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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
BOARD OF DIRECTORS MEETING
August 25, 1992

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MINUTES
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
BOARD MEETING
JANUARY 16, 1992
1:15 P.M. - 4:00 P.M.
UJA/FEDERATION OF JEWISH PHILANTHROPIES
NEW YORK CITY

Attendance

Board Members: David Arnow, Mandell Berman, Charles Bronfman, John Colman, Maurice Corson, Irwin Field, Alfred Gottschalk, Arthur Green, Thomas Hausdorff, David Hirschhorn, Mark Lainer, Norman Lamm, Norman Lipoff, Seymour Martin Lipset, Morton Mandel, Matthew Maryles, Melvin Merians, Lester Pollack, Charles Ratner, Esther Leah Ritz, Ismar Schorsch, Bennett Yanowitz

Policy Advisors Shulamith Elster, Seymour Fox, Stephen Hoffman, Barry
Consultants Holtz, Virginia Levi, James Meier, Arthur Rotman,
and staff: Jacob Ukeles, Jonathan Woocher, Henry Zucker

Guest: Richard Scheuer

I. Welcome and Introductory Remarks

Mr. Mandel called the meeting to order at 1:15 p.m. He welcomed participants to this third meeting of the CIJE board and introduced first-time attendees Mandell Berman and Irwin Field. He reviewed the agenda and materials prepared for use at the meeting.

II. Lead Communities Project

The chair introduced Dr. Jacob Ukeles who first reviewed and then elaborated upon the presentation on Lead Communities made at the CIJE Annual Meeting in the morning. In the ensuing discussion, the following points were made:

- A. We should consider selecting at least one relatively new community, reflective of the migration of many Jews from the well-established and more traditional cities.
- B. It is critical that communities selected involve a coalition of agencies and institutions, but it may be unrealistic to expect this coalition to be in place at the time of a preliminary proposal. It was concluded that a community must show its intention to build a coalition, but that it not be required to have it in place at the preliminary stage.

- C. It was suggested and agreed that we begin by identifying three Lead Communities.
- D. In the future, we may consider working with a campus or group of college campuses as a Lead Community.
- E. We should be careful not to raise false expectations about the level of outside funding available to a community. On the other hand, the leverage created by the process and the active participation of several foundations will undoubtedly help communities to identify new money and new sources of funding.
- F. There should be a way to engage all segments of the Jewish community, including those who consider themselves "secular Jews."
- G. The invitation to become a Lead Community should be mailed to a broad list including, but not limited to, local federations. It should include continental agencies, organizations of the denominations, JCCs and bureaus or boards of Jewish education.
- H. The document addressed to the communities should clarify what is meant by "vision" and should reconsider the point at which we expect it to be articulated.
- I. Concerns were raised regarding the proposed timetable. There is a risk that we may lose communities if time is too short. On the other hand, it was noted that many communities are ready to move quickly and will be driven to meet the deadline. It was agreed that the ultimate goal is to be ready to implement by September 1993. Staff was given latitude to adapt the timetable within that time frame.
- J. It was agreed that the chair should establish a subcommittee of the board to recommend Lead Communities.

III. Best Practices Project

Dr. Barry Holtz, Co-director of the Melton Research Center at JTS, reported that the Best Practices Project is under way. In consultation with a group of educators and CIJE staff, it was determined that the first step would be to study best practices within supplementary schools. In December a group of nine educators deliberated on an approach to identifying models of successful practice in supplementary schools. Criteria that were selected will be shared with senior policy advisors and educators in the field who will be asked to identify programs which meet the criteria. The goal is not to develop an exhaustive list of quality programs, but to have a fine representative sample which will be useful to Lead Communities and to the field.

Following this first round on supplementary schools, the same process will be used to identify best practices in other programmatic areas. It is anticipated that best practices will have been identified in three or four areas by the time Lead Communities are ready to use the findings.

IV. Search Committee Report

It was reported that the executive director search committee met at noon. With the assistance of consultant Phil Bernstein, a list of candidates has been identified and processed. An effort is now under way to encourage acceptance by the top candidate. The search committee will make the final decision and notify Board members of the outcome as soon as possible.

