



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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Folder  
12

General correspondence and notes, 1990-1991.

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Minutes of Meeting of Prof. Seymour Fox of the Melton Center of the School of Education at the Hebrew University with Profs. Moshe Davis of the International Center for the University Teaching of Jewish Civilization and Michael Brown of York University, Toronto - 19 April 1990.

The meeting was called by Profs. Davis and Brown, who wanted to share with Prof. Fox some of the projects they have been discussing for the past number of years

In his report of December, 1979, to President Yitzhak Navon, University Teaching of Jewish Civilization, A Policy Report, Prof. Davis noted "the collapse of the Jewish elementary and secondary teaching profession." Everywhere in the Jewish world outside Israel "the immigrant generation of East European teachers has passed from the active scene, and the too few Jewish teacher-training institutions hardly fill the gap. Moreover, in recent years even those institutions that there were have had difficulty in enrolling students.

Yet, as Davis points out, the teacher is guarantor of the welfare of the Jewish community. "Restoration of the teacher to dignified positions in Jewish communities everywhere needs to be given intense consideration. After all, the modern vocations of the rabbinate and communal and social work have become established modern professions. Without a respected profession of classroom teachers, there can be no quality to Jewish life present or future."

One key to the modernization of the rabbinate and the Jewish social and communal work professions has been the institution of a requirement of university training for both rabbis and communal workers. Moreover, the training of Jewish communal workers in universities has made it possible to attract students to the profession, who might have viewed a training program in a Jewish institution as "too narrow." The question is, then, what can the university do for the Jewish teaching profession?

At York University in Toronto the faculties of Arts and Education have been working on this problem on a small scale for a number of years. Public universities in Canada have not traditionally had difficulty in becoming involved in denominational concerns; and, as a result, York has developed a teacher training program for Jewish schools in cooperation with the Toronto Board of Jewish Education. It has, in addition, developed a close working relationship with some Jewish schools involving teacher training, providing consultants for secular studies, and other activities. Although York has trained only a few of the teachers needed in Toronto's large Jewish school system (some 7000 Hebrew day school students and another 5000 students in supplementary schools), the community has recognized the promise of the program. What is especially interesting to people in the



community is that York's graduates are trained to teach not only Jewish studies, but secular studies, as well.

Profs. Brown and Davis are interested in expansion of the York program and in its enrichment and especially in developing its Israel component. Such expansion and enrichment would enable the program to serve as a pilot program to test whether the public university in North America can, indeed, become an appropriate setting for meeting the teacher needs of the Jewish community and whether such a program can begin to overcome the teacher shortage and the low status now attached to the teaching profession. With its large, but not too large Jewish community, widely acknowledged to be characterized by strong commitment to Jewish life, and with its large and well-developed Jewish day-school system able to absorb significant numbers of teacher trainees in Orthodox, Conservative, Reform, and secular settings, Toronto should be and ideal place for such a pilot program.

Proposals for enriching the existing York program include:

1) Faculty Enrichment at York and In-Service in Toronto Schools

Faculty resources at York in Jewish Education are much thinner than desired. Strength is required in a number of curricular areas, such as the teaching of Bible and language. Since York's graduates will teach both Jewish and secular studies, expertise in integrating both sides of the curriculum, such as is common in Israel, is needed. Schools require consultants in the same areas.

It is proposed to bring to York Israeli faculty members with expertise in education and an arts field for a three-to-five-year pilot project. The position or positions would be rotating in order to provide the maximum curricular and methodological breadth. Visitors would teach in the program and serve as consultants in the schools. If the program is evaluated positively, then every effort would be made to make the position or positions permanent.

2) Student Program in Israel

Partly because a number of our students are older, partly because many students lack the resources, partly because York's program is, in fact, a double program requiring five years of study, and for other reasons, many students find a year of study in Israel impossible to arrange. It is proposed to establish a special York seminar which would bring York students to Israel for two long summer programs especially tailored to their needs. Students would be fully funded and receive a stipend in lieu of summer earnings. They would obligate themselves to spend at least three years teaching after graduation. One purpose of this particular thrust would be to determine the effectiveness of such a summer program for training teachers.



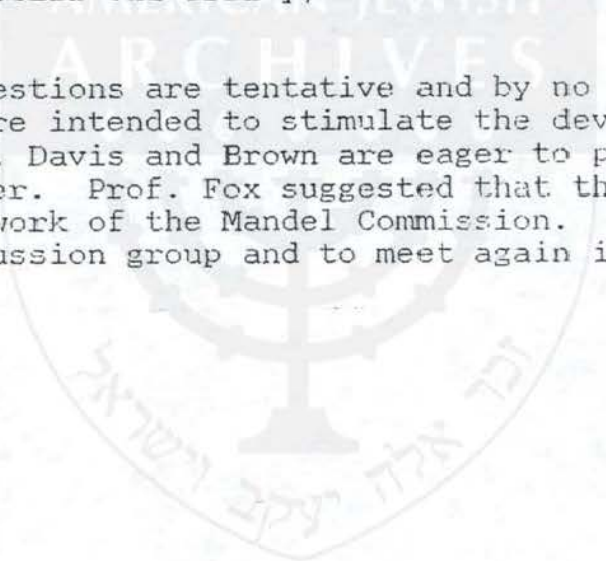
### 3) Stipends for Students

In order to test whether the teaching profession can attract some of the best qualified and brightest undergraduates, it is proposed to establish a full scholarship program for ten to twenty students a year in Jewish education. Recipients would obligate themselves to teach in the field for four years after graduation.

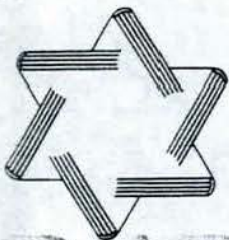
### 4) Informal Settings for Teacher Training

As a supplement to classroom study and the teaching practicum, we are eager to explore the use of informal settings for teacher training. Such settings include shabbatonim, camping, and conferences. The visiting Israeli scholars might play a key role here. Cooperation with other institutions engaged in teacher training, such as McGill University, is envisioned.

The above suggestions are tentative and by no means exhaustive. They are intended to stimulate the development of other ideas. Profs. Davis and Brown are eager to pursue the possibilities further. Prof. Fox suggested that the proposals might fit into the work of the Mandel Commission. It is planned to enlarge the discussion group and to meet again in the very near future.\_







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Yeshivath Adath B'nai Israel

December 5, 1990  
18 Kislev 5751

Mr. Morton L. Mandel  
Premier Industrial Corporation  
4500 Euclid Avenue  
Cleveland, Ohio 44103


Dear Mort:

Mazal tov and warmest congratulations on your presentation at the General Assembly and, more so, for the unbelievable feat you have achieved. Although you do not seek honor, you are among those whom the Talmud describes as having honor thrust upon them. And a richly deserved honor it is. You have made an indelible mark on the future of American Jewry.

I pray that you will continue to go from strength to increased strength in the task you have taken on yourself and have placed upon others. Count me among your supporters to the extent that I am able to help.

With warm good wishes from house to house.

Cordially,

  
Alan D. Bennett  
Executive Vice President

ADB/hk

HLZ

MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

*[Handwritten signature]* ✓

December 11, 1990

Dear Alan:

Thanks for your lovely note. I appreciate it.

Warmest regards.

Sincerely,

*[Handwritten signature]*

MORTON L. MANDEL

Mr. Alan D. Bennett  
Executive Vice President  
Cleveland Bureau of Jewish  
Education  
2030 South Taylor Road  
Cleveland Hts., OH 44118



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December 13, 1990

Dr. Avram Davis  
1725 Berkeley Way - #4  
Berkeley, CA 94703

Dear Dr. Davis:

Thank you for your recent letter concerning the work of the Commission on Jewish Education in North America. Your comments concerning the need to reinforce spirituality in Jewish education ring true to me. Rote memorization is ineffective in almost all of our endeavors. We purposely refrained from defining Jewish education so as to indicate our desire to encourage all kinds of Jews to strengthen their own values and find a better way to transmit those values to the next generation.

Similarly, I think your ideas on Jewish environmental concerns will be equally well received by our younger folks (and their more sensitive elders).

Thanks for taking the time to share your thoughts.

Sincerely,

Morton L. Mandel

gc:B1:19A

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December 13, 1990

Rabbi Ben Beliak  
Claremont University Center  
919 N. Columbia  
Claremont, CA 91711

Dear Rabbi Beliak:

Thanks for your note of December 5 concerning the question of who is sharing the Commission's work with Hillel.

Your national director, Richard Joel, was invited to the concluding meeting of the Commission where the report was issued, and he will be invited in the future to work more closely with the new Council for Initiatives in Jewish Education. At the moment we are leaving in his hands how to share our work with the Hillel network.

Thanks for your suggestion and interest.

Sincerely,

Stephen H. Hoffman  
Acting Director

SHH:gc  
Bl:15A



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December 17, 1990

Mr. Stuart Eizenstat  
Powell, Goldstein, Frazer & Murphy  
1001 Pennsylvania Avenue, NW  
Washington, DC 20004

Dear Stuart:

Mort Mandel shared with me your letter of November 21 in which you make a number of detailed comments on the report of the Commission. We are really pleased that you took the time to go through it in depth, and I wanted to respond to a few of your observations.

Let me start with your thoughts about lead communities. You are right on target when you talk about the criteria for choosing the lead communities. The new Council for Initiatives in Jewish Education will have a board of volunteer leadership mixed with some prominent educators. This group will set the criteria for lead communities, and they will be much more detailed than the general ideas set forth in the report itself. We expect that to be done in the spring.

The initial thinking for funding of CIJE is from private individuals and foundations. Our concern about seeking federations' support is that it could be misconstrued as an attempt to undercut JESNA, which is totally dependent on allocations from federations. The specific projects we want to undertake will be funded through grant proposals written for various foundations, and it may be that some federations, through their endowment funds, will want to participate in such projects.

Rabbi Joshua Haberman has written to us, and we are going to keep his name on our list of people to involve in our next phase when we seek to broaden participation with leading educators.

(Over)

December 17, 1990

Your final points concerning outreach to non-Jewish spouses, Israeli scholars, CLAL, and day schools all are grist for the future mill of CIJE, even though they were not specifically given added emphasis in the final report. The report was not envisioned to cover the whole waterfront but ultimately CIJE will be doing its best to advance agendas in all of these areas.

Stuart, we are very appreciative of your support for this work, and we are looking forward to working with you in the future.

Sincerely,

Stephen H. Hoffman  
Acting Director

SHH:gc  
Bl:15B

cc: Mr. Morton L. Mandel ,





December 17, 1990

Dear

Now that the Commission on Jewish Education in North America has issued its report, I want to thank you again for your efforts on the Commission's behalf. Your thoughtful participation in Commission meetings and willingness to consult as we moved toward the Commission report are deeply appreciated. Our report was well received at the General Assembly of CJF in San Francisco, and we have received many letters of appreciation from around the continent. The interest in our work continues at a very high level!

With the first phase of our efforts concluded, we are gearing up for Phase Two, launching the Council for Initiatives in Jewish Education. Stephen Hoffman is serving as the interim Director, and I am pleased now to announce that Dr. Shulamith Elster has accepted the position of Chief Education Officer with CIJE. She has served on the staff of Charles E. Smith Jewish Day School, Rockville, Maryland since 1972, currently as headmaster. In addition, she has taught graduate courses in education and has spoken, counseled and published in her area of expertise--career development.

We are currently beginning to recruit the Board of the CIJE. I would be pleased if you would accept an invitation to serve on the Board. We will meet three times a year in New York and will be scheduling a first meeting for mid-March. If you have any questions about this, please feel free to call me at (216) 391-8300 or Steve Hoffman at (216) 566-9200.

I look forward to hearing that you will join in this next important phase of our work on behalf of Jewish education.

