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Planning and Advisory Group, January 1992-May 1992.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Planning Meeting

January 15, 1992

AGENDA

Expected Attendance: Shulamith Elster, Seymour Fox, Steve Hoffman, Ginny Levi, Mort Mandel, Jim Meier, Art Rotman, Jack Ukeles, Jon Woocher, Hank Zucker

- I. Review plans for January 16 Annual (AM) Meeting MLM
 - A. Attendance
 - B. Set-up: Classroom style; Speakers on dais - MLM, SHH, C. Bronfman, SRE, S.M. Lipset, J. Ukeles
 - Should board members be seated in front, with place cards? We don't have place cards for invited guests.
 - C. Detailed review of agenda
- II. Lunch
 - A. Search committee meeting - Room E
 - B. All others - Ballroom B
 - Strategic placement of staff
- III. Review plans for January 16 Board (PM) Meeting MLM
 - A. Attendance
 - B. Detailed review of agenda
 - C. Will we announce next meeting? Lead Communities timetable calls for Board approval of selected communities in July. Do we need a meeting before then? When in July would we meet? (CJF calendar shows Jewish Agency executive committee in Jerusalem on 7/13 and JDC Budget & Finance exec. committee meeting on 7/22.)
 - D. Distribute press release
 - Deborah Nussbaum Cohen of JTA will be at annual meeting
 - There may be a NYTimes representative coming
 - E. Plans for follow-up

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A. Attendance

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C. Bronfman, SRE, S.M. Lipset, J. Ukeles + 4 vice-chairs

- Should board members be seated in front, with place cards? We don't have place cards for invited guests.

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A
Local campaign
Endowment
indiv. gifts
nat'l foundation
1/2 m. - 1 1/2 m.
per LC

Board Room
debrief
2nd floor

2/12/92

Papers distributed
at Feb 4, 1992
Planning meeting

[Draft: 1-30-92]

**Possible Questions for Satellite Teleconference
on February 24, 1992**

Program

- . Are you interested in linkages with general education systems? For example, should public school systems be part of our coalition?
- . We are concerned about the weakness of the general education component of our day schools. Can the LC project support improvements to that part of our curriculum?
- . Do you have implicit priorities among different areas of need in Jewish education? Are there some groupings, populations, or issues that are more important than others? For example, if our community decided to focus on those now least involved -- e.g. children and non-Jewish spouses of intermarried families, elderly for whom we now have no programs, kids who have never attended -- would that be ok?
- . How do you define educational excellence?
- . What kind of "results" are you looking for? How much is "enough"?
- . Can you elaborate on what you mean by the expectation to "address both scope and quality"?

CIJE Support

- . What exactly can we expect from CIJE?
- . How much money can we expect you to commit, or raise for our community?
- . How can CIJE recruit leadership in our community, x,000 miles away from your offices? Don't you think it's a little presumptuous that outsiders to our community can do a better job at this than we inside, who know are community, the committed people within it?
- . You will be monitoring and evaluating our project. Can we be deselected on the basis of your findings? And, if so, what will be some of the grounds for such a decision?

Costs and Funding

- . How much additional money will we be expected to raise? Is it some absolute amount or will you adjust expectations taking into account the size and wealth of the community? If the later, do you have a formula? It seems only fair that you let us know this up front. If we are not in the ballpark, why should we go to the effort to respond with a proposal?
- . How are CIJE's links to foundations different or better than our ability to deal with them directly? Aren't you just creating a middleman-like extra layer?
- . Does CIJE's intervention in the funding process mean that the major foundations will be wrapped up around the lead communities? Is everybody else going to be locked out of the process? And to the extent that CIJE succeeds in the funding process, isn't it really undermining the initiative of both communities and funders around the continent by preempting their autonomy?

Lead Community Responsibilities

- . Please clarify what you mean by a community-wide coalition involving all sectors of the community.
- . What if there is one or a few groups that refuse to be a part of our plans? Will that disqualify us?
- . What do you expect in the way of professional leadership? How much staff time will this project require? Can we use existing staff or are we expected to add new positions? [How much money will you be giving us to fund new positions? ... If we are expected to pay for these new responsibilities ourselves, from where do you expect us to get the money? What should current activities or responsibilities should we discontinue?]

Proposal and Review Process

- . What do you mean by "vision". Do you have some parameters already in mind? Is it possible that our vision will be totally inconsistent with your reviewers perspective. How will you evaluate what we aspire to?
- . Who will the review panelists be? How will they be selected? Will the same people review the preliminary proposals and visit finalist sites?

. What, specifically, are you looking for to document our "record of community achievement?" How will you evaluate that?

. What if we need more time to work out coalitions? If we are bound to submission by a certain date, can we at least send in addenda/supplementary materials after the deadline?

. How can you possibly judge a complex entity like a community based on only 6-8 pages of text (in the preliminary proposal)? That means that the community with the best writer will make the finals and it encourages all of us to lie.

. This whole thing seems geared to the wealthiest communities. Why should anybody else bother?

. Are we in competition with 56 other communities or only with a subset of that group that matches our "profile"? If the later, what are the elements of the "profile" -- size, wealth, location, ...?

Post Selection/Other

. Is this a one shot deal? Will there be an opportunity for additional communities to be selected in future years? If so, when? Next year?