V. Good and Welfare

- A. It was reported in a recent JESNA study that during the period 1985-1989, the average federation allocation of local community funds for Jewish education decreased by approximately 1%. Over that same period, the allocation in Cleveland increased by 1%. Since the launching of the Cleveland Commission on Jewish Continuity programs in 1989, that allocation has increased by an additional 8%. It appears that when a community determines the centrality of Jewish education, funds can be made available to support it.
- B. It was noted that best practice is a combination of innovation and past experience.
- C. Interest was expressed in the project on monitoring, evaluation and feedback. This will be discussed further at the next meeting.

VI. Concluding Comments

The meeting ended with thoughtful concluding comments by Rabbi Maurice Corson, president of the Wexner Foundation, dedicated to the memory of two scholar-educators who recently passed away--Rabbi Louis Finkelstein, Chancellor Emeritus of JTSA and Rabbi Robert Gordis, Professor of Bible at JTS and activist on behalf of Jewish education.

MINUTES
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
ANNUAL MEETING
JANUARY 16, 1992
10:00 A.M. - 12:00 NOON
UJA/FEDERATION OF JEWISH PHILANTHROPIES
NEW YORK CITY

Attendance:

David Arnow, Mandell Berman, Charles Bronfman, Mark Charendoff, Howard Charish, Dina Charnin, Deborah Nussbaum Cohen, John Colman, Maurice Corson, Robin Eisenberg, Shulamith Elster, Eli Evans, Irwin Field, Sylvia Barack Fishman, Seymour Fox, Yona Fuld, Peter Geffen, Charles Goodman, Alfred Gottschalk, Arthur Green, Irving Greenberg, Avraham HaCohen, Thomas Hausdorff, David Hirschhorn, Robert Hirt, Stephen Hoffman, Barry Holtz, Steven Huberman, Carol Ingall, Martin Kraar, Lydia Kukoff, Mark Lainer, Virginia Levi, Norman Lipoff, Seymour Martin Lipset, Haskel Lookstein, Morton Mandel, James Meier, Melvin Merians, Kerry Olitzky, Daniel Pekarsky, Lester Pollack, Charles Ratner, Esther Leah Ritz, Harriet Rosenthal, Arthur Rotman, John Ruskay, Richard Scheuer, Alvin Schiff, Ismar Schorsch, Carmi Schwartz, Samuel Silberman, Eliot Spack, Margaret Tishman, Mervyn Tuckman, Jacob Ukeles, Don Well, Jerome Waldor, Jonathan Woocher, Reuven Yalon, Bennett Yanowitz, Henry Zucker

I. Welcome and Introductions

Mr. Mandel called the meeting to order, and welcomed board members, commissioners, senior policy advisors, guests, consultants, and staff to the first Annual Meeting of the CIJE. He reminded attendees that at the conclusion of the work of the Commission on Jewish Education in North America it was agreed that commissioners should meet on an annual basis to hear of progress toward the implementation of its recommendations. The purpose of this first meeting was to review the accomplishments of the initial year of CIJE work toward meeting those goals.

II. 1991 Annual Report

Mr. Stephen H. Hoffman, Executive Vice President of the Jewish Community Federation of Cleveland and acting director of the CIJE, presented the 1991 annual report. He noted that the CJF Population Study, released in November 1990, offered a timely confirmation of the need for CIJE to succeed. Its goals are to build a profession of Jewish education, mobilize community support for Jewish education, establish Lead Communities as local laboratories for change in Jewish education, and develop a research capability to provide the knowledge base necessary for informed decision-making in Jewish education.

During the CIJE's first year, the board of trustees and the senior policy advisors each met twice. The recruitment of a staff was begun and Dr. Shulamith Elster assumed the position of education officer in July. Her work continues to be supported by that of a group of experienced consultants working in their respective areas of expertise--planning, research, evaluation. It is anticipated that a full-time director and a planner will be added to the staff this year.

The CIJE has made remarkable progress in an effort to:

- o initiate action to build the profession and enlist community support,
- o advocate on behalf of Jewish education,
- o forge new connections among communities, institutions and foundations,
- o establish a new research agenda,
- o facilitate synergism within the emerging foundation community and,
- o energize new financial and human resources for Jewish education.