Morton L. Mandel

## Exhibit 3

## Criteria for the Selection of Lead Communities

## Senior Policy Advisors

## What Criteria Should be Used in Selecting Lead Communities?

The following criteria will be considered in selecting lead communities:

- R.I. → a. City size *small* *129th - 138th*
- R.II → b. Geographic location *1*
- c. Lay leadership commitment
- d. The existence of a planning process
- e. Financial stability
- [initials]* f. Availability of academic resources
- g. Strength of existing institutions
- h. Presence of some strong professional leadership
- i. Willingness of community to take over process and carry it forward
- R.II j. Replicability
- k. Commitment to coalition building (synergism)
- [initials]* l. Commitment to innovation
- m. Commitment to a "seamless approach," involving all ages, formal and informal education
- n. Commitment to the notion of *Clal Yisrael*—willingness to involve all segments of the community
- o. Agreement with the importance of creating fundamental reform, not just incremental change

*ADDITIONAL  
RESOURCES*

*FIT  
1570*



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December 18, 1990

Dr. Armand Lauffer  
Project Star  
University of Michigan  
School of Social Work  
4064 Frieze  
Ann Arbor, MI 48109-1285

Dear Armand:


Thank you for your letter of December 12 in which you outline your current process examining college campus Jewish identify influences. The future agenda of the CIJE is so broad, potentially, that it would be foolish for me to say that your efforts at Michigan do not complement the interests of the CIJE. However, it is too soon for me to be able to tell you just how we can bring our interests together.

We just had the good fortune to sign Dr. Shulamith Elster to be our chief education officer. She'll be joining us full time in July and available on a part-time basis until then. I'll be discussing with her, as well as some others, how to mesh all the various efforts that are reaching out to us, including yours.

Thanks for staying in touch. I appreciate your thoughtfulness and commitment to our agenda.

Warm regards.

Sincerely,

  
Stephen H. Hoffman  
Acting Director

SHH:gc  
Bl:24B

## Criteria for the Selection of LCs

### January 1991 Workshop

Possible considerations in selection process:

1. City size
2. Geographical location
3. Lay leadership commitment
4. Planning process underway
5. Financial stability
6. Availability of academic resources
7. Strength of existing institutions
8. Presence of some strong professional leadership
9. Willingness of community to take over process and carry it forward after the initial period

In general, there was difficulty in conceptualizing a clear set of criteria for choosing lead communities—and in deciding among the goals of replicability/demonstrability/models of excellence. What emerged from this discussion was consensus on the idea of differentiated criteria: different communities might be chosen for different reasons. On the other hand, we clearly cannot afford to fail: however we choose candidates, we must be convinced that between the community's resources and our own, success is likely.





# Brandeis University

JAN 7 1991

Philip W. Lown  
School of  
Near Eastern and  
Judaic Studies

Benjamin S. Hornstein  
Program in Jewish  
Communal Service  
Waltham, Massachusetts  
02254-9110

617-736-2990  
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January 2, 1991

Mr. Henry L. Zucker  
Mandel Associated Foundations  
4500 Euclid Avenue  
Cleveland, OH 44103-3780

Dear Hank:

Last week I attended a meeting in Boston at the annual conference of The National Association of Temple Educators (Reform) that I wish to share with you.

Sara Lee was chairing the meeting. Around the table sat the educators charged with planning their 1991 conference to be held in Baltimore. Their topic: the relation between the synagogue and the synagogue school.

Sara invited me to consult with the group because they are planning an impressive research effort over the next 6 months to replicate the work I did in my paper for the Commission. They will be taking the type of questions I raised in studying two Boston-area congregations to 6 or 8 Reform congregations around the country. The results will be shared at their next annual conference.

I was so proud to see this taking place. But more than being a credit to my work, it is a credit to the Commission and the process it has set in motion. I think you should know about it and share this news with Mort, Steve and the others.

Be well and let's remain in touch.

Sincerely yours,

  
Joseph Reimer

JR:jh

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January 8, 1991

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Waltham, Massachusetts 02254-9110

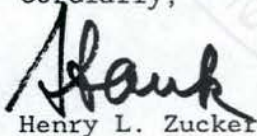
Dear Joe:

Thanks for your letter of January 2nd with reference to the National Association of Temple Educators. I have shared the letter with both Mort Mandel and Steve Hoffman.

It's good to know that there are important discussions in the ranks of Jewish education which have been stimulated by the work of the Commission. The whole concept underlying the Commission's method of operation was to stimulate ideas and actions and to encourage needed changes.

Let's keep in touch.

Cordially,

  
Henry L. Zucker

cc: Morton Mandel  
Stephen Hoffman ✓



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TELEFAX: 201-673-4387  
201 673-6800

# UNITED JEWISH FEDERATION OF METRO WEST

375 ROUTE 10  
RANDOLPH, NEW JERSEY 07869  
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January 10, 1991  
24 Tevet 5751

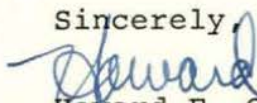
Mr. Stephen Hoffman  
Jewish Community Federation  
1750 Euclid Ave.  
Cleveland, Ohio 44115

Dear Steve:

The appearance of "A Time to Act", coupled with the establishment of the Council for Initiatives in Jewish Education, represents a moment of signal importance to all of us who care about Jewish education. The Jewish community in MetroWest, New Jersey associates itself with the goals and challenges which the Commission on Jewish Education has articulated. Moreover, at this transitional time, we also express our appreciation for the pioneer role which the Commission has taken in identifying the major challenges which Jewish education policy-makers and practitioners must meet.

We understand that many communities are coming forward as the Council begins its work, expressing a strong desire to be considered as a Lead Community. We truly believe that by dint of demographics, natural resources, geography, and a high level of inter-agency cooperation and Federation commitment, our community is especially suited for a leadership role in working with the Council. We are ready to demonstrate this for the Council and we look forward to the opportunity to outline the MetroWest approach to the community redesign and improvement of Jewish education through intensive and pioneering programs.

Sincerely,



Howard E. Charish  
Executive Vice-President  
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SHH

1/15

Will you reply?

HLZ





בית תורה

11710 HUNTERS LANE  
ROCKVILLE, MARYLAND  
20852  
(301) 984-2111

Beneficiary Agency  
United Jewish Appeal Federation  
of Greater Washington

Accredited by Maryland State  
Department of Education

Affiliated with  
Board of Jewish Education  
of Greater Washington

January 4, 1991

Mr. Mort Mandel  
Premier Industries  
4500 Euclid Avenue  
Cleveland, OH 44103

JAN 14 1991

Dear Mr. Mandel,

As a Clevelander at heart (daughter of Mel and Ina Lazerick), I often take the opportunity to brag about many "hometown" things. This year I didn't have much opportunity with the Browns, however.

On more than one occasion I have spoken with pride about the Mandel Commission. I am currently the Secular Studies Principal at the Hebrew Day Institute, Rockville, Maryland. We are a small, 180 student, school that serves a diverse population of students from the area. We currently have programs for gifted as well as learning disabled students. We also serve one group of severely learning disabled students in a self-contained classroom. Currently this classroom is entirely supported by the families of those students who are in it.

We have a problem with which I thought you or the Mandel Commission might be able to help us: There is a need in the D.C. area to provide a Jewish education to students who are developmentally disabled, developmentally delayed, and learning disabled who are not able to support this type of program financially. Do you know of any foundations, groups, or individuals who might be interested in endowing or supporting such a program for the Washington, D. C., area? We would love to talk to any interested people about this. Our Federation is most supportive of Jewish Education, but cannot financially support an expensive program of this sort, as you can well imagine.

Any leads you can provide would be most helpful. I do wish you and your family well.

Sincerely,

*Beth Lazerick*

Dr. Beth Lazerick  
Secular Studies Principal

## Admissions Procedures

Any Jewish child who will be five years old by December 31 of the year of enrollment may apply to HDI for kindergarten, although individual exceptions may be made. A nursery school child must be at least two years old before the first day of school. Older children may apply for admission at any grade upon presentation of records from schools previously attended. HDI does not discriminate on the basis of sex, race, color, creed or national origin in the admission of students or the employment of faculty and administrative staff.

After receipt of an application for kindergarten through sixth grade, the school arranges a screening interview by the school psychologist. The primary purpose of this screening is to assure that the school is an appropriate placement for the child and to obtain information useful to the child's teachers in tailoring the child's studies.

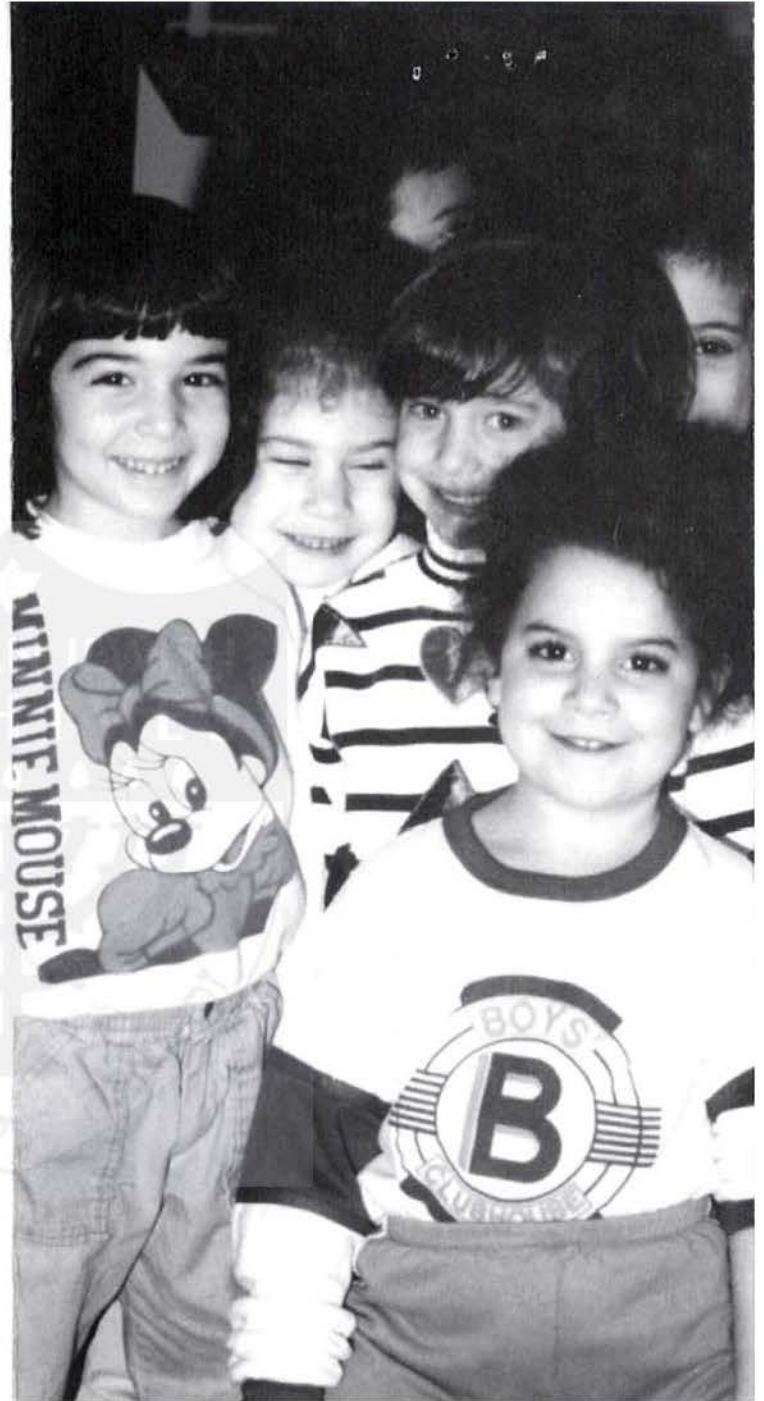
Following acceptance of the child, the parents must pay a non-refundable tuition deposit to secure a place for the child. Signing a contract for the balance of the tuition completes the admissions process. Tuition assistance is available to families who show a need. During the summer, a Parent Handbook and additional information about the school year are mailed to each family whose children are registered in the school.