. What is the seminar all about? Who will be expected to attend -- e.g., how many staff, lay leaders? Who will bear the expense?

. What will be the responsibility of LCs for helping other communities? Who will pay for these activities?

PERFORMANCE MANAGEMENT SYSTEMS

A performance management system is a way to guide an organization so that the policy and program directions developed in a plan are actually carried out. It provides an "early warning" that a program is veering off course.

There are two critical questions that a performance management system should address:
1) How well are we doing and 2) How can we do better.

A performance management system consists of four components:

- **Measurement** -- defines what performance-relevant information should be collected. This information is usually expressed as set of performance indicators or performance measures & targets -- the (measurable) results expected to be achieved by each program or project including indicators of success and project milestones.
- **Collection** -- defines how the information is collected. It deals with such issues as who collects the information, how it is collected, how frequently, and how is the information stored and retrieved.
- **Reporting** -- defines how the performance measures are presented, to whom and in what form. It answers such questions as: what level of decision-maker needs what degree of details; how frequently is the information needed; how much raw data and how much interpretation should be included; and is it written or oral or both.
- **Feedback** -- defines how the information will be used to modify individual and organizational behavior; how mid-course corrections will be made, how frequently, under what circumstances and by whom.

A project management system for lead communities should have three types of indicators:

- **Performance**; e.g. learning, outcome measures
- **Budget**: e.g. expenditures, revenues, and unit costs
- **Implementation**: e.g. steps taken, management indicators, progress on project milestones

There are two dimensions of "oversight" - CIJE, and the Lead Community Committee and Director within each community. Two sets of periodic (e.g. quarterly) progress reports and progress review meetings would be produced.

The report would cover:

- performance of students, educational entities, and the community
- project milestones
- expenditures and revenue
- progress on resolving critical issues i.e. the removal of roadblocks to better performance.

The focus of this report is on planned vs actual performance together with the variance (positive or negative) and an explanation of the reasons for variances which are negative.

The meeting is built around a structured agenda based on analysis of progress reports, with a focus on negative variances between planned and actual performance and a discussion of how to eliminate such gaps in the future.

A Guide for Looking at Best Practice in the Supplementary School

A "best practice" supplementary school should be a place....:

I. Systemic Issues

- a. --with well articulated educational and "Jewish" goals
[What are those goals and by what means are they articulated? Meetings? Publications? Sermons?]
- b. --where stakeholders (such as parents, teachers, laypeople) are involved in the articulation or at least the validation, of these goals in an ongoing way
[What is the process by which this articulation and involvement happens?]
- c. --with shared communication and an ongoing vision
[How do we see this in the day to day life of the school?]
- d. --where one feels good to be there and students enjoy learning
[In what way do you see this? What is the atmosphere in classes? The nature of student behavior and "discipline"?]
- e. --where students continue their Jewish education after Bar/Bat Mitzvah
[Does the school have actual data about this?]

II. Curriculum and Instruction Issues

- a. --which takes curriculum seriously and has a serious, well-defined curriculum
[Is it a written curriculum? Do they use materials published by the denominational movements? By commercial publishers?]
- b. --and in which, therefore, students are learning real "content"
[Do you have a sense of what the students learn? About Jewish religious life and practice? Moral principles? History? Hebrew language? Israel, etc. In what way, if any, does the school monitor student progress?]
- c. --in which one sees interesting and "strong" teaching
[Is there a particular style of teaching that you see in the school? (Discussions? Lectures? Group work? etc.) Who are the teachers? What is their Jewish educational background and preparation? What is their relationship to the students?]

What is the stability of the staff over time? What does the school do to help new teachers enter the school?

d. --in which one sees attention given to "affective" experiences for children

[Is there occasion for "practice" in Jewish living or values? For example, is there a tzedakah project, an Israel project, a mitzvah project in the school? Is there a Junior congregation or other opportunity for experiencing prayer? Are there programs in the arts--music, dance, etc? Is there a retreat or shabbaton program for children?

d. --with family or parent education programs

[What does the school do in this area? Do they use any specific materials or programs? (which ones?) How often does this happen? Is there a retreat or shabbaton program for families? Are parents required to engage in some kind of adult learning? In what way?]

III. Supervision Issues

a. --which engages in regular serious inservice education and/or supervision of teachers

[Who does the supervision? What is it like? How regular is it? Does the school use outside consultants for inservice? Are teachers sent to inservice sessions? Where and in what way does this take place? Is there a retreat or shabbaton program for teachers?]

b. --with an effective principal who serves as a true educational leader

[In what way does the principal demonstrate this leadership? How do the teachers...the parents....the rabbi perceive him/her?

Obviously, The group recognized that not every one of these items would be in place in every school. (In that case we would have an "ideal" school and that, of course, is not our agenda here.) But some significant constellation of the above should be in place for a school to make it on to the inventory.

