

Day School Education In Challenging Times:

Examining the Strategic Options



**A Lippman Kanfer Institute
Working Paper**

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Why This Report?

This report has been prepared to help day school and community leaders thoughtfully consider the options available today for providing children and their families with a Jewish education that is effective in transmitting Jewish knowledge, fostering Jewish identity, promoting a sense of community, and developing strong Jewish values. Day schools collectively have been demonstrably successful in this mission and in providing a sound general education for hundreds of thousands of children. But, in many communities today day schools also face persistent challenges, primarily in the form of limited enrollments and unstable finances, that may limit and even undermine their ability to provide this kind of Jewish education over the long term. (See the appended Environmental Scan for a more detailed picture of the situation of day schools in North America today.)

This report is designed to help leaders who find themselves facing difficult decisions about the future of day school education in their communities answer one fundamental question: What are the options available to us? The answers fall into two broad sets. The first set consists of a variety of *strategies* that schools might employ to strengthen themselves while remaining what we currently recognize as AJewish day schools® (we call these Aoptimization strategies®). The second set of answers consists of a number of alternative educational *models*. If it becomes clear that it is not possible or desirable for good reasons to continue to operate a particular day school or any day school at all in a specific community, these models represent alternative approaches to providing much (though not necessarily all) of what a good day school does in terms of Jewish identity development, knowledge acquisition, and socialization.

Both day schools themselves and the communities in which they are located vary enormously in size, resources, and cultures. This report is designed primarily for leaders of schools that are small (often fewer than 100 students) and of communities that have only one, or perhaps two, day schools. In these situations enrollment and financial challenges that threaten a school's viability and educational excellence frequently arise and persist and are often felt most acutely because obviously comparable alternatives simply do not exist. We do believe, nonetheless, that many of the strategies and models are relevant in other situations as well - even for schools that are not facing imminent challenges or larger communities that have several viable day schools. Leaders of communities that have not yet found it feasible to open a day school may also find this report useful. Clearly, the implementation of these strategies and models will be different in different circumstances. But, the underlying objectives - strengthening day schools on the one hand, and providing alternative Jewish educational experiences that are effective and well-utilized on the other - are valid regardless of size and situation.

What is in the Report?

The heart of this report consists of three charts:

- 1) The first lists “optimization strategies” that schools might employ to strengthen themselves organizationally and educationally. These are divided into three broad groups: strategies relating to marketing and outreach; strategies relating to finances; and strategies relating to the educational program and its delivery.
- 2) The second chart describes four “full-day” alternative models to the traditional Jewish day school (with the day school as a comparative reference point).
- 3) The third chart describes four “supplementary” program models that might also be considered as alternatives to a conventional day school.

These charts are by no means exhaustive, and they certainly do not capture all the possible variations on the strategies and models. The models in particular are Aideal types.® In the real world, one is likely to encounter and could certainly create multiple variants from these types, modifying one or more features, importing an idea from A into B, combining elements to create hybrids. We have tried, where we know of them, to point to actual examples of the models we describe. But, as might be expected, these examples too often constitute variations on a theme, not exact replications of what is described.

More generally, we should note that the line between a strategy for strengthening an existing day school and an alternative educational model may at times be blurry. Pursuing various forms of collaboration and consolidation with other schools or agencies may be an effective way for some schools to reduce their costs and improve performance educationally and administratively. Should such cooperation become extensive, it may lead de facto or de jure to an actual Apartnership® - a new organizational structure. Some of the other optimization strategies proposed, such as expanding recruitment of non-Jewish students, also carry the potential to lead to more far-reaching structural or educational changes. So, though the charts appear to draw a sharp distinction between optimization strategies and alternative models, in the real world the options may be both more nuanced and more dynamic.

In addition to a brief description of each strategy or model, each chart incorporates additional information that elaborates on how the strategy or model might play out in relation to a number of different relevant categories of interest: e.g., when it is appropriate to be used, what potential strengths and weaknesses it embodies, what needs to be in place for it to be implemented successfully. These characterizations are designed to help leaders make the decision as to whether or not a particular strategy or model should be considered for a particular school or community. The characterizations are not Afacts,® but rather, good faith judgments made by informed observers as to what

might happen, what might be needed, and how a particular option might be regarded by various stakeholders should a particular strategy or model be pursued. The characterizations are also necessarily selective - a full description of each strategy or model that took into account all the possible permutations that might eventuate if it were applied in diverse circumstances would require pages and be unusable as a tool.

How to Use the Report

As noted above, the aim of this document is to equip leaders with information to guide decision-making. The report does *not* recommend which strategies or models to pursue. That is a judgment that needs to be made in light of the specific circumstances in which a school and community find themselves and the values and aspirations they bring to the table. What is right for one situation may not be right for another, even if they are superficially similar.

We do, however, have a number of recommendations regarding things to keep in mind when using this report. Some of these caveats have to do with the context in which decision-making will take place and some with the process of decision-making itself. As you read and use the charts, please consider the following:

1. We begin from the premise that the Jewish day school as it is commonly organized and operated should be taken as the Adefault® model when decisions about alternatives are to be made. By this we do not mean to imply that day schools are perfect institutions or educationally the right choice for every child or family. But, we do begin with the assumption that day schools are a desideratum in every Jewish community, and that where a day school exists (and this report is addressed primarily to leaders of existing schools and the communities in which they are located), efforts should be made to strengthen and develop it so that the demonstrated benefits of a good day school education are available to all who seek it and, in fact, will attract a growing number of students and families. This report is not about seeking to replace day schools with something else. It is about seeking to strengthen day schools, or, where circumstances make this impractical or inadequate, seeking alternatives that preserve as much as possible of what day schools at their best represent.
2. For this reason, we recommend that leaders adopt what is in effect a Adecision tree® approach. When considering what to do, look first at the optimization strategies and ask whether implementing some of these could reasonably result in a financially viable, educationally excellent day school that meets the needs of a critical mass of students and families. If so, pursue these strategies. Only if it is clear or seems inevitable that these strategies cannot produce a viable school or cannot be implemented effectively, should you then turn to the alternative models to see if one

or more of these represents a viable option. We urge this approach as recognition of the intrinsic value of day school education and of the families and supporters who have already invested so much in the school and its students.

3. At the same time, we believe that the alternative models that we propose all have strengths of their own - we do not view them as necessarily merely a second best options. In fact, we would urge that communities look seriously at these models whether or not their day school(s) is experiencing serious challenges. We believe that some of these models have the potential to expand the population receiving a rich and effective Jewish education. Some may be particularly suitable for populations (e.g., adolescents) not being served by existing day schools, and some would serve well those currently in conventional supplementary settings and unlikely to ever attend day school. Some of the models emphasize educational strategies - e.g., linking formal Jewish learning to a range of other Jewish experiences - that are suitable as well for day schools to adopt. And, at least one of the models - the community education center - may be seen not as a replacement for a day school, but an extension of it, giving it an expanded role and constituency. So, even if school leaders determine that some of the optimization strategies we propose are the place to start, and even understanding that we must be careful not to cannibalize what is often a too small constituency for high quality Jewish education with too many parallel options, we suggest that a communal conversation about the potential value of one or more of the alternative models *as a dimension of or in addition to* a strong day school may be worthwhile.
4. Making decisions about what direction to pursue to strengthen a school, or whether to try an alternative and if so, which one, is not something to be done casually. This report, its charts, and even these recommendations are *not* a substitute for a well-designed and carefully implemented planning and decision-making process. We would recommend that this process include all or most of the following elements:
 - a) A skilled consultant / facilitator who can provide both substantive guidance and process assistance. The issues involved are bound to be emotionally charged and complex. A good consultant/facilitator can help greatly to frame issues, dig out and present relevant factual data, maximize the utility of meetings, ensure that relevant voices are heard, and get leaders through the inevitable rough spots to reach a conclusion that is likely to command broad respect, if not complete assent.

- b) A local scan that examines in some detail both the situation of the school itself and the larger environment in which it is operating. This will involve hard data (enrollment trends, budget scenarios), an effort to understand the market and its perceptions and desires, and an assessment of external trends that will affect the school's likely viability and potential options.
 - c) Thoughtful use of outside resources. In recent years, PEJE, the day school associations, and several foundations have emerged as helpful sources of information and guidance on a wide range of critical topics for day schools thinking about their futures. Schools should avail themselves of these resources, especially if they choose to pursue strategies for which tools and attested best practices[®] already exist, such as in marketing, enrollment management, fund raising and financial management. A listing of resources that schools and communities may wish to consult is appended to this report.
 - d) Involvement of key stakeholders. Careful consideration must be given to involving key stakeholders in the change process. The composition of the team (task force, working group, of committee) must include representatives of the key stakeholders at the appropriate times in the process.
 - e) Development of explicit criteria to guide decision-making. What a school or community chooses to do should depend heavily on what it values. Both the options being pursued and the outcomes they are likely to produce can be judged against many different criteria - what their impact will be on the Jewish identity of students, what investment they will require, how they will affect community relationships, whether they are likely to be sustainable over a long period of time. It is important that those making decisions discuss and agree on the criteria that they consider most critical for a successful outcome. These criteria will serve as the benchmarks against which various options will be measured. Trade-offs between and among the different criteria may well need to be made; an option may measure up well against one (say, its impact on the Jewish identity of students), but poorly against another (say, the resources needed to implement it effectively). But, having explicit criteria will give any discussion about pros and cons a structure and protect against gut level[®] decision-making that may result in serious missteps. An example of the criteria that one school and community developed as part of its planning process is appended to this report.
5. At the end of the day, the kinds of challenges this report is intended to address - insufficient enrollment for maximum educational and organizational viability, inadequate revenues to cover all needed expenditures, difficulty in recruiting and keeping the faculty and other educational resources necessary to offer a consistently

excellent program - do not lend themselves to simple Aright® and Awrong® answers. In reviewing various strategies and alternatives, a school and community will be choosing among options that all have advantages and disadvantages, or that can impact some aspects of the situation, but not others, or that can only be pursued effectively if other steps have been taken first or in conjunction with others. And, pursuing some options may preclude others.

No school or community will be able to do everything it might like to - though many may be able to do more than they imagine at the outset. Therefore, both trade-offs and difficult choices among theoretically desirable courses of action are inevitable. In setting priorities, leaders should think not only in terms of the criteria they have developed for what is desirable and acceptable as an outcome and a course of action, but in terms of short-term and longer-term steps. Some options may be more appropriate for immediate implementation, while others, perhaps with greater potential impact in the long run, may need to unfold over a longer time frame (or require greater resources to pursue).

This report will certainly not be the last word on the issues it addresses. It itself draws on much prior work, especially by PEJE. Like all the work of JESNA's Lippman Kanfer Institute, it seeks to stimulate conversation, not end it. As the circumstances of the hour regrettably compel us all to look more closely at the choices facing challenged day schools, and as various courses of action are pursued and their outcomes become known, we hope that leaders in both the day school world and the wider Jewish community will revisit the ideas proposed in this report and add their insights and experience. As we build a deeper reservoir of knowledge, schools and communities will be able to proceed with greater confidence - and better results.

In the final analysis, what matters most is that all Jewish children receive the best education we can provide. For decades, day schools have been a major part of the effort to meet this mandate and will continue to be so. Whatever we can do to strengthen them and to find ways to bring their benefits to as many children as possible - even, where necessary, in forms other than the conventional day school itself - will be a worthwhile investment. We hope that this report will both stimulate and guide such investment, for the sake of our future.