Registration for the following school year begins in late fall. We invite you to call for an appointment to visit our school and observe our classes.



***Please call for further information, an application form and a current schedule of tuition and fees.***

**Hebrew Day Institute**  
Lehrman Community Services Building  
11710 Hunters Lane  
Rockville, Maryland 20852  
**(301) 984-2111**



**Hebrew Day Institute**  
Lehrman Community Services Building  
11710 Hunters Lane  
Rockville, Maryland 20852







**T**he Hebrew Day Institute (HDI) was founded in 1973 by a small group of parents committed to excellence in Jewish and secular education. HDI now

is housed in its own spacious wing of the Lehrman Community Services Building in Rockville, Maryland. Each year, about 250 students in nursery school and kindergarten through sixth grade grow and learn in an exciting educational environment. They come from many different Jewish backgrounds with various synagogue affiliations and levels of observance.

The Hebrew Day Institute is accredited by the Maryland State Board of Education. We endeavor to provide an outstanding secular education that stresses attention to the capabilities and needs of individual students and a program of Jewish education that promotes pride in Judaism and joy in the richness of our heritage.

HDI offers its students a dual curriculum. Secular studies include reading, language arts, mathematics, social studies, science, art, music, physical education and library science. The Hebrew/Judaic program includes Hebrew language, Torah, laws and customs, prayer and its interpretation, Prophets and Talmud.

*Nursery school children enjoy socializing with their peers.*



## Our Philosophy

### *An Individualized Approach To Learning*

We believe that children vary widely in abilities, habits, attitudes, interests and past experiences. Each child is unique. Therefore, we strive to achieve an individualized program that recognizes each child's strengths and builds upon them. Using teaching assistants, specialists, ability groupings that combine children of different ages, and personalized attention, we design an education that promotes independent work, creativity and critical thinking skills. We endeavor to motivate and guide each child to reach his or her fullest potential.

We believe that motivation is the heart of the learning process. We make learning an exciting experience that takes place in a warm, spirited classroom environment. We are not just teaching children subject content; we are encouraging a love of learning that will underlie their attitudes toward education for the rest of their lives.

## Our Curricula

### *A Combination Of Secular And Judaic Studies*

The secular studies curriculum meets the standards of the Maryland State Department of Education. Subjects are presented to the children as appropriate for their ages and readiness to learn. Children study reading, language arts, mathematics, social studies, science, art, music, physical education and library science. The secular studies program stresses individuality through the use of classroom groupings, specialists, assistant teachers and personalized attention.

Small groupings allow enriched instruction for advanced students. Other enrichment activities, such as field trips, science projects and musical programs, are offered to children throughout the year. Children may



join the school chorus that participates in school programs and in special events throughout the region. Those who sing or play musical instruments perform at programs for their fellow students.

For children with unique learning styles, we offer resource teachers for specialized instruction. For children requiring a more structured learning environment, we offer a self-contained classroom where students learn many of their subjects while joining peers in their grade for other activities.

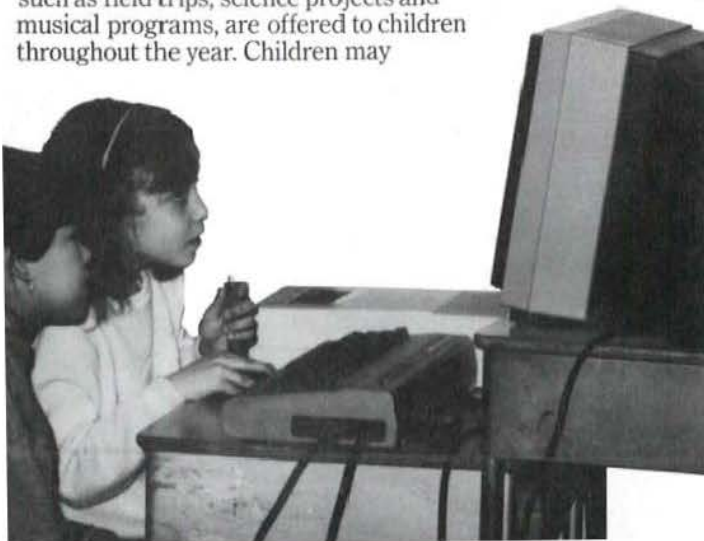
The Judaic studies program teaches Jewish heritage and values while mindful of the differences in individual family practices. The underlying theme of the Judaic studies program is to develop Jewish scholarship and values and a sense of tolerance and caring for other people. Competitive awards are shunned in favor of "Midot Tovot" awards that recognize acts reflecting good character. Children participate in weekly assemblies to review the weekly Parsha and analyze its application to their daily lives.

## Our Nursery School

### *An Unpressured Early Childhood*

The goal of our nursery school program is to give each child the opportunity to learn, develop and play in an atmosphere that is free of stress and pressure. Under the guidance of skilled and experienced staff, children from ages two through four enjoy a combination of age-appropriate units on secular topics and on Judaics. Arts and crafts, music and creative movement activities are blended throughout the curriculum. The program complies with the regulations for accreditation of the Maryland State Department of Education and is affiliated with the Board of Jewish Education.

*Computers are used by students in every classroom from kindergarten through sixth grade.*





## Our Staff

### *Competent And Caring Educators*

Our Headmaster, who is both a rabbi and a trained educator, oversees the educational programs of the school. He is assisted by three administrators: a secular studies principal, a Hebrew studies principal, and a nursery school director.

All members of HDI's professional staff meet the State of Maryland Department of Education's requirements for their respective positions. Our staff is selected based upon training and ability and a willingness to develop and implement programs designed to meet the needs of the individual child.

Teaching assistants are employed in each kindergarten classroom and at other grade levels as needed. The nursery school has at least one teacher and one assistant in every class.

The staff also includes specialists for art, music, math, science, physical education and library sciences. Also available to work with students as needed are a psychologist, special education teacher and additional resource personnel for enrichment and remedial instruction.

## Our Facilities

The Hebrew Day Institute occupies its own wing of the Lehrman Community Services Building in Rockville. This former public junior high school building is shared with several other nonprofit community organizations.

The portion of the building used by our school includes generous classroom space, an assembly room, a library, a fine arts room, rooms for small group work and conferences, a gymnasium, a playground and ball fields, and a playground equipped especially for nursery children. The space is leased from the Greater Washington Jewish Community Foundation that renovated and now maintains the building for the community.

## Governance And Support

The Hebrew Day Institute Board of Directors oversees the operation of the school. It establishes major policies; determines the school budget and financial policies; coordinates fund-raising activities and approves the hiring of the administrators. The 15 Board members may include parents in the school and representatives from the community. Board members are elected annually in the spring for terms beginning in June. The board meets about once a month and meetings usually are open to parents.

The Board is led by the president who supervises and communicates regularly with the headmaster who

guides the educational administrators. These administrators oversee the day-to-day educational and administrative duties of the school. An executive director oversees the business and financial activities of the school.

A Board of Trustees is nominated and elected annually by the Board of Directors to offer support and advice to the directors. Members may come from any segment of the school or community and they are invited to all school meetings and events. Trustees vote on policy matters with the Board of Directors.

In addition to tuition and fees, the school is supported by a generous annual subsidy from UJA Federation, grants and endowments, and gifts and donations from local philanthropists. Parents participate actively in fund-raising projects. Contributions always are welcome.



*Each school day begins with recitation of morning prayers.*

## Additional Services

A variety of additional services are offered to families who wish to take advantage of them. These include van transportation in some areas of Montgomery County, extended hours care before and after school, and after-school care when school closes at noon prior to some holidays. We also offer an array of optional after-school and extra-curricular classes such as art, creative movement, chess, kosher cooking, karate, reading and writing enrichment.

1/3/91

Steve -

What do I (you?) do  
with this?

Gunny

T-1/16/91



JAN 3 1991

26162 Veva Way  
Calabasas, CA 91302  
December 11, 1990

The Commission on Jewish Education  
in North America  
New York, New York

Dear Sirs,

Recently, I read of the Commission's statement that the Jewish community of North America is; "facing a crisis of major proportions" which has been caused by the lack of commitment to passing on Jewish ethnic and religious traditions.

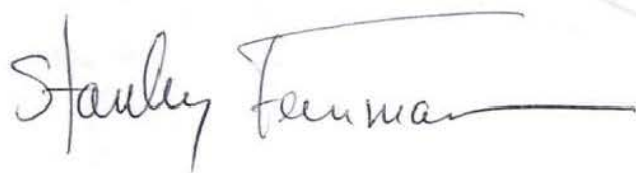
As a father of four (4) adult children and three (3) young grandchildren, I commend your concerns and your desires to improve the richness and continuity of Jewish life and for the Jewish people as a whole.

However, I am not clear what the Commission on Jewish Education deems to be important Jewish ethnic and religious traditions.

How does the Commission respond to oppressive actions that are prejudiced and oppressive and which are based on hatred of Jewish people and Judaism? If the process of continuing Jewish values, ideals and behavior results in Anti-Semitism, what is the response?

I would appreciate receiving information concerning the Commission on Jewish Education in North America.

Sincerely,

A handwritten signature in dark ink, reading "Stanley Feinman". The signature is written in a cursive style with a long horizontal line extending from the end of the name.

Stanley M. Feinman

F

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IN NORTH AMERICA

4500 Euclid Avenue  
Cleveland, Ohio 44103  
216/391-8300

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Virginia F. Levi  
Joseph Reimer

January 17, 1991

Mr. Howard Charish  
Executive Vice President  
United Jewish Federation  
of Metrowest  
60 Glenwood Avenue  
East Orange, NJ 07017

Dear Howard:

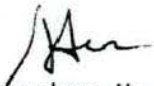
Thanks for your letter about Metrowest's interest in being a lead community. There's no doubt in my mind that you will make a strong case for your community when the time comes.

That time will be in the period after our March board meeting. We will be putting out a general request for communities to express interest in the lead community program. I'm holding your letter until then to make sure we don't forget about your interest, but there will be the opportunity for the formal response.

I look forward to seeing you in Houston.

Warm regards.

Sincerely,

  
Stephen H. Hoffman  
Acting Director  
CIJE

SHH/jao



F

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ON JEWISH EDUCATION  
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January 17, 1991

Mr. Stanley Feinman  
26162 Veva Way  
Calabasas, CA 91302

Dear Mr. Feinman:

Thank you for your letter of December 11 on the work of the Commission on Jewish Education in North America. You asked what the Commission meant by important Jewish ethnic and religious traditions. The Commission specifically did not attempt to define these. Instead the Commission said it wants to do what it can in Jewish education in North America to help all of our various movements and ideologies do a better job of transmitting what they deem to be the important Jewish ethnic and religious traditions.

Sincerely,

Stephen H. Hoffman  
Acting Director  
CIJE

SHH/jao

P.S. If you'd like to learn more about the work of the Commission, I suggest you consider ordering a copy of the Commission's report, "A Time to Act." You can get one from the University Press of America, 4720 Boston Way, Lanham, MD 20706. The report costs \$14.95 and there is a \$2.50 shipping and handling charge.

bcc: Virginia Levy

Rabbi Daniel Kramer  
USA Rabbinic Cabinet  
99 Park Ave. Suite 300  
NY, NY 10033

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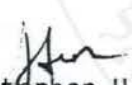
January 17, 1991

Rabbi Doniel Kramer  
UJA Rabbinic Cabinet  
99 Park Avenue, Suite 100  
New York, NY 10033

Dear Rabbi:

It was nice seeing you again on the flight home from Israel. As I promised, I am enclosing a copy of the report, A Time to Act, and look forward to a great review in your publication. Please feel free to call me if you would like to have any additional information about the Council for Initiatives in Jewish Education.

