

**Joint Task Force on Reform Day School Education  
STRATEGIC PLAN  
April 2008**

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## Executive Summary

Following a surge of growth in the 1970s and 1980s, the Reform Jewish day school movement in North America has reached a plateau. After this early wave of enthusiasm, resulting in the formation of numerous day schools, there has been little further development. The last successful day school was started in 1997, while a number of schools have closed. Today, there are more than 12,000 Reform students enrolled in day schools in North America, with more than 6,000 in sixteen Reform day schools and more than 6,000 in RAVSAK community day schools.

The history of Reform Judaism in North America is in part characterized by a marked discomfort with the concept of day school education. Fear of “ghettoization,” combined with a strong commitment to public education, have prevented the Reform movement, as a whole, from fully accepting day school education as an integral part of the movement. At the same time, there is a strong concern within Reform Judaism about a shrinking Jewish population and increasing assimilation. Recent research shows that graduation from day school strengthens an individual’s personal connection to the Jewish religion, culture, and community. A study of Jewish college students by Brandeis University confirms anecdotal evidence that day schools help develop and solidify Jewish identity, reporting that non-Orthodox day school graduates are:

- Fifty-percent more likely to find being Jewish important while in college;
- Fifty-percent more likely to be involved in Jewish social events;
- Fifty-percent more likely to date Jews only;
- Twice as likely to pursue Jewish learning in college;
- Three times more likely to be involved in Israel-related programs; and
- Four times more likely to consider Jewish professional careers

In addition, day schools have proven to be effective training grounds for future Jewish leaders.

Increasingly, both Reform and non-Reform day schools are proving to be desirable options for Jewish families because of the high quality of their secular academic programs, the strong sense of community they create for their students and families, and the strong sense of values and ethics that are an integral part of the day school curriculum.

Today, the Reform Jewish day school movement finds itself at a critical juncture, a point of considerable challenge and great opportunity. Acting on this, in 2006, the board of the Progressive Association of Reform Day Schools (PARDeS), in collaboration with the Union for Reform Judaism (URJ), created a joint task force composed of experts in the field of Reform Judaism, representing major institutions of the Reform movement. The Task Force, led by Allan T. Hirsh III, Chair of PARDeS (2003-2008) and the URJ Subcommittee for Full-time Jewish Education, and funded by the Charles and Lynn Schusterman Family Foundation, was appointed the task of developing a five-year strategic plan intended to increase the impact of day schools within the Reform movement. The grant proposal to the Foundation articulated the following goals for the process:

- Set clear priorities for the Reform Movement in relation to Reform day schools;
- Set realistic goals for developing day schools within the Reform Movement and increasing their number;
- Develop strategies for strengthening the sixteen existing PARDeS day schools;
- Set realistic goals for integrating Reform Jews and Reform Judaism into RAVSAK community day schools;
- Optimize the ability of PARDeS to develop and sustain viable models for Reform day schools;
- Build and support a constituency of day school advocates in the leadership of the Reform Movement (URJ, HUC-JIR, CCAR); and
- Build a partnership between the leadership of the Reform Movement and PEJE

In spring of 2007, the Joint Task Force hired TCC Group, a consulting firm that provides planning and evaluation assistance to nonprofits and foundations, to facilitate the strategic planning process. The process included three phases:

1. A situational analysis phase, which included interviews with over twenty leaders of the Reform movement, that summarized the key strengths, weaknesses, opportunities, and challenges facing Reform day school education;
2. A half-day meeting of the Joint Task Force on May 21, 2007 to conduct a SWOT (strengths, weaknesses, opportunities, and threats) exercise and a two-day retreat, held on October 21-22, 2007, that included a discussion of the findings from the situational analysis and their implications for the field, resulting in an impact statement and vision statement for Reform day school education (below); and
3. A strategic plan, articulating a set of the goals, objectives, and strategies that collectively constitute the priorities for strengthening the field of Reform day school education over the next five years. The plan also includes a detailed implementation grid that identifies responsible parties, timeline, and anticipated necessary resources.

The strategic plan that follows builds on two fundamental statements, both developed at the October retreat. The first articulates the impact of a thriving Reform day school movement on Reform Judaism:

Day school education contributes to:

- Building a vibrant Jewish present
- Ensuring the Jewish future
- Strengthening the Reform movement
- Providing individuals and families with the tools to negotiate their hyphenated identities as American Jews so they can live more fulfilling and contributing lives as Jews and as Americans
- Creating a just society (tikkun olam)

The second statement is a vision for Reform Jewish day school education. The vision acknowledges the need to build support for day school education within the Reform movement more broadly, while at the same time strengthening the movement of Reform day schools in North America, by creating new schools and building the capacity of those that exist. While increasing access to Reform day schools is a priority of this plan, the Joint Task Force also recognizes that many communities cannot support a new Reform day school. Therefore, the

vision statement underlying this plan assumes that collaboration with RAVSAK community schools, Schechter Schools, or Modern Orthodox schools will also be essential to future success of the Reform day school movement.

As a result of the implementation of this plan, the field of Reform day school education will have achieved the following goals and objectives:

1. Day schools will have an integral place in the vision of the Reform movement
  - a. Disseminate and help to further develop a body of knowledge which documents the impact of day school graduates on the Reform movement
  - b. Increase the effectiveness of URJ, HUC, and CCAR leaders who are day school proponents
  - c. Heighten the visibility and prominence of Reform Jewish day schools within the Reform movement and its affiliates
  - d. Increase the number of qualified Jewish professionals pursuing careers as educators in Reform day schools or RAVSAK community day schools with a strong Reform presence
  - e. Increase Reform and RAVSAK community day school educators' knowledge of the Reform movement
2. The number of Reform students receiving a full-time Jewish education will grow by increasing the number of strong Reform day schools
  - a. Increase the number of Reform day schools
  - b. Effectively brand and market the Reform day school movement
  - c. Encourage and assist schools to achieve excellence in the areas of Judaic and Hebrew studies
  - d. Develop strong professional and lay leadership
  - e. Increase the availability of financial resources that will increase Reform families' ability to access a day school education for their children
  - f. Proactively document, publish, and disseminate knowledge that will help leaders of existing and emerging schools build on best practices and improve organizational strength and quality
3. The number of Reform students receiving a full-time Jewish education will grow by increasing the number of Reform students in RAVSAK community day schools and other non-Reform day schools
  - a. Develop and execute a strategic outreach plan to introduce Reform *rabbis* to local community day schools
  - b. Develop and execute a strategic outreach plan to introduce Reform *early childhood educators* to local community day schools
  - c. Develop and execute a strategic outreach plan to introduce Reform *families* to local community day schools
  - d. Increase the appeal of day school through financial plans that will increase recruitment and retention