Finally, it was our sense that we do not need to find hundreds of examples of good supplementary schools. Even a dozen would help advance the cause of the Lead Community Project immensely. Aside from looking at good schools our group defined certain specific program areas that are worthy of particular attention. We would like you to identify examples of these as well (as described on the next page):

MEMO TO: Seymour Fox, Adam Gamoran, Mark Gurvis, Annette Hochstein,
Barry Holtz, Ann Klein, James Meier, Jack Ukeles

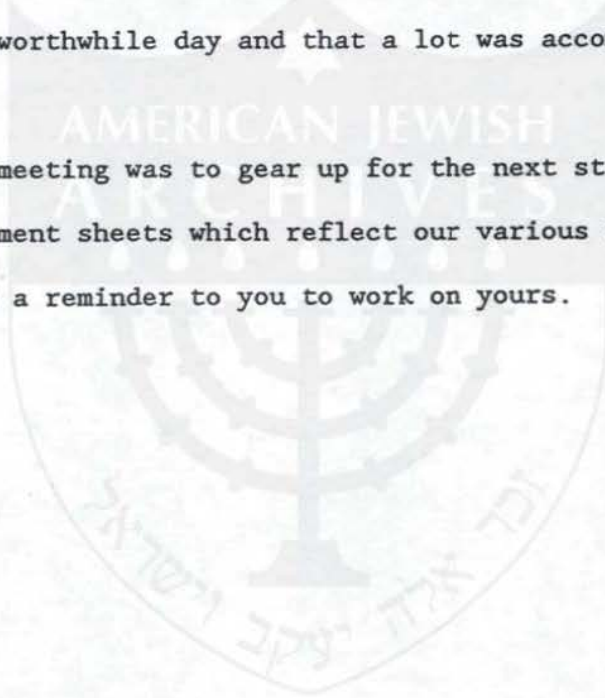
FROM: Shulamith Elster, Virginia Levi

DATE: February 12, 1992

COPY TO: Stephen H. Hoffman, Morton L. Mandel, Henry L. Zucker

Thank you for participating in the CIJE planning meeting last week. We feel that it was a worthwhile day and that a lot was accomplished.

The purpose of the meeting was to gear up for the next stages of our work. Attached are assignment sheets which reflect our various responsibilities and should serve as a reminder to you to work on yours.



- ☐ **ASSIGNMENTS**
☐ **ACTIVE PROJECTS**
☐ **RAW MATERIAL**
☐ **FUNCTIONAL SCHEDULE**

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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR VFL DATE 2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		SE	2/4/92	2/14/92	
2.	With VFL, review list of journals that received press release and follow up with a select number to encourage publication.		SE	2/4/92	2/14/92	
3.	With JM and JU, prepare an outline for the satellite telecon, including key messages we wish to communicate.		SE	2/4/92	2/18/92	
4.	Develop and circulate a list of proposed panelists for assignment to lead community review teams.		SE	2/4/92	2/18/92	
5.	Contact senior policy advisors and selected others from the denominations to encourage communities to participate in the telecon and apply to be lead communities.		SE	2/4/92	2/21/92	
6.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		SE	2/4/92	2/28/92	
7.	Contact campers to follow up on January 16 board meeting, solicit reactions to lead community materials and suggestions of communities to apply, and update on best practices. a. Bill Berman b. Gerald Cohen c. Irwin Field d. Arthur Green e. Neil Greenbaum f. Thomas Hausdorff g. Henry Koschitzky h. Mark Lainer i. Norman Lipoff j. S. Martin Lipset k. Matthew Maryles l. Florence Melton m. Melvin Merians n. Lester Pollack o. Bennett Yanowitz		SE	2/4/92	2/28/92	



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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

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8.	Develop a preliminary plan to prepare seminaries, continental agencies, and people at general universities to gear up to support lead communities.		SE	2/4/92	2/28/92	
9.	Discuss with SF and AH, the key elements for a paper on personnel in lead communities.		SE	2/4/92	3/6/92	
10.	With JM/JU, develop a first draft description of possible programs for implementation in lead communities and a cost range for each.		SE	2/4/92	3/16/92	

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SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

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1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		SF	2/4/92	2/14/92	
2.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		SF	2/4/92	2/28/92	
3.	Contact campers to follow up on January 16 board meeting, solicit reactions to lead community materials and suggestions of communities to apply, and update on best practices. a. Alfred Gottschalk b. David Hirschhorn c. Isadore Twersky		SF	2/4/92	2/28/92	
4.	With AH, prepare a brief paper outlining the content of lead communities.		SF	2/4/92	3/6/92	

- ☐ ASSIGNMENTS
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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE GAMORAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

2/12/92

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1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		AG	2/4/92	2/14/92	
2.	Incorporate suggestions into position description and announcement for field researchers, for final review by SHH.		AG	2/4/92	3/6/92	
3.	Talk with SE, SF, BH and JU about a test of basic Jewish literacy for use in establishing a baseline.		AG	2/4/92	TBD	



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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE GURVIS ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

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1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		MG	2/4/92	2/14/92	
2.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		MG	2/4/92	2/28/92	
3.	Prepare an update of the paper done for the Israel seminar on involving community in lead communities, based on the discussion at the 2/4 meeting.		MG	2/4/92	3/6/92	

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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

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1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		AH	2/4/92	2/14/92	
2.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		AH	2/4/92	2/28/92	
3.	<p>Contact campers to follow up on January 16 board meeting, solicit reactions to lead community materials and suggestions of communities to apply, and update on best practices.</p> <p>a. David Arnow b. Charles Bronfman c. Ludwig Jesselson d. Norman Lamm e. Esther Leah Ritz f. Ismar Schorsch</p>		AH	2/4/92	2/28/92	
4.	With SF, prepare a brief paper outlining the content of lead communities.		AH	2/4/92	3/6/92	

