program, Rabbi Bar is currently exploring pluralist community projects and additional educational opportunities for interfaith families.

Reimagine

Rabbi Emily Lerner (pseudonym) is a director of lifelong learning at a congregation and enrolled in the master's in Jewish education program in the third year of rabbinical studies. Rabbi Lerner currently oversees a religious school program that includes studies in Jewish history, values, spirituality, the Torah, Hebrew, Israel, and other Jewish-relevant topics. As a rabbi, she felt that the program provided practical knowledge and skills about best practices in education as well as the vocabulary to comfortably sit at the table among other Jewish educators. Although none of the congregation's programs have been revised since starting work for the congregation after graduation, Rabbi Lerner feels that her expertise, which combines rabbinical studies and Jewish education knowledge, have already changed conversations and critical reflections among staff and is likely to lead to identifying new practices.

Inform

Avram Rotenberg (pseudonym) is an educator in a Jewish day school and worked in an administrative position prior to enrolling at HUC-JIR, where his aspiration is to become a Jewish educator. Using knowledge from the master's in Jewish education degree, Mr. Rotenberg creates curricula aligned with educational goals and the vision of the school. As an educator, Mr. Rotenberg gained confidence in building on proven educational practices to shape lesson plans. The relationships built with faculty, mentors, and other participants increased his commitment to the profession and motivation to aspire to leadership positions in Jewish education.

The Jewish Early Childhood Education Leadership Institute

The Jewish Early Childhood Education Leadership Institute (JECELI) is delivered by the Jewish Theological Seminary and the Hebrew Union College–Jewish Institute for Religion in collaboration with Bank Street College. This 15-month leadership institute aims to provide the knowledge and skills that Jewish early childhood education (JECE) directors need to further develop a school's Jewish culture, positive climate, and relationships with the community plus the skills of the entire staff. JECELI participants bring a high level of innovation to their JECE programs in congregations, day schools, and Jewish community centers.

COMPONENTS AND UNIQUE ASPECTS OF THE PROGRAM

JECELI includes an introductory in-person orientation, online study, communication with mentors once or twice per month, two weeks of study in New York City for two successive summers, and travel to Israel for a 10-day seminar. Areas of study include Jewish learning, reflective practice in a social context, leadership development, and community building. JECELI is designed for early Jewish education professionals who have up to five years of experience in a leadership position in a JECE program or at least three years of relevant teaching experience and interest in assuming a leadership position. Participants also are expected to have the following: at least a bachelor's degree in JECE or a related field; completed at least one course in the area of child development; and a basic understanding of Jewish learning, such as the cycle of Jewish holidays.

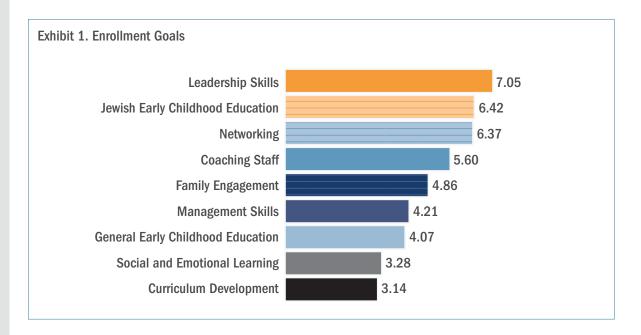## DEMOGRAPHICS AND WORKFORCE STATISTICS

Most of the 47 participants across three program cohorts were female (96 percent). Two thirds of the participants (66 percent) were 31–50 years old. JECELI participants came from congregation-based JECE centers ($n = 27$), Jewish community centers ($n = 10$), day schools ($n = 7$), and independent preschools or nursery schools ($n = 3$). Annually, these JECE directors serve nearly 1,700 children who are 0–2 years old, nearly 2,500 children who are 3–4 years old, and more than 1,300 children who are 5–6 years old. The families served are mostly middle and upper-middle income families and represent a mix of denominations as well as interfaith families and non-Jewish families.