The plan that follows also has several fundamental assumptions. Chief among these is the principle of collaboration. The plan identifies various stakeholder groups and institutions within and beyond the Reform movement whose buy-in, participation, and partnership are essential in order to realize the vision. Another fundamental assumption is that there are many successes upon which the field can build. The documentation and dissemination of best practices is a high priority and is featured repeatedly throughout. The plan also recognizes the need for the field of Reform day school education to develop key messages that it wants to send to its various constituencies and to communicate these messages consistently and effectively. Finally, the Task Force recognizes that this plan is being implemented in an environment where commitment to its goals is high, but financial resources are limited. The continuous pursuit of financial support is a key assumption underlying the strategies set out here.

## **Joint Task Force on Reform Day School Education Members**

- Allan T. Hirsh III, immediate past Chair of PARDeS (Progressive Association of Reform Day Schools) and Chair of the Joint Task Force
- Nancy Pryzant Picus, President of PARDeS and Director of Jewish Learning at the Shlenker School, Houston
- Steve Breuer, Executive Director of PARDeS
- Jan Epstein, Chair of PARDeS; Honorary Life Board Member, Union for Reform Judaism
- Dr. Michael Zeldin, Director of the Rhea Hirsch School of Education at Hebrew Union College-Jewish Institute of Religion
- Rabbi Jan Katzew, Director of Lifelong Jewish Learning, Union for Reform Judaism
- Rabbi David Lyon, CCAR representative; Senior Rabbi of Congregation Beth Israel, Houston
- Dr. Marc Kramer, Executive Director, RAVSAK (Jewish Community Day School Network)
- Jennifer Kraus, Program Associate for Engagement, Charles and Lynn Schusterman Family Foundation
- Michael Lorge, URJ North American Camping Committee representative
- Lev Metz, Education and Communal Service student, HUC-JIR
- Fran Pearlman, National Association of Temple Educators representative
- Bini Silver, Head of School, Temple Kol Ami Emanu-El Day School, Plantation, FL; Vice President of PARDeS
- Nicole Greninger, Rabbinic student, HUC-JIR
- Dr. Zena Sulkes, RJE
- Tami Vener, Early Childhood Educators of Reform Judaism representative; Director of Congregation Beth Israel (San Diego) Early Childhood Center
- Marilyn Yentis, Chair, Commission of Lifelong Jewish Learning for the Reform Movement, and Chair, Council on Lifelong Jewish Learning, URJ

## Glossary of Terms

### KEY STAKEHOLDER INSTITUTIONS

**CCAR:** Central Conference of American Rabbis, the professional organization for Reform rabbis in North America.

**ECE-RJ:** Early Childhood Educators of Reform Judaism, the professional organization for Reform early childhood educators. Members include administrators, and teachers.

**HUC-JIR:** Hebrew Union College-Jewish Institute of Religion, the academic heart of the Reform movement, trains the vast majority of Reform rabbis, cantors, and educators.

**NATE:** National Association of Temple Educators, the professional organization for Reform educational leaders, serving mainly (but not only) leaders of congregational, or supplemental, schools.

**PARDeS:** Progressive Association of Reform Day Schools. This is the organization which serves Reform day schools. Member schools include both congregational day schools (affiliated with only one particular URJ congregation) and Reform community day schools (working in collaboration with one or more Reform congregations in a community). For the purpose of clarity in this document, the PARDeS community schools will be referred to as “Reform community schools.”

**PEJE:** Partnership for Excellence in Jewish Education, the organization which connects day school networks and individual schools with funders, innovative programming, coaching, and leadership development.

**RAVSAK:** *Reshet Batei Sefer K'hilati'im*, or the Jewish Community School Network. The schools which comprise this network are not affiliated with any one stream of Judaism, and are therefore pluralistic in outlook and practice. For the purpose of clarity in this document, the RAVSAK schools will be referred to as “RAVSAK community schools.”

**URJ:** Union for Reform Judaism. This is the central governing body of the Reform Movement, comprised of representation from individual congregations and constituent organizations and affiliates.

## STRATEGIC PLANNING TERMS

**Goal:** A broad outcome statement that defines what an organization is trying to accomplish with its programs and operations. Most people differentiate goals as being longer-term and broader than objectives, which are generally considered to be specific and measurable.

**Objective:** An outcome statement that supports achievement of a particular goal. Objectives tend to be more specific than goals and are measurable.

**Strategy:** A set of activities that constitutes the organization's work in support of a specific goal.

**Activity:** The steps involved in accomplishing a particular strategy.

**Ranking:** Each of the strategies is ranked in their order of importance, with "1" being the highest and "3" being the lowest. It is important to note that all strategies are considered important to achieving the objectives and goals of the plan. Rankings are based on the findings of the situational analysis, subsequent discussions about priority setting, and the availability of the resources needed to accomplish a given strategy.

## **Goal One: Day schools will have an integral place in the vision of the Reform movement.**

### **Background and Assumptions:**

- The Reform day school education movement will only be successful if national Reform leadership has a vision for the Reform movement which includes an important role for day school education.
- Research shows that day school education has an important role in cultivating future Reform Jewish leadership. Students coming out of day schools are well-educated and well-oriented to take on future leadership roles in the Reform movement, both lay and professional. Research from the situational analysis also showed that RAVSAK community schools, Reform day schools, and other Jewish day schools develop skills, tools, and interest in active participation in synagogue life.
- Day school families are more likely to continue participating in synagogue life.
- Day schools are the portal through which many families become involved in Jewish life.
- There is ambivalence about the Reform Jewish day school movement among families, religious leaders, and volunteer leaders. An active stance by vocal and visible leaders can play a part in encouraging families to consider day school education for their children.
- Successful day schools have strong volunteer and lay leadership and support from their constituent congregations
- The Task Force understands that URJ and its affiliates have limited resources. To implement this plan, PARDeS, URJ, and its affiliates will need to work in partnership to identify external resources and funding.

