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Steering committee. Planning notes and correspondence,
March 1994-October 1994.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMO TO: John Colman, Gail Dorph, Adam Gamoran,
Stephen Hoffman, Alan Hoffmann, Barry Holtz,
Morton Mandel, Daniel Pekarsky, Esther Leah Ritz,
Richard Shatten

FROM: Virginia Levi

DATE: March 4, 1994

SUBJECT: CIJE Steering Committee

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This is to confirm the next meeting of the CIJE Steering
Committee, scheduled to take place from 9:30 a.m. to 4:30 p.m.
on Tuesday, March 15 at the Jewish Community Federation of
Cleveland, 1750 Euclid Avenue.

The proposed agenda of the meeting is as follows:

- I. Review minutes and assignments of January 4, 1994
- II. CIJE Total Vision (See draft of 2/23/94, enclosed)
- III. Discussion of Lead Communities (See Gail Dorph's update,
sent previously)
- IV. 1994 Work Plan (See Draft 3, enclosed)
- V. April 21 Board meeting

Please let me know of your attendance plans and, if necessary, of
your hotel room needs. I look forward to seeing you on the 15th.

cc: E. Goldring
H. Zucker

To: The CIJE Steering Committee
From: Barry Holtz
February 23, 1994

Total Vision

Draft One

In the last meeting of the Steering Committee, we discussed developing a long-range plan for the work of the CIJE using the phrase "Total Vision" to describe that plan.

I was asked to try to write a draft of that plan using the rubric suggested by Mort that one could think of total vision as the 10 year report of the CIJE outlining what it had accomplished, written today instead of in the year 2004. The paper below uses that idea of the 10 year report as a kind of rhetorical device to develop the plan.

As will be obvious the one major disadvantage of writing the paper in this fashion is that it predetermines certain choice points and doesn't allow the alternative possibilities to be explored. For example, in talking about research there may be a number of possible routes to take and at this point without a deep analysis of the options, I don't really know if, say, placing research in an existing university or in a free-standing institution would be better. There are other examples that may strike the reader as well. Despite this disadvantage, I have used the 10-year plan as my approach here.

This paper is based on a number of sources: A Time to Act, Annette's "Lead Communities at Work," internal documents written by members of the staff, and discussions with other members of the staff.

The CIJE 2004: A 10-Year Report

The CIJE was created by the Commission on Jewish Education in North America in order to implement "on both the local and continental levels" the plan of the Commission "to

revitalize Jewish education so that it is capable of performing a pivotal role in the meaningful continuity of the Jewish people." The CIJE was given the mandate to "develop comprehensive planning programs and experimental initiatives for the two building blocks . . . to achieve breakthroughs in Jewish education. (A Time to Act)

In the past ten years the CIJE has tried to realize its mission through work in a number of different areas described below.

I. The CIJE and Local Communities: "From 3 to 23"

When the CIJE began, one of its primary innovations was the creation of the concept called "Lead Communities, "local laboratories in which to discover the educational practices and policies that work best." The first years of the CIJE's life were very much dominated by spreading the word about Lead Communities, creating criteria for choosing the communities, implementing the selection process and beginning the delicate work of this new experiment with the original three places, Atlanta, Baltimore and Milwaukee.

Lead Communities were only the beginning of the CIJE'S work in local interventions. Over the past decade the CIJE has evolved an approach that draws on experiments in general education, such as the Coalition of Essential Schools and the Accelerated Schools Program, while evolving its own unique approach to this area. During this time the CIJE has had to balance the challenge of serving as Jewish educational "consultants" to communities, while staying sufficiently distant from the communities so as not to be drawn into the managerial tasks of running a change process. At times this has been difficult, but as time has passed the particular contributions that CIJE can make to a local community as well as the limitations on its involvement have been communicated and negotiated.

One can attribute the CIJE's success in this operation to a number of factors: a) its articulation of those areas in which it does and does not work. In particular CIJE has tried ^{to} ~~as best as possible to keep~~ its focus on the two "building blocks" of the original Commission report (personnel and community mobilization) and it has not involved itself in other areas that communities may need help with. b) by choosing communities which exemplify the three crucial elements of committed Federation director, local lay champions with influence and means, a local professional of high quality, the CIJE was able to eliminate certain problematic communities from consideration.

The CIJE began with the three original Lead Communities and then moved toward creating an "outer" circle of like-minded communities interested both in hearing about the work of CIJE and using meetings with the CIJE as a way of talking about mutual concerns across communities. These meetings included discussion of the issues of research and evaluation, fund-raising and community leadership mobilization as well as analysis of specific educational initiatives in the areas of personnel improvement.

Boston, New York, Cleveland, etc. joined as partners in this work. Communities that decided that they wanted to share in the CIJE agenda and receive the CIJE expertise in a more intensive fashion -- as long as they met the CIJE criteria -- could choose to become Lead Communities themselves. To be chosen the community had to exhibit the three factors mentioned above as well as committing itself to working on the "building block" agenda. Communities paid a fee to the CIJE to be members of the outer circle and a consulting fee to the CIJE to be Lead Communities.

II. Personnel: Building the Profession

One of the two key building blocks of the Commission report was "building the profession," improving the quality and quantity of Jewish educators in both the formal and informal domains. The CIJE launched two main thrusts in this effort-- local efforts at improving personnel through its work (as mentioned above) in particular communities and a continental effort that tried to attack the problem in a more global fashion.

A. Local Efforts

The CIJE began its work in each community with the quantitative and qualitative research work of the Educators Survey. This report which began by looking only at the educators in formal settings was expanded to include informal educational settings as well.

The results of the Survey led to the creation of a Personnel Action Plan for each community. CIJE helped each community develop its own particular action plan by working with local educators and Federation lay leaders and professionals. The plan was comprehensive and wide-ranging, and communities were helped by CIJE to phase in segments of the plan in an orderly fashion.

The Personnel Action Plans were organized around four key areas: inservice education, recruitment, salary and benefits, and career ladder.

Inservice Education

One of the key areas for upgrading personnel throughout the Lead Communities, and in any community interested in improving its Jewish education, has been in the area of inservice education. The CIJE began with a set of Leadership Institutes which were open to all three Lead Communities. The Leadership Institutes took place twice a year and have been done in coordination with a major educational institution. Some have taken place at Vanderbilt University, some at Columbia University Teachers College.

The program was designed for principals of Day Schools and Supplementary Schools and it focused on issues of leadership such as supervision, board relations, goal setting and a variety of other topics to help improve the quality of leadership in these educational institutions. Day School Principals and Supplementary School Principals met together for some sessions and in other sessions they worked on cases which were individualized for their own particular settings. A second Leadership Institute was designed for Early Childhood Directors from Day Schools, Synagogues and Jewish Community Centers. Similar issues were raised and experts in the field of Early Childhood Education, as well as Jewish Education, worked with these Directors to help improve the quality of their educational institutions.

At the same time, a set of leadership seminars took place within communities. These seminars used the results of the Best Practices Project of the CIJE and other resources including outside expertise and consultants from the denominations. These leadership seminars were designed for a more intensive and ongoing approach to issues of leadership and there were separate seminars organized for principals of Early Childhood units, of Supplementary Schools and of Day Schools.

In addition, inservice education took place at not only the level of leadership, but also in an intensive fashion for teachers. A set of differentiated and systematic inservice programs have been designed for Early Childhood teachers, Day School teachers, and Supplementary School teachers. These inservice programs were conducted by a combination of CIJE-staff, personnel from the local BJE or the local Jewish College of Advanced Jewish Studies as well

as national personnel from the training institutions and denominations. Some of the programs focused on pedagogic skills, some focused on subject matter knowledge. There was in addition, a Retreat Program which focused particularly on the experiential dimension of Jewish knowledge and Jewish teaching.

A series of seminars and retreats for the personnel of informal Jewish education have been launched in all of the communities as well. These included seminars and retreats for Youth Group Leaders, Camp personnel and Center workers. In addition, there was a Seminar across all communities for leaders of Israel experience trips.

Another dimension of the inservice program that CIJE has helped design for its communities was a series of mentoring programs for novice teachers. These programs began with the preparation of mentors who could help initiate novices into teaching. Following upon that, the mentoring programs themselves have been launched, both for novice principals and for novice teachers. In addition, CIJE has worked with the local communities to develop peer and expert coaching programs for experienced personnel. This included the preparation of peer coaches, followed by using coaching programs to help improve those principals and teachers who have even a considerable amount of experience.

Finally, the CIJE succeeded in placing a number of educators from the Lead Communities in continuing education programs outside of their local cities. Educators attended year-long programs in Israel (which were partially subsidized by the local community), summer study programs in Israel and at universities and seminaries in North America, and degree programs at North American academic institutions.

Recruitment

Aside from inservice education, a second dimension of the personnel improvement in each of the communities centered on recruitment of new personnel into the field. Some of those programs have consisted of leadership programs for teenagers that involving them as counselors, youth group advisers and teaching assistants. Other programs recruited and prepared volunteer teachers for supplementary schools. In these programs new populations, such as parents, retirees, public school or private school teachers, were brought into the teaching force and were prepared for work as Jewish educators. A third approach consisted

of retooling public or private school teachers for careers in Jewish education particularly in supplementary schools.

Salaries and Benefits

The third area of personnel improvement that the CIJE has been working on has been in the area of salaries and benefits. Here the CIJE has been helping local communities create benefits packages for full-time teachers, develop proportional benefits packages for part-time teachers, work on reduced Day School and camp tuition for teachers in the community, along with other ideas to improve the packages offered to educators. The CIJE has helped provide contacts with experts in these areas and has organized work with foundations to think about planning improvements.

Career Ladder

Finally, the CIJE has been working with the communities to develop career ladders for educators. This involved the creation of full-time positions that include teaching, as well as mentoring new teachers and peer coaching. The CIJE has helped launch projects to create community teachers-- teachers who teach in more than one institution and therefore can have full-time teaching jobs. Finally the career ladder included creating positions in day schools and in some cases in supplementary schools for curriculum supervisors, master teachers, Judaic studies coordinators and resource room teachers.

B. Continental Initiatives

At the continental level the CIJE has launched a number of initiatives to improve the quality and numbers of Jewish educators. Working with the denominations and the national training institutions, the CIJE has advocated for new programs to retool avocational teachers for full-time work, to help prepare doctoral students in Judaic studies for careers in Jewish education and to create "fast track" programs (such as a national Jewish Teachers Project) to deal with the shortage of teachers in the field.

The CIJE has helped design and find the funding for a major effort to recruit young people into the field of Jewish education by creating the "Careers in Jewish Education" initiative. This project has involved the following elements: Jewish teenagers are recruited by their

synagogues, camps and youth programs to become Madrichim -- teachers, youth leaders or camp counselors in training. Through a specially designed program, these Madrichim receive training and initiation into the field of Jewish education. They work in their local institutions and are supervised by the Madrichim Training Institute, as well as by local supervisors in their home institution.

The names of the Madrichim are placed in a national data bank. When these teenagers graduate from high school and go on to college, Jewish educational institutions near their college are informed that one of the Madrichim will be attending a university nearby. The local rabbi or Center director can make contact with the college student and try to find educational employment for the student during his or her college years. Meanwhile the students attend an ongoing training program including courses, supervision and study visits to Israel.

The "Careers in Jewish Education" performs the dual purpose of providing (prepared) avocational teachers for local Jewish institutions during the students' college years and inspiring some of the students to enter the field of Jewish education as a lifelong career. In addition the program helps increase the Jewish commitments and involvement of the students during their college years-- and afterwards as well. This program has been launched in coordination with the national denominations, the JCCA and the International Hillel Foundation. The project has been funded by a variety of foundations.

III. Community Mobilization

One of the fundamental building blocks of the CIJE as expressed in "A Time to Act" has been mobilizing community support for Jewish education, at both the local and national level. At the local level, the CIJE has been involved in recruiting new leadership for Jewish education. This new leadership has been recruited in coordination with the local federation professionals and with intensive work by the CIJE's own Board. Specific programs have been designed to raise the consciousness of local lay leadership about the importance of Jewish education.

One project, for example, has been "adopting" local educational institutions by young leadership in local federations. In this program a local institution such as a communal

supplementary high school has served as a setting for local young leadership to discuss the fundamental issues of Jewish education while at the same time, increasing their involvement in the institution. This has given CIJE the opportunity to increase the knowledge and sophistication of local lay leaders about Jewish education.