Sincerely,

  
Stephen H. Hoffman

SHH/jao

Enclosure



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Joseph Reimer

January 17, 1991

Dr. Beth Lazerick  
Hebrew Day Institute  
11710 Hunters Lane  
Rockville, MD 20852

Dear Beth:

Mort Mandel passed on to me your letter asking about funding of developmentally disabled and other such disadvantaged students services.

Ultimately, ongoing support of such a program should be the responsibility of the local community and its the school's supporters. I have yet to run into any foundation that is interested in endowing programs for one school or another outside of their local geographical area. However, if you want to get a program off the ground, you might want to talk with the Jim Joseph Foundation. You can write to Thomas Hausdorff, Executive Director, The Jim Joseph Foundation, 494 Salem Street, Paramus, New Jersey, 07652.

Warm regards.

Sincerely,

Stephen H. Hoffman  
Acting Director  
CIJE

SHH/jao

bcc: Henry L. Zucker

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Morton L. Mandel  
Chairman  
Mona Riklis Ackerman  
Ronald Appleby  
David Arnow  
Mandell L. Berman  
Jack Bieler  
Charles R. Bronfman  
John C. Colman  
Maurice S. Corson  
Lester Crown  
David Dubin  
Stuart E. Eizenstat  
Joshua Elkin  
Eli N. Evans  
Irwin S. Field  
Max M. Fisher  
Alfred Gortschalk  
Arthur Green  
Irving Greenberg  
Joseph S. Gruss  
Robert I. Hiller  
David Hirschhorn  
Carol K. Ingall  
Ludwig Jesselson  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Sara S. Lee  
Seymour Martin Lipset  
Haskel Lookstein  
Robert E. Loup  
Matthew J. Maryles  
Florence Melton  
Donald R. Mintz  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
Harriet L. Rosenthal  
Alvin I. Schiff  
Lionel H. Skipper  
Ismar Schorsch  
Harold M. Schulweis  
Daniel S. Shapiro  
Margaret W. Tishman  
Isadore Twersky  
Bennett Yanowitz  
Isaiah Zeldin

In Formation

Senior Policy Advisors

David S. Ariel  
Seymour Fox  
Annette Hochstein  
Stephen H. Hoffman  
Martin S. Kraar  
Arthur Rotman  
Carmi Schwartz  
Herman D. Stein  
Jonathan Woocher  
Henry L. Zucker

Director

Henry L. Zucker

Staff

Mark Gurvis  
Virginia F. Levi  
Joseph Reimer

January 17, 1991

Mrs. Lawrence Weinberg  
9595 Wilshire Boulevard, Suite 300  
Beverly Hills, CA 90212

Dear Mrs. Weinberg:

Mort Mandel passed on to me your recent letter in which you describe the extensive work already done by the Los Angeles community in studying its Jewish education needs and the many resources available to advance the agenda. Mort has directly spoken to me about his meeting with your leadership in Los Angeles and how impressed he was with your activities to date.

In your note you outlined many of the qualities we will be looking for when we designate lead communities. The actual process will not begin to do so until after the first meeting of the CIJE board in March. At that time we will make a formal announcement asking communities to come forward if they are interested in pursuing this experiment and we'll be keeping your letter with us as a preliminary indication of interest from Los Angeles.

We'll continue to stay in close touch with you.

Sincerely,

Stephen H. Hoffman  
Acting Director  
CIJE

SHH/jao

cc: Morton L. Mandel

bcc: Henry L. Zucker



MORTON L. MANDEL

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

HLZ ✓  
SHH -

January 17, 1991

Dear Irwin:

Max Fisher sent me a copy of a letter you sent him a few weeks ago, and I just had the opportunity to read it carefully.

I want to take this opportunity to remind you of the many conversations we had years ago about your own commitments to Jewish life and Jewish education. I recall how instrumental you were in setting up the teaching of the Hebrew language.

As I have become more involved with Jewish education, I realize how critical the contributions of a single person can be in various areas of work. Certainly, you are a wonderful example of how one man can make a huge difference in a community and to a given subject.

I have passed on your letter to some of my colleagues, who I know will read it with interest.

I want to take this opportunity to wish you well, and to send my warmest personal regards.

Sincerely,

MORTON L. MANDEL

Mr. Irwin Shaw  
7368 Balsam Court  
W. Bloomfield, MI 48322

cc: Max Fisher

MAX M. FISHER  
FISHER BUILDING  
TWENTY SEVENTH FLOOR  
DETROIT, MICHIGAN 48202

⑤ DAVID  
SHAW  
CC MAX F

December 17, 1990

Mr. Morton L. Mandell  
4500 Euclid Avenue  
Cleveland, Ohio 44103

Dear Mort:

I thought this might be of interest to you  
from a very knowledgeable person I have worked  
with for many years.

Kindest regards,

  
Max M. Fisher

Enclosure



MAX M. FISHER  
FISHER BUILDING  
TWENTY SEVENTH FLOOR  
DETROIT, MICHIGAN 48202

December 17, 1990

Mr. Irwin Shaw  
7368 Balsam Court  
W. Bloomfield, MI 48322

Dear Irwin:

Appreciate your very excellent paper on Jewish education, which has been a subject of great interest to me.

For your information, your idea makes a great deal of sense and certainly fits along with the ideas we have been discussing in the Jewish Agency Education Committee and the Education Commission headed up by Mort Mandel. They are certainly not radical.

I appreciate your comments, which I will put before both bodies.

Kindest regards,



Max M. Fisher

IRWIN SHAW

7368 Balsam Court

W. Bloomfield, MI 48322

(313) 661-0319

December 5, 1990

Mr. Max M. Fisher  
2700 Fisher Building  
Detroit, MI 48022

Dear Max,

I am moved to write this letter because of the two articles on Jewish education which appeared simultaneously in the latest issues of the Detroit Jewish News and the Jerusalem Post respectively. In each of them, reference is made to your leadership role in the national and international efforts to do something about the sad state of Jewish education in the Diaspora.

I was reminded of how, over twenty years ago at the behest of Chuck Gershenson, you interceded in our behalf with Louis Pincus regarding the retention of the Israel shaliach at our Center. As a result of your personal intervention we were able to develop the largest adult Hebrew language program in America, except for New York city with 30 times our Jewish population. Moreover we developed an Ulpan program for high schoolers in which we took students who couldn't even recognize a Hebrew letter and in a span of just 14 months had them speaking Hebrew like Sabras -- an achievement unreplicated by anyone that I know of.

As evidence of our success in this area I am enclosing a clipping from the April 6, 1984 issue of the Jewish News which reports on Robert St. John's meeting with Claude Young, Jr., Coleman Young's kid cousin. The next time you see the Mayor, you might want to ask him about this young man whose most recent State Department posting was in Amman, Jordan. I am also including another clipping from the Jewish News which describes a twentieth anniversary reunion of our Ulpan which took place in Detroit last year.

My first reaction to the Jews News article was one of great delight. It was encouraging to note that top American Jewish leadership now recognizes how badly Jewish education has deteriorated and is seriously interested in doing something about it -- even to the point of investing significant sums of money. My



optimism was tempered, however, when I began to analyze the specific suggestions even though they included some very good ones. It just seemed to me that I had "heard that song before" -- not once, but many times during my long professional career which began as a teacher at Temple Beth El way back in 1928.

Every dozen years or so there would be another commission or council with the substantially the same set of goals as those described in the article. I used to wonder why all of these efforts came to naught. On the basis of my personal experience with many projects and especially our own teen Ulpan program, I am convinced that it is due to the fact that the Jewish education establishment has become so bureaucratized that it is impervious to any input from the outside. Driven by its main concern, i.e. its own survival and aggrandizement, it will thwart any effort to make any real changes out of fear that some of its vested interest might be adversely affected. It is therefore my considered opinion that without significant restructuring of the educational establishment, the newly created "Council on Initiatives in Jewish Education" will be no more successful than similar bodies which were established in the past.

Instead of continuing to make further studies ad nauseam and ad infinitum, I'd like to see this Council do something for a change. Instead of waiting until it can adequately "build the Jewish education profession" or "mobilize community support," suppose it were get started right away by selecting one target population and demonstrating how it can do a better job with this population than is now being done by the establishment. I submit that one such demonstration -- if done successfully -- would do more to improve Jewish education than all of the myriad of studies and conferences in which the Council will undoubtedly be engaged.

There are a number of target populations that could be selected for such a demonstration but I believe that the area most urgently in need of improvement is the education of the teen-agers. If the demonstration with this group succeeds, it would have tremendous implications for the restructuring of the entire educational establishment.

Because of my skepticism about the ability or willingness of any of the education bureaucracies to carry out such a demonstration, I would be inclined to



recommend a rather radical approach, namely: privatization. I would suggest that you and your fellow philanthropists in the Council could make your greatest contribution to Jewish education by establishing a private non-profit corporation which would sponsor such a demonstration project. The teen Ulpan program referred to in the second paragraph of this letter could serve as an excellent model for such an endeavor.

This "Jewish Education Company" would not operate any schools itself. It would farm out the actual educational tasks to institutions in America and in Israel which would be required to carry out these tasks in accordance with methods and specifications determined by the Company. The Company would provide both the training and the oversight of the operators of these institutions to insure that these methods and specifications are properly adhered to.

(Since a 95% of this project would be carried out in Israel, there would be an additional side benefit. The expenditures now being made for the education of teens in America, would henceforth be made in Israel and thus be a boon to Israel's economy. It might even spark the launching of a significant "education industry" in that country.)

I know that these ideas might sound very radical but just in case you might be interested in examining them further, I'm also enclosing the translation of two articles which appeared in the Hebrew weekly "HADOAR" last year. The first article by Moshe Avital describes the the current condition of Jews education in America and his suggestions for their amelioration. The second article contains my reaction to Avital's article and describes in more detail the actual structure of the kind of teen project the Jewish Education Comany could very well undertake.

I am not too sanguine about the possibility that the above suggestions will ever be implemented, but nevertheless, I felt that I had the moral responsibility to at least submit them to you, as a member of the Council, for your consideration.

Kindest personal regards,



Irwin Shaw





**The Jewish Community Federation of Cleveland**

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566 9200

Stephen H. Hoffman  
EXECUTIVE VICE-PRESIDENT

January 18, 1991

Mr. Bernard Reisman  
Director, Hornstein Program  
Brandeis University  
Waltham, MA 02254-9110


Dear Bernie:

Thanks for your letter about your discussion with Art Rotman. I myself talked with the Wexner people as to whether this would be something for them to look at and learned that it probably is not.

I'll keep looking for a good home.

Warm regards.

Sincerely,

  
Stephen H. Hoffman  
Acting Director  
CIJE

SHH/jao

CITE-Training

LC - NB  
Community  
DATA

February 1991  
from JESNA Directory.

IV.