Eligibility to participate in JECELI includes institutional commitment. Participants' institutions are responsible for a one-time institution fee of $2,000 and may choose to provide the participant fee ($1,000) as well. Institutions also are required to support the educator's participation in all the required JECELI learning experiences, including providing a relief person when necessary so that the person can attend all the sessions. Nearly all employers provided the support required by the program and gave JECELI participants the autonomy to use the practices learned. Most employers covered paid time for study and travel (i.e., the participants did not need to give up

vacation time), reimbursed for books and supplies, and provided some mentoring or coaching related to the newly acquired knowledge and skills.
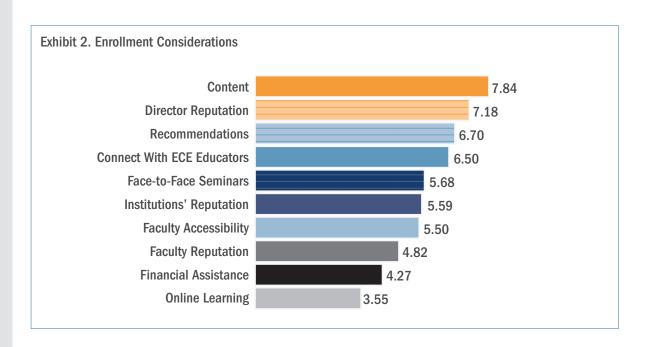
LEARNING GOALS AND PROGRAM SATISFACTION

The JECELI participants indicated that a variety of professional development opportunities are available to them as JECE professionals. JECELI stood out as a unique professional development opportunity because of its focus on Jewish educational leadership. When asked to indicate the learning goals most important to them, participants pointed at leadership skills, JECE practices distinctive to Jewish education, and the desire to become a member of a professional network of Jewish early childhood educators (Exhibit 1; based on a sample of 44 survey respondents and rated on a scale of 1 to 10).

Exhibit 1. Enrollment Goals

Goal	Rating
Leadership Skills	7.05
Jewish Early Childhood Education	6.42
Networking	6.37
Coaching Staff	5.60
Family Engagement	4.86
Management Skills	4.21
General Early Childhood Education	4.07
Social and Emotional Learning	3.28
Curriculum Development	3.14

Although the reputation of the higher education institutions operating the program is an important consideration when selecting a professional development opportunity, participants cared more about the content of the leadership institute and the reputation of the director who directly organizes and leads the institute (Exhibit 2; rated on a scale of 1 to 10).

Most participants (93 percent) were satisfied or very satisfied with the in-person seminars. They noted that the instructors were engaging and delivered practical information that covered relevant and meaningful information and skills. In addition, the seminars highly contributed to the development of a professional learning community among the JECELI participants. In contrast, only about one half of the participants (57 percent) were satisfied with the online component of the program. The reasons for dissatisfaction were difficulties in navigating the Haiku platform used by the program and a feeling that the goals of online learning were not clearly articulated.

Following participants' feedback, the online work was changed from online, asynchronous learning to a series of webinars. These webinars attracted much more participation, even though some technical difficulties remained. According to the program director, JECELI alumni groups continue to hold webinars to discuss topics of interest as well as engage in problem solving as communities of practice.
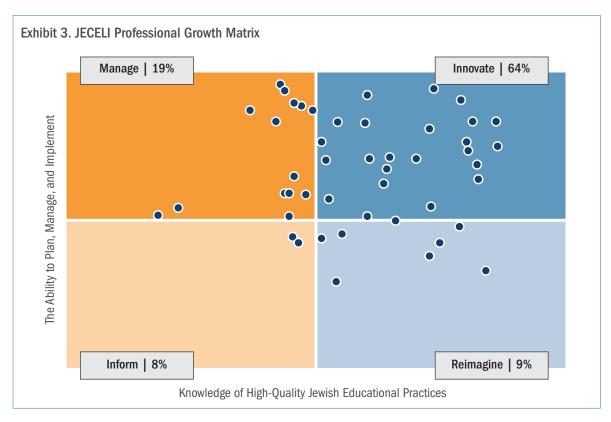
Exhibit 2. Enrollment Considerations

Consideration	Value
Content	7.84
Director Reputation	7.18
Recommendations	6.70
Connect With ECE Educators	6.50
Face-to-Face Seminars	5.68
Institutions' Reputation	5.59
Faculty Accessibility	5.50
Faculty Reputation	4.82
Financial Assistance	4.27
Online Learning	3.55

PROFESSIONAL GROWTH

The Jim Joseph Foundation's Education Initiative seeks to increase the number of exceptional educators, administrators, and specialized support staff through investments in programs that attract, retain, and develop talent in Jewish education. The initiative is based on the assumption that given the right opportunities and support for career development, educators, administrators, and specialized support staff can deliver the best possible Jewish education for every child, adolescent, and young adult. To ensure their success, the initiative invested in professional development and degree programs at three institutions: Yeshiva University, Hebrew Union College–Jewish Institute of Religion, and the Jewish Theological Seminary.