In addition, the CIJE has been running Best Practices Seminars for local lay leadership which apprises this leadership of the latest work going on in Jewish education and gives these leaders a sense of significant developments in contemporary Jewish education, so that they can make more informed decisions. Moreover, the Goals Project as described elsewhere in this report, has been involved in the process of community mobilization. The Goals Project engages lay leadership in discussions about the purposes of Jewish education and indeed the purpose and goals of Jewish life in North America.

At the continental level, the CIJE has been involved in mobilizing community support for Jewish education in a number of ways. One significant approach has been through its reports to the field, some of which are discussed in the section of this report on dissemination below. For example, the CIJE has issued various "white papers" on specific issues within the field of Jewish education. The first was a report on the personnel crisis in Jewish education which was based on the research conducted by the CIJE in the three Lead Communities and shaped to create a national policy and agenda in the area of personnel development. This report helped dramatize the current weak situation of the Jewish educational profession by pointing out the problems in areas such as Jewish knowledge and financial remuneration in Jewish education, as we have discovered them in our research settings. Thus the CIJE was able to mobilize community support for a significant upgrading of the Jewish education profession.

A second paper of a similar sort was a commissioned report on the economics of contemporary Jewish education which looked at the amount of money currently spent throughout the continent and the way that that money is being utilized. This report made significant recommendations for rethinking the economics of Jewish education and has been a significant topic of discussion amongst the lay leadership of the North American Jewish community. Other reports have also looked at a variety of areas of interest to the CIJE including the Israel experience, the goals of Jewish education and developing a research capacity for the field of Jewish education.

IV. Content

A. Best Practices Project

During the past ten years the Best Practices Project has evolved and led to the creation of the Center for the Study of Jewish Education.

[dear reader, choose one of the following two sentences:]

The Center is located at X university (Brandeis, Harvard, JTS, HUC ???)

The Center is a free-standing project of the CIJE with its own staff and operations.

This Center has two emphases, research and implementation:

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Research

This component has been the main business of the Center. It includes:

a) **Best Practices of today:** The documentation, study and analysis of current best practices in Jewish education. Essentially, this has moved forward with the work of the Best Practices Project as it was launched in the early years of the CIJE.

However, that work has been expanded as well by seeing the project as an ongoing research project in which the success stories of Jewish education are studied in depth and successive "iterations" of research are performed on each setting.

It also has meant convening conferences and consultations with those doing this research to try to discern patterns and implications of the analysis.

b) **The Department of Dreams:** This is the area that includes developing all the ideas in Jewish education that people have written about and never had the means to try. In addition this "department" has commissioned "dreams"-- encouraged people to invent solutions to problems and imagine new directions for Jewish education.

c) **Best Practices of the past:** Looking at those success stories of the past (e.g. Shragge Arian's famous school) to see if we can reconstruct what was done and why it was important.

Practical Implications

The second thrust of the Center has been to test out the practical implications of its work. In particular this has meant working closely with the Lead Communities as they try out the ideas discovered by the analysis of best practices, past and present and of dreams for the future, as well as exploring the Best Practices findings with lay leadership.

B) The Goals Project

One of the major initiatives launched by the CIJE during this period has been the Goals Project. The purpose of the Goals Project was to work with institutions and communities to help develop a sense of direction and purpose for the educational enterprises of the institution or the community. Much of Jewish education has been characterized by a lack of sense of direction and the Goals project has sought to address this difficulty. The Goals Project began with a seminar in Israel for communal leaders and professionals in the summer of 1994. At that session the basic concept of the project and its approach were explored.

Following upon the summer seminar the CIJE offered each of the Lead Communities a series of four goals sessions during the course of the next year. At these sessions the concept of goals was discussed and in each session an important future piece of writing related to the issue of goals or a lecture by a speaker was presented to the participants. These sessions were offered to all the institutions in the community. Based on the experience of the goals sessions during that year, a number of institutions in each community chose to be part of a more intensive goals project that was launched over the course of the next five years.

This Coalition of Goals-Oriented Institutions engaged in serious discussions around the issue of goals trying to determine and think about the underlying purpose of their educational institution. The educational institutions were assisted by CIJE staff members and CIJE consultants. These discussions revolved around papers written by the Educated Jew Project of the Mandel Institute in Israel and other relevant papers and presentations.

The leadership of each institution was engaged in these discussions, and following upon this work, the other educators in the institution were involved in deliberations about what would it mean to translate these underlying goals into actual educational practices. To help illustrate this idea the goals project studied various educational institutions (both of the present and the past) looking at those institutions' statements of goals and trying to see the way that those goals were implemented in the life of the educational program through visits or presentations.

At the same time the Goals Project engaged the leadership of the major Jewish denominations and training institutions in an effort to think about goals from the denominational point of view. The denominations and training institutions were challenged to engage with the local institutions involved in the CIJE Goals Project to see if those national institutions could help the local institutions work on the issue of goals. Although the Goals Project began with the three Lead Communities specifically, leaders from other interested communities were also invited to attend and the Goals Project was one of those CIJE initiatives that was offered to the outer circle of CIJE communities and other communities involved in the continental CIJE enterprise.

IV. Research

A) Monitoring, Evaluation and Feedback

One of CIJE's important contributions to the world of Jewish education was the Monitoring, Evaluation and Feedback Project (MEF). During its first years the MEF Project examined the issues of community mobilization in the three Lead Communities, interviewed local educators for reports on the professional lives of educators and conducted the Educators Survey. The MEF Project gave feedback both to the three lead communities and to the CIJE staff about the launch of the lead communities initiative.

During the next years the MEF Project began to explore specific educational institutions within the community evaluating new programs from the point of view of goals and outcomes. In addition, the MEF project surveyed a number of educators and communal leaders as it tried to create a portrait of educational institutional usage within the three Lead Communities. The MEF Project was of considerable interest to the outer ring of CIJE communities and to Jewish education in North America in general.

The MEF Project represented a model that CIJE helped launch in a number of different communities throughout the continent. Not only the educators survey and the professional lives of educators but the general approach to evaluation and feedback became a significant example as communities tried to improve Jewish education throughout the continent.

B) Other Research

The CIJE has helped foster an appreciation of the importance of research and helped to broker foundations, Jewish education researchers (both in North America and in Israel) and researchers from general education in joint collaborations. These have included projects on teacher knowledge and teacher education, studies of the economics of Jewish education, qualitative studies of Jewish educational work, historical studies of Jewish educational projects, quantitative studies of student achievement and knowledge, and policy studies related to the issues involved in community mobilization.

There are currently a number of ongoing research projects that emerged out of the CIJE efforts and include the founding of four centers devoted to Jewish educational research, one being the Center for the Study of Jewish Education mentioned above. Three other research centers for Jewish education have been established at universities or seminaries-- each taking a different focus.

V. Conferences

The CIJE has been the catalyst for a series of conferences on important issues related to the field of Jewish education. These conferences have emerged out of the CIJE's work in the field as well as through the intellectual work of the CIJE staff. These began in 1994 with the conference on "New Work in Supplementary School Education" which brought together people working in this area from a variety of institutions.

This was followed by the conference on "Evaluation and Assessment in the field of Jewish Education" which brought together academic researchers from both Jewish and general education as well as Federation leadership concerned with this problem. "The Religious Personality and the Challenge of Education" was a conference co-sponsored by the Lilly Endowment and brought together both Christian and Jewish perspectives and action projects

in this area. Following upon this was the conference on "The Economics of Jewish Education" which involved Federations, major foundations and lay leadership. As various topics emerged in the CIJE work, conferences were held both to bring the best wisdom to bear on particular issues and to monitor progress in specific areas.

VI. Publications and Dissemination of Materials

The CIJE has fostered the publication of significant materials in Jewish education. These include the reports of the Best Practices Project, the research papers that emerged out of the MEF project, the literature on goals that went hand in hand with the Goals Project, along with the papers commissioned for work in the area of goals (some of this in conjunction with the Mandel Institute in Israel.)

In addition the CIJE has produced publications unrelated to the ongoing projects. These include a) the CIJE newsletter which informs the field of its ongoing work, b) the publications of the various CIJE conferences mentioned above, c) a series entitled "Current Issues in Jewish Education" which are the public lectures of the CIJE Board meetings in written form and related materials, and d) the various "white papers" mentioned earlier in this report.

These materials have been distributed through the CIJE's own publishing program, through commercial and university publishers and through other national Jewish education organizations-- including JESNA, JCCA and CJF. New technologies such as on-line computer access to materials and CD-ROM publications have also been utilized. Finally the CIJE has presented its work at a variety of national conferences both for professionals and lay leaders. These have included the CJF General Assembly, the CAJE conferences and other research gatherings.

D R A F T

THE CIJE - 1994 WORKPLAN

The CIJE was created by the North American Commission on Jewish Education with a highly focussed mission which incorporated three major tasks. These are: Building the profession of Jewish education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish educational research. These so-called 'building blocks' all involve major long-term improvements in infrastructure for the North American Jewish community and so the Commission mandated the creation of Lead Communities. These are development and demonstration sites where, by mobilizing the leadership of the local community and by radically improving the quality of personnel for Jewish education, significant systemic change and impact could be shown to be possible relatively over time while the national infrastructure was undergoing major reform.

The CIJE Steering Committee is presently in the process of developing a multi-year strategic vision which will articulate clear goals and benchmarks in each of the major areas of its work with specific objectives in each area. This strategic vision will constantly be revisited and revised as CIJE begins to engage its own committees in reviewing both direction and implementation. The first iteration of this multi-year vision should be completed by October 1994 and the 1995 annual workplan of the CIJE will flow directly from this process.

The 1994 Annual Workplan is, therefore, a bridge into this long-range process. It is anchored in the immediate realities of CIJE's present commitments but it also looks towards a much more focussed multi-year perspective.

The second half of 1993 saw the major investment of the resources of the CIJE in three Lead Communities - Milwaukee, Baltimore and Atlanta - with a clear objective of winning the trust of the communities and accelerating the processes of local coalition-building and of moving towards a Personnel Action Plan in each of the communities.

A working hypothesis of this 1994 workplan is that while the Lead Communities remain key arenas for development and exploration of critical issues for North American Jewish

education, CIJE's role is to engage a much wider circle of communities in benefitting from our experience in the Lead Communities and from our overall experience in Jewish education.

During 1994 this principle will direct CIJE into forging new partnerships with an ever-widening circle of communities while brokering with national agencies in providing support to this process.

* * *

The following workplan must be regarded as somewhat tentative and ungrounded in prior experience. It is an outline for 1994 priorities but doubtless will need modulation and revision as the year unfolds. In [] will appear the date by which action should take place and those responsible for that action.

Components of the 1994 workplan:

- A. CIJE POLICY-MAKING: STEERING COMMITTEE, COMMITTEE SYSTEM, BOARD, EXECUTIVE COMMITTEE. (p.3)
- B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY (p.6)
- C. LEAD COMMUNITIES PROJECT (p.7)
- D. COALITION OF ESSENTIAL COMMUNITIES (p.9)
- E. BEST PRACTISES PROJECT (p.10)
- F. CONTENT (p.11)
- G. RESEARCH (p.12)
- H. COMMUNICATIONS AND DISSEMINATION (p.13)
- I. 1995 WORKPLAN AND BUDGET (p.14)

A. CIJE POLICY-MAKING: STEERING COMMITTEE, COMMITTEE SYSTEM, BOARD, EXECUTIVE COMMITTEE.

1. A **Steering Committee** is composed of the Chair of the Board of the CIJE, committee chairs, core staff and consultants. The Steering Committee will meet five times during 1994 and will develop a first iteration of a multi-year strategic vision for the CIJE. The 1995 annual workplan, derived from this strategic vision, will be presented for discussion to the September meeting of the Steering Committee and thereupon to the October 1994 meeting of the CIJE Board. ADH will staff the Steering Committee.

Action needed:

- a. Calendar for Steering Committee for 1994 including meetings at April and October board meetings.
[1/4/94: VFL]
- b. First 'Total Vision' draft.
[3/1/94: BH]
- c. Successive drafts at 1994 Steering Committee meetings.
[BH]

2. **CIJE Board Committees** include all members of the CIJE Board. The committees are: **Building the Profession, Community Mobilization, Content and Research.**

As additional communities become part of the Coalition of Essential Communities, lay and professional leadership will be invited to join the CIJE committee structure and, ultimately, the Board.

These committees are staffed by the core full-time staff and some consultants of CIJE and will meet at each Board meeting and at least once between each board meeting for a total of four committee meetings during the year.

A committee workplan will be developed for each committee and will be approved for 1995 at the October board meeting. The 1994 interim committee workplan will be presented at the first meeting of each committee on April 20th.