OPTIMIZATION STRATEGIES FOR JEWISH DAY SCHOOLS

A. Marketing and Outreach Strategies

STRATEGY	DESCRIPTION	INTENDED OUTCOME	APPROPRIATE WHEN...	CAUTIONS AND LIMITATIONS	CRITICAL SUCCESS FACTORS
I. Improve recruitment					
<i>a. Expand and enhance overall marketing and recruitment efforts</i>	Employ a broad range of approaches to marketing, recruitment, and enrollment management that have been demonstrated to be effective, as recommended by PEJE and other knowledgeable entities.	Increase enrollment and financial support	School has the potential to increase market penetration and financial support	Will likely require additional short-term investment; increased enrollment is not per se a guarantee of greater financial support and may not significantly improve the school's financial position (although the impact is generally positive)	Expertise; persistence; financial resources for materials and implementation expenses
<i>b. Provide services for and build connections with pre-K families</i>	Actively cultivate relationships with families with pre-K children and early childhood programs (both Jewish-sponsored and general) in order to establish a "pipeline" for recruitment; this may include operating an ECE program as part of the school's offerings, offering services (holiday celebrations, Hebrew language, older students as "buddies") to pre-school families and other ECE programs, offering professional development to ECE teachers; strengthen curricular continuum (scope and sequence) between Jewish ECE experiences and elementary day school	Increase enrollment in kindergarten and first grade, creating a larger base for subsequent grades; extend and build on student (and family) learning and positive Jewish early education experiences ; improve Judaic learning in ECE programs and make possible greater continuity of learning for children who do go on to day school	School has the capacity to enroll more children in the early grades; local ECE programs are receptive to developing relationships	If school offers its own ECE program, may be perceived as competitive with other programs, resulting in reduced access	Ability to establish good relationships with ECE program directors; active outreach to parents
<i>c. Community outreach</i>	Use existing programs or networks to promote the school; this may include sending gifts to newborns or partnering with programs like Shalom Baby or PJ Library, and using school alumni as spokespeople.	Increase enrollment in kindergarten and first grade; Increase community awareness of the school	School has the capacity to enroll more children in early grades; there are available resources and/or programs in the community to find potential families	Need to cultivate relationships with other programs and institutions in the community that are perceived as reciprocal and providing mutual benefit	Good reputation as a "team player" in the community

A. Marketing and Outreach Strategies

STRATEGY	DESCRIPTION	INTENDED OUTCOME	APPROPRIATE WHEN...	CAUTIONS AND LIMITATIONS	CRITICAL SUCCESS FACTORS
<i>d. Develop a program for students entering after 1st grade</i>	Offer specialized programs for children who have not previously attended day school so that they can enter at grades other than 1 st grade and be integrated quickly into the school and its academic program	Bring new students into the school in higher grades	There is a population of students and parents in the community who are open to switching schools; school has the capacity to absorb new students along the way; attrition makes adding new students desirable in order to maintain critical masses at specific grade levels	Requires additional resources to offer specialized program	Effective marketing of lateral entry option; program that makes adjustment as rapid and successful as possible
<i>e. Recruit non-Jewish students</i>	Specifically target non-Jewish students for recruitment in order to increase tuition revenue and create a larger critical mass of students	Increased revenue through increased enrollment; larger student body able to support extra-curricular and other activities requiring a critical mass	It is nearly impossible to recruit a critical mass of Jewish students; the quality of education is such that non-Jewish families are motivated to enroll their children and accept the school's Jewish character; parents of Jewish students are comfortable with integrating their children with other non-Jewish students	Some Jewish parents may explicitly desire an all-Jewish environment for their children and may leave the school; the culture of the school may be altered; pressures may develop for more overt changes to accommodate non-Jewish students; adjustments may need to be made in required courses for non-Jewish students	Jewish and non-Jewish parents who are able to agree on how to accommodate non-Jewish students without substantially altering the character of the school; teachers able to deal with a mixed student population
<i>f. Create a comprehensive program for students with special needs</i>	A program offering comprehensive supports for students with special learning needs; may operate as a "school within a school"	Make the school a preferred choice for families with special needs students, whether or not they are initially seeking a Jewish day school education	There is a population of special needs students who are not being well-served by existing options, and the day school is able to create a first-rate program for such students	Likely to be costly to operate; parents and/or donors must be willing to cover the extra expense; may divert attention from the program for other students and raise concerns among some parents	Expert leadership and exceptional faculty; extra resources to develop and mount a high quality program for special students
II. Increase retention					
<i>a. Offer financial incentives for retention at critical points</i>	Reduce net tuition for students entering grades where significant numbers of withdrawals from the school typically occur	Prevent loss of students at typical "transition" points	School experiences a predictable increase in "drop-outs" in specific grades	Unless specially funded via donations, increased enrollment must offset reduction in tuition revenue from individuals; may raise concerns about equity	Good understanding of retention dynamics; quality program in targeted grades
<i>b. Increase parent contact to minimize attrition</i>	Implement regular two-way communications with parents aimed at enhancing satisfaction and reducing attrition from the school	Prevent withdrawals from the school; heighten positive "word of mouth" that may also increase enrollment	Always, especially when school experiences higher than typical attrition	Requires investment of time and energy by faculty and administration; may require openness to other changes in school	Regular, open communication; willingness to listen and respond to parental concerns

A. Marketing and Outreach Strategies

STRATEGY	DESCRIPTION	INTENDED OUTCOME	APPROPRIATE WHEN...	CAUTIONS AND LIMITATIONS	CRITICAL SUCCESS FACTORS
III. Strengthen community relationships and support					
<i>Note: The specific strategies listed below may be used singly or combined in various ways. Some of these strategies can be pursued by the day school directly; in other instances the school will need to cooperate with other community institutions.</i>					
a. <i>Participate in efforts to recruit families to community</i>	Jewish community's efforts to attract families by marketing the community's advantages, financial incentives or other means; may target families deemed likely to be interested in day school education	Increase pool of families from whom students can be recruited	There is reason to believe that families could be attracted to move to the community	Likely to require substantial investment and sophisticated expertise with uncertain results	Economic or other opportunities that make the community attractive; marketing sophistication
b. <i>Participate in efforts to engage unconnected families</i>	Join with other community institutions to undertake outreach efforts targeting unengaged families with young children	Increase pool of families from which students can be recruited	There are identifiable unengaged Jewish families in the community who may be responsive to outreach efforts	Day school is unlikely to be the lead organization in such efforts; requires initiative from and collaboration with other Jewish agencies; immediate yield for school may be small	Sophisticated and well-implemented engagement strategies; patience
c. <i>Create a national foundation for small schools</i>	Join with other schools to lobby for a foundation specifically dedicated to helping small day schools	Make additional financial resources available	Concern with the challenges facing smaller schools grows sufficiently to make a collaborative funding strategy feasible	Requires a mindset and willingness to act on the part of schools and funders; extent of support available to any individual school is unclear; may cause tensions regarding eligibility, fund utilization, etc.	Effective campaign calling attention to needs; an initiating foundation or organization (such as PEJE or Ravsak)
d. <i>Expand activities in / for the general community</i>	Play active and visible role in the general local community, participate in civic or charitable projects, sponsor programs for the general community, etc.	Broaden base of public support; enhance school's reputation; appeal to families that want their children in a non-parochial environment	Enhancing school image as a good citizen and initiator of activities for general benefit may tap into new sources of support and enrollment	May divert energy from "core" activities; payoff in terms of increased enrollment and financial support uncertain	Volunteers to share burden of effort
e. <i>Enhance school prestige in the community</i>	Target and engage influential individuals in the Jewish and/or general communities to become visibly involved with the school	Enhance school's reputation and desire of individuals to associate with school, leading to greater financial support and, possibly, enrollment	School leaders are in a position to recruit notables to become involved with the school	Direct impact on funding and enrollment is uncertain; may have a negative backlash affect on some individuals' perception of the school	Willing influentials; good PR operation to capitalize
f. <i>Collaborate with congregations</i>	Actively pursue relationships with local synagogues to gain stronger support for DS enrollment; offer support in supplementary, adult, family, or informal education; may involve a formal governance role for synagogues	Broaden and deepen investment in the school by synagogues and Jewish community as a whole, including rabbis; enhance visibility of school to potentially sympathetic population that is not already involved with it	Synagogues and their leaders are at least in principle supportive of day schools, but could play a more active role in championing the school	May need to overcome residues of sense of competition between DS and synagogue education; may complicate governance issues if relationship is formalized in that fashion	Rabbinic willingness to be publicly identified with the day school; ability to find mutually beneficial areas for cooperation

OPTIMIZATION STRATEGIES FOR JEWISH DAY SCHOOLS

B. Program and Education Strategies

STRATEGY	DESCRIPTION	INTENDED OUTCOME	APPROPRIATE WHEN...	CAUTIONS AND LIMITATIONS	CRITICAL SUCCESS FACTORS
IV. Enhance educational program					
<i>Note: The specific strategies listed below may be used singly or combined in various ways.</i>					
<i>a. Offer individualized instruction</i>	Educational program and instruction customized to meet individual students' needs; may include IEPs, employment of a variety of pedagogic and curricular approaches	Make the school both appropriate for and attractive to students and families seeking specialized educational opportunities and attention	School is able and willing to engage and train faculty to use individualized approaches	Requires a major commitment to implementation of individualized approaches; need appropriate staff; may be expensive to implement; beware of branding the school as a special needs only school	Capable and willing faculty; strong educational leadership; focused marketing of approach to potential enrollees; school recognizes its own limits and accepts only those students whose needs it can meet.
<i>b. Upgrade curriculum and instruction</i>	Address deficits in overall student achievement determined through achievement tests and external assessments through curriculum and teacher training initiatives directed at targeted deficient areas (e.g., math, science, arts, etc.)	High quality educational program	Overall, students do not score high on achievement tests in key areas (especially relative to students in high-achieving public and private schools in community to which the day school is compared)	May require consultation from outside experts, funding for curriculum development, new materials, professional development	Baseline achievement data, curriculum and PD expertise, time and financial resources to create and implement improvements
<i>c. Offer elite programs in math, science, arts, etc.</i>	Implement special academic and extra-curricular programs that embody "world class" standards; may be targeted to specific subject areas or general, such as International Baccalaureate program	Make the school a primary option for families seeking an exceptional academic and/or artistic environment	A perceived market exists for this type of enriched program; the school is able and willing to deliver such a program	Intense academic environment may not be appropriate for or attract all children and families; will likely require a significant investment and exceptional faculty; may deflect attention from school's Jewish goals	Strong educational leadership and faculty; good marketing
<i>d. Participate in national contests and programs</i>	Seek out opportunities for the school, students, and faculty to participate in highly visible activities that showcase its quality (competitions, festivals, national "Blue Ribbon" programs, public events, etc.)	Draw attention to the school as a desirable, high quality educational option	School is confident of its quality, and feels that greater visibility is needed and warranted	If done to excess, may divert attention from core activities; school must be able to show well in activities it chooses to engage in	Planful participation in the right activities; solid preparation