The CIJE's main effort this year has been the organization of the Lead Communities project. To ensure the greatest possible effectiveness of the project, the staff has consulted with the religious movements and training institutions as well as with foundations throughout North America. Staff has worked with the CRB Foundation and its staff on plans to incorporate the Israel experience in the Lead Communities project. Consultants have been engaged to develop the best practices project and a system for monitoring, evaluation, and feedback within the Lead Communities.

All of this reflects a very busy, active first year with the promise of even further progress during the next year when the CIJE is fully staffed.

III. Plans for the Israel Experience

Charles R. Bronfman, chair of the CRB Foundation and a member of the Board, was invited to describe CRB's plans for further development of the Israel experience program. The foundation's mission centers on the needs of youth, with a specific focus on their emotional ties to Israel. Research conducted for the foundation indicates that this relationship is significantly enhanced for North American youths who have an opportunity to live, study and travel in Israel. A team of Israeli and North American educators is working with the organizations that offer Israel programs toward making them as educationally effective as possible. A conference is scheduled for March 5-6, at

which time participants will learn more about the programs and will be invited to provide feedback on proposed plans.

It is anticipated that Israel experience programs will be implemented in the Lead Communities. Staff of the CRB Foundation will work closely with the CIJE to implement this effort.

In the discussion that followed it was noted that the quality of the experience in Israel has a major impact on its long-term effect. The foundation is working to define "good programs" and will work to encourage support for stronger programs. It was noted that the foundation will work with these programs to encourage follow-up activities of program participants, but CRB will not conduct separate follow-up projects. It was also noted that the foundation is placing its emphasis on short-term programs which now attract the largest number of young people.

IV. Education Findings from the Jewish Population Study

The chair introduced Dr Seymour Martin Lipset, professor of sociology at Stanford University. The CIJE invited Professor Lipset to review the data from the CJF 1990 National Jewish Population Survey for its implications for Jewish education. Dr. Shulamith Elster, CIJE education officer, summarized Professor Lipset's findings.

Dr. Elster noted that the data of the survey suggests serious problems for the future of American Jews. Given a low marriage rate, low birth rate, high divorce rate, and high intermarriage rate, it is very likely that the Jewish population in North America will decline steadily.

North American Jews are a highly educated group, a fact which may be undermining Jewish continuity. An extremely high rate of intermarriage is an outcome of attendance by Jews at colleges and universities with universalistic norms.

The survey data confirmed, however, that the more exposure individuals have to Jewish learning, the more likely they are to be involved in the community and to pass their commitment on to their children. Respondents to the survey were most likely to have had a Jewish education when their grandparents were born outside of North America, when both parents were Jewish, and when they were raised in the northeast in one of the major denominations.

The amount of Jewish education achieved has a direct impact on involvement in philanthropy and Jewish organizations, synagogue attendance, intermarriage, attitudes regarding Jewishness, and commitment toward ongoing Jewish learning for one's self and Jewish education for one's children. The importance to an individual of being a Jew and one's commitment to Israel both correlate strongly with years of Jewish education.

The study shows that a majority of young people in the sample are not exposed to any form of Jewish education. It also makes clear that adults who have had a Jewish education are most likely to transmit that heritage to their children through formal education. Our best chance for improving this situation is to focus energy on developing quality Jewish educational programs.

In the discussion that followed, it was noted that the sample may not be completely comparable to samples used in earlier studies. Specific numbers may therefore vary from those reported elsewhere. However, the trends remain the same.

It was suggested that the synagogue reaches the largest proportion of Jews and that we would be wise to focus our energy on the synagogues as a means of reaching people. It was suggested, however, that in addition to the 50% of the Jewish population affiliated with a synagogue, another 25% is somewhat involved in Jewish life and should be encouraged to become more so. Another possible location for reaching large numbers is the college campus. It was suggested that efforts be made to encourage greater involvement of students on their campuses.