Action needed:

- a. Division of Board members into committees
[1/21/94: MLM]
- b. Letter from Board Chair informing members about

committee process.

[2/28/94: MLM]

- c. Allocation of staff to committees
[1/4/94: Suggestion: Personnel - GZD
Community Mobilization - ADH
Content - BH
Research - AdamG]
- e. Letter from committee chairs to members about specific committee agenda.
[3/8/94: Committee chairs and committee staff]
- d. Calendar for individual committee meetings
[Chairs and staff, unsynchronized]
- e. Allocation of staff for regular briefing of Board members.
[3/25/94:ADH]

3. The CIJE Board will meet twice in New York, April 21st and October 20th, 1994. Board meetings will be preceded by a meeting of the Steering Committee in the afternoon (April 20th and October 21st). For board members, their first attendance at committees will be on April 21st. Staff will be assigned to all board members so that each board member will be individually briefed both before each board meeting and once between each board meeting.

Action needed:

- a. Prepare Board meeting
[3/8/94: MLM/ADH/VFL]
- b. Assignment of staff to board members
[3/17/94:ADH]

4. The Executive Committee of the Board will meet prior to each Board meeting and will be composed of committee chairs, officers and funders. The Executive Committee will review and approve the budget of CIJE.

Action needed:

- a. Develop new 1994 budget based on 1994 workplan.
[3/15/94:ADH]
- b. Send out budget to Executive Committee prior to April board meeting.

5. Board Communication will be through a quaterly CIJE 'Letter from the Chair' to appear in June, September and December. In addition, board members will receive more specialized written briefing materials from the chair and staff of the committee on which they serve.

Action needed:

- a. Appoint writer for Chairman's letter with detailed timetable for each draft and mailing date.
[4/1/94:MLM/ADH]



B. DEVELOPING LAY LEADERSHIP FOR JEWISH CONTINUITY

This is the systematic process of bringing more key North American community leadership into our work. The commissions on Jewish continuity which are emerging nationwide are the first targets for this undertaking. The emerging work of the Goals Project with lay leadership in the lead communities could form part of the content of this project.

A plan will be developed using the best of available resources (e.g. Clal) to build a replicable process for leadership development in a model community. The Board and Committee structure of CIJE should be used to bring new leadership into national involvement both as leaders and as funders. (See A above)

Action needed:

- a. First draft by June Steering Committee
[6/2/94:ADH]
- b. Identify new committee members before October Board meeting and bring to October meeting.
[9/1/94:ADH-MLM]

C. LEAD COMMUNITIES PROJECT

A large part of CIJE's work will continue to focus on the lead communities. In 1994 the lead communities will, from CIJE's perspective, be seen as test sites where developments, successes (and problems) will be shared with an ever-widening circle of 'essential' communities.

The work of CIJE as an intermediary catalyst for systemic change in Milwaukee, Baltimore and Atlanta will focus on:

1. Strengthening the local lead community wall-to-wall coalitions by meeting with lay leaders, rabbis and educators in the community. The community mobilization process will continue to require assistance and trouble shooting. A clear goal for CIJE is to have a fully committed top level inner coalition of Federation exec.- Community champion - LC professional in each community.

2. Moving each community towards a Personnel Action Plan based on the November 1993 training session in Montreal. Final dates for the completion of the action plan are to be set together with the community, including the funding implications.

Action needed:

- a. Individually negotiated written timetable for personnel action plan in each community
[4/15/94:GZD]

3. Providing expert support and consultation for the implementation of the Personnel Action Plan. Examples are: in-service training programs for early childhood teachers, an Institute for day school and congregational school principals.

Action needed:

- a. Plan for personnel action plans from CIJE's perspective.
[4/1/94:GZD]

4. Working with key lay and professional leadership on the articulation of institutional and community goals (Goals Project). A July seminar on Goals in cooperation with the

Mandel Institute will be an important milestone in this area.

Action needed:

- a. Develop plan for goals project after January consultation with Mandel Institute team
[4/94: Dan Pekarsky]

5. Provide guidance to the Monitoring, Evaluation and Feedback support project. By February 1994 all communities will have reports on the Professional Lives of Educators and Educators survey data-gathering will have been completed. The report on community mobilization for 1992-93 will also have been completed in all 3 communities.

In January 1994 the first composite community personnel profile for Milwaukee was completed by Adam Gamoran and Ellen Goldring to be followed by Baltimore and then by Atlanta.

In the light of the new intensive involvement in the communities by the CIJE core staff, the feedback function may require reevaluation. The MEF Advisory Committee (Profs. Coleman, Inbar, Fox, Gamoran; Steven Hoffman, Alan Hoffmann and Annette Hochstein) will teleconference and convene in August to discuss this and other issues and to approve the Sept. 1994 - Aug. 1995 MEF workplan.

For action:

- a. Proposal for MEF Advisory Committee
[4/15/94: AG]

6. Develop Pilot Projects, or Action-before-the-Action-Plan in each community. These are personnel initiatives which communities will adopt before they have a fully articulated and supported local personnel action plan.

Amongst the options proposed are: planful recruiting of Jerusalem Fellows and Senior Educators; ongoing Leadership Institute for Principals; Basic Jewish literacy for early childhood professional; a seminar on goals in Israel. The communities informed CIJE which of these pilot projects they wish to undertake. CIJE will provide expert support from its own staff and assist communities, where appropriate, to obtain help from outside experts to build these projects.

D. COALITION OF ESSENTIAL COMMUNITIES

The mission of the CIJE is to be a agent for systemic change for North American Jewish education. The key assumptions are that personnel development and community mobilization are indispensable to systemic change. Lead communities are test sites where both the notion of systemic change and the individual components of systemic reform can be developed and refined. This process, in varying degrees, can also be used in other communities where serious efforts are being made to improve Jewish education.

CIJE is committed to sharing its work with the entire North American Jewish community in a way which will make an impact as early, as quickly, and as effectively as possible.

A new coalition of those communities who have made a major commitment to improving and investing in Jewish education at the local level will:

1. Be a vehicle for CIJE to share its experience and then assist a continually expanding universe of communities to implement those components which meet their needs. An example of this is the sequence which leads from multi-faceted research on the personnel situation in a given community through policy report and then to a personnel action plan.
2. Mobilize ever-increasing key lay leadership for Jewish education.
3. Become a powerful lobby in directing the training institutions and denominations to provide solutions to the educational needs of communities.
4. Mobilize for changing the funding priorities of the North American Jewish community.
5. Share in developments which may still be on the CIJE drawing boards. An example is the Goals project for lay leaders and professionals.
6. Enable CIJE to learn from individual community experiences.

This coalition is likely to include many of those communities who initially applied to become Lead communities. Many have made remarkable achievements over this period and the coalition will become a place for sharing amongst like-minded 'essential' communities. Lead communities will automatically be members in the coalition.

A first meeting should take place when appropriate with a small group of individuals responsible for Commissions of Jewish Continuity in key communities to initiate the process of building the coalition.

Staff: ADH with SHH's guidance.

E. BEST PRACTISES PROJECT

A plan for the development of Best Practises anthologies was presented by Dr. Barry Holtz to the Board in August 1993 (appendix 1).

A plan will be developed which relates to the use of the Best Practises materials for personnel and lay leadership development in 1994 and brought to the Steering Committee.

Action needed:

- a. Plan for use of Best Practises in different contexts.
[4/94:BH]



F. CONTENT

1. Goals: The Mandel Commission deliberately avoided the issue of the goals of Jewish education. In the past year in all the lead communities we have had requests for assistance in developing 'mission statements', 'visions', and 'visioning'(!).

In parallel the Mandel Institute in Jerusalem has, over the past 3 years, been engaged in a pathbreaking project which examines different conceptions of the Educated Jew and their different implications for a Jewish education. The project is now at the stage where these deliberations can have significant impact on the setting of institutional goals and community goals for Jewish education in North America. Community lay leadership on one hand and the training institutions on the other need to begin to grapple with this issue in a planful way.

The Mandel Institute has agreed to provide help to CIJE in building this domain and Prof. Daniel Pekarsky will lead the project in North America. After a January consultation in Israel, this was a key topic of the February staff seminar in New York and will lead to a seminar for selected lay leaders and professionals of the lead communities and the coalition of essential communities in July 1994 in Jerusalem.

Action needed:

- a. Develop a plan for the goals project
[4/94: DP]


2. Best Practises: See section E above.

G. RESEARCH

The formulation of a comprehensive agenda for research for North American Jewish education is one of the three major recommendations of the North American commission. At the moment CIJE is not involved in any planful process leading to building the agenda for research, yet the MEF project is currently the largest research undertaking in Jewish education in North America.

As in several other spheres of the work of CIJE, our work in MEF in the lead communities is raising many generalizable questions which ultimately will become part of the continental agenda for research.

In order to develop a plan for building research and research capacity in this field, CIJE will have to consult with some of the best minds in educational research, sociology and sociology of knowledge. Such a consultation should take place in September and should lead to a first iteration of a strategy to be presented to the October Steering Committee. Adam Gamoran and ADH will plan that consultation.



H. COMMUNICATIONS AND DISSEMINATION

A brochure describing CIJE and intended for general distribution is presently being designed and will be completed at the end of February [Sandee Brawarsky].

In parallel a plan will be developed for telling the story of the CIJE in a wide variety of contexts ranging from key lay leadership through professional educators, rabbis, community professionals, the Jewish press, the non-Jewish press, Jewish journals etc. [Sandee]. This is in addition to the need to develop an internal communication program for the CIJE board referred to in A above.

CIJE will also have to decide at which regional and national Jewish forums - lay and professional - it wishes to appear and how much of our human resources to appropriate to this important but all-consuming area. An outline for 1994 will be proposed to the Steering Committee in September [BH]

The Lilly Foundation has proposed a high-level consultation between CIJE and leaders in American religious education during 1994 which Lilly will convene. We are currently awaiting a response from Lilly about the date.

For action:

- a. Plan for written communications
[4/1/94:SB]
- b. Plan for Jewish professional and lay forums
during 1994
[4/1/94: BH]

I. 1995 WORKPLAN AND BUDGET

The 1995 workplan will flow from the work of the Steering Committee and its articulation of a multi-year strategic vision for the CIJE.

For action:

- a. Draft workplan [7/94:ADH]
- b. Second draft for Steering Committee [9/94:ADH]
- c. Final draft for October Board Meeting [ADH]



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Council for Initiatives
in
Jewish Education

Date sent: 3/9

Time sent: *ok 11⁰⁰*

No. of Pages (incl. cover): 2

To: Linda Knable

From: Teddy Davis

Organization:

Phone Number:

Phone Number: 216-391-1852

Fax Number: 566-9084

Fax Number: 216-391-5430

Comments: PER OUR PHONE CONVERSATION

ATTENDEES FOR THE MARCH 15 MEETING:

1. Alan Hoffmann
2. Ginny Levi
3. Barry Holtz
4. Gail Dorph
5. Dan Pekarsky
6. Steve Hoffman
7. Mort Mandel
8. Richard Shatten
9. John Colman
10. Chuck Ratner
11. Esther Leah Ritz
12. ? *Ellen*

Melton
Scheuer
Twersky
Teutsch

Research:
ELRitz
Crown
Arnw
Hirschhorn
Lainer
Lipset
Yanowitz
Field

I would like to get a reaction from GD and BH and also from SHH and then would like to circulate them to the committee chairs.

You and I need to write a letter from MLM to all members informing them about the new structure, asking them to serve, and giving them the option to call ADH if they would like to be moved.

We also want to add another 4-5 people to each subcommittee and the staff need to do this together with their chairs. A first list should include all our key laypeople in the communities and Lee Hendler. They will be guests at the Board meeting.

6. April Board meeting:

DAY I

11.00 - 5.00: Steering Committee

6.00: Executive Committee - light dinner at Museum

[7.00: Optional tour of museum for those attending evening opening of Board meeting]

8.15: Open session for Board, guests, and ex-Commissioners
- Short update: "State of the Union"
- Major speaker - happening - Eli Wiesel, Amnon Rubinstein, Arnie Eisen etc.

DAY II

9.00: Study session for Board and guests

9.45: Committees meet

12.30: Lunch

2.00 - 4.00: Board meeting

Ginny, could you please share this as well as the committee divisions with Barry and Gail as we will be talking about this stuff on Tuesday.