B. Program and Education Strategies

STRATEGY	DESCRIPTION	INTENDED OUTCOME	APPROPRIATE WHEN...	CAUTIONS AND LIMITATIONS	CRITICAL SUCCESS FACTORS
<i>e. Make greater use of technology</i>	Infuse the school with technology in a wide variety of forms as a "signature" component of its educational program	Differentiate the school along a highly visible dimension; develop students with a high degree of technological literacy and ability; enrich the educational program in innovative ways	Parents and prospective parents see technology as a significant educational asset; faculty are willing and able to integrate technology into their teaching in substantial ways	Requires a major investment in faculty training and upgrading equipment regularly; value of technology for learning has not been demonstrated conclusively; must avoid being perceived as a "gimmick"	Sustained investment in hardware, software, and training; clear focus on the educational processes and outcomes
<i>f. Provide a portion of the educational program via home schooling or online learning (virtual academies)</i>	Students enroll in a virtual academy or a homeschooling program for some portion of their studies so that the school's curriculum focuses on Judaic studies and other selected subjects; school will provide oversight and/or academic support for the subjects studied off-site	Reduced operational costs and tuition; focused mission on Judaic learning and identity	Families are interested and/or open to homeschooling or virtual learning options; school has stronger capabilities in Judaic curriculum than secular curriculum	Families may resist "hybrid" program and participation in virtual learning and/or home schooling; school will need to develop appropriate mechanisms for academic support and supervision; may weaken sense of community in school; legal issues may exist	Strong virtual or home schooling programs are available for use by students and families; school is adept at managing a hybrid program
V. Strengthen school leadership					
<i>a. Strengthen current leadership</i>	Through ongoing lay and professional development, and honest self-assessment ensure the school has quality leaders who are knowledgeable about and able to employ a full set of "best practices" in school governance and management, including in building strong community relationships.	A school that functions at a high level in all areas of performance - educational and administrative	Always	Requires a significant ongoing investment in leadership development; may raise some politically delicate issues. In many schools, leadership is already stretched thin and may not have the time or resources to invest additionally in the school	A deliberate plan for leadership development; use of external resources as appropriate (e.g., Ravsak, PEJE, NAIS)
<i>b. Expand professional leadership in key areas</i>	Add professionals to staff areas such as admissions / outreach, communications, alumni affairs, institutional advancement / financial resource development, and curriculum and professional development	A school that functions at a high level in all areas of performance - educational and administrative, leading to increased enrollment and support	School has or can acquire the resources to find and hire such staff.	A shortage of top quality professional leaders exists throughout the field; will likely require a substantial additional short-term investment in the hopes of longer-term gains	A well-thought out staffing plan to maximize the school's strength; access to resources that can support additional staff positions as an investment toward long-term success

B. Program and Education Strategies

STRATEGY	DESCRIPTION	INTENDED OUTCOME	APPROPRIATE WHEN...	CAUTIONS AND LIMITATIONS	CRITICAL SUCCESS FACTORS
VI. Upgrade faculty					
<i>Note: The specific strategies listed below may be used singly or combined in various ways. They are intended to augment and complement an assumed commitment to and investment in faculty development.</i>					
<i>a. Use state of the art approaches to induction and professional development</i>	Implement proven approaches to improving the quality of instruction such as induction programs for new teachers, creation of professional learning communities, lesson study groups, action research, etc.	Develop and maintain a faculty that is perceived to be outstanding, thereby making the school more attractive to prospective enrollees	Should be a norm for all day schools; especially important when school competes on academics	Requires investment of resources that some constituents may prefer to see used elsewhere; for full impact needs to be school-wide and sustained, and coupled with appropriate compensation	Commitment of school head and Board; use of expertise to help design and implement first-class professional development
<i>b. Work with local universities</i>	Form a partnership with one or more local colleges or universities for faculty recruitment, induction, and development (cf. teacher induction and development partnership in Boston involving several day schools and Brandeis University)	Create a culture of professional learning and raise the level of teacher performance school-wide	A suitable partner(s) that understands day school culture and dual curriculum is available; school is seriously committed to faculty development	Requires a significant commitment of time, energy, and resources to creating a culture of support for professional growth; not all faculty may welcome such a commitment; may be more difficult to find a university partner to work with Jewish studies teachers	Persistence; investment of resources in teacher learning, mentoring, etc.
<i>c. Provide housing to attract teachers</i>	Offer teachers free or highly subsidized housing as an inducement to come to and remain with the school (note: the subsidy may be offered by the school, or by the community [cf. Hebrew Free Loan Society / Avi Chai mortgage reduction program])	Attract and retain better teachers	School seeks to differentiate itself in the competition for better teachers; local economic conditions make reduced-cost housing an especially desirable perk	May be expensive; may not appeal to all prospective teachers; may wish to consider a broad range of possible perks in addition to housing; may raise equity issues if not available to all teachers	Availability of attractive housing options and financial resources to reduce cost for teachers
<i>d. Create community teacher positions</i>	Create well-compensated (including benefits) full-time employment opportunities for Jewish studies teachers by combining positions in multiple settings or different roles	Attract and retain top quality Jewish studies teachers	School alone is unable to offer well-compensated full-time positions	Positions need to be carefully designed so as to be attractive and doable; if multiple institutions are involved, requires clear understandings and good supervision	Well-defined and designed positions; compensation that is commensurate with responsibilities of the position(s)

OPTIMIZATION STRATEGIES FOR JEWISH DAY SCHOOLS

C. Financial Strategies

STRATEGY	DESCRIPTION	INTENDED OUTCOME	APPROPRIATE WHEN...	CAUTIONS AND LIMITATIONS	CRITICAL SUCCESS FACTORS
VII. Implement cost saving measures					
<i>a. Outsource back office operations</i>	Hire external providers or collaborate with other institutions to provide some functions previously performed in-house - e.g., bookkeeping and accounting, purchasing, scholarship administration, maintenance, IT	Reduce costs	Contracting with outside providers can save money without compromising operations	Must try to make "apples to apples" cost comparisons; may have implications for staff morale and community relationships	Quality outside providers; good monitoring and supervision; collaborative culture between organizations
<i>b. Eliminate middle school (or high school, if one exists)</i>	Operate as an elementary school only through grade 5 or 6; potential to offer some Jewish educational services to middle or high school students via school partnerships (cf. Las Vegas Schechter model)	Reduce costs by eliminating grades that are frequently a financial drain on the school; free up resources to improve quality of elementary schooling	Middle (or high) school enrollments are small and/or costs high, with little or no prospect of amelioration through other strategies	May need to deal with perception issues that school is contracting; uncertain impact on elementary school enrollment; may affect ability to attract and fully employ faculty	Vigorous and effective communications; strong elementary school program; support for/creation of alternative options for school alumni in middle school
<i>c. Cooperate on or consolidate some activities with other schools or agencies</i>	Collaborate with other schools (Jewish or non-Jewish) or with other agencies on some elements of the school's educational or administrative activities, or in use of facilities; examples: sharing faculty, joint purchasing, sharing phys ed, cafeteria or library facilities, joint curriculum development, joint professional development	Reduce costs and possibly expand activities and improve performance in some areas of activity	There are appropriate partners and functions that can be consolidated without impinging on the school's core identity and values	Partners must be compatible; integration process must be carefully managed; roles and responsibilities for management and decision-making must be delineated	Mutual understanding among the partners; evidence of real cost savings and/or performance improvement; no "red flag" boundaries that must be crossed to implement the collaboration
<i>d. Become a branch school</i>	Affiliate the school with another (generally larger) day school as a satellite branch or campus	Reduce costs by eliminating some functions and possibly improve educational program by making additional opportunities and personnel available	There is a compatible school that can assume overall administrative and educational oversight	There must be a good fit between the two schools; overseeing school must be capable of absorbing some functions and maintaining quality at a reduced cost; governance issues and loss of full autonomy may cause problems; physical proximity may be an issue	Compatible school to affiliate with; clear understanding of how school will operate as a branch

C. Financial Strategies

STRATEGY	DESCRIPTION	INTENDED OUTCOME	APPROPRIATE WHEN...	CAUTIONS AND LIMITATIONS	CRITICAL SUCCESS FACTORS
VIII. Adjust tuition					
<i>a. Increase tuition</i>	Raise tuition above a "normal" inflationary increase to a level that repositions the school in the marketplace; generally, while simultaneously increasing available scholarship funding for those who require it	Provide additional resources to enhance school quality; raise status of the school in the eyes of potential enrollee families; cover more of the actual cost of education from tuition, thereby reducing the need for or redirecting the use of other sources of income	Community sentiment favors the idea that "you get what you pay for"; re-positioning the school in the market adds cachet and makes the school more desirable for some families; some significant portion of families have the capacity and likely willingness to pay more; adequate scholarship funding can be made available for lower-income families	Tuition increase may tip some families away from enrollment; may increase the burden on families with other effects not visible to the school; increased financial assistance likely to be needed; may change the image of the school in a negative way	Sufficient affluent population and educational market that is conducive to a higher priced day school option; adequate funding to support increased scholarships; vigorous and effective communications to explain new strategy and mitigate discontent
<i>b. Reduce tuition</i>	Use income from other sources (e.g., endowment, special funding) to lower tuition costs, either across the board or for specific targeted populations (e.g., new students, students from middle-class families who do not qualify for other financial aid, students who stay in the school through middle school).	Increased enrollment, especially from those for whom price is a "tipping point" issue	Alternate resources can be secured to cover the gap between tuition revenue and education costs; increased enrollment is viewed as a key goal in its own right; market conditions make reduced price an effective inducement for families that might otherwise not enroll or retain their children in the school; there is an identified population for whom reduced tuition could tip the balance toward enrollment	If sufficient funds cannot be raised, may compromise school's financial viability; may be complicated to calculate optimal "sweet spot" that optimizes enrollment and revenue; may raise issues of equity depending on how plan is designed; reduced income could impact educational quality; if "too" successful, increased enrollment could tax other resources and require increased expenditures	Existence of an appropriate target population; likelihood of sustainable funding for subvention; data and ability to calculate an optimal price point
<i>c. Exchange tuition reduction for volunteer support</i>	Reduce tuition for parents who provide volunteer support for the school in areas such as fund raising, communications, technology, marketing, and aspects of the educational program	To make tuition more affordable to more families; to reduce the school's personnel and operational costs	Parents have expertise that the school can use; parents have the time to commit to the school; the school has oversight capability for such volunteers	May be difficult to administer; may cause friction among parents ; quality control of volunteering may be difficult and burdensome; some parents may not be effective in their volunteer roles; value received may not compensate for lost revenue	well-organized system for managing volunteers; broad parental support for the concept