COMMUNAL COORDINATING BODIES FOR JEWISH EDUCATION

ARCHIVES

*This directory contains a listing of the communal coordinating bodies for Jewish education in the member Jewish federations, welfare funds and community councils of the Council of Jewish Federation (CJF). The listing is organized according to eight general models of communal coordination. Classification is based on communities' responses to JESNA's 1990 Community Profile Questionnaire.*



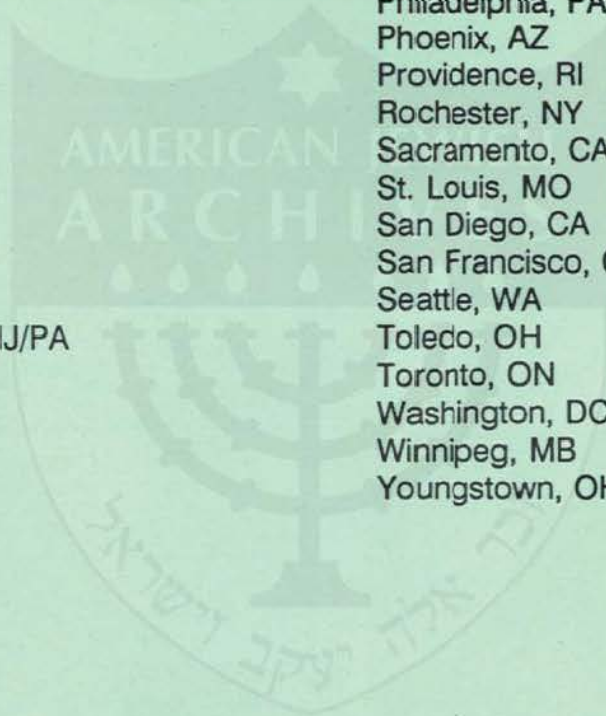
## COMMUNAL COORDINATING BODIES FOR JEWISH EDUCATION

### Autonomous Central Agencies

*An autonomous central agency is governed by a broad-based board, staffed by one or more Jewish educational professionals, and operates a full-range of coordinating services, sometimes including one or more schools.*

Atlanta, GA  
Atlantic Co., NJ  
Baltimore, MD  
Boston, MA  
Bridgeport, CT  
Buffalo, NY  
Chicago, IL  
Cincinnati, OH  
Cleveland, OH  
Denver, CO  
Ft. Lauderdale, FL  
Houston, TX  
Indianapolis, IN  
Mercer/Bucks Cty, NJ/PA  
MetroWest, NJ  
Miami, FL  
Milwaukee, WI

New York City, NY  
Omaha, NE  
Orange Co, CA  
Palm Beach Co., FL  
Philadelphia, PA  
Phoenix, AZ  
Providence, RI  
Rochester, NY  
Sacramento, CA  
St. Louis, MO  
San Diego, CA  
San Francisco, CA  
Seattle, WA  
Toledo, OH  
Toronto, ON  
Washington, DC  
Winnipeg, MB  
Youngstown, OH



## **Functional Federation Jewish Education Committees**

*The functional federation Jewish education committee operates a range of coordinating services, sometimes including one or more schools. It is governed by a broad-based board, which may operate "as if" it is autonomous. Some are staffed by Jewish education professionals and other by generalists.*

### **Staffed by Educational Professionals**

Akron, OH  
Albuquerque, NM  
Bergen County, NJ  
Cumberland Co., NJ  
Danbury, CT  
Des Moines, IA  
El Paso, TX  
Ft. Worth, TX  
Hartford, CT  
Kansas City, KS  
Lincoln, NE  
Long Beach, CA  
Los Angeles, CA  
Madison, WI  
Manchester, NH  
Montreal, PQ  
New Haven, CT  
New Orleans, LA  
Newport News, VA  
North Jersey, NJ  
Oakland, CA  
Portland, ME  
Princeton, NJ  
Salt Lake City, UT  
San Antonio, TX  
South Bend, IN  
South Broward Co, FL  
Southern New Jersey, NJ  
S. Palm Beach, FL  
Tidewater, VA  
Windsor, ON

### **Staffed by Non Educational professionals**

Augusta, GA  
Broome Co, NY  
Calgary, AB  
Canton, OH  
Central New Jersey, NJ  
Columbus, OH  
Duluth-Superior, MN  
Dutchess Co., Poughkeepsie, NY  
Erie, PA  
Greensboro, NC  
Hamilton, ON  
Jersey City, NJ  
Las Vegas, NV  
Lee Co, FL  
London, ON  
Middlesex Co, NJ  
Nashville, TN  
Ocean Co., NJ  
Ottawa, ON  
Pittsburgh, PA  
Reading, PA  
Sarasota, FL  
Savannah, GA  
Sioux City, IN  
Southern Arizona, AZ  
Stamford, CT  
Tulsa, OK  
Waterbury, CT  
Wichita, KS



### **Jewish Education Planning Committee/Commission**

*The Jewish education planning committee/commission has primary responsibility to plan and/or establish policies dealing with Jewish educational issues. It may or may not have some programmatic functions.*

Birmingham, AL  
Clifton-Passaic, NJ  
Dayton, OH  
Decatur, IL  
Detroit, MI  
Little Rock, AR  
Minneapolis, MN

Northeastern NY  
Northshore, MA  
Springfield, MA  
Syracuse, NY  
Vancouver, BC  
Wilmington, DE  
Worcester, MA

### **Community School**

*The community Hebrew school or school system provides some coordinating services to other agencies and schools in the community. It is governed by a broad based board and staffed by a principal and faculty.*

Allentown, PA  
Charleston, SC  
Chattanooga, TN  
Dayton, OH  
Harrisburg, PA  
Minneapolis, MN  
New Orleans, LA  
Orlando, FL

Pittsburgh, PA  
Portland, OR  
Richmond, VA  
St. Paul, MN  
Springfield, MA  
Tampa, FL  
Westport, CT  
Wilkes-Barre, PA

### **Jewish Educational Resource Center/Media Center/Teacher Center**

*The Jewish educational resource center in these communities provide some coordinating services to other agencies and schools.*

Austin, TX  
Dallas, TX  
Memphis, TN  
Peoria, IL  
Rockland Co., NY

**Communities Without Designated Communal Coordinating Body for Jewish Education**

Alexandria, LA  
Altoona, PA  
Ann Arbor, MI  
Asheville, NC  
Baton Rouge, LA  
Berkshire Co, MA  
Champaign-Urbana, IL  
Charleston, WV  
Charlotte, NC  
Columbia, SC  
Columbus, GA  
Daytona Beach, FL  
Durham-Chapel Hill, NC  
E. Connecticut, CT  
Edmonton, AL  
Elgin, IL  
Elmira, NY  
Evansville, IN  
Flint, MI  
Ft. Wayne, IN  
Galveston, TX  
Grand Rapids, MI  
Greenwich, CT  
Honolulu, HI  
Jackson, MS  
Jacksonville, FL  
Johnstown, PA  
Kenosha, WI  
Kingston, NY  
Knoxville, TN  
Lafayette, IN

Leominster, MA  
Lewiston-Auburn, ME  
Lexington, KY  
Louisville, KY  
Merrimack Valley, NH  
Michigan City, IN  
Mobile, AL  
Monmouth Co., NJ  
Montgomery, AL  
New Bedford, MA  
Niagara Falls, NY  
Northwest, IN  
Oklahoma City, OK  
Orange Co, NY  
Palm Springs, CA  
Pinealles, FL  
Quad Cities, IL  
Rockford, IL  
St. Joseph, MO  
San Jose, CA  
Santa Barbara, CA  
Scranton, PA  
Shreveport, LA  
Sioux Falls, SD  
Somerset Co, NJ  
Southern, IL  
Springfield, IL  
Steubenville, OH  
Utica, NY  
Waco, TX  
Wake Co., NC



COUNCIL FOR INITIATIVES  
IN JEWISH EDUCATION

1750 Euclid Avenue  
Cleveland, Ohio 44115  
216/566-9200 Fax 216/861-1230

(Temporary Address)

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Honorary Chair  
Max M. Fisher

Chair  
Morton L. Mandel

Acting Director  
Stephen H. Hoffman

Chief Education Officer  
Dr. Shulamith Elster

---

February 20, 1991

Rabbi Jacob Rabinowitz  
National Board of License  
JESNA  
730 Broadway  
New York NY 10003-9540

Dear Rabbi Rabinowitz;

Thanks for your letter of February 8 and introducing me  
to the National Board of License.

I am going to pass your letter on to our chief  
education officer, Dr. Shulamith Elster. I think she  
will be in touch with you sometime in the next few  
months to get up to date on your plans and to look for  
an opportunity to work more closely with you.

Warm regards.

Sincerely,

Stephen H. Hoffman  
Acting Director

SHH:gc  
B3:36A

cc: Dr. Shulamith R. Elster

3/14/91

LEAD COMMUNITIES DISCUSSION GROUPParticipants

David Dubin, Yitz Greenberg, Steve Hoffman, Richard Joel, Art Rotman,  
Barry Shrage, Steve Solender

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I. General Discussion

How do mega-communities get plugged into the lead community system?

One possibility is to consider a functional grouping like early childhood and ask the region to focus on innovative ways of approaching that emphasis. A second option is to select a sub-community (e.g. Long Island, Westchester, etc.) and treat it as a total community.

It was suggested that the functional focus might be adopted by any size community and that we not limit ourselves to accepting only total communities in any case.

It was suggested that this discussion was premature. We need first to define the process, set the criteria, and determine how we market the concept. Do we know if any communities are interested? Are the communities which have already expressed an interest serious about the total process or drawn by the potential infusion of outside money?

It was suggested that we begin with communities that have already established a planning process. Lead from strength. While early success is important, we want to work for replicability. There is some sense that a community like Cleveland or Baltimore will be seen as unique and therefore not replicable.



One important focus within the communities will be to encourage cooperation across denominational lines. It should be clear that we are not value driven, but wish to enable each tradition to transmit its values in the best possible way. One way to encourage this is to require broad-based representation in the planning process.

## II. How Do We Invite Communities To Apply?

- A. Must we be public about our criteria for selecting communities? If we are, we are accountable for explaining how we select some communities over others. On the other hand, having clearly stated criteria might help all communities begin the process we are recommending. We may have some criteria which are public and some which are not.
- B. Should we invite a small number of communities to apply or open it up to all communities? The process of inviting communities to develop a plan has its own value, especially if the CIJE is available to help in developing that plan. We could then select some as lead communities and encourage others to proceed on their own.

On the other hand, if we select 10-12 communities as potential lead communities, we can look for those with the potential of succeeding. Relatively quick successes will make it easier to proceed to a second tier of lead communities in the future.

It was suggested that we avoid New York, Los Angeles, and Chicago in the first round. It might be better to have some experience with smaller cities which we could then apply in these larger ones.

### III. Selection Criteria

#### A. Willingness To Constitute A Community-Wide Process

A community should be committed to a central planning process. It was felt that federations are most likely to be able to serve as conveners, but this may vary from one community to another. Bringing the congregations of the community into the process is a major priority. While efforts should be made to bring in the unaffiliated, there should be less emphasis on the totally unaffiliated.

#### B. Community Size

This was discussed only briefly, but it was suggested that we not try for one community from each of several different sizes. It might be better to concentrate on the large or large/intermediate cities in this first round.

- C. The criteria listed in the minutes from the Jerusalem meeting were accepted for use in the selection process. In addition to those described above, these include the following:



1. Geographic location
2. Lay leadership commitment
3. A planning process already under way
4. Financial stability
5. Availability of academic resources
6. Strength of existing institutions
7. Presence of some strong professional leadership
8. Willingness of community to take over process and carry it forward after the initial period

D. The following points, also from the Jerusalem minutes, were accepted as important:

1. The centrality of systematic assessment and planning and the role of the CIJE in providing resources and incentives for this process.
2. The full support of top local lay leadership as a sine qua non.
3. The overall goal of creating fundamental reform, not just incremental change; of creating new approaches, not just extinguishing fires.
4. The importance of an approach based upon research, analysis and national decisionmaking.
5. Lead communities serve as laboratories, but not as the only laboratories; we might be supporting experiments elsewhere for eventual application in a lead community.

E. The need to establish a contractual relationship between the CIJE and the lead community.

F. In addition, the following values were listed and agreed upon:

1. Initiative
2. Synergism
3. Seamlessness (formal/informal, work across all age groups)
4. Replicability
5. Recognition of excellence
6. Across-the-board cooperation -- Clal Yisrael

G. It was suggested that we add to this list of criteria a commitment to internal funding and a willingness to fund the implementation process.

IV. What Does The CIJE Bring To The Process?

Following discussion, it was concluded that each community should be responsible for supporting the local process. The CIJE will pay to bring in outside experts and will help to identify national funding for the implementation of specific projects.