7. Agenda for March 15th Steering Committee:

7.30 - 9.15: Staff meeting with MLM

9.30 - 4.30: Steering Committee:

*Ginny - when will
you develop an agenda
for this. We may want
to discuss incorporation
(or actually incorporate
the chief officers).
See next page
R*

AGENDA:

1. Minutes and Assignments
2. CIJE Report for year 2004 - 1st. draft (BH?)
3. Committee meetings - chairs and staff
4. 1994 Workplan - Second draft
5. Other TBD **INCORPORATION PROCESS?**

8. I have spoken to MLM about adding new Board members. I need a sort by Age, Gender, Major City and Religious stream. Places like Boston, for example, are totally not represented.

9. I think I would like to have a staff meeting on the evening of March 14th to include all of us who are coming to the Steering Committee the next day. MLM cannot make that evening which is why we have scheduled a staff meeting for 3/15 at 7.30

10. For my next trip I want to schedule, if possible before I leave the U.S.:

- a staff meeting which includes the field representatives I was thinking of the morning of the meeting in Atlanta.
- Richard Schatten
- I have scheduled to be in Columbus with Renee Levine on February 24th at 12.00 p.m.
- I would like to meet with Steve Chervin in Atlanta for a couple of hours on the day before our staff meeting.
- Sylvia Ettenberg, Alvin Schiff, GD and BH about the Iggud credentialling
- Rabbi Herb Friedman
- Rachel Cowan and BH
- Elliot Spack and GD
- Shirley Kalb at Hadassah
- Rabbi Haim Feuerman (principal Westchester Day) 914-698-8900
- Dr. Michael Sinclair 212-697-8677
- Rabbi Fishman
- Yitz Greenberg with his staff and ours.
- Florence Melton in Florida - could coincide with MLM, CRB and Steve Chervin
- Yale Roe in New York for BH and GD and I - need 2 hours.
- Shelly Dorph

I would appreciate Teddy beginning to flesh this out so that I can be involved while she is doing it. Maybe she can begin learning the calendar program with Abby's help.

CIJE STEERING COMMITTEE MEETING

CLEVELAND, OH

MARCH 14-15, 1994

HOTEL RESERVATIONS AT THE SHERATON CLEVELAND CITY CENTRE HOTEL
777 ST. CLAIR AVENUE
CLEVELAND, OH 44114
PH: 216-771-7600
FAX: 216-771-5129

	<u>IN</u>	<u>OUT</u>
1. ALAN HOFFMANN	Sun. Mar. 13	Wed. Mar. 16
2. GAIL DORPH	^{SUN 13} Mon. Mar. 14	Tue. Mar. 15
<i>Cancel</i> 3. BARRY HOLTZ ^{CO 1540} ^{10:25 PM}	Mon. Mar. 14	Tue. Mar. 15 ^{AA # 855} ^{8:25 PM}
4. DANIEL PEKARSKY	Mon. Mar. 14	Tue. Mar. 15 - 608-233-4044
5. ESTHER LEAH RITZ (Staying with family nite of March 14)		
6. JOHN COLMAN (Staying with his sister)		

Does DAN PEKARSKY Hotel need to be
Cancelled? No

MONDAY, MARCH 14, 1994

PREMIER

6:30 - 9:30 PM

CIJE STAFF DINNER MEETING
WATERMARK RESTAURANT - TIFFANY ROOM
1250 Old River Road - East Bank
Phone: 241-1600

- * ALAN HOFFMANN
- * GINNY LEVI
- * BARRY HOLTZ
- * GAIL DORPH
- * STEVE HOFFMAN - FLIGHT IN @ approx 5:40 p.m.

TUESDAY, MARCH 15, 1994

PREMIER

7:30 - 9:00 AM

CIJE STAFF MEETING WITH MORT MANDEL

- * *STEVE HOFFMAN*
- * Alan Hoffmann
- * Ginny Levi
- * Barry Holtz
- * Gail Dorph
- * Daniel Pekarsky

is Steve Hoffmann attending?

9:30 - 4:30 PM

JEWISH COMMUNITY FEDERATION
1750 EUCLID AVENUE
CLEVELAND, OH 44115

(216) 566-9200; FAX: (216) 861-1230

ATTENDEES

1. Alan Hoffmann
2. Ginny Levi
3. Barry Holtz
4. Gail Dorph
5. Daniel Pekarsky
6. Steve Hoffman
7. Mort Mandel
8. Richard Shatten
9. John Colman
10. Chuck Ratner
11. Esther Leah Ritz
12. ? *Eileen Goldenberg?*

logistics

TO DO

DONE

9:30 AM

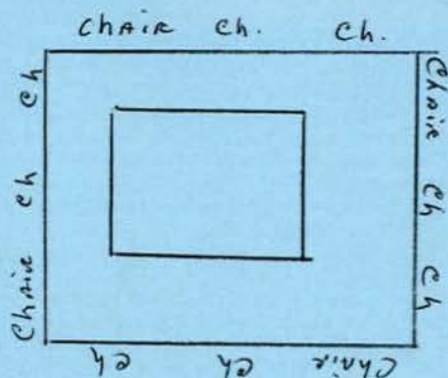
1. Give to Linda (Steve Hoffman's Secty) list of attendees names. TD
2. One meeting room with open square tables; seating 3 people on each side on the outside of the tables, leaving plenty of chair space between each person. Linda
- * 3. Have side table in mtg room with coffee, tea, cups, etc., Water pitchers and glass on meeting table. Linda
4. Bring ^{Linda}masking tape, [✓]pads and [✓]pencils. TD
5. Flip charts, easel, markers Linda

12 Noon - 12:30 LUNCH

1. Separate room for lunch.
2. Bill to CIJE
3. Clean up meeting room and refresh coffee, tea and water while having lunch in 2d room. Linda

Meeting adjourns at 4:30 PM

*



DISTRIBUTION OF CIJE STEERING COMMITTEE MEMO OF AUGUST 8, 1994
FROM ADH TO FOLLOWING: *Mailed 8-8-94*

✓ JOHN COLMAN 4 BRIAR LANE GLENCOE IL 60022

GAIL Z DORPH, 588 WEST END AVENUE #2-A, NEW YORK NY 10024 - **

ADAM GAMORAN, UNIVERSITY OF WISCONSIN, 2444 SOCIAL SCIENCE, MADISON WI 53706

ELLEN GOLDRING, POB 514, PEABODY COLLEGE, VANDERBILT UNIVERSITY, NASHVILLE TN 37203 - *

STEPHEN HOFFMAN, JEWISH COMMUNITY FEDERATION, 1750 EUCLID AVENUE, CLEVELAND OH 4411

BARRY HOLTZ, THE JEWISH THEOLOGICAL SEMINARY, 3080 BROADWAY, NEW YORK NY 10027 - **

VIRGINIA F. LEVI

✓ MORTON L MANDEL, hand carried

DANIEL PEKARSKY, 4006 MANDAN CRESCENT, MADISON WI 53711 - **

NESSA RAPOPORT, 174 W. 76TH STREET #9H, NEW YORK NY 10023 - **

✓ CHARLES RATNER, FOREST CITY ENTERPRISES, 10800 BROOKPARK ROAD, CLEVELAND OH 44130

✓ ESTHER LEAH RITZ, 626 E. KILBOURNE AVE #2301, MILWAUKEE WI 53202

RICHARD SHATTEN

JONATHAN WOOCHEER, JESNA, 730 BROADWAY, NEW YORK NY 10003-9450

** - THESE PEOPLE DID NOT RECEIVE GOALS SEMINAR DOCUMENTS AND READINGS.
(MEMO MARKED "(NOT ENCLOSED)" NEXT TO THAT ITEM.)

Chair

Morton Mandel

Vice Chairs

Billie Gold
 Matthew Maryles
 Lester Pollack
 Maynard Wishner

Honorary Chair

Max Fisher

Board

David Arnow
 Daniel Bader
 Mandell Berman
 Charles Bronfman
 Gerald Cohen
 John Colman
 Maurice Corson
 Susan Crown
 Jay Davis
 Irwin Field
 Charles Goodman
 Alfred Gottschalk
 Neil Greenbaum
 Thomas Hausdorff
 David Hirschhorn
 Gershon Kekst
 Henry Koschitsky
 Mark Lainer
 Norman Lamm
 Marvin Lender
 Norman Lipoff
 Seymour Martin Lipset
 Florence Melton
 Melvin Merians
 Charles Ratner
 Esther Leah Ritz
 Richard Scheuer
 Ismar Schorsch
 David Teutsch
 Isadore Twersky
 Bennett Yanowitz

Executive Director

Alan Hoffmann

MEMO TO:

John Colman, Gail Dorph, Adam Gamoran,
 Ellen Goldring, Stephen Hoffman, Barry Holtz,
 Virginia Levi, Morton Mandel, Daniel Pekarsky,
 Nessa Rapoport, Charles Ratner, Esther Leah Ritz,
 Richard Shatten, Jonathan Woocher

FROM:

Alan D. Hoffmann

DATE:

August 8, 1994

SUBJECT:

CIJE Steering Committee

This is to confirm the next meeting of the CIJE Steering Committee
 scheduled to take place from 9:30 a.m. to 3:30 p.m. on Wednesday,
August 24 at the Jewish Community Federation of Cleveland, 1750
Euclid Avenue.

I am pleased to announce the addition to the CIJE staff of Nessa
 Rapoport as Leadership Development Officer. Nessa will join us at the
 meeting and will talk with us briefly about "telling the CIJE story."

Enclosed are the following materials for your review prior to the
 meeting:

- I. Agenda
- II. Goals Seminar Documents and Readings
- III. CIJE - Harvard Leadership Institute Brochure
- IV. Memorandum on Mandel Institute Personnel Project
- V. Biographical sketch on Nessa Rapoport.

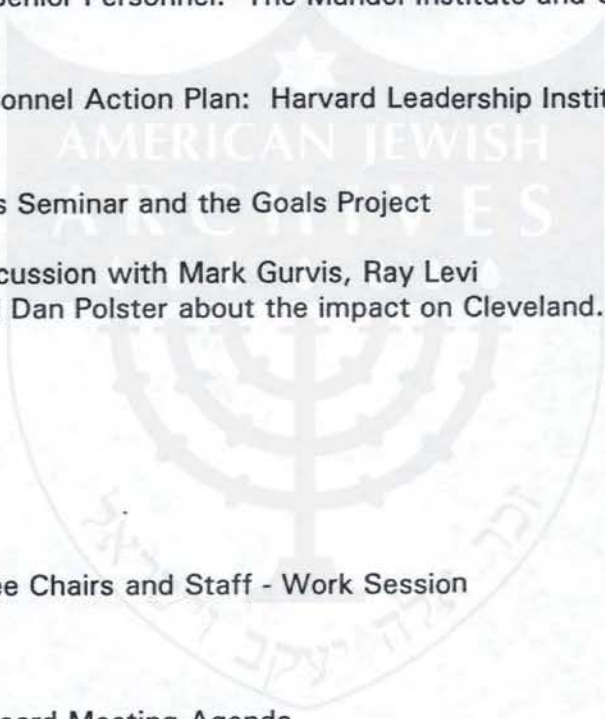
Please confirm your attendance and, if necessary, let Ginny Levi know
 your hotel room needs. I look forward to seeing you on the 24th.

CIJE STEERING COMMITTEE

August 24, 1994, 9:30 AM - 3:30 PM

JEWISH COMMUNITY FEDERATION - CLEVELAND

AGENDA

- 
- | | | |
|-------|--|---|
| I. | Welcome | Morton L. Mandel |
| II. | Building Senior Personnel: The Mandel Institute and CIJE | Morton L. Mandel |
| III. | CIJE Personnel Action Plan: Harvard Leadership Institute | Gail Dorph |
| IV. | The Goals Seminar and the Goals Project | Daniel Pekarsky |
| | - Discussion with Mark Gurvis, Ray Levi and Dan Polster about the impact on Cleveland. | |
| | Lunch | |
| V. | Committee Chairs and Staff - Work Session | |
| VI. | Review Board Meeting Agenda | Alan D. Hoffmann |
| VII. | Telling the CIJE Story: A Preliminary Discussion | Nessa Rapoport |
| VIII. | CJF/CIJE/JESNA Relationship | Morton L. Mandel
Steven H. Hoffman
Alan D. Hoffmann |
| IX. | Review Calendar for 1994-95 | Alan D. Hoffmann |

DRAFT DRAFT DRAFT

May 25, 1994

PROFESSIONAL PERSONNEL -- PHASE II

A PROJECT OF
THE MANDEL INSTITUTE IN JERUSALEM

1. Introduction

This paper is an invitation to discuss the new initiative of the Mandel Institute in the area of senior personnel for Jewish education¹ worldwide.