**Objective 1: Disseminate and help to further develop a body of knowledge which documents the impact of day school graduates on the Reform movement**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Develop a plan outlining the goals for collecting, analyzing, disseminating, and using data which document the impact of day school graduates on the Reform movement	PARDeS with URJ and HUC-JIR	High	Upon adoption of this plan		
2. Collect data to track the impact of day school graduates on the movement	PARDeS with URJ and HUC-JIR	High	Upon adoption of this plan	Research costs	From admission applications to HUC, work applications to URJ camps, and Temple memberships, etc.

**Objective 2: Increase the effectiveness of URJ, HUC, and CCAR leaders who are day school proponents**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Identify proponents and create structures within the URJ and its affiliates to facilitate more effective advocacy for day schools	PARDeS and URJ	High	Upon adoption of this plan		
2. Develop organized training for day school advocacy and lobbying for volunteer leaders	Outside consultant	High	Upon adoption of this plan	Consultation costs	

**Objective 3: Heighten the visibility and prominence of Reform Jewish day schools within the Reform movement and its affiliates**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. a. Establish a new Joint Task Force/Commission on Day School Education to implement and monitor the approved Strategic Plan b. Establish a day school committee of the Council of Lifelong Jewish Learning of the URJ. (See Goal 2, Objective 1)	PARDeS, with URJ, HUC-JIR and URJ affiliates.	High	Upon adoption of this plan		
2. Include day schools in the language of the Commission for Lifelong Jewish Learning	Chair of the Commission	High	Upon adoption of this plan	Joint Commission	
3. Ensure that day schools have a major presence and are on the agenda of the Reform movements' Biennials and affiliates' gatherings	PARDeS and the URJ and affiliates	High	2009		
4. Develop relationships between day schools and URJ that would ensure that day schools are represented in URJ	PARDeS and URJ Leadership	Medium	2011		

**Objective 4: Increase the number of qualified Jewish professionals pursuing careers as educators in Reform day schools or RAVSAK community day schools with a strong Reform presence**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Develop and support mechanisms that would encourage and inspire potential educators to consider working in a day school setting (e.g., short-term fellowships or paid internships)	HUC and PARDeS	High	Upon adoption of this plan	Funding for fellowships, paid internships	This strategy will take some time to implement. Therefore planning should start now.
2. Build relationships between heads of schools and HUC-JIR education, rabbinic and cantorial programs in order to provide HUC-JIR students opportunities to experience day school education and consider it as a viable career option	HUC and PARDeS	High	Upon adoption of this plan		For example, seek funding to endow a program whereby all HUC-JIR students would come into direct contact with the professional, lay, and volunteer leadership of a Reform day school.
3. Build relationships with universities and colleges with strong Jewish studies/education programs in order to encourage students to serve in day schools	PARDeS	Low	2013		

**Objective 5: Increase Reform and RAVSAK community day school educators' knowledge of the Reform movement**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Develop a process for educating personnel that exposes them to the history, values, and institutions of Reform Judaism	PARDeS and HUC	High	Upon adoption of this plan		
2. Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families (See Goal 3, Objective 3)	RAVSAK with PARDeS and HUC-JIR	Medium	2010	Publication costs	

## **Goal Two: The number of Reform students receiving a full-time Jewish education will grow by increasing the number of strong Reform day schools.**

### **Background and Assumptions:**

- The Task Force set as a major goal that every existing and future Reform day school be financially viable and educationally excellent. Financial viability includes having sufficient level of funding necessary to attract excellent teachers, directors, and administrators for the schools.
- Financial assistance is an important component of day school enrollment. Such assistance should be at a level that attracts families to whom day school education would not otherwise be accessible. Development of these resources requires a committed core of people in a community, including rabbis, cantors, educators, lay leaders, and major donors.
- Educationally excellent schools need to have a recognizably Reform curriculum that helps to build Jewish character. Schools will have top-notch secular education equal to the quality of top-tier prep schools. The schools will meet high academic standards, AND align with the common Reform Jewish day school vision; teaching will be provided by strong trained professionals and supported by strong lay leadership support.
- The Task Force understands that URJ and its affiliates have limited resources. To implement this plan, PARDeS, URJ, and its affiliates will need to work in partnership to identify external resources and funding.

**Objective 1: Increase the number of Reform day schools**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
<p>1. a. Establish a new Joint Task Force/Commission on Day School Education to implement and monitor the approved Strategic Plan</p> <p>b. Establish a day school committee of the Council of Lifelong Jewish Learning of the URJ. (See Goal 1, Objective 3)</p>	<p>PARDeS, with URJ, HUC-JIR and URJ affiliates.</p>	<p>High</p>	<p>Upon adoption of this plan</p>	<p>Director of Joint Commission Cost of convening commission</p>	
<p>2. Increase collaboration with early childhood education institutions within the Reform movement</p> <p>a. Build a coalition between PARDeS and ECE-RJ</p> <p>b. Partner with ECE-RJ to identify ECE programs with potential to expand into lower schools in congregational and/or community Reform day schools</p>	<p>PARDeS and ECE-RJ</p>	<p>High</p>	<p>Upon adoption of this plan</p>	<p>Travel and conference costs for leaders to attend each others' conferences</p>	
<p>3. Work with URJ regions, congregations and communities to identify sites for new schools. Convene meetings in large metropolitan areas with local Reform clergy, and lay and professional leaders</p>	<p>PARDeS with CCAR, ACC, NATE, ECE-RJ, URJ, Federations</p>	<p>High</p>	<p>Upon adoption of this plan</p>	<p>Cost of convening meetings</p>	
<p>4. Ensure that the vision of Reform Jewish high schools be a high priority in communities where there are successful lower and middle schools</p>	<p>PARDeS</p>	<p>Low</p>	<p>2013</p>	<p>Undetermined</p>	