It was noted that the trends discovered in the 1990 survey are an extension of those found in a similar survey done in 1970. The small increase in the number of North American Jews is the result of immigration, not birth rate. Only 17% of contemporary Jewish families reflect the traditional two-parent nuclear family to which Jewish education is marketed. In addition, most of the contemporary Jewish community does not remember a time when Israel did not exist and therefore responds differently to the Jewish state. Further, many Jews have moved from the more well-established and organized historic Jewish communities in the northeast to newer communities which are not equipped and experienced to deal with issues of assimilation.

In response to a suggestion that we focus on intermarried Jews, Professor Lipset agreed that efforts should be made, but noted that many such people are lost to Judaism. We should find ways of bringing those with some Jewish commitment together and encourage their further interaction. It was noted that the study supports the suggestion that Jewish education is the way to have an impact and that the CIJE is on the right track by investing in what is succeeding.

V. Report on Lead Communities Project

The chair introduced Dr. Jacob Ukeles, president of Ukeles Associates, Inc. and a consultant to the CIJE for development of the Lead Communities project.

The purpose of the Lead Communities project is to demonstrate that it is possible to improve the effectiveness of Jewish education when

leadership, programs, resources, and planning are treated in a single location. The goals of the project are to work within a community to develop more and better Jewish educational programs, to involve more people, and to yield better outcomes.

It is proposed that 3-5 communities be selected. A community is defined as an urban or metropolitan area which, for purposes of this project, has a Jewish population of 15,000-300,000. The community should have a communal organizational structure and a system for decisionmaking.

This approach is based on the premises that community-level success can yield change at a continental scale, that education reform requires the interaction of school, family, and community; and that it is critical to mobilize an entire community to accomplish these goals.

A Lead Community is expected to enlist the involvement of top lay leadership, educational institutions, and all or most community institutions with a stake in Jewish education. It must commit local funds, set high educational standards, and be prepared to work to show tangible results after several years. The CIJE will work with Lead Communities to implement a system of monitoring, evaluation and feedback and incorporate best educational practices in its programs.

To assist the communities, the CIJE will provide a talent bank of education and planning experts and will serve as a broker to continental foundations.

Communities will be invited to submit preliminary proposals from which a group of finalist communities will be asked to submit full proposals. These proposals will be reviewed, site visits will be conducted, and communities will be selected by a committee of the Board. Selection will be followed by a year-long planning effort with start-up implementation expected by the fall of 1993.

VI. Conclusion

At the conclusion of Dr. Ukeles' remarks, the chair thanked everyone for participating and noted that the community would be kept informed about the progress of the CIJE.

MONITORING, EVALUATION, AND FEEDBACK IN LEAD COMMUNITIES: A THREE-YEAR OUTLINE

Adam Gamoran

University of Wisconsin, Madison

In late 1990, the Commission on Jewish Education in North America issued *A Time to Act*, a report calling for radical improvement in all aspects of Jewish education. At the center of the report's strategic plan was the establishment of "lead communities," demonstration sites that would show North American Jews what was possible:

Three to five model communities will be established to demonstrate what can happen when there is an infusion of outstanding personnel into the educational system, when the importance of Jewish education is recognized by the community and its leadership, and when the necessary funds are secured to meet additional costs (p. 67).

One year later the successor to the Commission, the Council for Initiatives in Jewish Education (CIJE), is mobilizing to establish lead communities and to carry out the strategic plan.

How will we know whether the lead communities have succeeded in creating better structures and processes for Jewish education? On what basis will the CIJE encourage other cities to emulate the programs developed in lead communities? Like any innovation, the lead communities project requires a monitoring, evaluation, and feedback component to document its efforts and gauge its success.

This proposal describes a plan for monitoring, evaluation, and feedback in lead communities. It emphasizes two aspects of educational change in lead communities:

(1) What is the *process* of change in lead communities? This question calls for field research in the lead communities. It requires a combination of qualitative and quantitative data, and offers formative as well as summative evaluation — that is, feedback as well as monitoring for the lead communities.

(2) What are the *outcomes* of change in lead communities? Does the project emphasize increased participation? Should we expect a rise in general Jewish literacy? Such questions are especially challenging because the specific outcomes have yet to be defined. By asking about goals in lead communities, the evaluation project will stimulate participants to think about their own visions and establish a standard by which changes can be measured in later years.