To characterize how the programs supported by the Education Initiative influenced the work of individuals as Jewish educators and educational leaders, AIR researchers developed the Professional Growth Matrix (Exhibit 3), which is divided into four quadrants. Each quadrant embodies a profile of professional growth. The *y*-axis represents the ability to plan, manage, and implement processes and programs in Jewish education settings. The *x*-axis represents knowledge of effective, developmentally appropriate, Jewish educational practices. The currently available data represent the program's short-term effects. Long-term program effects may be greater as participants assume higher level positions that enable the application of their knowledge and skills.

The effects of the program on each participant depend on many factors, including prior Jewish knowledge and attitudes toward Jewish education, the type of organization and professional role in which the participant works, and autonomy to implement new practices and influence programming at the organizational level.

Exhibit 3. JECELI Professional Growth Matrix

Manage | 19%

Innovate | 64%

The Ability to Plan, Manage, and Implement

Inform | 8%

Reimagine | 9%

Knowledge of High-Quality Jewish Educational Practices

Note. N = 47 participants; percentages of participants follow each quadrant label.

Each dot on the graph in Exhibit 3 represents one participant. In this graph, each participant is classified into one of four quadrants based on the estimated program effects on the participant. The quadrants are labeled based on their location on the *x*-axis and *y*-axis, as follows:

- **Innovate.** High levels of change in relevant educational knowledge and management skills that enable high impact on the school, congregation, or other educational setting.

- **Manage.** A high level of change in management skills that enables one to execute program with high efficiency plus a lower level of change in one's ability to form a new vision for educational programs, practices, or policies.

- **Reimagine.** A high level of relevant educational knowledge that enables one to develop educational materials and become a source of wisdom for others. Participants in this quadrant have a lower level of change in managing or implementing at the organizational level.

- **Inform.** A low level of change in relevant knowledge and management skills. This quadrant typically represents new entrants to the field who work in positions that limit their ability to change current practice or professionals who have jobs that require a different set of knowledge and skills than those learned in the program.

CASE STUDIES REPRESENTING THE FOUR QUADRANTS OF THE PROFESSIONAL GROWTH MATRIX

Innovate

Debra Klein (pseudonym) is a Jewish early childhood education director in a congregation and joined JECELI because, as a relatively young director with fewer years of field experience than most of the congregation staff, she sought both knowledge and credibility that would promote staff buy-in and commitment to follow a vision for a quality JECE program. After completing JECELI, Ms. Klein began to examine the strength of JECE programs from both congregation-wide and community-wide perspectives, guiding the staff to implement new practices that infuse instruction about Jewish values into all areas of the classroom in terms of both content and classroom management. The teachers began using a wider range of materials for Jewish learning and Israel education and showed increased willingness to engage in text study for their own professional growth. Ms. Klein also established new procedures for conducting classroom walk-throughs and coached the staff to use developmentally appropriate educational practices that scaffold learning and make children safe and cared for. From JECELI, Ms. Klein gained an understanding of the importance of being visible in the classrooms to observe and support teachers. Therefore, Ms. Klein began scheduling regular classroom observations in all classrooms and established new classroom practices to build school-family relationships, including family journals—books that children create about their families. Based on ideas from JECELI, Ms. Klein revised staff meeting processes. For example, instead of a large group meeting that is primarily dedicated to announcements and updates, she divided the staff into three groups that rotate between stations. In each station, the group discusses a specified topic. This change enabled greater active participation of staff and led to regular feedback and suggestions from the teachers.

Reimagine

Shira Kirshblum (pseudonym) is a Jewish early childhood education director at a congregation that serves a highly diverse community that includes a high proportion of new immigrants from outside the United States. After completing JECELI, Ms. Kirshblum established a new plan for staff professional development that included using classroom and online technology and based the professional development sessions on content learned in JECELI. In addition, Ms. Kirshblum started meeting frequently with parents to develop their awareness of the preschool's vision for a quality Jewish education, the value of such education, and how the practices they are using can achieve these goals. Ms. Kirshblum also worked with the staff to identify new ideas for programs that may interest all families and their children, such as an appreciation of nature. The professional development sessions and conversations with staff and families led to new plans to offer flexible programming that meets the diverse needs of families. Ms. Kirshblum expects that in future years, some of these plans will come to fruition and will help sustain community relationships and attract new families to the congregation.