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FUNCTION	CIJE STAFF
SUBJECT/OBJECTIVE	HOFFMAN ASSIGNMENTS
ORIGINATOR	VFL
DATE	2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		SHH	2/4/92	2/14/92	
2.	Contact campers to follow up on January 16 board meeting, solicit reactions to lead community materials and suggestions of communities to apply, and update on best practices. a. Chuck Ratner		SHH	2/4/92	2/28/92	
3.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		SHH	2/4/92	2/28/92	
4.	With HLZ, SF, and AH, determine the funding CIJE will need to launch and support lead communities and how the funds will be raised. Consider the role of CIJE as "jump start" funder.		SHH	2/4/92	3/6/92	
5.	Begin to consider an agenda for the next CIJE board meeting and whether to include funding of lead communities.		SHH	2/4/92	3/16/92	
6.	In consultation with staff, draft an outline of planning assignments and a management plan for CIJE.		SHH	2/4/92	4/30/92	



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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

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1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		BH	2/4/92	2/14/92	
2.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		BH	2/4/92	2/28/92	



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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE KLEIN ASSIGNMENTS

ORIGINATOR

VFL

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1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		AGK	2/4/92	2/14/92	
2.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		AGK	2/4/92	2/28/92	

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ARCHIVES

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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR

VFL

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1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		VFL	2/4/92	2/14/92	
2.	With SE, review list of journals that received press release and follow up with the select number to encourage publication.		VFL	2/4/92	2/14/92	
3.	Work with HLZ on the appointment of a chair for the board lead communities committee, followed by the appointment of the committee.		VFL	2/4/92	2/21/92	
4.	Talk with Art Rotman about resuming JCCA clipping service.		VFL	2/4/92	2/21/92	
5.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		VFL	2/4/92	2/28/92	
6.	Work to schedule board meeting for late summer.		VFL	2/4/92	TBD	



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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE MEIER & UKELES ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

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1.	With SE, prepare an outline for the satellite telecon, including key messages we wish to communicate.		JM	2/4/92	2/18/92	
2.	Develop concept of line of credit/talent bank for lead communities.		JM	2/4/92	2/28/92	
3.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		JM/ JU	2/4/92	2/28/92	
4.	With SE, develop a first draft description of possible programs for implementation in lead communities and a cost range for each.		JM/ JU	2/4/92	3/20/92	
5.	Design a performance management system for lead communities, including key indicators of progress, and develop a manual for how to evaluate progress.		JM/ JU	2/4/92	4/30/92	



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SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

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1.	<p>Contact campers to follow up on January 16 board meeting, solicit reactions to lead community materials and suggestions of communities to apply, and update on best practices.</p> <p>a. John Colman b. Maurice Corson c. Max Fisher d. Charles Goodman</p>		HLZ	2/4/92	2/28/92	

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Honorary Chair
Max M. Fisher

Chair
Morton L. Mandel

Acting Director
Stephen H. Hoffman

Chief Education Officer
Dr. Shulamith Elster

MEMO TO: Shulamith Elster, David Finn, Neil Greenbaum,
Annette Hochstein, Stephen Hoffman, Barry Holtz,
Stanley Horowitz, Virginia Levi, James Meier,
Arthur Naparstek, Charles Ratner, Jack Ukeles,
Jonathan Woocher, Henry L. Zucker

FROM: Morton L. Mandel

DATE: April 23, 1992

AMERICAN JEWISH
ARCHIVES

This will confirm plans for a meeting of the CIJE planning group
on Sunday, May 3, 11:00 a.m. to 3:30 p.m. The meeting will be
held at the offices of:

Ruder Finn, Inc.

301 East Fifty-Seventh Street

(Corner of 2nd Avenue)

Third Floor

(Entrance is glass door set back from garden)

We have called this meeting to review our plan and rethink the
implications, if any, of the large number and high quality of
proposals.

Please notify Ginny Levi, 216-391-8300, if you find that you are
unable to attend.

cc: Charles Goodman
Martin Kraar
Lester Pollack
Arthur Rotman

TO: Morton L. Mandel
NAME
DEPARTMENT/PLANT LOCATION

FROM: Virginia F. Levi
NAME *VF*
DEPARTMENT/PLANT LOCATION

DATE: 4/24/92
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: FUTURE MEETINGS WITH CIJE PLANNING TEAM

You asked me to remind you of the need to schedule future meetings of the group that met by telecon on April 20. This includes Shulamith Elster, Seymour Fox, Annette Hochstein, Steve Hoffman, Stanley Horowitz, Art Naparstek, Henry Zucker, you and myself.

We have a meeting of a larger group scheduled for May 3. That may not be the time to discuss scheduling of the planning group.

We had talked about the group meeting on a bi-weekly basis, in person and by telecon. If you will give me some dates, I will make the necessary arrangements.



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CHAIRMAN'S NOTES

CIJE ADVISORY GROUP MEETING

NEW YORK CITY, MAY 3RD 1992

PURPOSE

- * to review the Lead Communities project
- * discuss its implementation and
- * consider alternative courses of action in light of the response
- * to dispel any possible residual misgivings resulting from the pause in the selection process.

DESIRED OUTCOME

1. A better understanding of the project and strong commitment to it by those present.
2. Agreed-upon overall strategy and course of action as regards
 - a. the selection of communities and
 - b. a plan for work with a coalition of interested communities (the 23 and beyond).
3. Empower Ch.R. in his capacity as Chairman of the Lead Communities project.
4. Ability of those present to represent and communicate the project and to recruit others to it.