**Objective 2: Effectively brand and market the Reform day school movement**

<b>Strategies and Activities</b>	<b>Responsible Party</b>	<b>Priority Level</b>	<b>Timing/ Status</b>	<b>Resources Needed</b>	<b>Notes</b>
1. Embark on a branding campaign for the Reform day school movement	PARDeS, URJ, marketing consultant	High	Upon adoption of plan	Marketing consultant Marketing costs	
2. Identify and prioritize audiences for outreach, education, and collaboration (key Reform institutions, regional staff, etc.)	PARDeS and all affiliates	High	Upon adoption of plan		
3. Increase visibility and presence among national movement a. PARDeS publications b. Strong presence at important conferences and convenings within the movement, such as the URJ Biennial and <i>Reform Judaism</i> magazine	PARDeS, URJ, all affiliates	High	Upon adoption of plan	Travel and conference expenses Publication expenses	
4. Document and support best practices in Reform congregations that keep day school families connected to the synagogue	PARDeS, URJ and its affiliates, RAVSAK, and PEJE	High	2009	Publication costs	

**Objective 3: Encourage and assist schools to achieve excellence in the areas of Judaic and Hebrew Studies**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Develop a vision for identification as a Reform Jewish day school	PARDeS, with URJ and HUC-JIR PARDeS Heads of school	High	Upon adoption of plan	Cost of convening the working group	
2. Create a task force of URJ, HUC, and PARDeS day school educators to develop a set of recommended guidelines for Hebrew and Judaic studies	PARDeS, with URJ and HUC-JIR	High	Upon adoption of the plan	Cost of convening the working group	
3. Create a process for training educators on recommended guideline implementation	PARDeS, with URJ and HUC-JIR	Medium	2010	\$20,000+	

**Objective 4: Develop strong professional and lay leadership**

**Professional Leadership**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Provide financial incentives that will encourage professionals to pursue day school education as a career path (See Goal 1, Objective 4)	PARDeS with URJ, PEJE, and appropriate foundations and donors	Medium	2010	Appropriate financial goal to be determined	
2. Create opportunities and incentives for training and leadership development paths by increasing the focus on Reform day school in all of HUC campuses, including developing paid internships in day schools, financial incentives and curricula for rabbinic and education students. (See Goal 1, Objective 4)	PARDeS in partnership with HUC (incl. HOS in development) and PEJE	Medium	2011-2013	TBD, in consultation with HUC	<ul style="list-style-type: none"> <li>• Provide mentors in day schools</li> <li>• Create “shadow” program for heads of schools, Judaic studies teachers, etc.</li> <li>• Mandatory internships in day schools as part of HUC training</li> <li>• HUC (or other Jewish educational institution) summer training program for day schools</li> <li>• Harvard’s leadership program, through a Reform Jewish lens</li> </ul>
3. Target specific participants in Jewish educational settings (camp counselors, congregational school teachers, Hillels, NFTY, undergraduates, etc.) to consider a career in day schools as a viable and desirable one	PARDeS HUC-JIR NATE URJ Keshet NAC NFTY	Medium	2010		

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
4. Identify and train independent and public school educators who are interested in pursuing careers as day school educators	PARDeS, in partnership with NAIS and HUC-JIR and PEJE	Medium	2010	Cost of recruitment and enrollment in training programs	Present/have presence at their conferences

### Lay Leadership

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Identify and disseminate models of successful volunteer leadership development, including head of school-board relationship (See Goal 2, Objective 6)	PARDeS with URJ and PEJE	Medium	2010	Publication costs	
2. Develop a cadre of facilitators to train current and future day school boards, in collaboration with PEJE, as possible and appropriate, including head of school-board relationships	PARDeS with URJ and PEJE	Medium	2010		Coaching strategy

**Objective 5: Increase the availability of financial resources that will increase Reform families' ability to access a day school education for their child/ren**

<b>Strategies and Activities</b>	<b>Responsible Party</b>	<b>Priority Level</b>	<b>Timing/ Status</b>	<b>Resources Needed</b>	<b>Notes</b>
1. Develop and endow national scholarship fund for existing Reform day schools in North America to be distributed to PARDeS member schools and Reform students who attend non-Reform day schools	PARDeS with URJ, PEJE, and appropriate foundations and donors	Medium	Begin 2010	Appropriate financial goal to be determined	
2. Create models for congregations to develop internal scholarship funds for the purpose of defraying the cost of day school tuition for members	PARDeS with URJ, PEJE, and appropriate foundations and donors	Medium	Begin 2010		
3. Develop and endow a fund to assist in the formation of new Reform day schools throughout North America	PARDeS with URJ, PEJE, and appropriate foundations and donors	Medium	Begin 2010	Appropriate financial goal to be determined	

**Objective 6: Proactively document, publish, and disseminate knowledge that will help leaders of existing and emerging schools build on best practices and improve organizational strength and quality**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Develop a knowledge dissemination plan that includes publications/"how to" manuals; knowledge sharing among peers; technical assistance; coaching, and other services, as needed	PARDeS, in collaboration with PEJE, HUC, URJ, others	High	Upon adoption of this plan		
2. Link Reform day school promotional materials with those of organizations with complementary missions (e.g., PEJE)	PARDeS, PEJE, ECE-RJ	High	Upon adoption of this plan		

**Goal Three: The number of Reform students receiving a full-time Jewish education will grow by increasing the number of Reform students in RAVSAK community day schools and other non-Reform day schools.**