The description of the role of the CIJE from the Jerusalem minutes was generally accepted. That is, the CIJE should serve a facilitating, matchmaking, guiding, managing role. It should:



- A. Provide a "roster of experts."
- B. Arrange for the seconding of staff resources from existing institutions to the lead community.
- C. Provide current information on developments in general and Jewish education relevant to the communities' planning process.
- D. Provide examples of best practices to be implemented in lead communities.
- E. Serve as a broker between lead communities and foundations.
- F. Guide the local planning and research process, providing assistance as needed, quality control, monitoring and feedback.

V. What Minimal Program Areas Should Be Addressed In Lead Communities?

It was agreed that programs to train personnel and to provide for the development of lay leadership are essential to all lead communities.

The need to include Israel program development was less certain. It was suggested that perhaps this should be one of the content areas a community would be encouraged to develop. It might be that each lead community would select from the range of program areas it would choose to emphasize.

It was agreed that communities should work to develop a set of guiding educational values and goals. It was less clear that this should be an expectation of each process. It might be one of the guiding principles which CIJE staff would take to each planning team.

It was suggested that another essential of the program might be integration of community and professional resources. It was noted that a community needs lay leadership capable of doing, personnel capable of teaching, and a vision of what all are working to accomplish.

VI. Execution Of The Concept Of Lead Communities

A. Building a Planning Team

The CIJE should put together a planning team that might go into one or more lead communities to help them get started. Each community might have an account executive who would pull from a team of experts identified by the CIJE those experts most likely to be helpful in a particular community. These should be people with credibility, who could relate to community leaders. They would be available to consult with the local planning team throughout the process.

It was suggested that the local planners of each lead community and the team of experts be brought together approximately twice each year to focus on a specific subject area (such as family education or Israel experience). They can share what does and does not work in an area and brainstorm new approaches to implement in the lead communities.

It will be important to build a process of monitoring, evaluation, and feedback into the system. This would be the responsibility of the account executive and selected experts.



B. How Will We Identify and Describe Best Practices?

It was suggested that we identify successful practices and outline them for lead communities as ideas that have worked elsewhere. We should look for approaches that have worked, impacting on a significant number of people.

Initially, we would provide lead communities with an array of approaches that have worked elsewhere, including contact people who have been involved with the successes. Alternatively, we might bring the lead communities together for a seminar on best practices.

There was no definite conclusion for how to approach best practices, but it was agreed that this is a topic for further consideration by the board and for action as soon as possible after the board meeting.

Jon Woocher's Notes on Research  
From 3/12/91 Meeting of Senior Policy Advisors

Participants: Ettenberg, Fox, Pekarsky, Schiff, Woocher

SF issues:

- the quality of current researchers
- developing a reasoned, thoughtful agenda
- developing a critical mass of researchers & research

proposal: a younger researcher working under a senior group of editors to develop a proposal on what should be done.

AS:

- need to decide to proceed with database project - without it researchers can't proceed.

SF: need to document the lack & the need

- What is goal? to develop research capability &/or guide doing of actual research that's necessary

- What do we need to know about what makes programs effective (& how to reinforce) vs. what we need to know about what makes programs ineffective and how to change them to make them more effective?

JW:

Need to address linkage of AS last point with lead communities.

AS:

What are research standards for lead communities? Need a research & evaluation strategy vis a vis lead communities. (SF: and all other aspects of CIJE's work.)

SF:

Idea of having institutions develop research specializations brokering connections between researchers & institutions to "house" the research

SE:

One person on CIJE staff should be in charge of research.

AS:

- prioritize list of necessary research - e.g., enrollment, personnel
- identify experimental research projects

Proposed to commission paper on the research capability/agenda.

JW:

- report should indicate what research can contribute and various types of research

AS:

- need to indicate to lay people how research informs practice - never had the luxury of doing research

-----



page 2

- 3 areas: 1) mapping/planning research capability & agenda  
2) database  
3) CIJE's research needs, strategy, approach, capability [linked to other initiatives] -- infuses CIJE's work

development of research based approaches leads to better professionalism -- research --> planning --> practice

DP: doing research enhances one's practice along the way - focuses one's thinking

AS: challenge to field is to effect change - need to link research to kinds of changes want to try to effect

SF: need to have our researcher speak to current group of researchers

SE: current researchers need direction

AS: lead communities and training groups need to define their research component

#### Databank

SF: Should be kept separate from overall research planning. Could be done through brainstorming, paper prepared, and 1-1/2 day consultation. Need to address how much money & time -- offer alternatives in terms of what you get for the money. Definitional problem: Who is an informal Jewish educator? Keep economics of Jewish education off to the side.

(JW: area that foundations are most interested in)  
How do teachers get to be teachers? principals?

AS: need to give a focus up front in terms of purpose of a databank. Who is it to serve? (Key decision makers)  
must also clarify the formal/informal distinction/relationship - need for confluence (?)

SF: have to ask "What does [intended audience] need to know? and in what form?  
appendix should "tell the truth" about status of what exists

DP: 1) appendix on some of distinctions & clarifications needed (e.g. formal/informal, family ed.)  
2) some of these areas should not be done in a quick and dirty fashion - need longer & more complex research

AS: how do we communicate what we propose to do & can do well? can't have too big a menu -- what will we have at the end?  
Make proposal to decision makers, not implementers -- can't do everything, so we will do ....

JW: get validation from experts in the field re what should be done and how

page 3

SE: again, must look for linkages with areas of CIJE initiative

AS: look at what databases currently exist. Data must be reliable -- keep it narrow, but do it well.





7

COUNCIL FOR INITIATIVES  
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(Temporary Address)

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Honorary Chair  
Max M. Fisher

Chair  
Morton L. Mandel

Acting Director  
Stephen H. Hoffman

Chief Education Officer  
Dr. Shulamith Elster

---

March 18, 1991

Dr. Alvin Schiff  
Board of Jewish Education  
426 West 58th Street  
New York, NY 10019

Dear Al:

I just received a copy of your compendium on the Persian Gulf War. Thanks for sending it along. I was very impressed that you had managed to get it out in such a short time. Equally, I was impressed with the combination of source material and editorial cartoons. It certainly is a good working piece for today's students.

I'm not surprised, though, because everything you do is done with considerable thought and class.

Al, let me also thank you for coming to our first formal Senior Policy Advisors meeting of the CIJE and for being such a constructive contributor to our work. I know that we're going to count on you heavily as we move forward, especially when you have more time available when you make your change in life.

Warm regards.

Sincerely,

Stephen H. Hoffman  
Executive Vice-President

SHH:gc  
B319A



# Brandeis University

Philip W. Lowy  
School of  
Near Eastern and  
Judaic Studies

Benjamin S. Horowitz  
Program and  
Communal Service  
Waltham, Massachusetts  
617-736-2070

617-736-2070  
FAX: 617-736-2070

*Steve -  
nothing comes  
easy. Regards  
Bernie*

April 17, 1991

Rabbi Allan L. Smith, Director  
UAHC Youth Division  
838 Fifth Ave.  
New York, NY 10021-7064

Dear Smitty,

I feel badly about your reactions to my monograph on Informal Jewish Education in North America. As we both agree it is important that the Commission on Jewish Education in North America made the commitment to devote one of its publications to informal education. That is a serious commitment and one which I know the leadership of the newly established Council on Initiatives in Jewish Education shares. I am hopeful that as CIJE gets its work underway there will be tangible evidence which will demonstrate the importance they attach to informal Jewish education. But I would have felt better if you thought favorably about the monograph.

I certainly tried to be thorough and inclusive in my treatment of informal Jewish education. It is, as you can appreciate, a big subject. The last thing I would want to do is to inadequately report on the excellent work you and your UAHC colleagues have been doing in your informal education work. I have worked on several projects with UAHC and several of its units and have the highest respect for the organization and certainly for the Reform Movement. I am aware that there have been occasions in Jewish communal life where the Reform Movement has been slighted and I have been troubled by these occurrences. So, I feel particularly bad when a project for which I bear responsibility, such as the informal Jewish education monograph, seems to have the same effect. At least, I want to assure you that was not in any way intended.

Concerning the information on Jewish camps in the Commission monograph, I have carefully checked my notes. The information I included about the summer camps under Reform auspices was provided by people from the UAHC. I called your office on April 30, 1990 and you were away so they referred me to Arie Gluck, the National Director of Camping and Youth. It was from his office that I obtained the information about camp programs under UAHC auspices, just as it was that I received the information about camp programs from Shelly Dorph about the Untied Synagogue and from Meier Frischman of the Association of Jewish Camp Operators



Rabbi Allan L. Smith  
P. 2, April 17, 1991

about Orthodox camps. You are fully correct in calling to my attention an error in the column on the total different camper figure listed for Ramah camps (on pg. 45). That is a typo; the correct figure should be 3,146. I will arrange for a correction to be noted in any future copies of the monograph which are distributed.

I agree with the comments you make about the significance of the Reform Movement in America. But I think you could appreciate that in a publication which seeks to cover the full gamut of informal Jewish education programs in North America, and which has space constraints, it is not possible to cover all phases as fully as one would like. So, for example, I could not devote special attention to all aspects of informal education of the three major Jewish religious denominations.

I would be pleased to pursue further with you any of these issues. Above all, I do hope you will have confidence that the people involved with the Commission on Jewish Education in North America and the Council on Initiatives in Jewish Education are serious and sincere in their commitment to be helpful to all the Jewish organizations involved in formal and informal Jewish education in America.

I look forward to our working together in the future.

Sincerely,



Bernard Reisman, Director  
Hornstein Program in  
Jewish Communal Service

cc: Rabbi Alexander Schindler  
Morton Mandel  
Stephen Hoffman ✓

nb

F  
COUNCIL FOR INITIATIVES  
IN JEWISH EDUCATION

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1750 Euclid Avenue  
Cleveland, Ohio 44115  
216/566-9200 Fax 216/861-1230

(Temporary Address)

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Honorary Chair  
Max M. Fisher

Chair  
Morton L. Mandel

Acting Director  
Stephen H. Hoffman

Chief Education Officer  
Dr. Shulamith Elster

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April 24, 1991

Mr. Shaul Lilach  
American Zionist Youth Foundation  
110 East 59th Street  
New York, NY 10022

Dear Mr. Lilach:

I am returning to you the copy of the work of Dr. Erik Cohen. Thank you for sharing it.

We are now in the initial stages of formulating our research agenda for the future work of CIJE, and I am going to keep your offer in mind to do the kind of work in the United States that you did in other countries. As we get a little closer to talking tachlis about that agenda, I will contact you again.

Thanks for sharing the materials, and I do apologize for getting back to you so late.

Sincerely,

Stephen H. Hoffman  
Acting Director

SHH:gc  
B3:34A

Enc.



F

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Chief Education Officer  
Dr. Shulamith Elster

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April 24, 1991

Dr. Bernard Reisman  
Benjamin S. Hornstein Program  
in Jewish Communal Service  
Brandeis University  
Waltham, MA 02254-9110

Dear Bernie:

Thanks for your note of April 10 and the copy of your letter to Smith on his reactions to your paper.

I have not forgotten about your proposal to develop a specialization in informal Jewish education at Brandeis. I do not have any further thoughts about the project as it relates to the emerging work of the CIJE at this time. However that is mostly because I'm totally focused on a very few CIJE thrusts, namely, hiring the staff, putting into place the approach to lead communities, and getting the research capability off the ground. As soon as I turn to the other agenda items, I want to assure you that your suggestion on this matter will be right up there with the other items to be reviewed.

I'm sorry our friend Smith in New York took such exception to your work. I'm told that this is not uncommon for him; in fact, it is right in character for him. I thought the paper was a great overview and thoughtful analysis of the situation we are contending with.

Warm regards.

Sincerely,

Stephen H. Hoffman  
Acting Director

SHH:gc  
B3:23C

P.S. -- Please give my best to Joe Reimer.