1. Chairman's report

a. Welcome and thank those present for coming today.

(Participants: Shulamith Elster
David Finn
Neil Greenbaum
Annette Hochstein
Stephen Hoffman
Barry Holtz
Stanley Horowitz
Virginia Levi
Arthur Naparstek
Charles Ratner
Jack Ukeles
Jonathan Woocher
Henry L. Zucker
(Absent: Charles Goodman
Martin Kraar
Lester Pollack
Arthur Rotman

- * You may want to thank Chuck Ratner in particular.
- * The JCCA Biennial is preventing some from attending.
- * Ruder and Finn have made the meeting space available.

b. The purpose of the day: to ask this senior advisory group to review the project and consider opportunities arising from the recruitment process.

We had a good Lead Communities project. We want to continue with its implementation. At the same time we thought that it might be useful to take a fresh look at the whole game plan and see if there is anything at all that we want to improve upon or change. There may be opportunities now that we had not envisaged. Should we do anything about them?

You may want to remind people of where we are in the process: 23 communities have applied, the first round of the selection process is underway -- communities expect to hear on May 5th who are the finalists. We paused briefly before asking of the panelists to read in order to consider whether any additional steps are required.

This is likely to cause a brief delay in the selection process.

We believe the Lead Communities' preliminary proposals suggest a greater commitment to Jewish education on the local level than we had anticipated.

If it is, what should be the implications? This could be an opportunity to undertake very important programs, to affect large scale change. That may also be too difficult to undertake.

We have called this meeting to think through possible implications and alternatives.

What we want to do today: (see agenda):

* Review the applications: who has applied; what do we learn from the applications about the potential for change. We'll ask Shulamith Elster, acting executive director, to present this to us.

* Review the selection process and the criteria for selection: do we need to consider changes in light of the applications? Will these criteria give us the best possible applicants? (Jack Ukeles, our planning consultant, will present the current criteria.)

* Should we possibly consider additional action -- for example should we work with all applicant communities, essentially through our partners JESNA, CJF, JCCA -- and perhaps even beyond with other interested communities? Should we consider alternative ways of responding? We want to take a look at the whole lead communities project and consider alternative courses of action. I have asked Annette Hochstein to discuss this with us.

At the end of the day we should have a better idea of what we want to consider as our next steps.

DISCUSSION

2. Update on Lead Communities Project:

Call on Dr. Shulamith Elster, acting executive director of the CIJE, to offer an update on the Lead Communities project and the applications received.

DISCUSSION

The discussion should focus on the meaning of the large response (if any) and on its implications (if any).

3. Selection Process and Criteria

Call on Dr. Jack Ukeles, President of Ukeles Associates, to review the proposed selection process and the criteria.

DISCUSSION

The focus of the discussions should be on the appropriateness of the process and of the criteria in light of the response. What change should be introduced, if any?

4. The Lead Communities Project Revisited

Call on Annette Hochstein of the Mandel Institute to present alternative courses of action such as working with three Lead Communities and with a coalition of 23 communities in various forms.

DISCUSSION

The discussion should lead to a better understanding of the project and to a consideration of the alternatives for work with the 23 communities. We may want to discuss content as well as resources required, the role of the partners and other purveyors of services (e.g. training institutions, CAJE etc...)

5. Next Steps

- a. development strategy
where do we go to from here

b. communication with our various constituents

- board
- partners
- applicant communities
- purveyors of services
- senior policy advisors
- community-at-large

c. Timeline

Shulamith may be prepared to discuss the coming 4 months until the selection of the Lead Communities.

d. Other

6. Next meeting of this group

MINUTES
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION ADVISORY GROUP
MAY 3, 1992
11:00 A.M. - 3:30 P.M.
NEW YORK CITY

Attendance: Shulamith Elster, David Finn, Neil Greenbaum, Annette Hochstein, Stephen Hoffman, Barry Holtz, Stanley Horowitz, Virginia Levi, Morton Mandel, James Meier, Dina Merriam, Arthur Naparstek, Charles Ratner, Jack Ukeles, Jonathan Woocher, Henry L. Zucker

Copy to: Charles Goodman, Martin Kraar, Lester Pollack, Arthur Rotman

I. Introductory Remarks

The chair opened the meeting by welcoming participants and thanking David Finn for the use of his office and staff for the meeting. He noted that the purpose of the meeting was to review and refine the Lead Communities Project and to consider the implications for the CIJE of the number and quality of the applications. He indicated that while a process had been designed for the review of lead community preliminary applications, it was important to remain open to new approaches.

Twenty-three communities have submitted applications and a number of others have indicated serious interest. The quality of the applications suggests that the local commitment in many communities is stronger and more serious than we had anticipated.

II. Update on Lead Communities Project

The chair introduced Shulamith Elster for a review of the applications. Dr. Elster noted that the 23 applications represent over 1.5 million North American Jews from all regions of the United States and from five Canadian communities.

Many of the issues raised in the applications are shared among several or more communities. The following list is illustrative: Nearly all share a concern for the recruitment, training and retention of personnel. They seek changes in community funding for Jewish education. They emphasize synagogue cooperation and affiliation. They raise issues related to inter-marriage and the education of parents and children. Several offer proposals to work regionally, especially with small neighboring Jewish communities, and many point to the benefits and importance of collaborative efforts with continental agencies. They express interest in improving the quality and level of participation in Israel programs.