C. Financial Strategies

STRATEGY	DESCRIPTION	INTENDED OUTCOME	APPROPRIATE WHEN...	CAUTIONS AND LIMITATIONS	CRITICAL SUCCESS FACTORS
IX. Enhance non-tuition revenues					
<i>Note: The strategies below may be employed in a variety of combinations. All revenue enhancement strategies that involve earned income need to be reviewed by appropriate experts for potential legal and tax implications.</i>					
<i>a. Expand donations</i>	Use a variety of methods to increase annual and special fundraising, including targeting new potential donors (e.g., alumni, grandparents), employ development staff, adopt effective practices from other settings, develop an annual, non-events oriented giving campaign, etc.	Provide revenue to contain tuition price, improve quality, increase available scholarship funding, and strengthen school image	School fundraising performance is below benchmark levels; additional fundraising opportunities can be identified	Requires committed and capable leadership; often requires initial investment to produce gains down the road; may benefit from outside expertise, especially at the outset	Knowledgeable and effective leaders; sustained effort
<i>b. Take full advantage of national funding programs for day schools</i>	Participate to the full extent possible in national programs that provide financial support to day schools – e.g., Avi Chai grant programs, PEJE-JFN match programs, etc.	Supplement local fundraising with monies from programs aimed at assisting day schools	Whenever the school is able to meet the conditions of the grant programs	Need to avoid spending undue energy pursuing funding that is unlikely to materialize; not a substitute for aggressive local fundraising	Process in place to make sure school leaders are aware of funding opportunities; ability to develop proposals or implement activities required to access the funds
<i>c. Build endowments</i>	Raise funds either alone as a school or in conjunction with a community campaign to build an endowment that can be used for scholarships, educational improvement or other purposes	Create a reliable revenue stream to augment current tuitions and donations	School has built a base of supporters who understand the need for long-term financial viability	May create a tension with fundraising for immediate needs; major gifts often require long-term cultivation; annual yield from endowments is only a small portion of the corpus	Time and energy to put into endowment development; staff and lay leaders knowledgeable about planned giving; community support; appropriate governance structure to oversee endowments
<i>d. Offer pre- and after-school programs</i>	Offer a fee-based program before and/or after the regular school day for both current students and others; program(s) may or may not have a Jewish component	Generate direct income; bring more individuals into connection with the school, possibly increasing enrollment; offer additional income opportunities for staff	There is a market for pre- and after-school programs in which the school can compete effectively; school has the staffing and administrative resources to offer a program that can produce net revenue; adequate facilities are available	Business planning should indicate good likelihood of net positive revenue; may put school into competition with other Jewish institutions (especially if program has a Jewish educational component); program must reinforce and not undercut school's "brand"	Appropriate leadership and staff; ability to market the program beyond the day school's existing constituency

C. Financial Strategies

STRATEGY	DESCRIPTION	INTENDED OUTCOME	APPROPRIATE WHEN...	CAUTIONS AND LIMITATIONS	CRITICAL SUCCESS FACTORS
<i>e. Expand use of facilities</i>	Make school facilities available on a rental basis for a variety of purposes - e.g., community events, athletic activities, weekend schooling and programs offered by other religious and ethnic organizations, adult education, use by civic and/or commercial organizations, etc.	Generate direct income; bring more individuals into connection with the school, possibly increasing enrollment	Facilities are appropriate for the purposes intended; rental income will be greater than costs for insurance, maintenance, etc.; rental policies can be established that are not inconsistent with the school's "brand"; alternative / additional uses will not impede the school's functioning	Puts school in the "real estate business," concerns about diversion of energy from primary mission; rental income may be uncertain for budgeting purposes; may complicate intra-communal relations (i.e., Jewish organizations may expect revenue-neutrality); must ensure that alternate uses do not hinder or interfere with school's functions	Good facilities and maintenance capacity; efficient administration; business plan for use of facilities that produces net revenue
<i>f. Provide general educational services for the community</i>	Offer educational services (e.g., tutoring, test preparation, adult classes [e.g., ESL, GED, adult enrichment]) on a fee basis to the entire community; school may wish to seek formal recognition as a supplemental educational services provider in connection with NCLB	Generate direct income; bring more individuals into connection with the school, possibly increasing enrollment; possibly, offer additional income producing opportunities to staff	There is a market for services of this type in which the school can compete effectively and generate net revenue; school is prepared administratively to take on this role	May require hiring specialized personnel depending on the nature and context of the services being offered; unclear implications for school's "brand"	Appropriate personnel with the requisite specialized expertise
<i>g. Operate a summer program (camp or other)</i>	Offer a summer program (day camp or other) for current students and/or non-students using school facilities and, possibly, staff; OR, partner with a camp (using school or other facilities) and provide Judaic enrichment part of the day	Generate additional income; augment educational program; maximize use of facilities; connect with children and families not currently enrolled, which can lead to increased recruitment; provide additional employment for faculty	Staff and facilities are available and suitable for a summer program; there is a market for such a program in the community	May need to hire specialized personnel, purchase or lease additional facilities, equipment; may enter into an unfamiliar market; potential competition (real or perceived) with other summer programs in the community or movement	Effective marketing; unique niche or salient strength; a good partner and/or the skills, experience, staff and resources to operate a successful program
<i>h. Provide educational services to other Jewish institutions</i>	Provide educational services to Jewish camps or other institutions, such as curricula, programs, or faculty	Generate additional income; maintain or create community relationships; possibly recruit students with demonstration of the school's services			
<i>i. Take full advantage of public sources of funding</i>	Access public funding for areas such as special educational services, technology, transportation, etc. Consider participating in voucher programs where these exist.	Increase resources available to the school and, in some cases, lower price of education for families	There are no or minimal strings attached to accepting public funding and the purposes coincide with school objectives	May raise concerns regarding church-state separation (especially voucher programs); may be facilitated by joining up with other private schools (Jewish and non-Jewish); may require time investment in applications, compliance, etc.	Full information about relevant opportunities from all levels of government; appropriate staff to manage the process

ALTERNATIVE MODELS: JEWISH DAY SCHOOLS

	JEWISH DAY SCHOOL	HEBREW LANGUAGE / CULTURE CHARTER SCHOOL	MULTI-CULTURAL SCHOOL ¹	PARTNERSHIP	COMMUNITY JEWISH EDUCATION CENTER
DESCRIPTION	Private school offering an educational program comprising both general and Jewish studies in a single institution.	Public school operating under state charter provisions that includes Hebrew language and culture as part of its curriculum, but cannot legally provide religious instruction.	Private school designed for students coming from several different cultural or religious backgrounds, including Jewish, offering Jewish studies and experiences alongside those of other faiths / ethnic groups. May include an explicit multi-cultural curriculum.	Jewish school that partners with one or more other institutions (public or private) that provide a portion of its educational program, either in the Jewish school or in the partner institutions or another setting. Likely to be a school-to-school contractual arrangement; simultaneous dual enrollment is an alternative possibility.	Jewish institution that provides multiple educational services to the Jewish community, including, but not limited to, a day school-type program. Additional programming may include: adult learning, supplementary programs, informal educational programs, etc.
VALUE PROPOSITION	Provides quality academics, plus development of Jewish knowledge, skills, and identity in a caring atmosphere grounded in Jewish values; offers virtues of private education, often at a lower cost; engages the entire family through creation of Jewish community and family learning opportunities	Provides opportunity to learn Hebrew and aspects of Jewish history and culture ("Hebrew culture") in a non-religious curriculum and environment (during regular school time); FREE!; opportunity exists to supplement with religious schooling or informal experiences if desired, sometimes in an especially convenient manner	Provides a faith-friendly environment that also allows for educational advantages and economies of scale (e.g., more extra-curricular activities, specialized subjects, etc.). Teaches students to live in a respectful, multi-faith, multi-cultural society.	Able to provide a rich educational experience by drawing on other institutions' resources, focusing on the unique elements that a Jewish school only can provide; may be more cost-effective than providing all educational programs in-house; may enable students to experience a more diverse environment; may allow for more resources and extra curricular activities	By providing a variety of educational services, the institution should be in a position to hire full-time and potentially more qualified personnel, thereby benefiting students, and also engage a wider spectrum of the community, increasing support.
APPROPRIATE WHEN...	Sufficient demand exists to maintain a school population and finances that can sustain a program of perceived high quality	Understanding of aspects of Jewish history and culture is valued, but exposure to explicitly religious instruction and a Jewish environment as part of children's main schooling is not a high priority; tuition cost is a major concern	It would be difficult to maintain a critical mass of Jewish students for a conventional day school; there are other religious and/or cultural groups that share similar interests and perspectives and are interested in working together to create a school	Small number of Jewish students makes it difficult to provide a full range of educational opportunities in-house; an appropriate partner or partners are available in reasonable physical proximity	There is a demand for a range of Jewish educational programs and activities, and a cooperative atmosphere among institutions and segments of the community that is conducive to providing such services on a community-wide basis
JEWISH LEARNING AND IDENTITY DEVELOPMENT	A major focus; provided as part of the regular school program as well as through co-curricular activities (e.g., prayer services, family engagement)	Not an explicit goal, though potentially a by-product of learning Hebrew and Hebrew culture; may be addressed via supplementary education	An explicit focus as part of the school's cultural / religious mission; undertaken in a pluralistic atmosphere; extent and strength of Jewish studies and informal activities may depend on number of Jewish students	Takes place as in any other Jewish day school	May be enhanced by visible involvement of and opportunities to interact with adults, families and a broader spectrum of community members

¹ A modification of the model described here (a private multi-cultural school) would be a multi-cultural charter school. This would combine features of this model (appealing to and offering programs suitable for more than one religious / ethnic / cultural / language group) with the Hebrew charter school model's limitation on explicitly religious, as opposed to culturally and language-oriented, curriculum and activities. In fact, the examples we could find in the U.S. of schools calling themselves "multi-cultural" are primarily charter schools offering a dual-language and culturally sensitive curriculum for Spanish speakers.

ALTERNATIVE MODELS: JEWISH DAY SCHOOLS

	JEWISH DAY SCHOOL	HEBREW LANGUAGE / CULTURE CHARTER SCHOOL	MULTI-CULTURAL SCHOOL	PARTNERSHIP	COMMUNITY JEWISH EDUCATION CENTER
GENERAL ACADEMICS	Goal is to be competitive with other good public and private options; may be limited by resources; often benefits from selectivity of student population;	Guided by public education standards as provided for in a state's charter regulations; Hebrew language and culture are part of regular academic curriculum	Can be organized in whatever manner Board and parents wish; ability to integrate general studies with Jewish learning may be limited by presence of multiple faiths / cultures; may be able to offer broader and deeper program than a Jewish-only school in comparable demographic situation; may wish to develop an explicit multi-cultural studies component within general curriculum	Spectrum of arrangements possible with more or less of the program being provided by the partner institution; may differ somewhat depending on whether partner is a public or private school.	As in any other day school
RECRUITMENT, ENROLLMENT AND ADMISSIONS	Target population is Jewish students; some schools also accept non-Jews in limited numbers; most schools must actively market themselves; schools define "Jewish" differently and some provide admissions guidelines or requirements for those students with a non-Jewish mother; some schools will accept and are equipped to deal with students with special needs, some are not	By law must be open to all interested students; likely to have special appeal to Jewish populations that self-define as secular (e.g., former Israelis and Russians); may also appeal to families for whom day school tuition is a barrier, but who want their children to have a "Jewish" education as par of their regular school studies, or who for a variety of reasons are not interested in or able to afford a conventional supplementary Jewish education	Policies and procedures will need to be developed if maintaining a critical mass of Jewish students is an explicit school goal	Likely to be controlled by the Jewish school, depending on the contractual arrangement with the partner institution(s); full dual enrollment is an alternative possibility.	May be additional opportunities for recruitment from families that have a positive experience with the institution's other programs
SPONSORSHIP AND GOVERNANCE	Generally independent, though may be attached to a synagogue or other Jewish institution; governed by a Board, generally made up of a mix of parents and others; Board is almost always entirely Jewish	Eligible chartering bodies and entities eligible to receive charters vary according to state laws; generally operates under the auspices of a public or private sponsoring entity as provided for in the charter	No pre-set model; might be based on a combination of representatives from specific faith / cultural communities and at-large members	Jewish school is self-governing; relationship with partner is of a contractual nature.	Broad community-based governance model will be likely; may involve more non-parents (generally a plus); possible concern over diffusion of attention among multiple programs, development of "special interest" sub-constituencies