F

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Acting Director  
Stephen H. Hoffman

Chief Education Officer  
Dr. Shulamith Elster

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April 24, 1991

Dr. Edward Kagen  
Florence Heller Research Center  
JCCA  
15 East 26th Street  
New York, NY 10010-1579

Dear Ed:

Thanks for your letter from March about our report and the potential role that the Heller Center could play with CIJE. As you may have learned from Art Rotman, we are doing some initial work on what might be put together in the form of a data bank as well as generally building up a better research capability for work in Jewish education in general.

I will certainly keep you and the Center in mind as a resource for CIJE. It's a little premature now for our discussion. However, I am going to advise Shulamith Elster and Jon Woocher of your interest. They, along with Art, are the people who are pushing this part of our program along.

Thanks for the materials on past work.

Warm regards.

Sincerely,

Stephen H. Hoffman  
Acting Director

SHH:gc  
B3:27C

cc: Mr. Arthur Rotman



F

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Chief Education Officer  
Dr. Shulamith Elster

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April 24, 1991

Mr. Sydney Eisen, Director  
The Center for Jewish Studies  
York University  
4700 Keele Street  
North York, Ontario  
Canada M3J1P3

Dear Mr. Eisen:

I am terribly sorry that I am so late in responding to your letter. I hope you did get your copy of "A Time to Act."

I have retained your material and read it. I'm not yet in a position to really comment on what we might do with York University as we are still really in the midst of getting our own act together. You may be sure I will keep you in mind as we proceed.

It was good of you to write.

Sincerely,

Stephen H. Hoffman  
Acting Director

SHH:gc  
B3:28A

7

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Stephen H. Hoffman

Chief Education Officer  
Dr. Shulamith Elster

---

April 24, 1991

Dr. Moshe Dror  
Temple Beth Israel  
7100 West Oakland Park Blvd.  
Sunrise, Florida 33313

Dear Dr. Dror:

I'm terribly sorry I haven't written to you sooner; I have just been overwhelmed with the situation in Israel, our campaign, and some other items which I will not bore you with, but I did have your letter put aside for more careful attention. I'd like to respond to it now.

You asked a number of questions. The answers are as follows:

1. We are at the moment looking at lead communities, not lead institutions, and therefore the synagogue itself may not be an appropriate applicant for this category of working with us.
2. For more information on the electronic village concept, you should write to Eli Evans at the Charles H. Revson Foundation, Inc. 444 Madison Avenue, 30th Floor, New York, NY 10022. He has a lot of great ideas on how to better use media technology in Jewish education.
3. I have kept your curriculum vitae in a file of people we are considering for fellows of CIJE, that is, people on whom we can call to help us with various projects. We're not at that point yet, but I can assure you that you'll not be overlooked when the time does arrive.



Dr. M. Dror

-2-

April 24, 1991

You asked the right questions in your letter. I, too, would like to know how we're going to educate our children to live in the "third wave" culture. I hope I solve the puzzle in time for my own children to benefit.

Again, it was very nice of you to write.

Sincerely,

Stephen H. Hoffman  
Acting Director

SHH:gc  
B3:32A

cc: Dr. Jonathan Woocher







July 1, 1991

CIJE TIME LINE -- APRIL 1991-JUNE 1992

Exhibit 1

1991 1992  
4 5 6 7 8 9 10 11 12 1 2 3 4 5 6

m. Negotiate terms

n. Launch Lead Communities  
(set up local planning  
& implementation group)

o. Data collection, Evaluation  
& Feedback loop

1. Hire researchers  
(for LC; coordinators;  
Steering Committee;  
Researchers in LC)

2. Launch research

3. Diffuse findings

p. Best Practices

1. Hire consultant &  
launch

2. Diffuse findings

q. Communication programs

1. LC network &

2. Other communities

2. Community Support

a. Prepare Strategic Plan

b. The CIJE Board

1. Campers

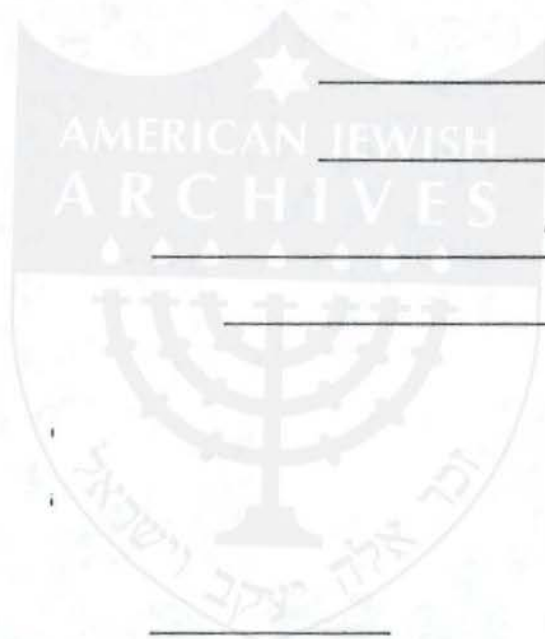
2. Board meetings

3. Interim communications

c. Senior Policy Advisors

1. Meetings

2. Interim communications



July 1, 1991

CIJE TIME LINE -- APRIL 1991-JUNE 1992

Exhibit 1

1991

1992

4 5 6 7 8 9 10 11 12 1 2 3 4 5 6

d. The Community-at-Large

1. Develop communications program

e. Work with Foundations

1. Engage foundations
2. Joint planning of specific areas (e.g., Israel Experience; media; Early Childhood; supplementary schools; research)

3. Develop a Research Capability

- a. Commission policy paper
- b. Engage Foundation for Implementation

4. Developing the Profession

- a. Training
1. Prepare comprehensive plan
2. Work w/ MAF & training institutions

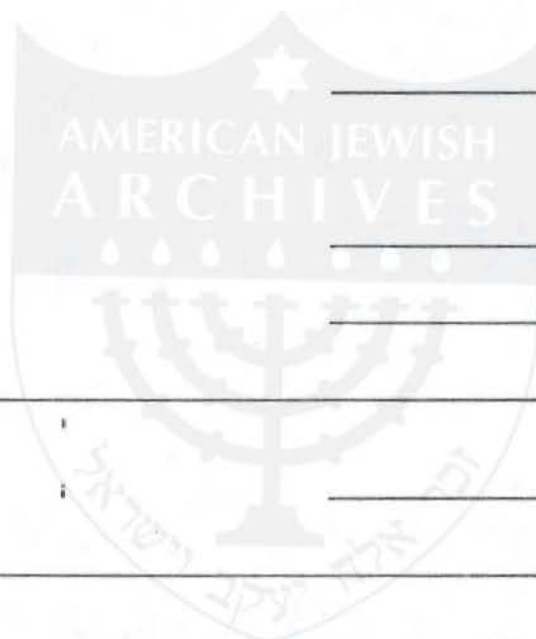
b. Ladder of Advancement

c. Terms of Employment

d. Etc.

5. Quality Control

- a. Develop method for CIJE





F

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Stephen H. Hoffman

Chief Education Officer  
Dr. Shulamith Elster

---

July 23, 1991

Mr. Thomas L. Hausdorff  
494 Salem Street  
Paramus, NJ 07652

Dear Tim:

Thanks for your note and the other materials. I have passed them on to Phil Bernstein, who is our consultant for the Search Committee. I'm sure you'll be hearing from him.

Warm regards.

Sincerely,

Stephen H. Hoffman  
Acting Director

SHH:gc  
B3:40A

bcc: Mr. Philip Bernstein

Remarks to the Board of Directors of the CIJE:

August 29, 1991

The Commission on Jewish Education in North America identified Lead Communities as a concept and as a process to bring about significant change in Jewish education on this continent.

The concept is a new idea in Jewish education and we fully expect the Lead Communities Project will improve existing programs and provide the impetus for innovative and exemplary projects both in formal and informal education.

Can you imagine for just a moment what could happen throughout North America, in specific locales throughout this continent, IF people and institutions came together - the lay and professional leadership, formal and informal settings where education takes place- and together planned and worked for change- to redesign and improve education, literally changing the profile and the face of Jewish education within the community?

In recent months working together with advisors the lead community concept has advanced and clearly now the Lead Communities Project is the centerpiece of CIJE activity encompassing best practices; monitoring, evaluation and feedback; research and training projects.

At Senior Policy Advisors meeting earlier this month I indicated



to the CIJE's educational advisory group that the CIJE is now ready, pending the approval of the Board of Directors, to launch Stage One- the recruitment and selection of the communities- early next month.

I trust that you have had an opportunity to review the paper on Lead Communities in your Board materials. I would like to begin our discussion this morning by focusing our attention on some of the key elements of the project. We will welcome your comments and good counsel.

slides:

#1:

A Lead Community is a model community where...

- o the importance of Jewish education will be recognized
- o educational programs and projects will be appropriately funded
- o outstanding personnel will be engaged in educational programs in all fields.

#2: These models will serve a leadership function for North America and as laboratories in which to discover the educational practices and policies that work best in Jewish education- formal and informal.

Several lead communities will be established and each will enter into a partnership with the CIJE committing itself to develop and implement a specific plan of programs and projects within the community.

Each community will go about choosing programs and projects from a "menu of choices" prepared by the CIJE: this menu will help communities choose ideas and programs for implementation that best meet their own needs as identified by their planning processes.

#3: A community's plan for change should fulfill two conditions:

- o It must be comprehensive and of sufficient scope to have a significant impact.
- o It must ensure high standards of quality.

The emphasis within each community's planning process will be on developing a plan of sufficient scope; programs and activities undertaken must be broad enough to change the face of Jewish education within the lead community.

#4: Each community's plan must include programs and projects to:

- o build the profession of Jewish education
- o recruit and involve key lay leadership



Since November we have added to these two "Israel experiences as educational resources". It is likely that as our work progresses that a similar consensus will develop around other areas.

These are the "required" elements... communities will be able to select "electives"... Without appropriate and focused attention on the "required elements"- building the profession of Jewish education and the community- its leadership, structures and funding- it is difficult to assume that other program options will be successful. They are simply put: the keys to success... and they require community attention during the initial stage of the project... in fact without them, we believe, there can be no reasonable expectation of change.

Each of the Lead Communities will be required to enter into a formal partnership with the CIJE committing itself to develop and implement a specific program within the community.

#5: The CIJE will offer the lead communities:

- professional guidance by staff and consultants
- ongoing consultation on content and process issues
- liaison with continental and international resources
- facilitation of funding for special projects through the CIJE's relationship with foundations

The CIJE will use the appropriate resources of the Council of Jewish Federations, the Jewish Community Center Association, JESNA and of the institutions of higher learning, the religious movements and other organizations to assist the lead communities.

There are mutual benefits to the communities and to the organizations: the Lead Communities and the CIJE can benefit from their resources. The organizations can likewise benefit from activities within the Lead Communities.

#6:As the Lead Communities begin to develop their plan of action the Best Practices Inventory would offer a guide to successful programs/sites/curricula which could be adopted in the Lead Communities.

More about Best Practices later today when

Barry Holtz will make a presentation on this CIJE project.

How will we know that the project is "working ? That communities are meeting their objectives? Given the CIJE commitment to excellence and quality these are critical questions. Our plans is to accomplish this through a carefully designed program of monitoring, evaluation and feedback.



#7: Ongoing monitoring will assist the community by making information for decision-making available on a continuous basis.

One of special features of this project will be the opportunity for continuous feed-back and the opportunity to 'correct the course' and benefit immediately from experience.

#8: Data will be collected locally and from throughout North America to:

evaluate the impact and effectiveness of programs

monitor and assess the Lead Community Concept as a model for change

CIJE commitment to learning from experience, to research and documentation of experience will also help to make possible the diffusion and dissemination of experience throughout the continent.

In recent months our attention has been focused on a plan to recruit and select the lead communities. Current thinking reflects suggestions made at the April Board meeting and reflected in the minutes and the thinking of our consultants and advisors.