Diaspora Jewry has recently placed Jewish education at the very top of the communal agenda. The Commission on Jewish Education in North America's report *A Time to Act* has solidified this trend. In the U.K., the Chief Rabbi is galvanizing the community around Jewish education as the means to ensure continuity. The

¹Jewish education in this paper is defined as education for Jews wherever they be, in the Diaspora and in Israel, for all age groups and in all settings, formal and informal.

concern for continuity is pressing throughout Europe, the former Soviet Union, South America, Australia and South Africa. Moreover, the leaders of the State of Israel including the Prime Minister, the Minister of Finance, the Minister of Education, members of the Knesset², have expressed a desire to address issues of meaningful Jewish continuity. Israel's Ministry of Education has taken initial steps to intensify its activities in the area of Jewish education for the Diaspora. In December 1993, the Minister of Education turned to the Board of the Mandel Institute and requested that we join forces to deal with this issue. We suggested extending the partnership developed with the establishment of the School for Educational Leadership, and working on ways and means of increasing the number of qualified senior educators for Jewish education in the Diaspora.

"Building the profession at the most senior level of leadership" is a central theme of the mission of the Mandel Institute. In a previous phase, the Institute developed, through its work with the Commission on Jewish Education in North America, the Council for Initiatives in Jewish Education (C.I.J.E.), the School

²The Knesset devoted several of its sessions in February 1994 to the question of Jewish continuity and Jewish education in the Diaspora.

for Educational Leadership (SEL), the Jerusalem Fellows and previously JAFI's Jewish Education Committee, an approach to address the shortage of qualified senior personnel for Jewish education. The time appears to be right to undertake a next initiative in this area.

2. Why senior personnel

Dealing with personnel today is an awesome task and we will need to devise strategies and identify priorities for cutting into the problem and dealing with it. There are somewhere between 40,000 and 50,000 educators in the Diaspora and about 100,000 in Israel³. Though we are committed to dealing with personnel, both in Israel and in the Diaspora, this paper will focus primarily on the Diaspora. We will concentrate on Israel in a separate document.

In the Diaspora most people who teach are inadequately prepared for their assignment: only a minority have formal training in Jewish subject matter or in education. Outside of the ultra-orthodox community there are few training opportunities and participation

³These figures are based on data by Prof S. Dellapergola for the Diaspora and on the Central Bureau of Statistics' "Statistical abstract of Israel" (1993) for Israel.

in training programs falls far short of numbers required. In the United States for example, where it is estimated that there are some 30,000 people working in formal and informal Jewish education, with a low retention rate and several thousand openings annually, fewer than 300 people graduate each year from full-time programs that train educators (non - haredi). It is estimated that close to one third of those who teach have had no formal Jewish education after the age of bar/bat-mitzvah. No more than that have an appropriate command of the Hebrew language. A very small number of educators participate in adequate in-service training programs, which are few and far between⁴. There is almost no pre-service training for Jewish education in informal settings. The result is clear throughout the field: the number of qualified educators is insufficient to meet the challenge of educating children and adults.

In order to address this shortage a massive increase in training opportunities is required (pre- and in-service). One would need to graduate annually several thousand teachers as well as educators for informal settings. The problem is compounded by the fact that the personnel required to train educators is

⁴These estimates have recently been corroborated by comprehensive teacher surveys in three communities in the U.S. (source: CIJE 1994)

insufficient. For example the number of education faculty devoted full time to the training of educators in North America is less than 20 people⁵.

In order to undertake the assignments involved in addressing the shortage of personnel (the creation of adequate training programs, the mustering of resources, the harnessing of communal interest) one would need appropriate professional leaders. However, the shortage of educators extends to teacher-trainers, professors of Jewish education, heads of training programs, and professionals in policy making positions within communities and in national organizations. Without a cadre of senior education professionals in leadership positions, there is no way to begin addressing the shortage. Senior personnel develop the content of education, establish and run programs and institutions, train and lead front-line educators, design community-wide development plans for education, undertake necessary research, monitoring and evaluation, develop resources, and form necessary strategic partnerships with community leaders.

For these reasons, this proposal reaffirms the strategy to concentrate our efforts at this time on the

⁵The faculty required to train Jewish educators in any one setting should include: scholars in Jewish education, in the subject matters taught in schools (eg Bible, Rabbinics, history, Hebrew, prayer), and in general education, as well as practitioners who can guide practical experience. A minimal figure for an adequately staffed training program would probably include 15 full time faculty members.

development of senior personnel for Jewish education worldwide.

3. Estimating the shortage

How many senior, adequately trained professionals are required in order to lead the Jewish educational system worldwide? There is no agreed upon method of defining "senior" positions. One might, for example, define as senior the ten to fifty top positions - those that carry most influence in setting policy, determining resources, developing content (e.g. head of New York Bureau of Jewish Education (BJE); head of JCCA; Director-general of Israel's Ministry of Education; head of municipal education authority in Jerusalem; head of the Ministry's pedagogic secretariat; head of Department of Jewish education at Yeshiva University, head of UK "Continuity" effort). On the other hand, one might add to these as senior positions the heads of all BJE's, the heads of Jewish educational systems in major countries and communities, the several thousand day and supplementary school principals, and thus define the top 10% of all positions as being "senior" (4000 - 5000

in the Diaspora⁶)

In consultation with experts, an initial list of some 1500 senior positions in the Diaspora and about 1000 in Israel has been compiled. Those holding these positions could as a group determine policy and bring about sustained systemic improvement. Assuming these 2500 to be our target positions⁷ we can now estimate the annual need for training. Given a professional's retention rate at senior level to be 15 years on average (including attrition, retirement and death) we would need to graduate 6.6% of 2500 people = 166 people per year. This figure does not take into account the assessment that a large proportion of those in position may not be qualified for their jobs and would require either additional training or replacement. If we estimate those in need of further training to be 1/3 of the current position holders this would add 830 people. For a ten year improvement plan - 80 per year. Thus we would need to train 80 plus 166 people, for a total

⁶Figures for Israel may be lower despite the more extensive character of the system. This is a consequence of the more organized and hierarchical nature of a centralized state system, as compared to the voluntary and decentralized Diaspora system. Thus in a survey prepared for the Mandel Institute by Mr Eliahu Israeli in July 1992 ("Mapping survey of key and senior positions in Israeli education"), estimates for Israel range from 400 senior management positions to 1000 positions if one adds senior inspectorate positions to several thousand if one were to add school principals and assistant principals.

⁷see Appendix I forthcoming

of 246 trainees per year, assuming one-year programs. Obviously these are minimal figures. They do not include new positions, or growth⁸.

If one were to include all school principals, department heads, assistant principals in large schools, etc. the numbers would grow to twice or three times this estimate. Clearly, today's training programs for senior educators, graduating together less than 100 senior people⁹ (including Lead teachers, assistant principals and other mid-level positions) are not responding to the need.

IN ADDITION TO FULL TIME TRAINING, IN-SERVICE TRAINING MUST BE DEVELOPED. IT IS UNIVERSALLY ACCEPTED THAT IN-SERVICE EDUCATION (ON-THE-JOB-TRAINING) IS INDISPENSABLE FOR ALL PERSONNEL IN THE FIELD OF EDUCATION. ENLIGHTENED EDUCATIONAL SYSTEMS MAKE IT A CONDITION FOR RECERTIFICATION. THERE ARE THOSE, SUCH AS PROF I. TWERSKY, WHO HAVE CONSISTENTLY CLAIMED THAT IN-SERVICE EDUCATION MAY BE OUR HIGHEST PRIORITY. THERE ARE VERY FEW ON-GOING IN-SERVICE TRAINING PROGRAMS OF

⁸ Experience has taught us that some positions require a two year training program, thus the numbers would increase.

⁹ Aryeh Davidson: "The preparation of Jewish Educators in North America; A Status report" Commission on Jewish Education in North America, 1990, and Mark Silverman: "A Worldwide Survey of Training of Jewish Educators", Mandel Institute, 1994 (unpublished). The Jewish Education Committee, JAFI, Senior Personnel for Jewish Education, 1986.

reasonable duration in North America.

In light of the above analysis our challenge is to identify the best method of tackling the problem.

4. A way to begin

More senior personnel are prepared in Israel for the task of educating Jews today than in all other places in the world together. The programs associated with the Mandel Institute in Jerusalem include the Hebrew University's Melton Center (Senior Educators Program: 25 graduates per year and an additional 35 educators from the former Soviet Union in a short term program; 50 participants in in-service programs); the Jerusalem Fellows (10 graduates per year); the School for Educational Leadership (20 graduates per year). Significant numbers of senior personnel for Israel are trained at Israel's University Schools of Education.

It is generally agreed that the resources available in Jerusalem offer a unique qualitative and quantitative environment for training. Institutions here have over the past 25 years invested large amounts of energy and funds for the preparation of faculty and the development of training infrastructures. It is our assessment -- offered here for consideration -- that the institutions and programs in Jerusalem - the Melton

Center, appropriate departments of the Hebrew University¹⁰, the Jerusalem Fellows, and the School for Educational Leadership - could accommodate a greatly expanded senior personnel training role. Together they could become a model center for the training of senior educators worldwide. Their graduates in turn could cause the development of training capabilities elsewhere. Moreover Israel is blessed with abundant additional educational resources. We have developed close working relations with several institutions offering educational services for the Diaspora (Melitz; Pardes; Gesher; Oren, etc.). They could offer additional support to the training infrastructure. For example, they could help prepare students who need additional Jewish content, and offer practical experience to trainees. It is generally agreed that there are at the present time in Jerusalem faculty resources, programs, institutional settings, support services and creative energy for much increased training. The question facing us is how this increase can be developed.

It is proposed to pool the resources of these existing programs to create a unique center in Jerusalem designed to embody a professional culture, intellectual

¹⁰ The School for Education; the Rothberg School for Overseas Students; departments of Judaic Studies; the department of Contemporary Jewry; appropriate Social Science departments.

ferment, commitment and motivation to address the most challenging problems facing the Jewish people through Jewish education. Our objective is to develop a model that will set new, higher and explicit norms for the profession of Jewish educator. No single program can do this on its own. We are not talking about conventional training, as experience has shown that standard degree granting programs at Schools of Education often do not meet the challenge of providing the leadership for the educational profession. The literature on Schools of Education supports this view, in stark contrast with medical education and its emphasis on clinical training. For this reason we are suggesting to choose the route of professional leadership training in special settings, as is done, for example, in France in the Grandes Ecoles. These institutions have, for the past 200 years, trained professional elites for many professions. The School for Educational Leadership and the Jerusalem Fellows are guided by these models.

What is hoped for in addition is that the proposed center¹¹, as it is being developed will undertake the

¹¹The term "center" is used here as a temporary name for the collective, collaborative endeavor of the key training programs and institutions referred to in this paper. We have used variously terms such as "confederation", "consortium" or "association of training programs" in order to refer to the same idea. All are found to be inadequate. Suggestions are welcome.

necessary steps to help establish centers for the training of senior educators throughout the world, will invite competition and will bring about the development of additional training programs in other places.

The center will seek to increase the number of full-time students in long-term training programs in Israel from the present number of 55¹² to possibly 250 per year within several years. It will increase senior participants in short-term programs (3 to 12 weeks) from 50 to possibly 750 within several years.

In order to accomplish this, the center will involve faculty from existing training programs, the Hebrew University, the Ministry of Education and other universities, yeshivot and institutions of higher learning throughout Israel.

The center will prepare significant numbers of well-trained education professionals and place them in appropriate positions. The center will facilitate the preparation of professional leadership for Jewish

¹²Senior Educators: 25; Jerusalem Fellows: 10; School for Educational Leadership: 20.

education in the Diaspora and in Israel¹³. It will be characterized by an effort to bring together people and ideas, to improve the system through the recruitment, training, and placement of outstanding educators in critical positions, and for them to project alternative visions of Jewish education and its potential impact.

Participants in the center's various programs would undergo theoretical training and practical experience in relevant fields of education, Jewish thought, the humanities and the social sciences, as well as mastering the Hebrew language. They will become conversant with major ideas and trends in educational and Jewish-educational thought, and will be expected to develop their own conception of Jewish education and its role in contemporary society. It is expected that participants in the center's programs will develop commitment to the State of Israel and to the destiny of Jews throughout the world. Upon graduation they would maintain contact with the center through its placement, networking and continuing education activities. To accomplish its assignment the center will facilitate

¹³There are major differences in the problem of Senior personnel for the Diaspora and for Israel. These flow from inherent differences between Israel and the Diaspora in issues of identity and culture; as well as from structural differences - in Israel we deal with a mandatory public school system while in the Diaspora we have a voluntary system, and more. The problematics of dealing with these differences within the framework of one center will be addressed later, under an assumption - to be demonstrated - that major benefits may arise from the sharing of resources, joint research and reflection, and a common organizational framework. Thus is it proposed that the center train senior educators both for the Diaspora and for Israel.

the optimum combination of training with research, and will consult with communities and major institutions in the process.