ALTERNATIVE MODELS: JEWISH DAY SCHOOLS

	JEWISH DAY SCHOOL	HEBREW LANGUAGE / CULTURE CHARTER SCHOOL	MULTI-CULTURAL SCHOOL	PARTNERSHIP	COMMUNITY JEWISH EDUCATION CENTER
COMMUNITY RELATIONSHIPS	Generally seeks to enlist support from across the Jewish community (e.g., federation funding); may have ties to a specific denomination or be trans-denominational; relationships outside the Jewish community vary from considerable to non-existent	Part of larger system of public schooling with a community-based mission; not a Jewish organization in any formal sense, though may maintain informal relationships with the Jewish community	Should provide a solid basis for extensive relationships with multiple segments of the community at large, as well as with the Jewish community; potential for tensions if different communities invested in the school have different visions, values, needs, interests, etc.	Relationships within Jewish community should be largely unaffected by partnership; relationships outside the Jewish community will likely depend on nature, scope, and success of the partnership(s).	Potential platform for community-wide support; requires existing atmosphere of trust and good relationships, especially if supplementary education is among the program offerings (need synagogue support).
FINANCES	Dependent on mix of tuition, annual fundraising, community allocation, special gifts, and (in some cases) other income; tuition charged generally does not cover full cost of educating a student, necessitating additional revenues; few schools have extensive endowments; finances are often challenging, especially for smaller schools	Publicly funded as provided in state law; may receive supplemental private funding; cannot charge tuition	Likely to rely on mix of tuition, donated, and earned income like other private schools (and Jewish day schools); may have a broader financial base	Financial implications will probably depend on a) impact on enrollment and b) cost of the contractual relationship with partner(s) vs. cost of delivering comparable services in-house.	Should provide opportunities for cost-savings and synergies via efficient use of facilities, personnel, etc.; however, additional programs may or may not be revenue neutral, so overall impact uncertain. May provide opportunity to increase federation and donor support.
STAFFING	Generally maintains separate faculty for general studies and Jewish studies (adding to cost basis), though some teachers may teach in both areas; challenged to offer competitive salaries; overall professional leadership shortage in the field	Staffing rules vary depending on state law and the specific circumstances of the school; all teachers are public employees	Need to have faculty able to work sympathetically and effectively with multiple faith/cultural groups; faculty for any specific cultural/religious studies component (i.e., Judaic faculty) may be limited in number; need for professional development and support to ensure staff effectiveness	Jewish school will not have to staff certain general studies areas.	Multiple programs should enable hiring of full-time Judaic faculty; faculty and staff will need to be multi-talented and able to work with diverse populations in varying roles
IDEAL FACILITIES	A multi-purpose facility able to accommodate classes, ancillary activities, academic support, and extra-curricular activities; need good technology infrastructure; in reality, quality of facilities varies greatly from fully equipped and up-to-date to clearly inadequate	A multi-purpose facility able to accommodate classes, ancillary activities, academic support, and extra-curricular activities; needs good technology infrastructure; government funding may be available for facility costs; at outset, charter school facilities are often less than ideal because of significant capital costs involved	Facilities comparable to any quality private school; issue of Kashrut may need to be addressed; will likely require larger than normal library resources in order to adequately support multi-cultural curriculum	Specific facilities that will be required will depend on the functions that the Jewish school performs on site (e.g., whether sciences requiring labs are offered)	Will require comparable facility to conventional day school; full needs will depend on where programs are located (central vs. dispersed).

ALTERNATIVE MODELS: JEWISH DAY SCHOOLS

	JEWISH DAY SCHOOL	HEBREW LANGUAGE / CULTURE CHARTER SCHOOL	MULTI-CULTURAL SCHOOL*	PARTNERSHIP	COMMUNITY JEWISH EDUCATION CENTER
STRENGTHS	Offers general and Jewish studies in a single setting; strong Jewish environment; allows opportunity for explicit connections and/or integration between secular and Judaic studies; autonomous in setting policies and practices; capable of building a strong community of parents and other supporters of the school	No tuition; Hebrew language and culture as part of academic curriculum; includes non-Jewish students; allows time for supplementary religious activities; state standards govern academic program	Potential for larger and diverse student body; includes non-Jewish students; Jewish studies integrated into curriculum alongside other ethnic / religious studies; students exposed to multiple religious/cultural traditions; opportunities for Jewish religious activities; atmosphere generally supportive of Jewish identity and tolerance; prepares students for a multi-cultural society	Potential to strengthen academic program; potential opportunities for students to interact with others; school remains self-governing; school can focus on what it does best and on Jewish component	Creates a central address for Jewish education in community; can leverage material and human resources, including faculty, across multiple programs; brings more people into contact with the school; allows for better integration of formal-informal and inter-generational education
WEAKNESSES	Entirely dependent on voluntary support; may be perceived as too insular by some potential attendees and supporters	No religious study or practice as part of school program; includes non-Jewish students and possible social issues (e.g., inter-dating);	Jewish presence and academic program may be diluted; no unambiguously Jewish atmosphere / students exposed to multiple religious/cultural traditions; includes non-Jewish students and possible social issues (e.g. inter-dating)	Diminished opportunities for integration of Jewish dimension into total program; loss of some control over curriculum, faculty; logistically complex; may diminish value of school in eyes of parents; may not result in any cost savings	May overtax material and human resources and diffuse mission; may set up competition with other Jewish institutions, especially synagogues; unlikely to produce reduced costs
IMPLEMENTATION CHALLENGES	Securing and maintaining the enrollment, financial resources, and professional personnel needed to maintain high quality in all aspects of educational program	Must acquire state charter; vigilance needed to avoid church-state issues; likely to require supplementary funding to ensure high quality; a limited number of suitable curricula are currently available for Hebrew culture studies, although these are now being developed	Finding appropriate groups to partner with; developing and implementing a suitable curriculum; dealing with issues emerging from desire to be supportive of multiple cultural / religious traditions; developing policies relating to observances, etc.; finding appropriate staff; staff development and support for a complex educational model	Finding a suitable and willing partner(s); logistical challenges, especially if schools are not physically proximate	Ensuring quality of multiple programs; finding and deploying faculty across multiple programs; working out relationships with other Jewish institutions; governance issues when participants have diverse interests
EXAMPLES		Ben Gamla School, Hollywood, FL; Hebrew Charter Schools currently being developed in Brooklyn, Englewood, NJ, Aventura, FL	Multi-Cultural Academy Charter School, Philadelphia; Casa Esperanza Montessori Charter School, Raleigh, NC		Former model of the JEC of Pittsburgh (combined day school, supplementary HS, and central agency); <i>Partial models</i> : Denver Campus for Jewish Education; Albert Einstein Academy (Wilmington) and community Hebrew High School

ALTERNATIVE MODELS: SUPPLEMENTARY PROGRAMS

	TYPE 1: INTENSIVE ACADEMIC PROGRAM	TYPE 2: SUPPLEMENT TO HEBREW CHARTER SCHOOL	TYPE 3: MULTI-DIMENSIONAL PROGRAM	TYPE 4: EXTENDED DAY AFTER SCHOOL PROGRAM
DESCRIPTION	Program of Jewish study meeting before or after school and/or on weekends that is more academically and time intensive than the typical 2-5 hour per week religious school program (i.e., a program of at least 7-10 hours a week with a serious academic curriculum). May be combined with various options for general studies.	Program for students attending a Hebrew charter school that offers supplementary instruction (including “religious” topics) and experiential activities not provided by the charter school	Program with multiple linked components including after-school program, additional experiential activities (e.g., retreats), summer camping, community service activities, etc.; may be under the auspices of a single institution (e.g., a synagogue) or multiple collaborating institutions; may be denominational or pluralistic	A program that combines Jewish learning and experiences with other after school activities (recreation, help with homework, music and art) to create a comprehensive after school program; program is available every day, though students may enroll for specific days
VALUE PROPOSITION	Provides a high intensity and quality academic Jewish learning experience for students and families that have a strong Jewish commitment, but without the effort and cost of providing general studies in the same setting; can achieve results in terms of Jewish learning comparable to many day schools as well as a strong socialization experience	Extends and enriches what can be made available in the way of Jewish education and experiences in a Hebrew language / culture charter school in a particularly convenient way (because it takes place immediately after and is located at or adjacent to the charter school). Because Hebrew language is taught in the charter school, the supplementary program can focus on other areas of knowledge, skills, and affect, and build on the Hebrew skills acquired in the charter program.	Provides a rich, varied set of Jewish learning and living experiences that research has shown can be effective in shaping a strong Jewish identity and sense of community if used in combination and over time, without the effort and cost involved in providing general studies	Provides a “full-service” after school program for two-career and other interested families with a strong Jewish component as an integral part; simplifies logistical issues for families while offering various options in terms of extent of participation; able to provide both formal and informal Jewish experiences in a single setting
APPROPRIATE WHEN...	There is a population desiring a strong academic Jewish learning program, but that is unable or uninterested in maintaining a full day school; there are other good public and/or private school options available for general studies	Parents sending their children to a Hebrew charter school wish to supplement the studies there with additional Jewish learning and activities that may include religious dimensions not permissible to the charter school	Families want their children to develop strong Jewish identities, but desire to use public or non-Jewish private school for their general education	Families are seeking good after school options for their children and welcome the idea of integrating their Jewish / Hebrew learning into a multi-faceted after school program
JEWISH LEARNING AND IDENTITY DEVELOPMENT	The primary focus of the supplementary program, which can be denominational or pluralistic in character; family engagement and learning and community building may be integral components.	The primary focus of the program. (Other elements may be included if the program also aims to be an extended day option).	The primary focus of the program.	The primary, but not necessarily exclusive, focus; often approached in ways that are seen as more holistic and experiential than a conventional supplementary school
GENERAL ACADEMICS	Left to public or private schools	Left to public or private schools, unless some pieces are offered as part of an extended day program (see Type 4)	Left to public or private schools, except where general learning may be connected with or incorporated into Jewish activities and experiences (e.g., Jewish arts program)	Potential for some non-Jewish learning alongside or connected to Jewish program depending on parental desires and school’s philosophy

