

Key Findings from the Education Initiative Year 4 report

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

About 1,412 people participated in the degree and professional development programs covered by the Education Initiative, of which one half (705 people; 50 percent) work in Jewish day schools.

Outside the degree and professional development programs, the initiative also enabled the design and implementation of consulting services.

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

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

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

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

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

6 The degree and professional development programs under the Education Initiative supported innovation in congregational education programs.

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

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

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

10 Participants in the e-learning faculty fellowship (eLFF) had a higher level of proficiency in a wide range of technology tools compared with faculty members who did not participate in the professional development program.

11 Based on reports from 33 fellows and 65 nonfellows across the three institutions, the fellows were more likely to report being at least fairly proficient in a range of technology tools compared with other faculty members (Exhibit 11).

12 One long-lasting effect of the Education Initiative on the three grantee institutions is likely to be technology capacity.

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

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

15 As part of the Education Initiative, HUC-JIR, JTS, and YU designed and piloted 18 new programs, including seven new degree programs and concentrations¹; nine new certificate, leadership, and professional development programs²; and two new induction programs.³ The initiative also supported enhancement, refinement, and financial assistance for students in seven other degree programs.

16 The development of new programs, which expanded program offerings to new areas in Jewish education, resulted in increased enrollment in the grantee institutions. In parallel, the Education Initiative supported enhanced marketing and recruitment strategies, including expanded Web presence, which enabled the grantees to recruit more broadly from communities across the United States.