To summarize: the Mandel Institute proposes to assess emerging opportunities and to consider launching a major project that will increase the number of educational leaders through the development in *Jerusalem of a center for the training of senior personnel for Jewish education worldwide.*

This document outlines the rationale for the proposed project. Following discussion and decision a separate planning document will be prepared.

APPENDIX III

CONSULTATIONS AND INTERVIEWS

a. Group meetings and consultations:

1. Mandel Institute Academic Board meeting at Harvard University, February 17 and 18, 1994. Participants: David Cohen, James Coleman, Mike Inbar, Israel Scheffler, Isadore Twersky, Seymour Fox, Annette Hochstein, Vernon Howard (Co-director of PERC).

b. Individual consultations and interviews (cumulative, ongoing)

Chaim Adler (Hebrew University-Head School of Education)
Yehuda Bauer (Hebrew University)
Ami Bouganim (Jerusalem Fellows)
Ofer Brandes (Ministry of Education)
Howie Dietcher (Melton Center)
Immanuel Etkes (Hebrew University)
Hanoach Gutfruend (President - Hebrew University)
Alan Hoffmann (C.I.J.E.)
Mike Inbar (Hebrew University)
Ze'ev Mankowitz (Melton Center)
Yonatan Mirvis (Melton Center)
Mordechai Nisan (Hebrew University)
Eliezer Shmueli (Ministry of Education)

Nessa Rapoport was born in Toronto, Canada, in 1953. She graduated from the University of Toronto and the University of London, England, in 1974, and did doctoral work in English literature at the City University Graduate Center in New York.

In 1978 she joined Bantam Books, where, from 1980 to 1990 she was a senior editor. Editing both fiction and non-fiction, she specialized in autobiography. Among the national bestsellers she edited were Keeping Faith: Memoirs of a President, by Jimmy Carter; Iacocca: An Autobiography, by Lee Iacocca, which became the bestselling book of the 1980s; and Ferraro: My Story, by Geraldine A. Ferraro. She has also taught at several university writers' programs and publishing workshops, including Radcliffe, Dartmouth, and UCLA-Irvine.

Her first novel, Preparing for Sabbath, was published by William Morrow & Co. in 1981, reprinted by Bantam Books in 1982, and reissued by Biblio Press in 1988, with an introduction by Rosellen Brown.

With Ted Solotaroff, she edited Writing Our Way Home: Contemporary Stories by American Jewish Writers (Schocken Books, 1992). She also co-wrote the screenplay for Saying Kaddish, a one-hour network drama, starring Tovah Feldshuh and Phyllis Newman, that aired nationally on ABC in March 1991 and was re-broadcast in prime time on PBS in May and September 1993.

Her next work, A Woman's Book of Grieving, will be published by William Morrow & Co. in May 1994.

A winner of the Chateleine Fiction Competition in Canada, Rapoport has published several short stories, including the title story of the anthology of American-Jewish women's writing, The Woman Who Lost Her Names (Harper & Row, 1980), which is included in Writing Our Way Home. Her essays and reviews have appeared in a variety of magazines and newspapers, most recently New York Woman and The New York Times.

In 1991, she became Associate Director of Communications at The Jewish Theological Seminary of America.

She is a frequent speaker on topics of Jewish culture and imagination.

VFL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: August 1, 1994

DATE MINUTES ISSUED: August 2, 1994

PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz, Virginia Levi (Sec'y)

COPY TO: Morton L. Mandel, Nessa Rapoport, Richard A. Shatten

I. MINUTES

Minutes of July 22 were reviewed.

II. STEERING COMMITTEE

The following revised agenda of the Steering Committee was discussed and approved.

- | | | |
|-------|--|---------------|
| I. | Welcome | MLM |
| II. | Building Senior Personnel:
The Mandel Institute and CIJE | MLM |
| III. | CIJE Personnel Action Plan:
Harvard Leadership Institute | GZD |
| IV. | Goals Seminar and Goals Project
(Gurvis, Levi, and Polster) | DP |
| V. | Lunch | |
| VI. | Committee Chairs and Staff - Work Session | |
| VII. | Review Board Meeting Agenda | ADH |
| VIII. | Telling the CIJE Story:
A Preliminary Discussion | NR |
| IX. | CJF/CIJE/JESNA Relationship | MLM, SHH, ADH |
| X. | Review Calendar for 1994-95 | ADH |

Ginny will send an e-mail message to Annette reminding her that we need the revised memo on personnel to distribute prior to the meeting. (Done: AH is fed-exing memo.)

Ginny will draft a cover memo to accompany materials which will be sent to the Steering Committee members by August 8. (Done)

Gail and Alan will discuss in more detail what should be included in the presentation on the personnel action plan. There may be ways that the Steering Committee can be tapped for its advice on how to proceed .

III. GOALS SEMINAR FOLLOW UP

Ginny will draft a cover letter to accompany the proceedings of Day 5 and an additional article by Greenberg. (Done) This will be sent to all participants in the seminar and to Steve Chervin, Dave Sarnat and Bill Schatten of Atlanta. In addition, the biographical summaries will be sent to participants who did not attend the closing dinner. Abby will send Ginny a list of those people. (Done)

Assignment Barry will review the seminar program and be in touch with Abby about those segments for which the tapes should be duplicated and made available. Abby will be responsible for getting the appropriate sessions copied onto discreet tapes.

Assignment Barry and Dan Pekarsky will contact the people who reported for their community groups and asked for written copies of their summaries. These will be referred to in the transmittal letter of the other materials.

Daniel Marom joined the telecon to report that he is scheduled to meet with Amy Gerstein, a coach trainer for the essential schools project, in mid-August. Discussion centered around whether a CIJE staff person should accompany Daniel to California. It was concluded that he will go alone and assess her potential as a contributor to the CIJE. She may be an appropriate and willing resource for participation in the November 7-11 consultation in New York. Gail and Barry will let Daniel know if they have any specific questions for Gerstein.

Assignment Daniel will arrange with Gail and Barry for a debrief conversation following the California trip.

IV. BOARD MEETING

Assignment Gail was to have further information about the availability and affordability of Terrence Deal later in the day. Following resolution of his participation, Alan is to invite Yitz Greenberg to discuss Jewish conceptions of leadership. Each of the two would be asked to speak for one-half hour. It has been suggested that the program include questions, discussion, or some other involvement by appropriate respondents, possibly Alan Finkelstein, Josh Elkin, and a layperson. Later: Gail has reported success in securing Deal for a fee well below his usual charge and half of his travel expenses.

V. MISCELLANEOUS ITEMS

Assignment A. It has been suggested that the covers of the Best Practice books be reprinted to downplay the centrality of the Lead Communities in the work of CIJE. Ginny got an estimate which suggests the cost would be well over one dollar per book. Barry will check to see if JCCA can do this less expensively.

B. It was noted that staff should be aware of the likelihood that Adam and Ellen will feel we are asking for too much of their time. This will be discussed further if/when it becomes an issue.

C. Alan will respond to a letter from Jay Roth about his thoughts on vision-driven camping.

D. A meeting has been scheduled for Alan with representatives of the Agnon School on August 23. Staff will discuss at its August 22 meeting what our policy should be on working with individual institutions. They will also decide at that time who, in addition to Alan, should participate in that meeting.

E. Ginny will try to arrange a meeting for Alan with Mark Gurvis on Tuesday, August 23, to discuss CIJE's relationship with Cleveland and next steps. (Done: 1:00 PM lunch at Sheraton City Centre.)

F. New Support Staff

1. Secretary

Assignment Barry will arrange to have Cecil of JCCA place advertisements in the Jewish Week and the New York Times on a timetable that will allow for screening of candidates at the end of August and final interviews on September 2 with the goal of a start date immediately following Labor Day.

2. Executive Assistant

A job description needs to be prepared and circulated among the major New York Jewish institutions. We will try to use our networks to identify the appropriate person. If necessary, an ad will be placed in the Jewish Week.

G. Atlanta Report

Alan's summary of his meetings in Atlanta was discussed.



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

FUNCTION	CIJE STAFF TELECONFERENCE
SUBJECT/OBJECTIVE	ASSIGNMENTS
ORIGINATOR/PROJECT LEADER	VFL
DATE	8/1/94

NO	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNM'T STARTED	DUE DATE
1.	Invite Yitz Greenberg to discuss Jewish conceptions of leadership at October Board Meeting.		ADH	8/1/94	8/3/94
2.	Review seminar program and be in touch with Abby about those segments for which tapes should be duplicated and made available.		BWH	8/1/94	8/8/94
3.	With Dan Pekarsky contact people who reported for their community groups and asked for written copies of their summaries.		BWH	8/1/94	8/8/94
4.	Let D. Pekarsky know if they have any specific questions for Gerstein.		BWH/GZD	8/1/94	8/8/94
5.	Complete and distribute Board committee notes.		ADH	5/31/94	8/15/94
6.	Complete and distribute Board committee notes.		EG	5/31/94	8/15/94
7.	Plan Goals session for August 24 Steering Committee Mtg.		BWH/DP	7/22/94	8/15/94
8.	Discuss and develop possible mailing of goals seminar proceedings to interested non-participants.		BWH/VFL	7/22/94	8/15/94
9.	Talk to Joel Zaiman and Chaim Botwinick about possibility of developing special goals seminar for Chizuk Amuna.		BWH	7/22/94	8/15/94
10.	Check to see if JCCA can reprint covers of BP books less expensively.		BWH	8/1/94	8/15/94
11.	Have Cecil of JCCA place advertisements in the "Jewish Week" and the New York Times on a timetable that will allow for screening of candidates at the end of August and final interviews on Sept. 2.		BWH	8/1/94	8/15/94
12.	Send Jon Woocher all Steering Committee meeting materials.		VFL	7/22/94	8/20/94
13.	Work with Nessa on her orientation to CIJE.		TEAM	6/22/94	8/21/94
14.	Consider whether to invite education leaders from Boston, Cleveland, and Palm Beach to Leadership Institute.		ADH	6/6/94	8/21/94
15.	Prepare summary piece on Goals Seminar.		NR	7/22/94	8/22/94
16.	With Ellen Goldring, work out details for Leadership Institute.		GZD	5/31/94	8/23/94
17.	Determine how to set up a database of names, addresses, etc. that is complete and useful.		TEAM	6/22/94	TBD

Group Name: ~~Premier Industrial Corporation~~ *Mandel Associated Foundations*
 Post As: COUNCIL FOR THE INITIATIVE IN JEWISH EDUCATION

Contact Person: Ms. Virginia Levi
 On Site Contact: ~~MR. THOM MANDEL~~ *same*
 Address: 4500 Euclid ave
 Cleveland, OH 44115
 Phone: 216-391-8300

Booked By: Diane Hallagan
 Catering Contact: Diane Hallagan

Billing: DIRECT BILL TO THE ATTENTION OF:
 COUNCIL FOR THE INITIATIVE IN JEWISH EDUCATION
 VIRGINIA LEVI
 1750 EUCLID AVENUE
 CLEVELAND, OHIO 44101

SET _____

DAY	DATE	TIME	FUNCTION	ROOM	# PPL	RENTAL
Tue	8/23/94	2:30 PM-7:00 PM	Meeting	Board Room	<i>10</i> <i>9</i>	

SETUP REQUIREMENTS

CONFERENCE STYLE
 FULL MEETING ROOM AMENITIES

AUDIO VISUAL

1 Flip Chart(s) at \$17.00 each *(+ markers)*

SHIPPING & RECEIVING

NONE

PARKING

Parking-Local Guest: NO CHARGE

Parking-Hotel Guest: NO CHARGE

BEVERAGE

MENU

FUNCTION: Meeting
 ROOM: Board Room
 COFFEE BREAK

TIME: 2:30 PM - 7:00 PM
 EXP: 10 GTD: *9*

POT(S) _____ COFFEE _____ DECAF _____ HOT
 WATER FOR TEA at \$7.50 PER POT
 Assorted Soft Drinks (based on consumption) at
 \$1.50 Each

GROUP WILL HAVE DINNER IN THE PAUL NEWMAN
 ROOM

*Could we have peanuts + chips
 at 4:00?*

Group Name: Premier Industrial Corporation
 Post As: SAME AND MANDEL FOUNDATION
 Contact Person: Ms. Virginia Levi
 On Site Contact: MR. THOM MANDEL same
 Address: 4500 Euclid ave
 Cleveland, OH 44115
 Phone: 216-391-8300

MANDEL ASSOC. FOUNDATIONS

COUNCIL for the initiative in
 Jewish Education

Booked By: Diane Hallagan
 Catering Contact: Diane Hallagan

Billing: DIRECT BILL TO THE ATTENTION OF:
 COUNCIL FOR THE INITIATIVE IN JEWISH EDUCATION
 VIRGINAI LEVI
 1750 EUCLID AVENUE
 CLEVELAND, OHIO 44101

SET _____

DAY	DATE	TIME	FUNCTION	ROOM	# PPL	RENTAL
Tue	8/23/94	7:00 PM-10:00 PM	Dinner	Paul Newman	10	

SETUP REQUIREMENTS

THIS MEETING IS FOR THE COUNCIL FOR INITIATIVE IN JEWISH EDUCATION SERVICE IS SAME SERVICE AS THE RUBBER CITY RADIO GROUP - MR. T. MANDEL WILL BE ATTENDING

Setup:

- (1) Rounds of (10) for Dinner Portion
- (1) Conference setup for (10) for the Meeting Portion as large as possible
- Full Meeting Room Amenities

Standard Center Pieces

THIS BEO IS TWO PAGES !!!!!!!