Field Research in Lead Communities

Studying the process of change in lead communities should be a major component of the CIJE strategy. Documenting the process is especially important because the effects of innovation may not be manifested for several years. For example, suppose Community X manages to quadruple its number of full-time, professionally-trained Jewish educators. How long will it take for this change to affect cognitive and affective outcomes for students? Since the results cannot be detected immediately, it is important to obtain a qualitative sense of the extent to which the professional educators are being used effectively. Studying the process is also important in the case of unsuccessful innovation.

Suppose despite the best-laid plans, Community X is unable to increase its professional teaching force. Learning from this experience would require knowledge of the points at which the innovation broke down.

Field researchers. A team of three full-time field researchers would be hired to carry out the field research in three lead communities. During the first year, the field researchers will be principally concerned with three questions:

- (a) What are the *visions* for change in Jewish education held by members of the communities? How do the visions vary across different individuals or segments of the community? How vague or specific are these visions? To what extent do these visions crystallize during the planning year (1992-1993)?
- (b) What is the extent of *community mobilization* for Jewish education? Who is involved, and who is not? How broad is the coalition supporting the CIJE's efforts? How deep is participation within the various agencies? For example, beyond a small core of leaders, is there grass-roots involvement in the community? To what extent is the community mobilized financially as well as in human resources?
- (c) What is the nature of the *professional life of educators* in this community? Under what conditions do teachers and principals work? For example, what are their salaries, and their degree of satisfaction with salaries? Are school faculties cohesive, or fragmented? Do principals have offices? What are the physical conditions of classrooms? Is there administrative support for innovation among teachers?

The first question is essential for establishing that specific goals exist for improving Jewish education, and for uncovering what these goals are. The second and third questions concern the "enabling options" described in *A Time to Act*, the areas of improvement which are essential to the success of lead communities: mobilizing community support, and building a profession of Jewish education.

Field researchers will address these questions in the following way:

1. Supplement community self-studies with additional quantitative data, as determined following a review of the self-studies in all of the lead communities. For example, what are the

educational backgrounds of Jewish teachers? How much turnover exists among educators in the community?

2. Use these data, along with interviews and observations in the field, to gain an understanding of the state of Jewish education in the community at the outset of the lead community process.

3. Attend meetings and interview participants in order to monitor the progress of efforts to improve the educational delivery system, broadly conceived.

4. Report on a regular basis to provide feedback for participants in the lead communities.

5. Write a nine-month report (May 1993) describing and interpreting the process and products of change to date. An important contribution of the report would be to discuss the operative goals of programs in the lead community. The report would also assess progress toward the Commission's goals, and would speak frankly about barriers to implementing the plans of the local commission. In this way, the report would serve as formative evaluation for the community and the CIJE.

6. Replicate the initial data collection a year later, and continue monitoring progress toward the commission plan.

7. Issue a 21-month report (May 1994), which would describe educational changes that occurred during the first two years, and present an assessment of the extent to which goals have been achieved. Two types of assessment would be included:

(a) Qualitative assessment of program implementation.

(b) Tabulation of changes in rates of participation in Jewish education, which may be associated with new programs.

It may be possible to compare changes in rates of participation to changes that do or do not occur in other North American Jewish communities. For example, suppose the lead communities show increases in rates of supplementary school attendance after Bar Mitzvah. Did these rates change in other communities during the same period? If not, one may have greater confidence in the impact of the efforts of the lead communities. (Even so, it is important to remember that the impact of the programs in lead communities cannot be disentangled from the overall impact of lead communities by this method. Thus, we must be cautious in our generalizations about the effects of the programs.)

The 21-month reports would serve as both formative and summative evaluation for the local commissions and the CIJE. In other words, they would not only encourage improvement in ongoing programs, but would also inform decisions about whether programs should be maintained or discontinued.

7. Field researchers would also serve as advisers to reflective practitioners in their communities (see below).

Schedule. During fall 1991, a job description and list of qualifications was prepared. The researchers should be hired and undergo training during the summer and fall of 1992. During this period, further details of the monitoring and feedback system would be worked out. The fieldwork itself would begin in fall 1992.