It was noted that some of the applicant communities have stable or declining Jewish populations while others are growing. Some have well-established commissions on Jewish continuity/education while others are at the beginning stages. In some the presence of committed lay support is well advanced while in others it is now being sought.

In the discussion that followed, it was noted that in many cases the strong commitment to Jewish education is relatively new and can be attributed in part to the work of the Commission. It was suggested that we have tapped into a trend while stimulating others to join the endeavor.

It was noted that the applications provide important information and that we may wish to consider analyzing the data and preparing a report on what we've learned. We might begin by presenting a synopsis of the information drawn from these applications under the heading "A Time of Hope."

It was noted that there are other signs that Jewish education has risen on the community agenda. Jewish continuity has become the top issue for many federations, was an overriding theme of the JCCA biennial, and will be the theme of the fall CJF Quarterly.

Discussion turned to the matter of CIJE's role in ensuring success in the lead communities. It was noted that CIJE's purpose is to catalyze--to identify expertise and bring it to bear on the work of each community.

III. Selection Process and Criteria

Jack Ukeles reported that twelve professionals were invited to serve in an advisory capacity on lead community review panels and that all twelve accepted. Their task is to review the preliminary applications, assess the preparedness of each to be a lead community, and cite evidence supporting a rating. Each application will be evaluated by two review panels and each panel will discuss its reactions via telecon. The resulting recommendations and supporting information will be provided to the Board Lead Communities Selection Committee for its use in selecting the finalist communities which will be invited to submit more detailed proposals. Site visits will be conducted at each of the finalist communities.

In the discussion that followed, it was noted that the purpose of lead communities is to demonstrate what is possible of Jewish education at its best. This led to a discussion of how we will know when we have succeeded. Adam Gamoran and his team will involve communities themselves in a process of ongoing monitoring and evaluation. In order to know we've succeeded, we must agree on desired outcomes. In the interim it is important to evaluate what can be assessed. By selecting three communities, each different from the others, we broaden the chances of identifying what works.

It was noted, in summary, that we seek to have in place a process of sufficient breadth, depth, and quality to lead to broad-based community support and engagement in Jewish education. Our first target is to help communities develop an environment in which the best people engage in the best practices with the strongest possible linkages with continental agencies. Our longer-term goal is to change the quality of Jewish life in a community through Jewish education.

As we proceed, we will develop a means of measuring outcomes. The Gamoran project will ensure that each community keeps track of what it is doing and that evaluative questions are asked at each step of the process.

IV. The Lead Communities Project Revisited

Annette Hochstein reported that the high quality and quantity of applications caused us to pause to consider our approach to lead communities. She described three options.

1. The basic option is to proceed as originally planned by selecting 3-5 lead communities within a period of four months.
2. An alternative, described as "maximizing," would be to create a coalition of the interested communities to participate in the design of lead communities. All 23+ communities would be engaged in programs to support local change. A smaller number would self-select for involvement in more in-depth work and from that group the lead communities would eventually be selected. This option would permit us to respond maximally to the applicants, but would require significant resources to accomplish.
3. The third option, called the "mixed option," would be to proceed with the selection of 3-5 lead communities as originally planned, while creating a coalition of applicant communities and designing one or two programs in which all communities would be invited to participate. It was recommended that serious consideration be given to the mixed option.

Examples were given of how each of the three options might be carried out. In particular, the professional support CIJE will need to offer lead communities was presented for discussion (e.g. content and quality, planning assistance, resource coordination, etc.). Copies of the slides used to illustrate the presentation are attached.

In the discussion that followed, it was suggested that a variation on the mixed option might be to establish several consortia, each focused on a specific key area such as supplementary schools, Israel programs, or family education. Communities might choose to participate in one or several. A continental agency might be asked to coordinate each project.

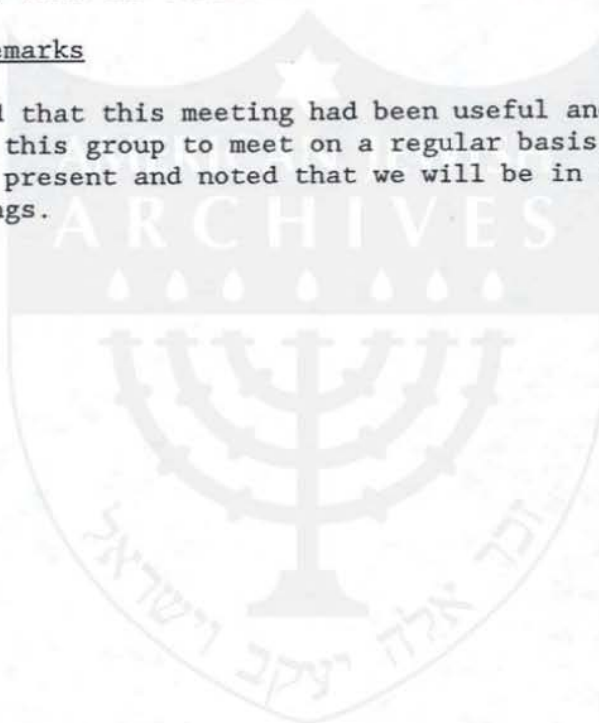
It was suggested that this is an ideal, but that our first objective should be to establish and work effectively in lead communities.