Service Charge of \$25.00 will be applied to Catering Function under 20 People

AUDIO VISUAL

1 Flip Chart(s) at \$17.00 each

(+ markers)

SHIPPING & RECEIVING

None

PARKING

Parking-Local Guest: NO CHARGE

Parking-Hotel Guest: NO CHARGE

BEVERAGE

MENU

FUNCTION: Dinner TIME: 7:00 PM - 10:00 PM
 ROOM: Paul Newman EXP: 10 GTD: 10
 BAKED SOLE

BAKED SOLE WITH LEMON BUTTER
 \$15.95 Per Person

FUNCTION: Dinner TIME: 7:00 PM - 10:00 PM
 ROOM: Paul Newman EXP: 10 GTD: _____
 Chicken Breast

Boneless Breast of Chicken with Lemon Herb Sauce on the Side
 \$9.95 Per Person

FUNCTION: Dinner TIME: 7:00 PM - 10:00 PM
 ROOM: Paul Newman EXP: 10 GTD: _____
 Grilled Swordfish

Grilled Sword Fish with Herb Butter on the side
 \$15.95 Per Person

The Guests will have a Choice of the (3) Entrees listed above - Each guest will receive a Menu

The Dinners are served with an Ohio City Salad - Romaine Lettuce, Mandarin Oranges and Mild Red Onions with Poppyseed Dressing and a Low Calorie Dressing on the side.

MANDEL ASSOCIATED FOUNDATIONS

Group Name: ~~Premier Industrial Corporation~~ COUNCIL FOR INITIATIVES
Post As: ~~SAME AND MANDEL FOUNDATION~~ IN JEWISH EDUCATION

Contact Person: Ms. Virginia Levi
On Site Contact: ~~MR. THOM MANDEL~~ same
Address: 4500 Euclid ave
Cleveland, OH 44115
Phone: 216-391-8300

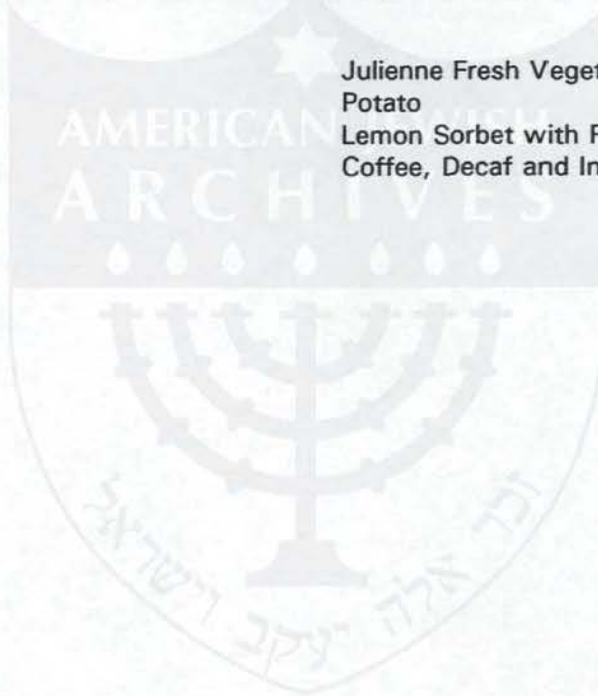
Booked By: Diane Hallagan
Catering Contact: Diane Hallagan

Billing: DIRECT BILL TO THE ATTENTION OF:
COUNCIL FOR THE INITIATIVE IN JEWISH EDUCATION
VIRGINIA LEVI
1750 EUCLID AVENUE
CLEVELAND, OHIO 44101

SET _____

DAY	DATE	TIME	FUNCTION	ROOM	# PPL	RENTAL
Tue	8/23/94	7:00 PM-10:00 PM	Dinner	Paul Newman	10	

Julienne Fresh Vegetable
Potato
Lemon Sorbet with French Wafer
Coffee, Decaf and International Teas



72 WORKING HOUR GUARANTEE ON NUMBER REQUIRED, OTHERWISE EXPECTED NUMBER WILL BE CONSIDERED GUARANTEE. ALL FOOD AND BEVERAGE
SERVICE SUBJECT TO 18.0% SERVICE CHARGE AND 7.00% TAXES.

Signature

Virginia F. Lem

Date

8/15/94

MANDEL ASSOCIATED FOUNDATIONS
 Group Name: Premier Industrial Corporation
 Post As: COUNCIL FOR INITIATIVE IN JEWISH EDUCATION

Contact Person: Ms. Virginia Levi
 On Site Contact: ~~MR. THOM MANDEL~~ *same*
 Address: 4500 Euclid ave
 Cleveland, OH 44115
 Phone: 216-391-8300

Booked By: Diane Hallagan
 Catering Contact: Diane Hallagan

Billing:

DIRECT BILL TO THE ATTENTION OF:
 COUNCIL FOR INITIATIVE IN JEWISH EDUCATION
 VIRGINIA LEVI
 1750 EUCLID AVENUE
 CLEVELAND, OHIO 44101

SET _____

DAY	DATE	TIME	FUNCTION	ROOM	# PPL	RENTAL
Thu	8/25/94	9:00 AM - 1:00 PM	Meeting	Board Room	9 10	

SETUP REQUIREMENTS

CONFERENCE STYLE
 FULL MEETING ROOM AMENITIES

AUDIO VISUAL

1 Flip Chart(s) at \$17.00 each (+markers)

SHIPPING & RECEIVING

NONE

PARKING

Parking-Local Guest: NO CHARGE

Parking-Hotel Guest: NO CHARGE

BEVERAGE

MENU

FUNCTION: Meeting
 ROOM: Board Room
 Continental

TIME: 9:00 AM - 10:00 AM

EXP: 10 GTD: 6

Chilled Orange Juice

Mini Bagels

Freshly Brewed Coffee, Decaffeinated Coffee and
 Specialty Teas

\$4.95 Per Person

FUNCTION: Meeting

TIME: 12:00 PM - 2:00 PM

ROOM: Board Room

EXP: 10 GTD: 9

Tuna Sandwiches w/ Salads

Tossed Garden Salad

Fresh Fruit Salad

Tuna Fish Salad Sandwiches

Marble Rye and Wheat Breads and Kaiser Rolls

Relishes and Condiments

Freshly Brewed Coffee, Decaffeinated Coffee and
 Specialty Teas

\$8.95 Per Person

FUNCTION: Meeting

TIME: 4:00 PM - 7:00 PM

ROOM: Board Room

EXP: 10 GTD: 9

Afternoon Break

Potato Chips, Peanuts and Fresh Fruit (sliced) served with

72 WORKING HOUR GUARANTEE ON NUMBER REQUIRED, OTHERWISE EXPECTED NUMBER WILL BE CONSIDERED GUARANTEE. ALL FOOD AND BEVERAGE
 SERVICE SUBJECT TO 18.0% SERVICE CHARGE AND 7.00% TAXES.

Signature

Virginia F. Levi

Date

8/15/94

MANDEL ASSOCIATED FOUNDATIONS

Group Name: ~~Premier Industrial Corporation~~
Post As: COUNCIL FOR INITIATIVE IN JEWISH EDUCATION

Contact Person: Ms. Virginia Levi
On Site Contact: ~~MR. THOM MANDEL~~ *same*
Address: 4500 Euclid ave
Cleveland, OH 44115
Phone: 216-391-8300

Booked By: Diane Hallagan
Catering Contact: Diane Hallagan

Billing:

DIRECT BILL TO THE ATTENTION OF:
COUNCIL FOR INITIATIVE IN JEWISH EDUCATION
VIRGINIA LEVI
1750 EUCLID AVENUE
CLEVELAND, OHIO 44101

SET _____

DAY	DATE	TIME	FUNCTION	ROOM	# PPL	RENTAL
Thu	8/25/94	9:00 AM - 1:00 PM	Meeting	Board Room	9 <i>10</i>	

AMERICAN
ARCHIVES
C/T/D and soft drinks
\$3.95 Per Person

GROUP WILL HAVE A WORKING LUNCH IN ROOM

72 WORKING HOUR GUARANTEE ON NUMBER REQUIRED, OTHERWISE EXPECTED NUMBER WILL BE CONSIDERED GUARANTEED. ALL FOOD AND BEVERAGE
SERVICE SUBJECT TO 18.0% SERVICE CHARGE AND 7.00% TAXES.

Signature

Virginia F. Levi

Date

8/15/94



Chair

Morton Mandel

6/9/94

Vice Chairs

Billie Gold

Matthew Maryles

Lester Pollack

Maynard Wishner

8/19/94

TO:



August 16, 1994

Honorary Chair

Max Fisher

Diane Hallagan
Director of Catering
Sheraton Cleveland City Centre
777 St. Clair Avenue
Cleveland, OH 44114

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

Charles Goodman

Alfred Gottschalk

Neil Greenbaum

Thomas Hausdorff

David Hirschhorn

Gershon Kekst

Henry Koschitsky

Mark Lainer

Norman Lamm

Marvin Lender

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Dear Diane,

We are returning the function reservation sheets for meetings we are hosting on August 23-25, 1994.

Please address invoicing to the Council for Initiatives for Jewish Education, P.O. Box 94553, Cleveland, OH 44101, Attention: Virginia F. Levi.

If there are any questions please contact us.

Sincerely,

Carol A. Keil
Secretary

Executive Director

Alan Hoffmann

8/19/94 Diane going on
VAC. WK OF 8/22

CONTACT LORI GROENE
X-3350



Sheraton
Cleveland City Centre
HOTEL

August 3, 1994

Ms. Virginia Levi
Premier Industrial Corporation
4500 Euclid ave
Cleveland, OH 44115

Dear Ms. Levi:

Thank you for selecting the Sheraton Cleveland City Centre Hotel to host your meetings on August 23-25, 1994.

The enclosed function reservation sheets outline our understanding of your requirements. Meal functions are subject to 18% service charge and 7% sales tax (service charge is taxable in the state of Ohio).

Please review and sign one copy of the sheets and return it to us at your earliest convenience. We will be contacting you 72 hours prior to the function(s) for your final guarantee. If a final guarantee cannot be given at that time, the hotel must automatically guarantee your original estimated figure. This is the minimum figure you will be charged.

Should you have to cancel the function for any reason, we will assess a cancellation charge equal to 100% of estimated value of the event.

Should you have any questions or concerns with regards to this matter, please do not hesitate to contact me.