**Background and Assumptions:**

- Findings from the situational analysis show that community-sponsored Jewish day schools are a thriving segment of the larger day school community. The Joint Task Force agreed that day schools, particularly community day schools, need to be a critical element of the vision and strategy for Reform day school education, through partnership with RAVSAK. In many communities, RAVSAK community day schools offer the best option for Reform families wishing to send their children to day school. There are more community day schools to choose from than Reform day schools, and families may not have the option of a Reform day school in their locality. Some Reform families will choose community day schools because they offer a high-quality education.
- Day schools are the portal through which many families come into Jewish life. Day school families are more likely to continue participating in synagogue life. Many families seek an education for their children that includes participating in a larger Jewish community. Community day schools are often a first-level introduction to Jewish day schools, and this is a great opportunity to attract Jewish families that do not have any congregational affiliation, but who are considering day school for their children. Research has also shown that day schools, whether community or Reform, develop in their students the skills, tools, and disposition for active participation in synagogue life.
- Rabbis also have an increasing role in community day schools. Having connections between a community day school and the Rabbi at the local Reform congregation/s greatly facilitates Reform families enrolling their children in community day schools.
- The Task Force understands that URJ and its affiliates have limited resources. To implement this plan, PARDeS, URJ, and its affiliates will need to work in partnership to identify external resources and funding.

**Objective 1: Develop and execute a strategic outreach plan to introduce Reform *rabbis* to local community day schools**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Provide day schools with models for outreach to Reform rabbis <ul style="list-style-type: none"> <li>a. Gather and disseminate programmatic ideas that schools can use to bring rabbis into the school.</li> <li>b. Provide educational materials about Reform Judaism for school leaders</li> <li>c. Provide models for events that bring the community into the schools</li> <li>d. Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families</li> </ul>	PARDeS and URJ in partnership with RAVSAK	High	Upon adoption of this plan	Publication costs	
2. Conduct research documenting the current number of children from Reform-affiliated households in community day schools	HUC-JIR with URJ, PARDeS and RAVSAK	Medium	2010	Research costs Publication costs	Data could inform how others could be brought on board
3. Conduct research documenting why students from Reform families attend community day schools	HUC-JIR with URJ, PARDeS and RAVSAK	Medium	2010	Research costs Publication costs	

**Objective 2: Develop and execute a strategic outreach plan to introduce Reform *early childhood educators* to local community day schools**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Conduct research documenting why students from Reform families attend community day schools	HUC-JIR with URJ, PARDeS and RAVSAK	Medium	2010	Research costs Publication costs	Data could inform how others could be brought on board
2. Develop materials and protocols for targeted marketing of community day schools to Reform EC educators <ul style="list-style-type: none"> <li>a. Gather and disseminate programmatic ideas that schools can use to bring EC educators into the school.</li> <li>b. Provide educational materials about Reform Judaism for school leaders</li> <li>c. Provide models for events that bring the community into the schools</li> <li>d. Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families (See Goal 1, Objective 5)</li> </ul>	RAVSAK with PARDeS and HUC-JIR; local schools	Medium	2010	Publication costs	

**Objective 3: Develop and execute a strategic outreach plan to introduce Reform *families* to local community day schools**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Conduct research documenting why students from Reform families attend community day schools.	HUC-JIR with URJ, PARDeS and RAVSAK	Medium	2010	Research costs Publication costs	Data could inform how others could be brought on board
2. Develop materials and protocols for targeted marketing of community day schools to Reform families <ul style="list-style-type: none"> <li>a. Provide educational materials about Reform Judaism for school leaders</li> <li>b. Provide models for events that bring the community into the schools</li> <li>c. Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families</li> <li>d. Seek advocates/ spokespeople for Reform enrollment in community day schools</li> </ul>	RAVSAK in partnership with PARDeS; local schools	Medium	2010	Publication costs	

**Objective 4: Increase the appeal of day school through financial plans that will increase recruitment and retention**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
1. Develop a process to replicate the Birmingham model connecting a small number of community schools with local donors (through collaboration with PEJE)	PARDeS with URJ, PEJE, appropriate foundations and donors, and local schools	Medium	2010	Appropriate financial goal to be determined	
2. Develop and endow national scholarship fund for existing Reform day schools in North America to be distributed to PARDeS member schools and Reform students who attend non-Reform day schools (See Goal 2, Objective 5)	PARDeS with URJ, PEJE, and appropriate foundations and donors	Medium	Begin 2010	Appropriate financial goal to be determined	Example: the Weinberg Foundation in Baltimore
3. Develop a strategy to work with local Federations to increase scholarship funds					

## Appendix A: Key Stakeholders and Respective Roles and Responsibilities for Implementation

**Goal One: Day schools will have an integral place in the vision of the Reform movement.**

	ACC	CCAR	ECERJ	HUC -JIR	NATE	PARDeS	PEJE	RAVSAK	URJ
Develop a plan outlining the goals for collecting, analyzing, disseminating, and using data which document the impact of day school graduates on the Reform movement				X		X			X
Collect data to track the impact of day school graduates on the movement				X		X			X
Identify proponents and create structures within the URJ and its affiliates to facilitate more effective advocacy for day schools						X			X
Establish a new Joint Task Force/Commission on Day School Education to implement and monitor the approved Strategic Plan Establish a day school committee of the Council of Lifelong Jewish Learning of the URJ	X	X	X	X	X	X		X	X
Include day schools in the language of the Commission for Lifelong Jewish Learning		X		X					X
Ensure that day schools have a major presence and are on the agenda of the Reform movements' biennials and affiliates' gatherings	X	X	X	X	X	X	X		X
Develop relationships between day schools and URJ that would ensure that day schools are represented in URJ governance						X			X
Develop and support mechanisms that would encourage and inspire potential educators to consider working in a day school setting a. Short-term fellowships b. Paid internships				X		X			
Build relationships between heads of schools and HUC-JIR education, rabbinic and cantorial programs in order to provide HUC-JIR students opportunities to experience day school education and consider it as a viable career option				X		X			
Build relationships with universities and colleges with strong Jewish studies/education programs in order to encourage students to serve in day schools						X			
Develop a process for educating personnel that exposes them to the history, values, and institutions of Reform Judaism				X		X			

	ACC	CCAR	ECERJ	HUC -JIR	NATE	PARDeS	PEJE	RAVSAK	URJ
Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families				X		X		X	