It was noted that an important by-product of the lead communities process will be ongoing communications with all interested communities. As we learn how to make effective use of the best practices project, for example, we should inform other communities. It was agreed that we will explore the possibility of establishing a simple newsletter to be published regularly.

It was suggested that undertaking anything more ambitious than the three lead communities should probably wait. We can identify common needs among the communities and encourage continental agencies to work independently with the communities to meet some of these needs.

V. Concluding Remarks

It was agreed that this meeting had been useful and that it would be valuable for this group to meet on a regular basis. The chair thanked all who were present and noted that we will be in touch to schedule future meetings.



Some Options

**1
BASIC**

3-5 LEAD COMMUNITIES

**2
MAXIMIZING**

From

Coalition of 20+
Communities

To

Stepped-Up Program
— Fewer Communities

To

3-5 LEAD COMMUNITIES

**3
MIXED**

From

3-5 LEAD COMMUNITIES

To

Limited Program for
Coalition of 20+

Doing What

PERSONNEL

- **IN-SERVICE TRAINING**
- **NEW EDUCATIONAL POSITIONS**
- **NEW EDUCATORS TO COMMUNITY**
- **RECRUITMENT STRATEGIES**
- **PRE-SERVICE TRAINING**
- **SALARIES & BENEFITS**
- **ETC.**

MOBILIZING COMMUNITY SUPPORT

- **LEADERSHIP ENGAGED & KNOWLEDGEABLE**
- **CHAMPION**
- **INCREASED LOCAL FUNDING**
- **ONGOING PUBLIC DEBATE**
- **WALL TO WALL COALITION**

SUPPLEMENTARY SCHOOLS

1. WHAT BEST PRACTICES SAY

2. WHAT BEST PRACTICES DO

3. LEARNING & RE-INVENTING

4. PERSONNEL

- Initial In-Service for all principals, at training institutions
- Ongoing In-Service for teachers
- History curriculum group

SUPPLEMENTARY SCHOOLS (Cont.)

5. COMMUNITY

- The goals of supplementary school education
- Family involvement

6. ISRAEL

- Savings plan
- Ninth grade to Israel
- Staff training

7. FEEDBACK LOOP

1. Basic Option

RESOURCE COORDINATION

Partners: JESNA, JCCA, CJF
Purveyors: Training Institutions,
CLAL, CAJE
Foundations: Cummings,
CRB, MAF

CONTENT & QUALITY

Experts/Consultants
Best Practices
Monitoring, Evaluation

COMMUNITY
DEVELOPMENT

LEAD COMMUNITY

**COMMUNICATIONS &
DISSEMINATION**

FUNDING FACILITATION

Links to
Foundations
Organizations

**PLANNING
ASSISTANCE**

Self-Study
5-Year Plan
Individual Programs

Options

DIFFERENCES

	1 BASIC	2 MAXI	3 MIXED
<ul style="list-style-type: none"> ● SCOPE (How many?) Settings Institutions People 	MAJOR MOST MOST	SEVERAL	ONE OR TWO
<ul style="list-style-type: none"> ● INSTITUTIONAL LEADERSHIP 			
<ul style="list-style-type: none"> ● HUMAN RESOURCES CIJE Partners— JESNA, JCCA, CJF Purveyors— Training Institutions, CAJE Coalition— 20 communities Foundation 			
<ul style="list-style-type: none"> ● TIME 			
<ul style="list-style-type: none"> ● FUNDING Basic Programmatic 			

CIJE ADVISORY GROUP

May 3, 1992

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1. Agenda
2. Lead Communities: Preliminary Proposals
3. Lead Communities Review Panelists
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5. Memo of April 13, 1992 - Lead Communities Revisited:
Towards a Strategy for Implementation
6. Memo of April 20, 1992 - The Lead Communities Project:
Alternative Strategies and Estimated Resource Requirements



4/29/92

Council for Initiatives in Jewish Education
Expected Attendance
May 3, 1992 - 11:00 a.m.-3:30 p.m.