Sincerely,

Diane

Diane Hallagan
Director of Catering

DH/pmc



777 ST. CLAIR AVENUE, CLEVELAND, OH 44114
PHONE: (216) 771-7600 FAX: (216) 771-5129

TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
16th SF & AH arrive 4pm on Cont #731 from Milw. * need pick up at airport Hotel: SF & AH Sheraton 8/16-17-18 Dinner w/MLM *Time & Place?	17th 7:15a -AH & RAS-Sheraton 7:30a -HLZ & SF-Sheraton Then come here 9:00a -Phil. Mtgs-Lunch -12:45p pm - SF/AH not in Phil. 4:00p -SF & Chuck Ratner here at CIJE 5:00p -SF,AH,SHH,MG,RAS VFL at Premier 8:30p -SF/AH/MLM Dinner	18th SF, AH, MLM (We do nothing)	19th SF - out early am 7:30a - AH, Stu N,RAS
22nd - Gail 7:57p-Sheraton Ellen-10:05p-Sheraton 23rd -Airport pickups 1:00p-MG & ADH Lunch at Sheraton 2:30P-Agnon Mtg-Bd Rm # of people?? 4:00 -Staff ADH,GD,BH,NR,VFL,EG,AG, DP,SHH- Bd. Rm-Flip Chart *need nibbles/coffee/tea 7:00 - Dinner + MLM 10 people Paul Newman Rm. 7th Flr. munchies later.	24th Bill Robinson-1 nite VFL leave early 8:30a take fact books/pencils/pads 9:30a -JCF Steering Comm 14 people -lunch 1pm 3:00p 6:00p - RAS & MLM Sheraton: SF,AH,	25th SF & AH - 1 nite rm Michael Inbar - 1 nite 9-10:30a-Staff at Sheraton Bd Rm 22nd Flr. ADH,BH,GD,VFL,AG,EG 10:00a - MEF Mtg Bd Rm -7:00p 9 people ADH,BH,GD,SF,AH,MI,AG, EG, SHH Barry -Lv. hotel 8/25??	26th 8:30a - Airport mtg -11:30a Cont. Club Rm GSD,AH,SHH,ADH,Jon Woocher SF & AH leaving at noon 10:00a-SF&RS w/Deans Bailey & Cowen @MSASS
20th ADH 4:30am	30th 2pm		

David Sarnat
David Minkin

NY-Hilton Manhattan
Lobby

David Sarnat
N. Rogers
NY Hilton
Lobby-Michael

(REV 8-17-94)
AT THE SHERATON

TIME	MEETING	WHERE	ATTENDEES
<u>TUES, AUGUST 16TH</u> <u>P.M.</u>			
	DINNER WITH MLM	WHERE ???	MLM,SF,AH
<u>WED,AUGUST 17TH</u> 7:15A 7:30A THEN COME HERE 9:00a - 12:45P AFTERNOON - SF & AH HERE 4:00p 5:00P 8:30P	BKFST BKFST PHIL.MTGS - LUNCH SF & RATNER MTG MEETING DINNER	SHERATON SHERATON PREMIER CIJE - HERE (1 HOUR) PREMIER ??	AH & RAS HLZ & SF ?? SF/CHUCK RATNER SF,AH,SHH,MG,RAS,VFL SF/AH/MLM
<u>THURS, AUGUST 18TH</u>	NO MEETINGS HERE	WE DO NOTHING	SF,AH,MLM
<u>FRI,AUGUST 19TH</u> 7:30A	MEETING HERE	CIJE-HERE	AH,STU NEIDUS, RAS
<u>MON,AUGUST 22ND</u>			GZD AR: 757P EG AR:10:05P

SF
AH

SF
AH

SF, AH

GZD
EG

At the Sheraton

<u>TUES,AUGUST 23RD</u> 1:00P	LUNCH MTG	SHERATON	ADH & MARK GURVIS
2:30P	AGNON MEETING	SHERATON-BD RM 22ND FL	# OF PEOPLE??
4:00P	STAFF MEETING	BD RM 22ND FL	ADH,GD,BH,NR,VFL,EG,AG DP,SHH - 9 PEOPLE
7:00P	DINNER MTG STAFF W/MLM	SHERATON-P.NEWMAN RM (7TH FLR)	ALL ABOVE PLUS MLM- 10 PEOPLE FOR DINNER
<u>WED,AUGUST 24TH</u> 8:30A <u>9:30A-3:00P</u> (1:00P) 6:00P	CIJE STEERING COMM LUNCH	JCF-1750 EUCLID AVE ARCHIVES	JC,GZD,AG,EG,ADH,SHH, BWH,VFL,MLM,DP,NR, RATNER,RITZ,RAS RAS & MLM
<u>THURS,AUGUST 25TH</u> 9:00-10:30A 11:00A 12:00-2:00P 4:00-7:00P	CIJE STAFF MTG MEF MTG OPEN LUNCH MEF MTG	SHERATON-BD RM 22ND FL	ADH,BH,GD,VFL,AG,EG ADH,BH,GD,SF,AH,MI,AG, EG,SHH (SHH OUT 11:30-2pm)

GZD
EG
AG * 3:05pm
ADH ???
BWH * 11:34am
DP * 10:20am
NR 11:34am

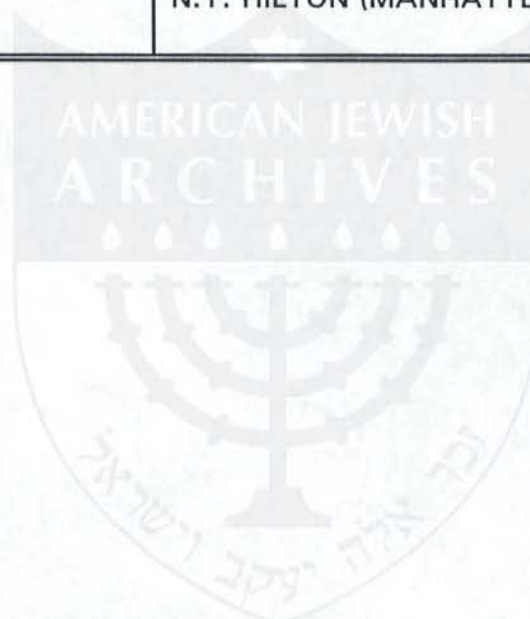
GZD
EG
AG
ADH
BWH
NR

GZD
SF
AH
ADH
MI
WmR

* Needs Van

FRI,AUGUST 26TH 8:30-11:30A 10:00A	CLEVE HOPKINS (HONEY ROSE ARRANGED) CWRU DEANS	CONTINENTAL AIR CLUB ROOM - MSASS	GZD,AH,SHH,ADH,JW SF,RS,DEANS BAILEY,COWEN (SF/AH LEAVING AT NOON)
MON,AUGUST 29TH 6:30P TUES,AUGUST 30 2:00PM (May need to be 3:15P)	MEETING MEETING	N.Y. HILTON (MANHATTEN) MEET IN LOBBY N.Y. HILTON (MANHATTEN)	SARNAT,MINKIN,ADH SARNAT,RAPOPORT,ADH

GZD,AH,ADH
VAN TO CLEVE
Hop.
MTC.





This package ultra
(sample) Steering Comm.
Fact books 15, mak
sending books via 9-28-94
UPS to Robin-CITE VFL/CAR

Carol - Steering

Committee books need

- ① Updated minutes (8/24)
- ② Assignments (8/24)
- ③ Tab 8: - Board agenda — ✓
 - updated board list ✓
 - (2 versions) → updated committee list ✓
 - materials sent to ea. board committee — ✓
- ④ New agenda — ✓

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Teacher Training A Key Focus for Administration

By Ann Bradley

Washington

Most of the attention paid to the Clinton Administration's education agenda has centered on its push to set rigorous academic standards and create a new system for assessing students' progress.

But the Administration also is placing a major emphasis on professional development, arguing that teachers need more sustained, intensive training to prepare them to teach to higher standards.

The focus on professional development is most obvious in the Goals 2000: Educate America Act and in the Administration's proposals for the Elementary and Secondary Education Act.

The Education Department also has formed a task force that is to recommend ways to make better use of the professional-development money appropriated under existing federal programs.

"If what we're trying to do is to change teaching and learning," asked Undersec-

Continued on Page 20

Professional Development Is High on Administration Agenda

Continued from Page 1

retary of Education Marshall S. Smith, "isn't the most important thing we can do is try to help teachers get the training they need to be able to work with students in an effective manner?"

While many educators welcome the attention, there are disagreements over how the government can best encourage professional development that goes beyond the

ment," said Michael W. Kirst, a professor of education at Stanford University. "There is just no conceptual understanding as to what it takes to implement complex curricular material."

Good professional development, researchers have learned, brings teachers together in networks that wrestle, over time, with important issues. Teachers should also receive coaching and follow-up help in using new practices in the classroom.

Goals and Funds

A new national education goal, added by Congress to the original six goals negotiated by the Bush Administration and the National Governors' Association, signals the new federal interest in professional development by calling for teachers to have access to "programs for the continued improvement of their professional skills."

The Goals 2000 law enacted earlier this year, which codified the goals, also requires states that apply for federal school-reform grants to draft improvement plans spelling out how they will help develop teachers' capacity to provide high-quality instruction centered on content and performance standards.

States are to make grants to districts to develop their own reform plans, which must include strategies for improving teaching. They also can make grants to districts or groups of districts to work with colleges and universities to improve teacher education.

The Goals 2000 law puts school districts in the driver's seat in seeking out partnerships with colleges and universities that can meet their needs, said David G. Imig, the chief executive officer of the American Association of Colleges for Teacher Education.

"The school of education or the dean has to look outside the university for a connection and a part-

nership in a much more aggressive way," Mr. Imig said.

Links to Standards

The Education Department's proposals for reauthorizing the E.S.E.A. also heavily stress professional development, calling for it to become "a vehicle for reform."

The Administration proposed creating a new Eisenhower professional-development program, expanding the existing mathematics and science program to support professional development in a variety of disciplines.

The Administration had proposed eliminating the Chapter 2 block grant and combining the funding authorized for that program and the current Eisenhower program to set a funding ceiling of \$752 million for the new effort.

HR 6, the E.S.E.A. bill that has cleared the House, and S 1513, the companion bill pending in the Senate, both reject the proposal to scrap Chapter 2. But both would create an expanded professional-development initiative as well.

Both versions of the E.S.E.A. bill make it clear that professional-development activities should be linked to challenging content and performance standards.

But the legislation is flexible, providing not mandates but a list of possible activities that differs somewhat between the two versions.

The money could be used for such purposes as developing new ways of assessing teachers and administrators for licensure, supporting local and national professional networks, or providing incentives for teachers to become certified by the National Board for Professional Teaching Standards. School districts could use the money to release teachers from their classes.

In a related effort, the Administration has proposed consolidating more than 50 technical-assis-

tance centers now funded under Chapter 1, bilingual education, drug-free schools, and other categorical programs into a system of 10 regional centers that would take an integrated approach to helping states and districts with professional development and school reform.

Both versions of the E.S.E.A. legislation endorse the consolidation.

A Chapter 1 Set-Aside?

The Senate bill also calls for creating a "national teacher training project," modeled after the National Writing Project.

Lawmakers are also considering how and whether to address professional development under the Chapter 1 compensatory-education program.

The Independent Commission on Chapter 1, formed by a group of child advocates, is pushing for a provision setting aside some Chapter 1 money specifically for professional development.

But the Administration argues that requiring districts to set aside money under Title I—the name Chapter 1 would revert to under the E.S.E.A. bills—would contradict its commitment to local flexibility and schoolwide strategies.

The Senate bill would earmark 10 percent of districts' funding for professional development; HR 6 contains no such provision.

"We thought it didn't make sense to come up with an arbitrary percentage required across the board in all Title I schools," said Thomas W. Payzant, the assistant secretary for elementary and secondary education.

But Kati Haycock, a member of the Chapter 1 commission's steering committee, argued that a set-aside would be controlled by educators who are responsible for raising student achievement. Eisenhower money, she noted, would be "in the hands of the district."

"What tends to happen in schools that most desperately need the help don't get it," she said. "Title I has the wonderful benefit of putting the greatest investment in the schools with the greatest problems."

Are Schools Ready?

While praising the effort to improve professional development, some observers fear that states and districts lack the know-how to follow through.

"How in the world do you now do site-based, continuous in-service education or professional development without any kind of preparation of principals and lead teachers and others to do this?" asked Mr. Imig of the A.A.C.T.E.

In some of the legislation, he said, "there is a presumption that you put two teachers together and they have a wonderful conversation that leads to change."

Glen Cutlip, a senior policy analyst at the National Education Association, said the union seconds the Administration's view that "standards and assessments may not be a magic bullet without other things."

But Mr. Cutlip said he still worries that some politicians and educators are placing too much faith in a "mechanistic" view that assumes a direct link between setting standards for students, training teachers, and improving outcomes.

"Clearly, it's going to be hard to do this," Undersecretary Smith said of improving professional development. But he argued that a policy calling for training teachers to help students reach higher standards will "begin to focus behavior."

"The only way to get going is to start to stimulate it, showing examples, reinforcing and rewarding, and providing resources when people need it," he said.