**Goal Two: The number of Reform students getting a full-time Jewish education will grow by increasing the number of strong Reform day schools.**

	ACC	CCAR	ECERJ	HUC -JIR	NATE	PARDeS	PEJE	RAVSAK	URJ
Establish a new Joint Task Force/Commission on Day School Education to implement and monitor the approved Strategic Plan Establish a day school committee of the Council of Lifelong Jewish Learning of the URJ	X	X	X	X	X	X			X Youth depart- ment
Increase collaboration with early childhood education institutions within the Reform movement a. Build a coalition between PARDeS and ECE-RJ b. Partner with ECE-RJ to identify ECE programs with potential to expand into lower schools grades in congregational and/or community Reform day schools			X			X			
Work with URJ regions, congregations and communities to identify sites for new schools. Convene meetings in large metropolitan areas with local Reform clergy, and lay and professional leaders	X	X	X		X		X		X
Ensure that the vision of Reform Jewish high schools be a high priority in communities where there are successful lower and middle schools						X			
Embark on a branding campaign for the Reform day school movement						X			X
Identify and prioritize audiences for outreach, education, and collaboration (key Reform institutions, regional staff, etc.)	X	X	X	X	X	X			X
Increase visibility and presence among national movement a. PARDeS publications b. Strong presence at important conferences and convenings within the movement, such as the URJ Biennial and <i>Reform Judaism</i> magazine	X	X	X	X	X	X			X
Document and support best practices in Reform congregations that keep day school families connected to the synagogue	X	X	X		X	X	X	X	X

	ACC	CCAR	ECERJ	HUC -JIR	NATE	PARDeS	PEJE	RAVSAK	URJ
Develop a vision for identification as a Reform Jewish day school				X		X <sup>1</sup>			X
Create a task force of URJ, HUC, and PARDeS day school educators to develop a set of recommended guidelines for Hebrew and Judaic studies				X		X			X
Create a process for training educators on recommended guideline implementation				X		X			X
Provide financial incentives that will encourage professionals to pursue day school education as a career path						X	X		X
Create opportunities and incentives for training and leadership development paths by increasing the focus on Reform day school in all of HUC campuses, including developing paid internships in day schools, financial incentives and curricula for rabbinic and education students <sup>2</sup>				X		X			X
Target specific participants in Jewish educational settings (camp counselors, congregational school teachers, Hillels, NFTY, undergraduates, etc.) to consider a career in day schools as a viable and desirable one <sup>3</sup>				X	X	X			X
Identify and train independent and public school educators who are interested in pursuing careers as day school educators. <sup>4</sup>				X		X	X		

<sup>1</sup> PARDeS members and heads of school to be included.

<sup>2</sup> HOS also to be included in development phase.

<sup>3</sup> Keshet, NAC, and NFTY also to be included.

<sup>4</sup> NAIS also to be included.

	ACC	CCAR	ECERJ	HUC -JIR	NATE	PARDeS	PEJE	RAVSAK	URJ
Identify and disseminate models of successful volunteer leadership development ,including head of school-board relationship						X	X		X
Develop a cadre of facilitators to train current and future day school boards, in collaboration with PEJE, as possible and appropriate, including head of school-board relationships						X	X		X
Develop and endow national scholarship fund for existing Reform day schools in North America to be distributed to PARDeS member schools and Reform students who attend non-Reform day schools						X	X		X
Create models for congregations to develop internal scholarship funds for the purpose of defraying the cost of day school tuition for members						X	X		X
Develop and endow a fund to assist in the formation of new Reform day schools throughout North America		X			X	X	X		X
Develop a knowledge dissemination plan that includes publications/"how to" manuals; knowledge sharing among peers; technical assistance; coaching, and other services, as needed				X		X	X		X
Link Reform day school promotional materials with those of organizations with complementary missions (e.g., PEJE)			X			X	X		X

**Goal Three: The number of Reform students getting a full-time Jewish education will grow by increasing the number of strong Reform day schools.**

	ACC	CCAR	ECERJ	HUC -JIR	NATE	PARDeS	PEJE	RAVSAK	URJ
Provide community day schools with models for outreach to Reform rabbis a. Gather and disseminate programmatic ideas that schools can use to bring rabbis into the school b. Provide educational materials about Reform Judaism for school leaders c. Provide models for events that bring the community into the schools d. Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families	X	X			X	X		X	X
Conduct research documenting the current number of children from Reform-affiliated households in community day schools				X		X		X	X
Conduct research documenting why students from Reform families attend community day schools				X		X		X	X
Conduct research documenting why students from Reform families attend community day schools				X		X		X	X
Develop materials and protocols for targeted marketing of community day schools to Reform EC educators a. Gather and disseminate programmatic ideas that schools can use to bring EC educators into the school b. Provide educational materials about Reform Judaism for school leaders c. Provide models for events that bring the community into the schools d. Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families			X	X		X		X	
Conduct research documenting why students from Reform families attend community day schools.				X		X		X	X

	ACC	CCAR	ECERJ	HUC -JIR	NATE	PARDeS	PEJE	RAVSAK	URJ
Develop materials and protocols for targeted marketing of community day schools to Reform families <ul style="list-style-type: none"> <li>a. Provide educational materials about Reform Judaism for school leaders</li> <li>b. Provide models for events that bring the community into the schools</li> <li>c. Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families</li> <li>d. Seek advocates/ spokespeople for Reform enrollment in community day schools</li> </ul>	X	X	X		X	X		X	
Develop a process to replicate the Birmingham model connecting a small number of community schools with local donors (through collaboration with PEJE)						X	X		X
Develop and endow national scholarship fund for existing Reform day schools in North America to be distributed to PARDeS member schools and Reform students who attend non-Reform day schools						X	X		X
Develop a strategy to work with local Federations to increase scholarship funds					X		X		X

