



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

Subseries 3: Lead Communities, 1988–1997.

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Denominations Movement, 1991-1992.

For more information on this collection, please see the finding aid on the
American Jewish Archives website.

DRAFT

Lead Com -

ON THE ORGANIZATIONS MOVEMENTS AND THE LEAD COMMUNITIES:

A. Edy Rausch (10/23-91) Melton/JTSA

1. Denominations are a complicated issue CJF study suggests we pull together for survival but the power of ideas is in their specificity - we need subject matter.

Movements as sports clubs - people fall into movements not into their theology.

2. Teachers - quality, an urgent issue.
3. In-Service

Melton Retreats - participants from other denominations

- a. split activities - Bible, tefilla
theology: best people from each of the movements - real theologians
- b. common areas
pedagogic skills
arts
nature/world
subject matter - e.g., history

- c. general education - the best - e.g., curriculum
- d. personal knowledge

Stay away for what we cannot do well.

4. Retreat programs - catalog - focused (Modules)

Teachers

Curriculum

Personal

Community Issues

Theology

Writing Workshop/Education

5. Fellowships

B. Elliot Spack (10/24/91) CAJE

1. 3800 CAJE packets were sent out.

List includes Federation execs.

2. CAJE in lead communities.

RFP notice to Elliot; he wants CAJE representatives on local committees and on site visit teams.

3. Commission, JCCA commission: both conscious efforts to keep CAJE off.

CAJE never given any deference; no role at commission.
They missed the boat. The commission did not listen.
We need a reciprocal dialogue. CAJE paper should have been included in the Commission report.

4. CAJE sees itself -
not as a union
advocates for Jewish education -
early days, revolutionary zeal
now establishment oriented, no longer grass
roots organization
CAJE addresses needs expressed by the total field
is transtheological, non-denominational
regularly re-examines its mission

28 networks created from the field for tangible,
material support, resources
delivery of goods and materials
JESNA: services and evaluation

Reflections designated to refocus

CAJE to think about larger visionary aspects of
Jewish education

CIJE needs * deference and respect in deliberation to the role of the educator.

CIJE is "common cause": educator empowerment.

C. Rabbi Arthur Vernon (10/24/91(JESNA

1. Has been at JESNA since Woocher (1985).
 2. New Magazine to replace Pedagogic Reporter.
 3. JESNA needs a systemic approach agencies don't relate and work together.
 4. Lead communities - adult education, adult Jewish learning.
- CJE Study shows in past five years a doubling in activity in adult Jewish education.
5. Emphasize local initiative.
 6. Marketing of educational resources and services.
 7. Geshernet/regional media service.
 8. Family education - Wizzen - community based family

education.

D. Art Rotman (10/24/91) JCCA

*Calgary

Pittsburg

Houston

Atlanta

E. Rabbi Jeffrey Schein (10/29/91) Reconstruction Education Association

1. Reconstruction Education Commission interested in update on CIJE. They meet in Philadelphia week of March 4.
2. Interested in SE review of Jonathan Spinner's proposal for RJC/RCC Jewish education piece.
3. Role in SPA.
4. Role in lead-community, best practices project (exemplary programs, personnel - e.g., Roberta Goodman at Madison).

*Barry Holtz

5. Schein to be invited to be a Senior Policy Advisor.

Lead Com:

*Denominational
Movement*

DRAFT#1: January 3, 1992

National Organizations and Movements in the Lead Communi

"Each lead community will prepare and undertake implementation of a program most suited to meet its needs and resources and likely to have a major impact on the scope and quality of Jewish education provided."

The relationship between the CIJE and the lead community is to be a formal with clear representations of the role of the CIJE within the community. Among other support and assistance the CIJE will offer for support to the communities will take a variety of forms, will be the planning capability available through the "partners" enlisted by the CIJE in the lead community project. The role of the CIJE can be visualized as a bridge to the continental/ central resources such as the Institutions of High Jewish Learning, JESNA, JCCA, CJF and the denominations.

In some communities it is possible that there has been no formal previous contact with these continental resources. It is also possible that the continental groups have not been in a position to service some of the local communities. The function/role of the CIJE will be to help focus the resources of national agencies on the needs of local communities.

Some examples of this follow in the area of the "enabling options":

1. Community support: recruitment of top leadership to affect the climate in the community as regards Jewish education in the community.

Among those specific activities suggested in CIJE papers were the establishment of a Jewish education 'lobby', intercommunal networking, developing lay-professional dialogue, setting an agenda for change, public relations efforts.

Continental partners for the CIJE would include: CLAL, JESNA, denominations, rabbinic and professional Jewish educator groups.

2. Personnel development: recruiting, training and building the profession of Jewish education

Continental partners for the CIJE would include: the training institutions, specifically the recipients of MAF grants and JCCA, JESNA/Bureau Directors Fellowship, in-service: denominational departments of education, professional organizations through conferences and workshops

networking of educators: CAJE, professional organizations

3. Program Areas:

Link between programmatic and enabling options:

arenas for implementation of these enabling options

based on local conditions and needs

CIJE: knowledge and experience base:
Best Practices Project
roster of experts

Jewish Theological Seminary- United Synagogue of America- Melton
Center- Educators Assembly

First draft:

key words: collaboration, common vision, reflects local needs
managed partnerships, excitement, plentiful, hopeful
ed partnerships, common ground

Shevitz: Lasting and beneficial reform emerges slowly from group
experimentation and learning, Significant change takes five
years.

Community capacity
concept of loosely couples groups

comment in recent book on architecture: preoccupation is the
relationship of buildings to the natural landscape in which they
are placed.

Common ground: what it is? large differences in interpretation of
subject matter

On the movements, organizations and the lead communities:

What are we trying to achieve in the lead communities?

based on needs of the community, needs of the constituent
groups

based on CIJE overall goals for lead communities

What activities can be selected that are likely to be useful in
attaining these objectives?

How can learning experiences be organized effectively?

How can the effectiveness of these experiences be evaluated>.g
what a

Who are the key players?

who's who and what do they offer: understand what their
involvement might yield:

Level One:

JCCA and local community centers

CJF and local federations

JESNA and local bureaus or central agencies for Jewish education

Flexner: JESNA is interested in training teacher trainers at
the local level for regional workshops offered through central
agencies

also interested in training for specialized areas:
supervision and evaluation, curriculum development, administrative
skills (new programs for new principals at Brandeis, intern
program planned for Israel, executive development CJF/Wexner)

training for Bureau staff

interested in local in-service (CAJE type activities
interdenominational - good for spirit, good for networking,
problem with lack of continuity) and professional development on
national level/ planning

role of National Board of License:

Key to success with in-service: a real good partnership

Association of Institutions of Higher Learning for Jewish
Education: training and research are also on their agenda

national training institutions: local training institutions or
existing training programs

Level Two:

denominations

movements

their training institutions

Level Three:

other training institutions: local Hebrew colleges

professional membership organizations/ associations

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What are the major issues associated with each of these?

what has been the extent or quality of their ongoing contacts
with the field and the communities:

do we really want to work with all of them/ some of them

How will groups work together: previously no contact on this
basis with one another.

way to map the players in terms of their relative and absolute
ability to contribute

PROBLEMS:

Hierarchy of importance

assess what important for within lead communities

quality and content issues