ALTERNATIVE MODELS: SUPPLEMENTARY PROGRAMS

	TYPE 1: INTENSIVE ACADEMIC PROGRAM	TYPE 2: SUPPLEMENT TO HEBREW CHARTER SCHOOL	TYPE 3: MULTI-DIMENSIONAL PROGRAM	TYPE 4: EXTENDED DAY AFTER SCHOOL PROGRAM
RECRUITMENT, ENROLLMENT AND ADMISSIONS	Target is families desiring a substantial academic Jewish education for their child(ren); marketing and recruitment efforts likely to be needed	Designed specifically for students enrolled in the charter school; recruitment among parents and children in the school	Target is families desiring to give their children a strong Jewish identity, but not necessarily focused heavily on Jewish academics; recruitment may be broader or narrower depending on the sponsorship of the program (i.e., whether institutional, denominational, communal, or collaborative)	Generally will recruit broadly within the community among those seeking both a Jewish educational experience for their children and a flexible extended day program; may attract some families who are not interested in a conventional supplementary school or day school
SPONSORSHIP AND GOVERNANCE	Sponsoring institution could be a synagogue, a consortium of synagogues, an independent group, or a federation; presumably governed by a board or committee selected by sponsoring body	Sponsoring institution could be a synagogue, a consortium of synagogues, an independent group, or a federation; governance independent of the charter school, though various forms of cooperation may be in place.	Sponsoring institution could be a synagogue, a consortium of synagogues and/or other institutions, an independent group, or a federation; governance depends on the sponsorship and whether more than one institution is formally responsible for the program	Sponsoring institution could be a synagogue, a consortium of synagogues, an independent group, or a federation; governance depends on the sponsorship
COMMUNITY RELATIONSHIPS	Relationship with synagogues is a key issue (potential for competition, collaboration, or cooptation); likely to draw primary support from those who would otherwise be day school supporters	Likely to seek a cooperative relationship with the charter school; depending on sponsorship, may be seen as competitive with other educational programs (day and supplementary) in the community	Likely to rely on the involvement of more than one institution to provide full range of experiences; if independent or community-sponsored, may be perceived as competitive with synagogue supplementary schools	Depending on the sponsorship, may be seen as competitive with other supplementary programs; if independent, may work out cooperative relationships with synagogues to provide for cross-registration, Bar.Bat Mitzvah training, etc.
FINANCES	Likely to be primarily tuition-based, but with need for institutional, community and/or philanthropic support to supplement; should be significantly less expensive than day school to operate	Primarily dependent on fees paid by parents enrolling their children; likely to have limited ability to raise additional funds or secure communal support, at least at outset	Largely fee-based, with possibility of some communal and private philanthropic support; likely to be more expensive than conventional supplementary program because of added and enriched experiences (e.g., summer camp component)	Largely fee-based, with possibility of some communal and private philanthropic support; likely to be more expensive than conventional supplementary program because of added and enriched experiences and increased hours; however, single fee may be lower than multiple fees for separate supplementary school and other after school programs
STAFFING	Needs high quality Hebrew / Judaic teachers and informal educators; inability to offer full-time jobs may be a barrier to recruiting top-flight personnel	Needs teachers comparable to those in conventional supplementary programs; may be able to use faculty from the charter school	Needs a diverse staff able to provide both formal and experiential programming; may be able to draw on staff attached to a variety of institutions; should include a "conciierge" to help participants select appropriate mix of experiences for individual students	Needs a well-trained staff able to provide high quality child care plus diverse educational experiences; may need Hebrew/Judaic specialists alongside other staff with more generalized skills; may be in a position to provide full-time or near full-time jobs for staff

ALTERNATIVE MODELS: SUPPLEMENTARY PROGRAMS

	TYPE 1: INTENSIVE ACADEMIC PROGRAM	TYPE 2: SUPPLEMENT TO HEBREW CHARTER SCHOOL	TYPE 3: MULTI-DIMENSIONAL PROGRAM	TYPE 4: EXTENDED DAY AFTER SCHOOL PROGRAM
IDEAL FACILITIES	Appropriate classroom and activity space; likely to be available in existing Jewish facilities or other educational facilities in community (though may need to modify for use); technology infrastructure may need to be developed; space availability may depend somewhat on political situation	Located close to the charter school; facilities comparable to other supplementary programs	Variety of facilities suitable for various types of programming; may use a combination of existing facilities (e.g., school, camp site, JCC)	Facility suitable for learning in various modes plus other after school activities; kitchen facilities likely to be needed
STRENGTHS	Focus is on Jewish component; lower tuition than day school; allows for flexibility in scheduling; if communally sponsored, may promote pluralism in the Jewish community	Has a built-in pool of students to draw from; able to spend time on areas other than Hebrew language, including increased experiential programming; able to coordinate program with learning taking place in the charter school; if functions also as an extended day program, has opportunity to offer other activities that may be attractive to parents	Combination of activities and expanded contact time, if extended over a number of years, is likely to be quite effective in nurturing Jewish identity and promoting a strong sense of community; encourages cooperation among institutions; less expensive than day school, though more so than typical supplementary program	Offers a full after school program with the Jewish learning component included in a single setting; availability of extended hours provides the opportunity for various types of learning and experiences to be offered; provides opportunities for integrating Jewish and other experiences in a flexible, "real world" way; staff may be better trained and compensated than a typical supplementary program
WEAKNESSES	Limited potential for integration with general studies; additional time demands may discourage participation; difficult to provide work and adequate compensation for full-time faculty; may set up competition with other institutions, especially synagogues	Prospective parents and students may feel that Hebrew charter school program is sufficient by itself; prospective parents and students may have highly diverse ideological positions (religious vs. secular) and educational preferences; providers may compete to offer supplementary program, thereby fragmenting potential enrollment base; if not synagogue-connected, will need to deal with B/BM related issues; negative perceptions / opposition if in competition with institutions, especially synagogues	Achieving full impact requires participating in a package of activities over an extended period; may be more demanding in terms of time commitment and more expensive than some families will want; unlikely to provide same degree of content mastery as day school; likely to require coordination among multiple providers; may be difficult to maintain high quality across all components	May lack the coherence of a more focused program; after school hours are problematic for serious learning for many children; may be dealing with a different mix of students every day, presenting curricular and teaching challenges; parents likely to have diverse expectations and desires for program; if not synagogue-connected, will need to deal with Bar/Bat Mitzvah
IMPLEMENTATION CHALLENGES	Ensuring high quality curriculum and teaching in a "supplementary" environment; working out relationships with existing supplementary programs	Establishing cooperative but arms length relationship with the Hebrew charter school; developing an appropriate curriculum; dealing with potential opposition from conventional supplementary programs	Coordinating an array of experiences and providers; inducing participants to take advantage of multiple components in an integrated fashion; determining appropriate auspices under which to operate the program; funding for scholarships; finding appropriate personnel	Designing a strong Jewish learning program suitable for a multi-dimensional context and (in many instances) a diverse constituency; finding / training appropriate staff; dealing with logistics of children attending on different schedules; ensuring comparable overall quality with other after school options; working out an approach to life cycle events, especially B/BM
EXAMPLES	Traditional five-day per week Talmud Torah; proposed New Haven Jewish Academy	JUMP (Jewish after school program being independently operated for 200 students attending Ben Gamla)	Synagogues participating in the "Next Generation" project of the Jewish Reconstructionist Federation	Keshet Jewish Community After-School Program (Cambridge and Newton, MA)

APPENDIX I: Environmental Scan of American Jewish Day Schools

This brief scan is based on published information, especially the census of Jewish day schools conducted by Dr. Marvin Schick and published by the Avi Chai Foundation, and interviews with key informants from major day school associations.

I. BACKGROUND INFORMATION

Basic Day School Statistics

- There are approximately 800 Jewish day schools, with approximately 205,000 students in the United States. 68% of day school students attend schools in the New York metropolitan area.
- 38% of Jewish day schools have fewer than 100 students: One-fifth of all day schools have fewer than 50 students and about one-fifth have between 50 and 100 students.
- Although overall day school enrollment increased by 11% between 2000 and 2005, at least 173 schools experienced a decline in enrollment in that period. In interviews, key informants named at least seven schools that have closed or failed to open in the last few years.
- Enrollment declines in higher grade levels. High school grades have the lowest enrollment.

Relevant Jewish Demographics (NJPS 2000-01)

- Of American Jewish households: 26% had children younger than 18; 3% were single-parent homes; 24% of residents were *not* Jewish; and 23% of Jews were children, younger than 19.
- 73% of Jews older than six have had some kind of Jewish education and Jewish children today have a higher rate of Jewish education (79%) than any other age group has had.
- 29% of Jewish children between ages six and 17 had a day school or yeshiva education. This age group had a higher rate of day school or yeshiva attendance than any other age group.
- Avi Chai attributes much of the day school enrollment growth to the Orthodox population. At the time of the NJPS, 23% of children age 17 or younger identified as Orthodox.

Denominational Differences

- Orthodox schools grew at a higher rate than non-Orthodox schools between 2000 and 2005, 12% and 7% respectively. Most Jewish day school students (80%) attend Orthodox schools.
- More Orthodox than non-Orthodox schools opened between 2000 and 2005. However, several Centrist and Modern Orthodox schools closed as well.

- Non-Orthodox schools derive greater proportions of their funding from tuition than Orthodox schools. (Marvin Schick hypothesizes that non-Orthodox schools have wealthier parents.)
- While Orthodox schools felt a more significant financial impact in 2003, more non-Orthodox schools experienced a decline in enrollment due to the economic downturn.
- Between 2000 and 2005, 20 Community Day Schools were added, either new or a shift from affiliation with a movement. Reform and Conservative schools decreased in total number.
- Key informants perceive that some non-Orthodox schools have changed their policies to reflect more “progressive” positions.
 - *Some Schechter schools now allow enrollment of students of non-Jewish mothers if they are in the process of converting, instead of only after conversion.*
 - *Some schools have changed their policies so that students are no longer required to wear kippot. Informants were not aware of policies changing in the other direction.*

II. PERCEIVED BARRIERS TO ENROLLMENT

Key informants named the following barriers to enrollment:

- Demographics, specifically regarding interfaith families and local Jewish population density,
- Cost,
- Educational quality, including “diverse learning needs,”
- Competition with other schools (magnets, charters and private schools) in terms of cost, educational programming, and social integration, and
- Concern about social segregation.

Financial Issues

- Day school administrators report that prospective parents who do not enroll their children in day schools usually give tuition and the lack of adequate scholarship assistance as the reason.
 - Many schools reported losing students due to parental economic hardship in 2003.
 - Efforts to increase enrollments by reducing tuition costs have shown some promise.
 - *In Atlanta, Avi Chai offered “vouchers” for new day school enrollees. They found the program was successful in terms of adding new students and was also successful in terms of creating a “buzz” of interest in the local day schools.*
 - *In Cleveland, the Schechter and community schools have increased enrollment by reducing their tuitions.*

- Larger schools (over 300 students) collect greater proportions of their funding from tuition.
- Day schools' financial stability can fluctuate from year to year. For example, one high school suffered a tremendous financial crisis due to one small freshman class.
- Key informants suggested that many schools, especially smaller schools, must have an "angel" for long term survival or in especially difficult circumstances. One informant felt that denominational schools have a harder time receiving funding than community schools.

Quality of Education

- Multiple key informants mentioned the perceived quality of the education they offer as a challenge for day schools in a competitive marketplace.
- One key informant noted that some schools increase the proportion of secular studies to Jewish studies as a response to the need for perceived quality education.
- Many schools are attempting to upgrade their "general studies," especially math and science.
 - *Some schools, like Hochberg Preparatory, have sought to position themselves as "college preparatory schools," offering higher quality education.*
- Some day schools offer "tracks" in Jewish studies to appeal to more students. Tracks are divided by level, type of study (such as text versus history), and denomination.
- Many informants noted the key role that dynamic leadership plays in how schools operate and are perceived. One trend is to have a "chief executive officer" heading up the school.

Competition

Trends in Catholic Education

Between 2000 and 2008, 15.5% of Catholic schools closed and enrollment declined by 14.4%. Catholic elementary schools have been more seriously impacted than other levels. Non-Catholic enrollment in Catholic schools has increased from 2.7% in 1970 to 14.1% in 2008.

Private Schools

- Eileen Gress estimates 15,000-25,000 Jewish high school students are enrolled in non-Jewish private schools. In 2005, 44,372 students were enrolled in Jewish high schools. (The number of Jewish students enrolled in lower grades at non-Jewish private schools is not known.)
- Jewish day schools spend about the same amount per student as public schools and about half the amount that most other private schools spend per student.