## Appendix B: Strategies by Priority Level

### HIGH PRIORITY (22 strategies)

**Goal One: Day schools will have an integral place in the vision of the Reform movement.**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Develop a plan outlining the goals for collecting, analyzing, disseminating, and using data which document the impact of day school graduates on the Reform movement	PARDeS with URJ and HUC-JIR	High	Upon adoption of this plan		
Collect data to track the impact of day school graduates on the movement.	PARDeS with URJ and HUC-JIR	High	Upon adoption of this plan	Publication costs	From admission applications to HUC, work applications to URJ camps, and Temple memberships, etc.
Identify proponents and create structures within the URJ and its affiliates to facilitate more effective advocacy for day schools.	PARDeS and URJ	High	Upon adoption of this plan		
Develop organized training for day school advocacy and lobbying for volunteer leaders	Outside consultant	High	Upon adoption of this plan		
Develop and support mechanisms that would encourage and inspire potential educators to consider working in a day school setting (short-term fellowships; paid internships)	HUC and PARDeS	High	Upon adoption of this plan	Funding for fellowships, internships	This strategy will take some time to implement. Therefore planning should start now.
Build relationships between heads of schools and HUC-JIR education, rabbinic and cantorial programs in order to provide HUC-JIR students opportunities to experience day school education and consider it as a viable career option	HUC and PARDeS	High	Upon adoption of this plan		For example, seek funding to endow a program whereby all HUC-JIR students would come into direct contact with the professional, lay, and volunteer leadership of a Reform day school.
Establish a new Joint Task Force/Commission on Day School Education to implement and monitor the approved Strategic Plan Establish a day school committee of the Council of Lifelong Jewish Learning of the URJ	Groups represented on the Task Force	High	Upon adoption of this plan		
Include day schools in the language of the Commission for Lifelong Jewish Learning	Chair of the Commission	High	Upon adoption of this plan		

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Ensure that day schools have a major presence and are on the agenda of the Reform movements' Biennials and affiliates' gatherings	PARDeS and the URJ	High	2009		
Develop a process for educating personnel that exposes them to the history, values, and institutions of Reform Judaism	PARDeS and HUC	High	Upon adoption of this plan		
Develop organized training for day school advocacy and lobbying for volunteer leaders	Outside consultant	High	Upon adoption of this plan	Consultation costs	
Include day schools in the language of the Commission for Lifelong Jewish Learning	Chair of the Commission	High	Upon adoption of this plan	Joint Commission	

**Goal Two: The number of Reform students getting a full-time Jewish education will grow by increasing the number of strong Reform day schools.**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Establish Joint Commission on Day School Education that includes the representation of major leadership institutions to monitor implementation of this strategic plan	PARDeS URJ HUC-JIR CCAR	High	Upon adoption of this plan	Cost of convening commission	
Increase collaboration with early childhood education institutions within the Reform movement c. Build a coalition between PARDeS and ECE-RJ d. Partner with ECE-RJ to identify ECE programs with potential to expand into lower schools grades in congregational and/or community Reform day schools	PARDeS and ECE-RJ	High	Upon adoption of this plan	Consultant Travel and conference costs for leaders to attend each others' conferences	
Work with URJ regions, congregations and communities to identify sites for new schools. Convene meetings in large metropolitan areas with local Reform clergy, and lay and professional leaders.	PARDeS with CCAR, ACC, NATE, ECE-RJ, URJ, Federations	High	Upon adoption of this plan	Cost of convening meetings	

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Embark on a branding campaign for the Reform day school movement	PARDeS, URJ, marketing consultant	High	Upon adoption of plan	Marketing consultant Marketing costs	
Identify and prioritize audiences for outreach, education, and collaboration (key Reform institutions, regional staff, etc.)	PARDeS and all affiliates	High	Upon adoption of plan		
Increase visibility and presence among national movement c. PARDeS publications d. Strong presence at important conferences and convenings within the movement, such as the URJ Biennial and Reform Judaism magazine	PARDeS, URJ, all affiliates	High	Upon adoption of plan	\$20,000 for travel and conference expenses Publication expenses	
Document and support best practices in Reform congregations that keep day school families connected to the synagogue	PARDeS, URJ and its affiliates, RAVSAK, and PEJE	High	2009	Publication costs	
Develop a vision for identification as a Reform Jewish day school	PARDeS, with URJ and HUC-JIR Members of PARDeS PARDeS Heads of school	High	Upon adoption of plan	Cost of convening the working group	
Create a task force of URJ, HUC, and PARDeS day school educators to develop a set of recommended guidelines for Hebrew and Judaic studies.	PARDeS, with URJ and HUC-JIR	High	Upon adoption of the plan	Cost of convening the working group	
Develop a knowledge dissemination plan that includes publications/"how to" manuals; knowledge sharing among peers; technical assistance; coaching, and other services, as needed.	PARDeS, in collaboration with PEJE, HUC, URJ, RHSOE, others?	High	Upon adoption of this plan		Best practices in early childhood education would be a critical aspect of this. Other priorities: mechanics of starting a school; community (RAVSAK) school heads; congregational day schools; Directors of Jewish Learning
Link Reform day school promotional materials with those of organizations with complementary missions (e.g., PEJE)	PARDeS, PEJE, ECE-RJ	High	Upon adoption of this plan		

**Goal Three: The number of Reform students getting a full-time Jewish education will grow by increasing the number of strong Reform day schools.**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Provide day schools with models for outreach to Reform rabbis <ul style="list-style-type: none"> <li>a. Gather and disseminate programmatic ideas that schools can use to bring rabbis into the school.</li> <li>b. Provide educational materials about Reform Judaism for school leaders</li> <li>c. Provide models for events that bring the community into the schools</li> <li>d. Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families;</li> </ul>	PARDeS and URJ in partnership with RAVSAK	High	On adoption of this plan	Publication costs	

## MEDIUM PRIORITY (21 strategies)

**Goal One: Day schools will have an integral place in the vision of the Reform movement.**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Formalize relationships between day schools and URJ that would ensure that day schools are represented in URJ governance	PARDeS and URJ Leadership	Medium	2011		
Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families	RAVSAK with PARDeS and HUC-JIR	Medium	2010	Publication costs	