Manage

Miriam Katz (pseudonym) is a preschool director at a modern orthodox Jewish day school and had recently become the director in the year prior to enrolling in JECELI. Before JECELI, Ms. Katz did not have full confidence in being able to manage the preschool and supervise its staff. Following JECELI, she gained greater confidence in discussing preschool plans and practices with the school leadership and the teachers she supervises. The areas of practice most influenced by JECELI were relationship building with staff and the families served by the preschool. Ms. Katz also incorporated knowledge from JECELI at the end of the school year when making staffing decisions.

Inform

Elana Simon (pseudonym) is the prekindergarten teacher at a Jewish day school. The JECE program serves a mix of Jewish and non-Jewish families. Ms. Simon was concerned about the school's trend in the last several years, which was reducing the emphasis on Jewish studies because of a lack of interest in Jewish content by the population being served. After attending JECELI, Ms. Simon now has the knowledge and motivation to revise lesson plans and provide more opportunities for project-based learning and events that include Jewish celebrations and traditions. However, most of the program ideas from JECELI have not yet been implemented because of changes in school leadership and budget cuts caused by a reduction in student enrollment at the school.

Appendix C. Methodology

Methodology

PARTICIPANT SURVEYS

Participants were invited to take an online survey during their first year in their respective programs. Degree program participants also were invited to take the survey in the second year of their programs. The online survey included 47 questions about factors that affect enrollment, the impact of the program on professional growth, and the characteristics of the respondents. All participants who were enrolled in a program were invited by e-mail to complete the survey. Following program completion, participants were invited to take a shorter, 22-question survey about their program satisfaction, the impact of the program on career and professional growth, and demographic characteristics. As Exhibit C-1 shows, the response rates were adequate (i.e., higher than 60 percent).

Exhibit C-1. Survey Response Rates[a]

Program	Invited	Responded	Response Rate
Accelerated Master's Program (YU)	30	25	83%
Azrieli Online Master's Program (YU)	34	22	65%
Certificate in Jewish Education for Adolescents and Emerging Adults (HUC-JIR)	60	55	92%
Certificate in Online/Blended Instruction; Certificate in Educational Technology; Certificate in Differentiated Instruction (YU)	164	113	69%
Certificate Program in Experiential Jewish Education (YU)	83	76	92%
Executive Master's Degree Program in Jewish Education (HUC-JIR)	56	47	84%
Jewish Early Childhood Education Leadership Institute (JTS/HUC-JIR)	47	44	94%
Jewish Experiential Leadership Institute (JTS)	38	33	87%
Master of Arts in Jewish Education (JTS)	119	113	95%
Master's in Jewish Education, Master's in Religious Education, and a joint rabbinical education program in Cincinnati and a cantorial education program in New York City (HUC-JIR)	112	107	96%
School Partnership Master's Program (YU)	16	12	75%

[a]This table represents the total number of respondents relative to the total number of program participants regardless of the point in time of survey administration.

FACULTY SURVEY

The faculty survey included 17 questions about faculty members' interest in the eLearning Faculty Fellowship; perceived knowledge of technology; and attitudes toward intra-institutional and interinstitutional collaboration. Of 152 faculty members contacted, 137 faculty—54 from HUC, 35 from JTS, and 48 from YU completed the survey in at least one of the three survey administration points (spring 2013, spring 2014, and spring 2015; 90 percent response rate). Of this sample, 87 faculty members (57 percent) took the survey at both the baseline (2013) and two-year follow-up (2015).

INTERVIEWS

The data analyzed for this report included transcripts from 30-minute telephone interviews with the first cohorts of YU's Certificate in Experiential Jewish Education, HUC-JIR's Certificate in Jewish Education for Adolescents and Emerging Adults, and JTS' Jewish Experiential Leadership Institute. These semistructured interviews were conducted six to 18 months after program completion. The interviews included 10 questions about participants' reasons for enrolling in the programs; other professional development opportunities available; the application of knowledge acquired through the program; relationships with other members of the cohort; and the impact of the programs on compensation, job performance, and career. Of the 81 individuals invited, 74 completed the interview (91 percent response rate).

The evaluation team conducted interviews with members of the first cohort of HUC-JIR's Executive Master's in Jewish Education. These 20-minute semistructured interviews with alumni of the first cohort included seven questions and asked about knowledge acquisition and the translation of knowledge into practice. Of 16 people invited, 14 completed the interviews (88 percent response rate).