Charter Schools See section IV for additional information.

- Charter schools are growing at a rate of 10% per year. (However, there are still twice as many students in Catholic schools as charter schools.)
- In June 2008, The Forward reported a growing concern within the Jewish community that Hebrew charter schools will be a threat to local day schools.
- Rev. Ronald J. Nuzzi, the director of the Alliance for Catholic Education leadership program at the University of Notre Dame, called charter schools “one of the biggest threats to Catholic schools in the inner city, hands down.”
- Some schools are exploring possible links between a charter school and a faith community.
 - *Seven Catholic schools in Washington, D.C. became charter schools in 2008.*
 - *There are two Arabic charter schools: in Minneapolis and in New York City.*
 - *There is one Hebrew charter school in Hollywood, FL and a prospective Hebrew charter school in Brooklyn.*

Inclusion of Non-Jews in Jewish Educational Settings

- Hillel has moved away from its previous mission to “maximize the number of students doing Jewish with other Jews.” Instead, it now seeks to “enrich the lives of Jewish undergraduate and graduate students so that they may enrich the Jewish people and the world.”
- One source said, “The challenge for us is: how do you create expressions of Jewish life that students will deem to be authentic at the same time as they are not exclusive or tribal?”
 - *Hillels are now offering programs that are accessible to all students, Jewish and non-Jewish alike, infused with Jewish values, learning, and experiences.*
- Many Jewish-sponsored early childhood education programs recruit non-Jewish students.
- There appear to be a small number of American Jewish day schools that have and actively recruit such students. However, there are a number of Jewish day schools in other countries that enroll substantial numbers of non-Jewish students.

III. COMMUNITY SUPPORT

When asked how the larger Jewish community might help day schools respond to the perceived challenges, key informants suggested the following:

- Camps, Israel trips, synagogues, preschools, and other institutions should encourage and create clear “pipelines” into day schools.
- Synagogues must view day schools as an integral part of the local Jewish community, not in competition with their own supplementary schools.
- If the Jewish media gave more attention to day schools, this would create a “buzz.”
- Day schools need reliable, long-term funding from federations, local philanthropists and family foundations.

IV. CHARTER SCHOOLS

Background

- “Charter schools are elementary or secondary schools that are publicly funded, but privately run. They are exempt from many public school rules and regulations, and operate independently, but they are held accountable for student performance to the same degree as are public schools” (Mooney). Magnet schools are created and run by local school districts.
- Minnesota opened the first charter school in 1992. Today, 40 states and the District of Columbia have approved them.
- In 2007, there were approximately 4,000 charter schools open, with about 1.1 million students. Charter schools are growing at a rate of 10% per year.
- Reports on the success of charter schools are mixed. The *National Alliance of Public Charter Schools* reviewed 58 studies comparing charter and traditional public schools.
 - 40% of the studies showed charter schools performing worse than public schools; 60% reported comparable, mixed, or generally positive results.
 - Of the longitudinal studies, most reported gains in charter school students’ performance over public school students. However, 12% of the studies showed charter school students lagging behind.

“Religious” Charter Schools²

- Of the known so-called “religious” charter schools, they may be categorized as Christian, Catholic, Hmong, Muslim, and Jewish.
- Charter schools are required to follow public school guidelines with regards to religion. Most of the guidelines vary by state.
 - Religious Activity
 - Schools can not encourage or discourage religious activity or doctrine.
 - Religious instruction on campus is prohibited during the school day.
 - Students may participate in before or after school events with religious content and the school may offer a time and place for students to engage in such activities. However, in order to avoid encouraging participation, schools must make accommodations for those students that do not wish to participate.
 - *Tarke ibn Ziyed Academy had to change its bus schedule to allow students to leave immediately at the end of the school day. Previously, the buses left after prayer services on Fridays.*
 - School officials may not mandate or organize prayer at graduation, nor organize religious baccalaureate ceremonies.

² ““Religious’ charter schools” is the term used by journalists and other proponents or opponents of such schools to describe those charter schools that have been developed by, funded by and/or are intended to serve faith communities.

- Released Time
 - Schools may dismiss students for religious instruction, but may not encourage or discourage participation.
 - States often let individual school districts decide if they will provide released time programs at the request of students and parents.
- Curriculum
 - Schools may teach civic values and virtue and community moral codes.
 - Public schools may teach about religion. Permitted topics include: the history of religion or the role of religion in history, comparative religion, scripture-as-literature, and religious influences on art, music, literature, and social studies.
 - School officials may neither encourage nor discourage students from availing themselves of the “excusal option” - the right to opt out of lessons that the student or the student’s parents find objectionable on religious or other conscientious grounds.
- School Governance and Staff
 - Clergy may sit on the board of public schools.
 - Schools may not have religious criteria for hiring staff members.
 - School officials may not participate in religious activities with students.

A. “Catholic” Charter Schools

- In Washington D.C., the archdiocese grouped 12 schools together as the Center City Consortium, representing just over 2,000 students. Of the 12, eight schools had mostly (75%) non-Catholic students. The Consortium proposed converting all eight schools into charter schools and later changed the proposal to seven schools. In June 2008, the school board approved converting seven of the schools into charter schools.
- Projected enrollment for the seven new charter schools is between 600 and 1,000 students.
- According to law, there will be no religion, church services, or religious objects (crucifixes) in the school. Values-based education will replace faith-based education, which will include a Character Education curriculum and a code of conduct for both parents and students.
- By renting the same school facilities back to the school district, the archdiocese will earn an income that will be used to support the remaining Catholic schools. Additionally, the charter schools will continue with the same staff, preventing the loss of jobs.
- The Archdiocese of Washington’s website states that it “will work closely with parishes and families to ensure students have access to a Catholic school, with special transfer accommodations for those entering 7th and 8th grades. Space is available in Catholic schools in the District and neighboring suburbs.”

B. Arabic Charter Schools

1. Tarek ibn Ziyad Academy, St. Paul, Mn

- The school “seeks to provide students with a learning environment that recognizes and appreciates the traditions, histories, civilizations and accomplishments of Africa, Asia and the Middle East.”
- On the “About Us” page, there is only *one* mention of teaching Arabic and it is the last in the list of subjects.
- The school opened with kindergarten through fifth grades and now offers sixth grade.
- Enrollment has increased from 177 students in the 2003-04 school year to 249 students in the 2005-06 school year. Additionally, the school opened with 86% of the students categorized as African American. In two years, African American students now represent 99% of the student body.

2. Khalil Gibran International Academy, Brooklyn, NY

- The school opened in 2007 for sixth graders and now serves sixth through ninth grades. It plans to expand through twelfth grade over time.
- “The school offers a rigorous, interdisciplinary curriculum using project-based learning and integrates an international theme with the study of the Arabic language. The school’s goal is to prepare students for college and successful careers and to foster an understanding of different cultures, a love of learning, and desire for excellence in all of its students.”
- As of June 2008, 57 students are enrolled in the school. Two-thirds of the students are categorized as “Black.”

C. Hebrew Charter Schools

1. Ben Gamla, Hollywood, FL

- “The mission of the Ben Gamla Charter School is to deliver a first-class academic program that offers a unique bilingual, bi-literate, and bi-cultural curriculum, which prepares students to have an edge in global competition through the study of Hebrew as a second language. Graduates will leave the charter school with a sense of purpose, a belief in their own efficacy, a commitment to the common good, and a zest for learning.”
- The school offers grades kindergarten through eighth.

2. Hebrew Language Academy, Brooklyn, NY

- The Steinhardt Foundation will open in fall 2009 with kindergarten and first grades with plans to add one grade each year until reaching grade five.
- According to Sara Berman, the lead planner for the school’s application, the school will be entirely secular, reaching out to Jews and non-Jews alike. It will not teach Zionism or Judaism, but instead seek to teach its students fluency in a second language, specifically Hebrew.

III. ARGUMENTS

A. “Religious” Charter Schools Threaten the Viability of Other Private Schools.

- After Ben Gamla opened, a nearby day school closed due to lack of enrollment. In June, 2008, The Forward cited concern in the Jewish community that Hebrew Language Academy will cause neighboring day schools to close.
- Rev. Ronald J. Nuzzi, director of the Alliance for Catholic Education leadership program, called charter schools “one of the biggest threats to Catholic schools in the inner city, hands down.”
 - *There are nearly two catholic school students to every charter school student.*

2. “Religious” Charter Schools Violate the Separation of Church and State.

- Ensuring “religious” charter schools avoid church-state violations may be difficult if local officials cannot provide adequate oversight and/or wish to avoid litigation.
- “Religious” charter schools are allowed to offer optional prayer meetings, clubs and religious activities as long they offer convenient alternatives to the activities. Such activities are similar to Christian Good News Clubs, found at many public schools.

3. “Religious” Charter Schools Do Not Properly Teach Religion.

- Rabbi Eric Yoffie, president of the Union for Reform Judaism, argues against Hebrew charter schools because they separate Jewish religion from Jewish culture.
- The First Amendment Center warns schools not to create religion-free curricula. “Then we would be treated to the absurd spectacle of students learning Arabic or Hebrew without any understanding of the religions that use these languages.”

4. “Religious” Charter Schools Offer a Cost Alternative to Religious Families.

John Frame believes that “Christian” charter schools may be a good alternative to public schools for families that cannot afford to send their children to private school because:

- The curriculum and the textbooks will not contradict Christian beliefs and will also be able to reflect Christian values, such as abstinence and Creationism,
- The code of conduct and morality will be higher,
- Children will be in a Christian community, and
- The school may allow for more flexible schedules so that students can learn about Christianity at home or in other programs

5. Public schools should integrate, not separate students.

Some argue that separation may be beneficial to students’ education:

- *“In the big traditional schools, our Hmong students might be quiet and not raise their hands. In our school they raise their hands. They are confident and proud about who they are. When kids feel comfortable, confident, respected they will learn. These are universal values that all schools should have.”*

APPENDIX II: RESOURCES FOR DAY SCHOOLS

Most of the resources in this report are listed on the Partnership for Excellence in Jewish Education website. A listing of resources appropriate for Jewish day schools can be found at www.peje.org/knowledge/additional_resources/Resources.php.

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DAY SCHOOL ASSOCIATIONS

Partnership for Excellence in Jewish Education (PEJE)

www.peje.org

PEJE seeks to strengthen the Jewish Day School movement by increasing enrollment in Jewish day schools. The website provides a wealth of information and resources for Jewish day schools.

Day School Financing Resources

www.peje.org/knowledge/financial_management

RAVSAK: Jewish Community Day School Network

www.ravsak.org

RAVSAK is the international center for the advancement and support of pluralistic Jewish day school education. RAVSAK provides educational programs, professional development, professional conferences and leadership and management support to its member schools.

Progressive Association of Reform Day Schools (PARDeS)

www.pardesdayschools.org

PARDeS advocates, consults, and provides support and services for existing and emerging Reform Jewish Day Schools throughout North America.

The Solomon Schechter Day School Association (SSDSA)

www.ssdsa.org

The SSDSA provides services, resources, professional development, leadership training and support to its affiliated schools and their professional and lay leaders throughout North America.

Torah Umesorah

www.echinuch.org

Torah Umesorah supports a network of Orthodox Jewish day schools and fosters and promotes Torah-based Jewish religious education. Torah Umesorah also operates eChinuch, an online database of Jewish curricula.