**Goal Two: The number of Reform students getting a full-time Jewish education will grow by increasing the number of strong Reform day schools.**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Create a process for training educators on recommended guideline implementation	PARDeS, with URJ and HUC-JIR	Medium	2010	\$20,000+	
Provide financial incentives that will encourage professionals to pursue day school education as a career path	PARDeS with URJ, PEJE, and appropriate foundations and donors	Medium	2010	Appropriate financial goal to be determined	

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Create opportunities and incentives for training and leadership development paths by increasing the focus on Reform day school in all of HUC campuses, including developing paid internships in day schools, financial incentives and curricula for rabbinic and education students.	PARDeS in partnership with HUC (incl. HOS in development) and PEJE	Medium	2011-2013	TBD, in consultation with HUC	<ul style="list-style-type: none"> <li>• Provide mentors in day schools</li> <li>• Create “shadow” program for heads of schools, Judaic studies teachers, etc.</li> <li>• Mandatory internships in day schools as part of HUC training</li> <li>• HUC (or other Jewish educational institution) summer training program for day schools</li> <li>• Harvard’s leadership program, through a Reform Jewish lens</li> </ul>
Target specific participants in Jewish educational settings (camp counselors, congregational school teachers, Hillels, NFTY, undergraduates, etc.) to consider a career in day schools as a viable and desirable one	PARDeS HUC-JIR NATE URJ Keshet NAC NFTY	Medium	2010		
Identify and train independent and public school educators who are interested in pursuing careers as day school educators.	PARDeS, in partnership with NAIS and HUC-JIR And PEJE	Medium	2010	Cost of recruitment and enrollment in training programs	Present/have presence at their conferences
Identify and disseminate models of successful volunteer leadership development ,including head of school-board relationship	PARDeS with URJ and PEJE	Medium	2010	Publication costs	
Develop a cadre of facilitators to train current and future day school boards, in collaboration with PEJE, as possible and appropriate, including head of school-board relationships	PARDeS with URJ and PEJE	Medium	2010		Coaching strategy

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Develop a process to replicate the Birmingham model connecting a small number of community schools with local donors (through collaboration with PEJE)	PARDeS with URJ, PEJE, appropriate foundations and donors, and local schools	Medium	2010	Appropriate financial goal to be determined	
Develop and endow national scholarship fund for existing Reform day schools in North America to be distributed to PARDeS member schools and Reform students who attend non-Reform day schools	PARDeS with URJ, PEJE, and appropriate foundations and donors	Medium	Begin 2010	Appropriate financial goal to be determined	
Create models for congregations to develop internal scholarship funds for the purpose of defraying the cost of day school tuition for members.	PARDeS with URJ, PEJE, and appropriate foundations and donors	Medium	Begin 2010		
Develop and endow a fund to assist in the formation of new Reform day schools throughout North America.	PARDeS with URJ, PEJE, and appropriate foundations and donors	Medium	Begin 2010	Appropriate financial goal to be determined	

**Goal Three: The number of Reform students getting a full-time Jewish education will grow by increasing the number of strong Reform day schools.**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Conduct research documenting the current number of children from Reform-affiliated households in community day schools.	HUC-JIR with URJ, PARDeS and RAVSAK	Medium	2010	Research costs Publication costs	Data could inform how others could be brought on board
Conduct research documenting why students from Reform families attend community day schools.	HUC-JIR with URJ, PARDeS and RAVSAK	Medium	2010	Research costs Publication costs	
Conduct research documenting why students from Reform families attend community day schools.	HUC-JIR with URJ, PARDeS and RAVSAK	Medium	2010	Research costs Publication costs	Data could inform how others could be brought on board
Develop materials and protocols for targeted marketing of community day schools to Reform EC educators <ul style="list-style-type: none"> <li>a. Gather and disseminate programmatic ideas that schools can use to bring EC educators into the school.</li> <li>b. Provide educational materials about Reform Judaism for school leaders</li> <li>c. Provide models for events that bring the community into the schools</li> <li>d. Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families</li> </ul>	RAVSAK with PARDeS and HUC-JIR; local schools	Medium	2010	Publication costs	

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Conduct research documenting why students from Reform families attend community day schools.	HUC-JIR with URJ, PARDeS and RAVSAK	Medium	2010	Research costs Publication costs	Data could inform how others could be brought on board
Develop materials and protocols for targeted marketing of community day schools to Reform families <ul style="list-style-type: none"> <li>a. Provide educational materials about Reform Judaism for school leaders</li> <li>b. Provide models for events that bring the community into the schools</li> <li>c. Develop and disseminate materials for schools to help them better understand the wants and needs of Reform families</li> <li>d. Seek advocates/ spokespeople for Reform enrollment in community day schools</li> </ul>	RAVSAK in partnership with PARDeS; local schools	Medium	2010	Publication costs	
Develop a process to replicate the Birmingham model connecting a small number of community schools with local donors (through collaboration with PEJE)	PARDeS with URJ, PEJE, and appropriate foundations and donors	Medium	2010	Appropriate financial goal to be determined	
Develop and endow national scholarship fund for existing Reform day schools in North America to be distributed to PARDeS member schools and Reform students who attend non-Reform day schools	PARDeS with URJ, PEJE, and appropriate foundations and donors	Medium	Begin 2010	Appropriate financial goal to be determined	Example: the Weinberg Foundation in Baltimore
to increase scholarship funds					

**LOW PRIORITY (2 strategies)**

**Goal One: Day schools will have an integral place in the vision of the Reform movement.**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Build relationships with universities and colleges with strong Jewish studies/education programs in order to encourage students to serve in day schools	PARDeS	Low	2013		

**Goal Two: The number of Reform students getting a full-time Jewish education will grow by increasing the number of strong Reform day schools.**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Ensure that the vision of Reform Jewish high schools be a high priority in communities where there are successful lower and middle schools	PARDeS....	Low	2013	Undetermined	

**Goal Three: The number of Reform students getting a full-time Jewish education will grow by increasing the number of strong Reform day schools.**

Strategies and Activities	Responsible Party	Priority Level	Timing/ Status	Resources Needed	Notes
Develop a strategy to work with local Federations to increase scholarship funds					