Additional interviews were conducted with the participants of the first two cohorts of the Jewish Early Childhood Leadership Institute. They were invited to participate in individual telephone interviews three months after the end of the program. Of the 31 participants invited, 25 completed the interviews (81 percent response rate). The 30-minute telephone interviews included 10 questions about the early childhood education programs at which the participants worked, including policies and structures, and the impact of the program on leadership practices, vision, family engagement, professional development interests and other professional development opportunities, and long-term career aspirations.

Twenty-minute telephone interviews were conducted with the heads of schools, division heads, directors of education in congregations, and directors of programs in other educational settings whose staff participated in YU's Certificate in Experiential Jewish Education, HUC-JIR's Certificate in Jewish Education for Adolescents and Emerging Adults, JTS' Jewish Experiential Leadership Institute, and YU's Certificate in Educational Technology or Certificate in Online/Blended Instruction. These semistructured interviews included 10 questions about the observed effects of program participation on their staff members and support given to program participants to enable their studies. Of the 64 employers invited to participate in the individual telephone interviews, 56 completed their interviews (88 percent response rate).

The evaluation team conducted additional telephone interviews with presidents, deans, project directors of the Educational Initiative, technology specialists, program directors, marketing and recruitment directors, and other individuals involved in the governance of the three institutions. The interviews were conducted by telephone or in person and varied in duration from 30 minutes to one hour. The team also conducted additional focus groups and observations, including an observation of YU's New Teacher Induction session and focus groups with program participants. To prepare for these interviews, the evaluation team reviewed course materials, vision statements, strategic plans, budgets, financial sustainability plans, and other documents provided by the grantees.

ADMINISTRATIVE RECORDS AND REPORTS BY GRANTEES

HUC-JIR, JTS, and YU provided administrative records for program participants who received financial assistance through the Education Initiative. These records included 42 data fields, such as gender, preprogram state of residence, enrollment status, reasons for leaving the program (if applicable), program start date, expected and actual date of graduation, preprogram and current employment, practicum placement information (if applicable), and postgraduation employment.

REPORTS BY GRANTEES

Annual reports submitted by the grantees to the Jim Joseph Foundation and other reports (e.g., program summaries) were reviewed for this evaluation. The evaluation team verified the current employment of participants through online searches of publicly available directories and websites.

PROFESSIONAL GROWTH MATRIX

AIR used quantitative and qualitative data sources (participant surveys, alumni surveys, participant interviews, and employer interviews) to analyze the extent to which the master's program supported the professional growth of Jewish educators. Professional growth was estimated according to criteria in two categories: (1) ability to plan, manage, and implement programs and (2) knowledge of high-quality Jewish educational practices. The criteria listed under each category received equal weight. The resulting score for each category was the sum of all criteria and an error component.

These data were coded using a systematic review form based on the following criteria:

Ability to Plan, Manage, and Implement Programs

- **Process Knowledge.** The participant deepened and broadened planning, coordinating, budgeting, supervising, staffing, and other management skills.
- **Relationship Skills.** The participant gained practical skills for managing interactions with colleagues, building a committed staff, and establishing connections within the organization and with individuals in other organizations.
- **Instructional Improvement.** The participant applied the new knowledge and skills from the program to refine or create a program or curriculum in Jewish education.
- **Organizational Improvement.** The participant applied the new knowledge and skills from the program to refine or create processes or policies that promote the capacity and efficiency of the organization.

- **Professional Network.** Through the program, the participant became part of a supportive professional network.

- **Professional Commitment and Self-Esteem.** Through the program, the participant developed stronger confidence in his or her own abilities, a commitment to a career in Jewish education, and motivation to apply the new knowledge and skills to support high-quality Jewish education.

Knowledge of High-Quality Jewish Educational Practices

- **Knowledge of Educational Practices.** The participant acquired knowledge of general educational models, research-based practices, and the alignment of pedagogy with learners' needs and developmental stages.

- **Jewish Learning.** Through the program, the participant acquired knowledge of effective pedagogy of Jewish studies and how to infuse Jewish values into staff learning; program development; and the implementation of programs for children, adolescents, and young adults.

- **Community Relations.** Through the program, the participant acquired knowledge of practices to assess the needs of the local community and align the organization's programs with these needs.

- **Job Description.** The participant gained a greater understanding of the responsibilities involved in one's professional role as well as the roles of others in the organization.

- **Translation of Theory to Practice.** The participant gained the ability to identify models of educational practice that are relevant to one's organization and adapt these models to fit the local context of the organization.

- **Needs Assessment.** The participant gained greater ability to collect and interpret data about the needs of one's organization, program, or classroom and identify areas for improvement.

Making Research Relevant