Early Childhood Education Initiative Logic Model August 2008

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

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

**ASSUMPTIONS**

**OUTPUTS**
- Compensation
  - Create efficiencies, pooled benefits, & economies of scale
  - Increase salary and benefits to competitive levels
- Teacher Recruitment
  - Marketing campaign
  - Recruitment incentives
  - Recruitment into professional preparation programs
  - ECJE-intensive education for individuals in other fields or seeking career change
- Retention & Professional Development
  - ECJE educator scholarships (create endowment)
  - Incentives and resources for professional development in ECE and ECJE
  - Create a career ladder matrix for ECJE
  - Pre-service programs in ECJE at BA and MA levels
  - Support for teachers in obtaining certificate in ECJE
  - Advanced ECJE certificate programs
  - Provide ongoing learning opportunities in ECJE
  - Jewish ECE specialist at each site
- Institution-Level Changes
  - Engage teachers in tiered leadership
  - Examination of business model
  - Develop partnerships between ECE sites and academic institutions to create a job pipeline and provide feedback to each other

**STANDARDS**
- Research standards and potential tools for benchmarking ECJE and ECE
- Create standards tool for ECJE
- Recommend tool for ECE
- Partner with community organizations to help schools attain benchmarks
- Engagement with schools and the community to ensure buy-in to standards

**FAMILIES**
- Create entry-point programs & services (e.g. Chai Baby, PJ Library, Parenting Matters, museum programs, websites)
- Increase social networking among parents
- Create system to ensure families raising young Jewish children not turned away from Jewish preschools
- Establish Jewish lifelong learning programs for deepening and extending learning beyond preschool

**FAMILIES**
- More families aware of Jewish education options/cultural opportunities
- More families raising young Jewish children able to enroll in Jewish preschool

**FAMILIES**
- More families raising young Jewish children enrolled in Jewish preschool
- Increased family engagement in Jewish life
- Increased diversity of families raising young Jewish children in Jewish preschools
- Children not enrolled in Jewish preschools have access to ECJE
- Increased Jewish practice at home

**STANDARDS**
- Standards for ECJE and ECE determined and disseminated
- Tools for benchmarking ECE and ECJE are implemented

**STANDARDS**
- Standards for best practice are implemented
- Benchmarking tools are in use

**FAMILIES**
- Increased numbers of families continue Jewish education after preschool (medium-term?)
- Continued family engagement in Jewish life

**STANDARDS**
- Broad adherence to best practice standards for ECJE programs
- Continued innovation in the ECJE field

**INSTITUTION-LEVEL CHANGES**
- Effective business models in ECJE departments
- Educators participating in shared leadership

**INSTITUTION-LEVEL CHANGES**
- Career ladders in place
- New individuals at various entry points to the field who best fit the desired profiles (see PD task force) and reflect the diversity of the Jewish community

**INSTITUTION-LEVEL CHANGES**
- Greater retention of qualified teachers
- Increased knowledge and skill in teaching ECJE

**INSTITUTION-LEVEL CHANGES**
- Engagement in tiered leadership
- Examination of business model
- Develop partnerships between ECE sites and academic institutions to create a job pipeline and provide feedback to each other

**STANDARDS**
- Standards for ECJE and ECE determined and disseminated
- Tools for benchmarking ECE and ECJE are implemented

**STANDARDS**
- Standards for best practice are implemented
- Benchmarking tools are in use

**RETENTION & PROFESSIONAL DEVELOPMENT**
- Awareness of ECJE and ECJE professional development programs
- Pre-service programs in ECJE at BA and MA levels
- Support for teachers in obtaining certificate in ECJE
- Advanced ECJE certificate programs
- Provide ongoing learning opportunities in ECJE
- Jewish ECE specialist at each site
- Create a career ladder matrix for ECJE
- Pre-service programs in ECJE at BA and MA levels
- Support for teachers in obtaining certificate in ECE
- Advanced ECE certificate programs
- Provide ongoing learning opportunities in ECE
- Jewish ECE specialist at each site

**RECRUITMENT**
- Awareness of ECE and ECJE professional possibilities and availability of assistance (more specific: prof prep programs, financial assistance)

**RECRUITMENT**
- Increased enrollment in ECE and ECJE educator programs
- Increase in number of new educators in Jewish preschools/ECJE sites

**FAMILIES**
- More families raising young Jewish children enrolled in Jewish preschool
- Increased family engagement in Jewish life
- Increased diversity of families raising young Jewish children in Jewish preschools
- Children not enrolled in Jewish preschools have access to ECJE
- Increased Jewish practice at home

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

**JCF Strategic Objectives**
- Welcoming and integrating interfaith couples and families
- Educating and connecting youth to Judaism and the Jewish people
- Engaging our diverse community in meaningful ways