Director of monitoring, evaluation, and feedback. The field researchers would be guided by a director of monitoring, evaluation, and feedback. The director would be responsible for providing leadership, establishing an overall vision for the project. Further responsibilities would include making final decisions in the selection of field researchers; participating in the training of field researchers and in the development of a detailed monitoring and feedback system; overseeing the formal and informal reports from field researchers; and guiding plans for administration of surveys and tests in the lead communities.

Reflective practitioners. In each lead community, beginning in 1993, two or more reflective practitioners would be commissioned to reflect on and write about their own educational efforts. (A reflective practitioner is an educator who, in addition to normal responsibilities, takes on the task of thinking systematically and writing about his or her efforts and experiences.) The reflective practitioners, who could be selected by their local councils, would be teachers or administrators involved in CIJE programs with reputations for excellent practice, or who are attempting to change their practices substantially.

The field researchers would supervise and advise the reflective practitioners.

Collection of achievement and attitudinal data. Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect rudimentary quantitative data to use as a baseline upon which to build. Details of this data collection, and a plan for longitudinal follow-ups, cannot yet be specified. As an example, we might administer a Hebrew test to seventh graders in all educational institutions in the community. Seventh grade would be chosen because it is the grade that probably captures the widest participation of students who study Hebrew. The test would need to be highly inclusive, covering, for example, biblical, prayerbook, and conversational Hebrew. It may not be restricted to multiple-choice answers, in order to allow respondents to demonstrate capacity to use Hebrew as a language. The test would be accompanied by a limited survey questionnaire of perhaps twelve items, which would gauge students' attitudes and participation levels. This data collection effort would be led by a survey researcher, with assistance from the field researchers, from community members who would be hired to help administer the survey, and from specialists who would score the tests.

Timeline

FIELDWORK

Fall 1991

Spring 1992

Summer 1992

Fall-Spring,
1992-93

May 1993

Fall-Spring,
1993-1994

May 1994

OUTCOME DEVELOPMENT

create job description

recruit field researchers

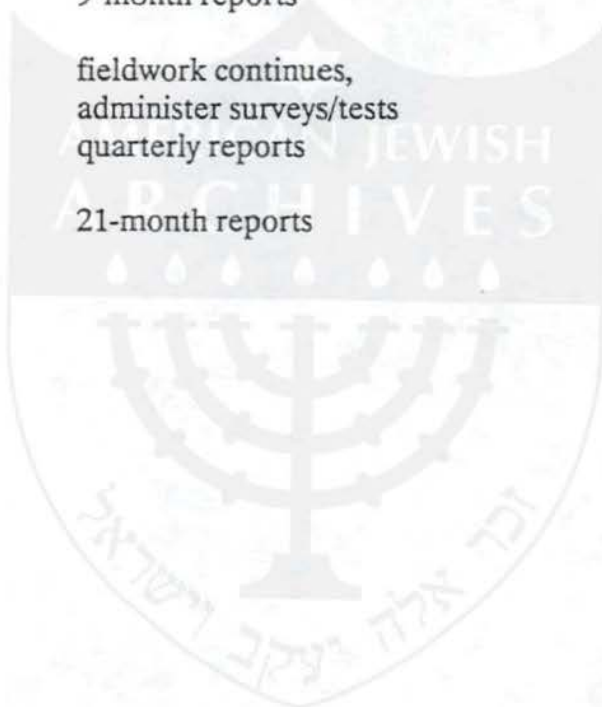
hire, train field researchers

fieldwork underway,
quarterly reports,

9-month reports

fieldwork continues,
administer surveys/tests
quarterly reports

21-month reports



August 4, 1992

The Best Practices Project
Progress Report and Plans for 1992-93
Barry W. Holtz

Introduction

In describing its "blueprint for the future," A Time to Act, the report of the Commission on Jewish Education in North America, called for the creation of "an inventory of best educational practices in North America" (p. 69).

The primary purpose of this inventory is to aid the future work of the CIJE, particularly as it helps to develop the group of Lead Communities which will be selected this summer. As the Lead Communities devise their educational plans and put these plans into action, the Best Practices inventory will offer a guide to Jewish educational success that can be adapted for use in particular Lead Communities.