Shulamith Elster

David Finn

Neil Greenbaum

Annette Hochstein

Stephen Hoffman

Barry Holtz

Stanley Horowitz

Virginia Levi

Morton Mandel

James Meier

Arthur Naparstek

Charles Ratner

Jack Ukeles

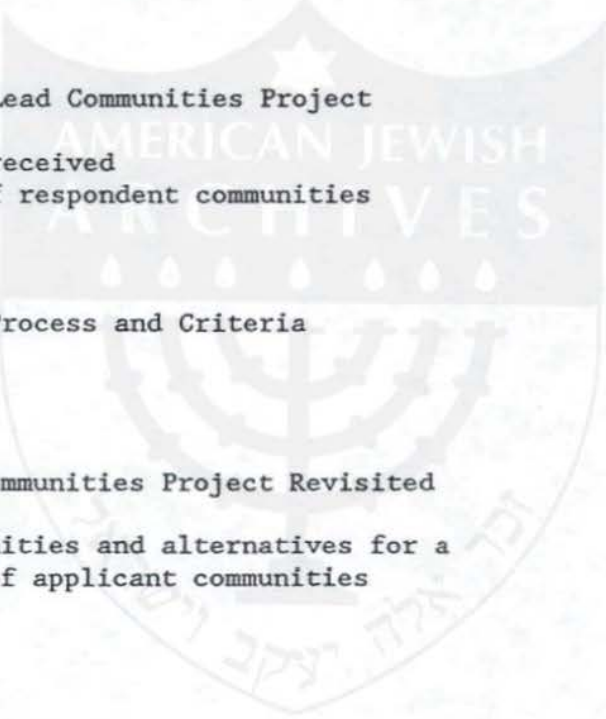
Jonathan Woocher

Henry L. Zucker

AGENDA

CIJE ADVISORY GROUP MEETING

NEW YORK CITY - MAY 3, 1992

- 
- I. Chairman's Report MLM
- Welcome and workplan for meeting
Discussion
- II. Update on Lead Communities Project SE
- Proposals received
Profiles of respondent communities
Discussion
- III. Selection Process and Criteria JU
- Discussion
- IV. The Lead Communities Project Revisited AH
- Lead Communities and alternatives for a
coalition of applicant communities
Discussion
- V. Next Steps MLM
- a. Development strategy
b. Communications
c. Timeline
d. Other
- VI. Next Meeting MLM

LEAD COMMUNITIES: PRELIMINARY PROPOSALS

<u>Applicant</u>	<u>Jewish Population</u>
Atlanta	70,000
Baltimore	92,000
Boston	200,000
Columbus	16,650
Dallas	38,000
Denver	45,000
Hartford	26,000
Kansas City	19,100
Metro West (NJ)	120,000
Milwaukee	28,000
Montreal	90,000
Oakland	60,000
Ottawa	15,000
Palm Beaches	76,125
Rhode Island	22,000
Rochester	23,000
San Diego	75,000
So. Palm Beach	98,000
Suffolk Co. (NY)	98,000
Toronto	140,000
Vancouver	20,000
Washington	175,000
Winnepeg	15,350

CJJE PANEL ADDRESS & TELEPHONE NUMBERS

PANEL MEMBER	ADDRESS	TELEPHONE
PANEL #1 Telecon: April 15th - 1:00pm EST		
*ABRAMSON, Dr. Robert (Bob)	United Synagogue of America 155 Fifth Avenue New York, NY 10010	212 533-7800 ext 2501
BERGER, Mark	CJF Western Office 2831 Camino Del Rio, ste 217 San Diego, CA 92108	619 296-2949
GEFFEN, Dr. Peter	AJ Heschel School 270 West 89th Street New York, NY 10024	212 595-7087
SPACK, Dr. Elliot	CAJE 261 West 35th Street, 12A flr New York, NY 10001	212 268-4210
PANEL #2 Telecon: April 13th - 10:30am EST		
DUBIN, David	JCC on the Palisades 411 East Clinton Street Tenaflly, NJ 07670	201 569-7900
ETTENBERG, Sylvia	924 West End Avenue New York, NY 10025	212 662-3841
GURVIS, Mark	Jewish Federation of Cleveland 1750 Euclid Avenue Cleveland, OH 44115	216 566-9200
*SCHIFF, Dr. Alvin	339 Jordan Street Oceanside, NY 11572	516 766-8274 212 339-6981
PANEL #3 Telecon: April 14th - 1:00pm EST		
JOEL, Richard	B'nai B'rith Hillel Foundation 1640 Rhode Island Avenue, NW Washington, DC 20036	202 857-6560
LEE, Sara	Rhea Hirsch School of Education 3077 University Avenue Los Angeles, CA 90007-3796	213 749-3424
RUBIN, Leonard (Lenny)	JCC Associates 15 East 26th Street New York, NY 10010	212 532-4949
*WOOCHER, Dr. Jonathan (John)	Council of Jewish Federations 730 Broadway New York, NY 10003	212 529-2000

	FEDERATION	
	COMMUNITY EDUCATIONAL DEVELOPMENT COUNCIL	
EDUCATIONAL DEVELOPMENT FUND	RESOURCE/PROGRAM/SERVICE UNIT	PROVIDERS CONSORTIUM

- 1) Responsible for community-wide planning, budgeting, monitoring and evaluation, and advocacy
- 2) Comprised of at-large lay leadership, religious leadership, representatives of educational institutions, educational professionals
- 3) Reports directly to Federation Executive Committee and Board
- 4) Staffed by an executive level person with both community organization and Jewish education capabilities and junior level staff as needed

- 1) Makes grants for projects and for research and development activities
- 2) Receives an annual allocation from the Federation via the CEDC and raises special funds
- 3) Has a grants committee and a development committee drawn from members of the CEDC and other at-large leadership
- 4) Coordinates development activities with Federation endowment fund
- 5) Staffed by a program officer, under supervision of the CEDC director

- 1) Comprised of lay and professional representatives of congregations, day schools, JCCs, and other educational institutions
- 2) Selects representatives to the CEDC and provides input to planning process
- 3) implements programs and projects through its participating institutions, either singly, in clusters (e.g., denominational groupings), or as the consortium as a whole
- 4) Staffed by CEDC

- 1) Small unit of professionals working on a permanent or project basis to undertake programs/projects and provide centralized services on behalf of the CEDC, EDF, and the Providers Consortium (where Consortium members are not suitable or capable of providing these directly)
- 2) Professionals work under the supervision of CEDC director