JEWISH EDUCATION SERVICES**The Jewish Education Service of North America (JESNA)**

www.jesna.org

JESNA works to strengthen communities and their educational offerings by providing tested solutions, leveraging partnerships, promoting synergies, and building the connections that strengthen us all.

The Lookstein Center for Jewish Education

www.lookstein.org

The Lookstein Center is both a research and support center for Jewish education in the Diaspora, with a special emphasis on day schools and day school leadership. It provides an array of programs for Jewish educators, operates listservs and online bulletin boards for communication and sharing, undertakes projects with schools and communities, and offers lesson plans and other resources.

The Association of Directors of Central Agencies for Jewish Education (ADCA)

http://adca.jesna.org

ADCA is the professional network of the heads of central agencies for Jewish education in the United States, Canada and England. The ADCA website provides a directory of all central agencies and their staff.

United Jewish Communities (UJC)

www.ujc.org

United Jewish Communities represents and serves the North American federation system, including 157 Jewish federations and 400 independent Jewish communities.

Federations and Central Agencies

Various websites

Local Federations and/or central agencies can be a wealth of support and information.

DAY SCHOOL AND EDUCATOR SUPPORT

The Institute for University-School Partnership, Yeshiva University

www.yu.edu/azrieli/schoolpartnership

Connecting Yeshiva University with teachers and leaders in the field of Jewish education, the Institute offers extensive continuing education, recruits and places educators, conducts research and development projects in schools, and publishes practical, research-based materials.

Day School Leadership Training Institute

www.jtsa.edu/William_Davidson_Graduate_School_of_Jewish_Education/Day_School_Leadership_Training_Institute/The_DSLTI_Program.xml

This 15-month leadership institute, held during two consecutive summer sessions, is designed to develop educational leaders. Typical participants have teaching and administrative experience, Jewish literacy, and a master's degree or equivalent.

Jewish Educators Assembly (JEA)

www.jewisheducators.org

JEA represents a broad range of educators and educational administrators who identify with the Conservative Movement. JEA is dedicated to the professional advancement of Jewish educators and the enhancement of Jewish education in North America.

National Association of Temple Educators (NATE)

www.nate.rj.org

NATE is the professional organization of Jewish educators of the Reform Movement, including educational leaders for congregations, day schools, pre-schools, and camps affiliated with the Union for Reform Judaism and central agencies of Jewish Education.

JUDAIC PROFESSIONAL DEVELOPMENT

Jewish Day Schools for the 21st Century (JDS21)

www.huc.edu/libcenters/jds21.shtml

JDS21 helps Reform and community day schools become "Jewish learning organizations" and "Jewish learning communities." A Task Force at each JDS21 school meets for three years and receives guidance from JDS21.

Jewish Education Leadership Institute

www.jeli-joblink.org/About/about.shtml

The Institute offers professional training programs for future day school leaders, including a joint Day School Principal Certification and MEd in Administration and Supervision from Loyola University, and a Director of Development Certification seminar.

Kivunim: Israel Summer Institute for Teachers in Jewish Day Schools

www.kivunim.org

Kivunim seeks to create a new direction in teacher training for the Jewish day school of the 21st century. Kivunim's program allows teachers to view Israel and Judaism through a critical lens, helping them to develop a more open approach to the education of the children in their schools.

Pardes Educators Program

<http://www.pardes.org.il/programs/educators/overview.php>

This two-year program leads to a Certificate of Advanced Jewish Studies from the Pardes Institute of Jewish Studies, and a Masters Degree in Jewish Education from the Rothberg International School and the Melton Centre for Jewish Education of the Hebrew University of Jerusalem.

The DeLeT (Day School Leadership through Teaching) Fellowship Program

www.delet.org

DeLeT prepares recent college graduates and mid-career changers to teach in the elementary grades in Jewish day schools. The DeLeT fellowship, includes two summers of study at Brandeis University or HUC-JIR and a yearlong mentored internship in a local day school.

Ivriyon Hebrew Immersion Program

www.jtsa.edu/ivriyon

This free Hebrew immersion program is limited to 15 teachers in New York City. Participants learn to lead classroom discussions in Hebrew, write grammatically correct exercises, and help students articulate ideas in Hebrew.

Lookstein Principals' Program

www.lookstein.org/principal3.htm

The Lookstein Center for Jewish Education in the Diaspora of Bar-Ilan University's School of Education is a yearlong model, including a ten-day summer seminar in Israel, guidance from a Lookstein mentor, and a mid-winter follow-up seminar in North America.

RAVSAK's Project SuLaM: Study, Leadership and Mentoring

www.projectsulam.org

Project SuLaM is designed for heads who have not yet engaged in a meaningful Jewish studies experience. It features two 12-day summer sessions, two semesters of distance learning, a mid-winter Shabbaton, a peer mentor and peer group, and funding for continuing Jewish education.

INDEPENDENT SCHOOL RESOURCES**The National Charter School Clearing House (NCSC)**

www.ncsc.info

NCSC serves as a resource to charter schools nationwide. It provides information on federal and private funding, offers opportunities to schools - such as technical assistance, mentoring and collaboration with other schools - and collects and disseminates research on relevant issues.

The Council for American Private Education (CAPE)

www.capenet.org

CAPE is a coalition of national organizations and state affiliates serving private elementary and secondary schools. The Council is an advocacy organization, promoting the advancement and support of private education and brings its affiliate organizations together with policymakers.

Council for Advancement and Support of Education

www.case.org

CASE is an international association of education advancement officers, including alumni administrators, fundraisers, public relations managers, and government relations officers. Member institutions include independent elementary and secondary schools and universities.

Educational Resources Group

www.ergteach.com

ERG offers placement and recruiting services to independent schools and job candidates.

Independent School Management

www.isminc.com

ISM offers consulting, workshops, and publications on independent school management and governance. A growing list of Jewish day schools have used ISM's services.

Independent Schools Association of the Central States

www.isacs.org

ISACS is a membership organization for independent schools in the Midwest. In addition to member services, ISACS offers professional development opportunities and resources. The web site features monographs that can be read online, covering a variety of topics.

Klingenstein Center

www.klingenstein.org

The Klingenstein Center for Independent School Education offers various programs for independent school educators. The web site features an "Additional Resources" section, including independent school links, projects and articles to read online, and a job bank.

National Association of Independent Schools

www.nais.org

NAIS is a membership organization for independent schools around the country and abroad. Its must-read publications address a variety of topics of interest to boards and professionals. The web site includes many online resources.

National Business Officers Association

www.nboa.net

NBOA is a professional resource and advocate for independent school business officers. Through programs, online tools, and research on emerging issues, NBOA helps to develop solutions for effective and sustainable operations in independent schools.

School Business Officers

www.schoolbusiness.freesevers.com

This web site includes online readings, links, and information about training opportunities, all in the area of independent school business.

The Educational Resources Information Center (ERIC)

www.eric.ed.gov

ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement, and the National Library of Education. It is designed to provide users with ready access to an extensive body of education-related literature.

The What Works Clearinghouse (WWC)

www.whatworks.ed.gov

An initiative of the U.S. Department of Education's Institute of Education Sciences, the WWC is a central source of scientific evidence for what works in education. WWC produces guides for educators, assesses extant education research, and provides a registry of evaluation researchers.

RESOURCES FOR DIVERSE LEARNERS

Jewish Special Education International Consortium

www.jesna.org/our-work/special-needs

The network operates under the aegis of the Jewish Education Service of North America (JESNA) on Jewish educational programs for students with special needs.

Children and Adults with Attention Deficit Disorder (CHADD)

www.chadd.org

CHADD is a national organization that provides advocacy, education, and support relating to attention deficit/hyperactivity disorder in children and adults.

Learning Disabilities:

The International Dyslexia Association (IDA), *www.interdys.org*

The Learning Disabilities Association (LDA), *www.lदानatl.org*

The National Center for Learning Disabilities (NCLD), *www.nclد.org*

The National Information Center for Children and Youth with Disabilities (NICHCY)

www.nichcy.org

NICHCY is funded by the U.S. Department of Education and its Office of Special Education Programs. NICHCY provides free information on disabilities and related issues. Services include referrals, technical assistance, information searches, and personal responses.

The Council for Exceptional Children (CEC)

www.cec.sped.org

CEC is dedicated to improving the educational outcomes for individuals with exceptionalities, including gifted. It advocates for appropriate government policies, sets professional standards, and provides continual professional development. It has seventeen divisions.

RESOURCES FOR NONPROFIT ORGANIZATIONS

Chronicle of Philanthropy Online

www.philanthropy.com

The Chronicle of Philanthropy features content from current and past issues, job postings, and an Internet Resources section describing other web sites and electronic discussion lists of interest.

DRG

www.drgnyc.com

DRG is an executive search firm working solely in the nonprofit sector. The organization's web site features "career tips" and a "webzine."

The Foundation Center

www.fdncenter.org

The Foundation Center works "to foster public understanding of the foundation field by collecting, organizing, analyzing, and disseminating information on foundations, corporate giving, and related subjects."

Independent Sector

www.independentsector.org

Independent Sector is "a coalition of leading nonprofits, foundations, and corporations strengthening not-for-profit initiative, philanthropy, and citizen action." The web site contains many documents online.

Jossey-Bass Publishers

www.josseybass.com

Jossey-Bass publishes "books, training materials, periodicals, and other media for people interested in developing themselves, their communities and their organization." The Nonprofit Organizations category boasts nearly 500 titles, including Board and Board Development.

Management Assistance Program for Nonprofits

www.mapnp.org

MAP provides management consulting and board recruitment services to nonprofit organizations, primarily in the Twin Cities area of Minnesota. The web site hosts a "Free Management Library" of online articles covering 675 topics.

BoardSource

www.boardsource.org

BoardSource (formerly the National Center for Nonprofit Boards) offers services and publications to strengthen boards in a variety of areas. Services include workshops, customized governance consulting, and an information clearinghouse.

Nonprofit Resource Center

www.not-for-profit.org

The Nonprofit Resource Center is a "one-stop directory for internet resources of interest and value to nonprofit organizations."

APPENDIX III: SAMPLE CRITERIA (from the Lippman Day School, Akron, OH)

ASPECT	DESCRIPTION	WEIGHT
VIABLE SELF-SUFFICIENCY IN FINANCES	Potential to deliver the operating and endowment funding needed to support a school	25
VIABLE JEWISH IDENTITY, INCLUDING STRONG HEBREW/JUDAICS	Potential to support and sustain a strong Jewish identity and to deliver continued focus on JewishHebrew/Judaics through a pluralistic approach, and collaboration with rabbis and synagogues	25
STRONG ACADEMICS	Potential to deliver superior academics, including individuation, cutting edge methodologies, curriculum stewardship, academic documentation, and teaching tools	25
STRONG ADMIN/FACULTY/STAFF	Potential to deliver strong administrative leadership and a larger qualified staff, which are supported through an competitive salary structure and continuing education program	10
STRONG ADMISSIONS/GREATER SCALE OF ENROLLMENT	Potential to deliver a larger student body, through intentional admissions criteria and professional marketing & relationship building.	10
RICH SET OF EXTRA-CURRICULAR & IN-SCHOOL ACTIVITIES	Potential to deliver expanded after school and in-school programming, including sports, arts, and other extracurricular activities.	5