In addition, the Best Practices Project hopes to make an important contribution to the knowledge base about North American Jewish education by documenting outstanding educational work that is currently taking place.

The Best Practices Project as of today

This past year has been spent in designing a methodology for conducting a project that has never really been done in Jewish education before in such a wide-scale fashion. How do we locate examples of best practice in Jewish education? As the year has proceeded both an approach to the work and a set of issues to explore has evolved. We began by identifying the specific programmatic "areas" in Jewish education on which to focus. These were primarily the venues in which Jewish education is conducted such as supplementary schools, JCCs, day schools etc. A best practices team is being developed for each of these areas. These teams are supervised by Dr. Shulamith Elster and me.

We have come to refer to each of the different areas as a "division," in the business sense of the word. (Thus the Best Practices Project has a supplementary school division, an early childhood division, etc.) Each division's work has two phases. Phase 1 is a meeting of experts to talk about best practice in the area and to help develop the criteria for assessing "success"; Phase 2 is the site visit and report writing done by members of the team.

This year four different divisions were launched. We began with the supplementary school primarily because we knew that a) there was a general feeling in the community, particularly in the lay community, that the supplementary school had not succeeded; b) because the majority of Jewish children get their education in the supplementary school

and because of that perception of failure, the Lead Communities would certainly want to address the "problem" of the supplementary school; c) as the director of the project, it was the area in which I had the most experience and best sense of whom I could turn to for assistance and counsel.

As I reported earlier this year, a group of experts was gathered together to discuss the issue of best practice in the supplementary school. Based on that meeting I then wrote a Best Practices in the Supplementary School guide (see Appendix). A team of report writers was assembled and assignments were given to the team to locate both good schools and good elements or programs within schools (such as parent education programs).

We currently have a team of seven people looking and writing reports (see Appendix). By the end of the summer we should have the reports on ten schools as written up by the group members. The first results indicate that, indeed, there are successful supplementary schools and we are finding representative places that are worth hearing about and seeing. In the spirit of Professor Lee Shulman's talk at this year's GA, we have discovered real examples that "prove the existence" of successful supplementary schools. These are sites that people in the Lead Communities can look at, visit and learn from.

In May Dr. Elster and I launched our second division, early childhood Jewish education. We met with a group of experts (see Appendix) in this field and following up that meeting I wrote a Guide to Best Practice in Jewish Early Childhood Education. Many of the members of the group have already agreed to join our team of report writers. The writing will take place in September and October.

A third division, education in the JCC world, is in the early stages of development. Dr. Elster and I met with a team of staff people at the JCCA. Mr. Lenny Rubin of the JCCA is putting together a group of JCCA staff and in-the-field practitioners to develop the Phase 1 "guidelines" for this area. We will work with them in writing up the document. After this is completed (in the fall) a team of report writers (from that group and others) will be assembled to do the actual write-ups.

Finally, a fourth area-- best practices in the Israel Experience-- has been launched thanks to the work of the CRB Foundation. The Foundation has funded a report on success in Israel Experience programming which was written by Dr. Steven M. Cohen and Ms. Susan Wall. The CIJE Best Practices Project will be able to use this excellent report as the basis of further explorations in this area, as needed by the Lead Communities.

Next Steps: The 1992-1993 Year

New Areas

As mentioned above, we should have reports of the Early Childhood division completed in the early fall. The JCC division should be operationalized in the fall. During the 1992-3 year we also plan to launch the following areas: day schools, adult education, etc. Each presents its own interesting challenges. Of these we have already begun to plan in a preliminary way for the day schools division. Here the goal is to gather together experts from the academic world of Jewish education (like our supplementary school group) as well as actual practitioners from the field. The current plan is to have each school that is written up be analyzed for one particular area of excellence and not for its over all "goodness." Thus we would have X school written up for its ability to teach modern Hebrew speaking; another for its text teaching; another for its parent education programs; another for its in-service education, etc.

Documentation

Another task that needs to be considered is finding more examples of best practices within those areas that we have already looked at, or to look at the examples we currently have in even greater depth. This applies particularly to supplementary schools because we will have only explored ten schools and programs and there is such a wide range of supplementary schools across America that we ought to have some more breadth in this area. A similar case could be made for early childhood programs.

At the time of our first exploration of supplementary schools, we sent a letter to all the members of the Senior Policy Advisers asking for their suggestions. In addition, we worked with Dr. Eliot Spack, Executive Director of CAJE, to send a similar letter to "friends within CAJE." Because of these initiatives we now have a list of 20 to 30 Hebrew schools that we might want to investigate.

Dr. Jonathan Woocher, Executive Director of JESNA, has asked the following question: "for the purposes of the project, how many examples of best practice do you really need in any one given area?" Do we need to have ten reports of supplementary schools or twenty or sixty? Another question might be raised about the "depth" of the current reports. Many of the report writers have said that they would like the chance to look at their best practice examples in more detail than the short reports have allowed. I have called this the difference between writing a "report" and writing a "portrait" or study of an institution.

The research component of the Best Practices Project would certainly welcome either greater breadth or greater depth, but at the present moment we believe that the first priority is to answer another question: **What do the Lead Communities need?** After

meeting with the representatives of the Lead Communities that are chosen, we will have a better sense of the next stages of the Lead Community Project-- what the planning and implementation needs will be. At that point we will be able to decide the best direction the documentation should move in.

Lead Communities: Implementation-- and How to do it

Aside from launching the other divisions mentioned above the other main initiative of the Best Practices Project for the coming year will be thinking through the issue of best practices and Lead Communities. Professor Seymour Fox has often spoken about the Best Practices Project as creating the "curriculum" for change in the Lead Communities. The challenge this year is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: site visits by Lead Community planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff.

From Best Practice to New Practice

On other occasions we have spoken about the need to go beyond best practices in order to develop **new ideas** in Jewish education. At times we have referred to this as the "department of dreams." We believe that two different but related matters are involved here: first, all the new ideas in Jewish education that the energy of the CIJE and the Lead Community Project might be able to generate and second, the interesting ideas in Jewish education that people have talked about, perhaps even written about, but never have had the chance to try out. It is likely that developing these new ideas will come under the rubric of the Best Practices Project and it is our belief that the excitement inherent in the Lead Community Project will give us the opportunity to move forward with imagining innovative new plans and projects for Jewish educational change.

APPENDIX

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Ms. Lucy Cohen (Montreal);
Ms. Roanna Shorofsky (New York);
Ms. Marvell Ginsburg (Chicago).

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LEAD COMMUNITY FINALISTS SITE VISITS

<u>COMMUNITY</u>	<u>DATE VISITED</u>	<u>VISITORS</u>
Atlanta	July 20	Charles Ratner Jim Meier* Shulamith Elster
Baltimore	July 23	Charles Bronfman Art Rotman Shulamith Elster
Boston	July 7	Morton Mandel Art Rotman Jack Ukeles* Shulamith Elster
Columbus	July 10	Charles Ratner Jonathan Woocher† Shulamith Elster
MetroWest	July 21	David Hirschhorn Sylvia Ettenberg ** Shulamith Elster
Milwaukee	August 6	John Colman Sol Greenfield†† Shulamith Elster
Oakland	July 13	Mark Lanier Sara Lee*** Shulamith Elster
Ottawa	July 30	Thomas Hausdorff Leonard Rubin†† Shulamith Elster
Palm Beach	July 27	Lester Pollack Robert Abramson††† Shulamith Elster

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
BOARD OF DIRECTORS MEETING
August 25, 1992
9:30 a.m. - 3:30 p.m.

AGENDA

- | | |
|---|--|
| I. Welcome | Morton L. Mandel |
| II. Introduction of CIJE Executive Director | Morton L. Mandel
and
Arthur Rotman |
| III. Population Study and Implications | Norman Lamm |
| IV. Lead Communities at Work | |
| A. Content | Annette Hochstein |
| B. Best Practices Project | Barry Holtz |
| C. Monitoring, Evaluation and
Feedback Project | Annette Hochstein |
| V. Lead Communities Selection | Charles Ratner |
| A. Selection Process | Jacob Ukeles |
| B. Lead Community Visit | John Colman |
| C. Recommendation | Charles Ratner |
| VI. Concluding Comments | Mandell Berman |