## #9: City Size

Jewish population of between 15,000 - 300,000

## #10: Commitment

Evidence of a community's financial and program capability and ability to involve all of the stakeholders in a planning process to establish a local laboratory- a model community- to change and improve Jewish education

## #11: Timetable

Requests for Proposals (RFP): September 1991

Round One Applications due: November 15, 1991

Seminar for Qualified Communities: December 1991

Decision by CIJE Board: April 1992

I am reminded today of the Tradition that teaches that plans made for the year during the month of Elul are especially blessed- and those made "for good" are twice blessed: so may it be for us!

SRE

yellow B:lcBOARD





**Jewish population of between 15,000 - 300,000**

## **A Lead Community is a model community where**

- the importance of Jewish education is recognized
- educational programs and projects are appropriately funded
- outstanding personnel are engaged in educational programs in all fields

These models will serve a leadership function for North America and as laboratories in which to discover the educational practices and policies that work best in all fields of Jewish education.




## **Commitment**

Evidence of a community's financial aid program capability and ability to involve all of the stakeholders in a planning process to establish a local laboratory - a model community - to change and improve Jewish education.

**A community's plan for change should fulfill two conditions:**

- It must be comprehensive and of sufficient scope to have a significant impact.
- It must ensure high standards of quality.





**Each community's plan must include programs and projects to:**

- build the profession of Jewish education
- recruit and involve key lay leadership

## **The CJIE will offer the lead communities:**

- professional guidance by staff and consultants
- on-going consultation on content and process issues
- liason with continental and international resources
- facilitation of funding for special projects through the CJIE's relationship with foundations
- assistance in the recruitment of community leadership



As the Lead communities begin to develop their plan of action the Best Practices inventory would offer a guide to successful programs/sites/curricula which could be adopted in the Lead Communities.

**Data will be collected locally and throughout North America to:**

- evaluate the impact and effectiveness of programs
- monitor and assess the Lead Community Concept as a model for change



Ongoing monitoring will assist the community  
by making information for decision-making  
available on a continuous basis.

Confidential!!

①  
Each - needs  
to ask with you  
about this +  
more! Shulamith

DRAFT Memorandum

TO: Steering Committee  
FROM: Shulamith  
RE: Lead Communities Project: Clarification  
DATE: for distribution by fax on September 13, 1991

Many questions remain about the Lead Communities Project. This is an effort to move the discussions forward by presenting a list of questions which must be answered before proceeding further and by suggesting some responses - for discussion - to those designated by an \*asterisk.

I. The Concept

What is the origin of the lead community concept?  
What are its goals? purposes?  
Why has it become the centerpiece of CIJE activity?  
Why has community been defined as a 'geographic' entity?  
Why has the federation been designated as the convener for the lead community project?  
Can a collection of institutions/settings also be a lead community?

\* How long will the project last?  
The first project is - at a minimum - a 5 year project. Communities should be to develop a 3-5 year plan. Grants for individual projects - perhaps to be funded by the CIJE and others - may be for 1- 3 years depending on the project.

II. Selection

How does a community become a lead community?  
Can any community apply?  
Why have the very small communities and the largest communities been excluded?  
Have the communities been pre-selected?  
How many communities will be selected?  
How was that number of communities determined?

\* What are the eligibility requirements?  
\* Clarification of each of the requirements.  
\* Are any of these pre-conditions or can a community 'work toward' attainment of these?  
\* What means must a community utilize to demonstrate evidence that it meets the requirements?  
A community will have to make 'the case' for its participation. If all qualifications are not met perhaps the CIJE should look for 'signs' of community's progress in each of the areas.



\* Can a community that has not undertaken a commission or planning process apply? Will such a community be given serious consideration?

All communities will be given consideration. There is a fair expectation that larger communities will have more elaborate planning processes in place though they may not have established a formal commission.

\* Will the process be the same for large and small communities? The process will be the same, however, the level of complexity and detail of the submission should be appropriate to the size of the community.

\* Will there be an effort to select a variety of communities for the project? Will consideration be given to communities that are 'not advantaged' or will the 'rich get richer' in this project?

While all communities will be considered, in the final selection process an effort will be made to select communities with different profiles and of varying sizes. It may be in the mix that the decision will favor communities with more resources because these may have what it takes to develop the model. The CIJE will have the benefit from learning from a situation that is somewhat optimal. Ultimately all communities - disadvantaged and those with resources - will benefit.

It may be that one community selected has many resources in terms of personnel and fine institutions but may be limited in its ability to raise funds at this time. (Boston is one example of such a community.)

\* What help will the CIJE offer to communities during the first round application process?

Technical assistance/consultation and the planning seminar.

\* What is the purpose of the planning seminar scheduled for the eligible communities? Who should plan to attend? How long will it last? Will there be a cost to communities to attend?

The purpose of the planning seminar will be to bring together professional and lay representatives of qualifying communities for a day-long meeting to provide additional information on the project, on its educational content and for an exchange of information and ideas between the CIJE and the communities and between the communities themselves. There will be no charge to attend: communities will pay for the travel expenses of their representatives.

How will the final selection be made?

When will the decision be made?

Has consideration been given to local funding processes/budget cycles in developing the lead community timetable?

descriptions  
of  
RFP.

issues

wait -  
need to  
know  
more



(3)

\* Are there plans for lead communities to get together or share experiences with one another?

The CIJE will plan an annual meeting of the Lead Communities so that experiences can be shared and communities can learn from one another. Consideration will be given- once communities are selected- to regional meetings and/or other conferences of communities who have similar projects/programs underway. Communities will be encouraged to visit one another. CIJE will convene and facilitate these activities as it works on issues related to monitoring and dissemination.

\* What will happen to communities that are not selected?

Some communities may be encouraged by the CIJE to implement their plans without being designated as a CIJE lead community. Other communities may be encouraged to apply for grants to implement particular projects/ programs of special interest to the CIJE. The CIJE may choose to provide some technical assistance in this area.

The CIJE may want to develop a complementary "Lead Projects Program" once the lead community project is launched.

\* Are there plans for a second round?

This will be carefully considered by the CIJE but not until at least 1994 ( 2 years from now) when the initial project is well underway.

### III. In the Community

\* How can a existing commission report be used to launch the local project?

A local planning document will contain recommendations which can be translated into objectives/goals for the community.

\* What will be the relationship between the CIJE and the community?

This needs to be clarified. Is the CIJE relationship with the community best described as a partnership ? a supportive relationship? Is the CIJE a sponsor of the community?

\* What will the CIJE do to help the community?

The CIJE will provide technical assistance during the planning process complementing local community planning resources. The CIJE will work with individual communities to develop an agreement expressing the mutual expectations and responsibilities.



(4)

The agreement with the community should also specify what will happen should a community not fulfill its agreement with the CIJE. It is conceivable that the community may not be able to generate the required financial resources or that new lay and/or professional leadership is not committed to the endeavor as was the group that initiated the project.

\* How will the project work within the local community? Who will be in charge?

Each community will designate an individual to be responsible to act as liaison with the CIJE. A local steering committee will be recommended for the project.

\* Given that the CIJE has a small staff who will help the lead community on an ongoing basis? to achieve specific objectives?

The project will utilize the many and varied resources of the local, regional, continental and international resources of both Jewish and general education to assist communities. The CIJE staff will perform a coordination function but may not directly provide services to the communities.

Why the emphasis on data collection and monitoring?

What is the monitoring-evaluation-feedback project?

How will this work in the local community?

#### IV. Program and Content

What are the required programs that a community must undertake? Why these?

\*What options/choices will a community have once requirements are met? What is 'sufficient scope'?

A lead community's prospective program must reflect scope- that is, it must demonstrate its ability to address major community concerns and deal with a range of issues and needs.

Communities will be able to select programs/projects or areas of concentrate that best meet their needs as long as the 'scope' criterion is met. Some communities may decide on programs that reach the majority of their populations while others may choose to concentrate on a critical need of a small segment of the population. How the decision will be made will be in the hands of the community with assistance provided by the CIJE as requested or as necessary.

\* How will the 'menu of choices' be developed? How will the menu

(5)

be organized?

The CIJE should work with the "list of 23 items" in A Time To Act and develop a prioritized list of "10" from which a menu can be

developed.

The menu might consist of areas as well as strategies/approaches, for example:

integration of formal and informal education  
supplementary schools  
family education  
marketing and recruitment  
media  
pre-school  
multi-generational programs  
life long learning

#### V. Finance

How much will it cost to be a lead community?

How is the community expected to come up with funding for this project in the current economic climate?

\* Will there be some funds available 'up front' for use by the communities in the initial/planning stages?

Technical services will be made available to the communities for the planning stages: communities should not expect direct funding for planning.

\* What can the community expect in terms of financial support from the CIJE?

Communities should not enter into the 'competition' with the expectation of direct financial support from the CIJE. It is most likely that support will come in the form of direct services.

\* Will funds be available for specific/special projects in the lead communities?

The CIJE may consider a pool of funds to be used specifically for promising projects in the lead communities. It is most likely that the CIJE will choose ?

\* What assistance will the CIJE provide in obtaining foundation support for lead communities? With this support be limited to projects that meet foundations' own objectives?

Serving as a broker between worthwhile projects in Jewish

✓  
Mall Caris



(6)

education and foundations with interest in Jewish education is to be one of the CIJE's principle activities. Foundations will be encouraged to support projects that meet their objectives!

C:newwork

End



(2)

\* Can a community that has not undertaken a commission or planning process apply? Will such a community be given serious consideration?

All communities will be given consideration. There is a fair expectation that larger communities will have more

Memorandum

TO: Virginia F. Levi  
FROM: Shulamith Elster  
RE: Questions/Lead Communities  
DATE: September 12, 1991

The following are the questions the answers to which must be included in the next paper on Lead Communities. I think we have sufficient answers already in previous papers and memoranda to all but those indicated by an asterisk. I have forwarded to both Annette and Steve some suggested responses to the asterisk questions: current thinking is that there ought to be a planning process by which those questions are answered for the Lead Communities Project.

I. The Concept

What is the origin of the lead community concept?

What are its goals? purposes?

Why has it become the centerpiece of CIJE activity?

Why has community been defined as a 'geographic' entity ?

Why has the federation been designated as the convener for the lead community project?

Could not a collection of institutions/settings also be a lead community?

\* How long will the project last?

II. Selection

How does a community become a lead community?

Can any community apply?

Why have the very small communities and the largest communities been excluded?

Have the communities been pre-selected?

How many communities will be selected?

How was that number of communities determined?

Will there be an effort to select a variety of communities for the project?

What are the eligibility requirements?

\* Clarification of each of the requirements



\* Are any of these pre-conditions or can a community 'work toward' attainment of these?

\* What means must a community utilize to demonstrate evidence that it meets the requirements?

\* Can a community that has not undertaken a commission or planning process apply? Will such a community be given serious consideration?

\* Will the process be the same for large and small communities?

\* Will consideration be given to communities that are 'not advantaged' or will the 'rich get richer' in this project?

\* What help will the CIJE offer to communities during the first round application process?

\* What is the purpose of the planning seminar scheduled for the eligible communities? Who should plan to attend? How long will it last? Where will it be held? Will there be a cost to communities to attend?

How will the final selection be made?

When will the decision be made?

Has consideration been given to local funding processes/budget cycles in developing the lead community timetable?

\* Are there plans for lead communities to get together or share experiences with one another?

\* What will happen to communities that are not selected?

\* Are there plans for a second round?

### III. Getting Started in the Community

\* Can a existing commission report be used to launch the local project?

\* What steps have to be taken to move from a report to objectives/goals for the community?

\* If there is no existing commission or report what is involved in doing a self-study/assessment of the community?

\* How does a community 'map and assess' the educational system?

\* What processes are recommended to formulate objectives/goals for the lead community project?



#### IV. Project Management

- \* What will the CIJE do to help the communities?  
(clarification of items on the list in the paper)
- \* How will the project work within the local community?
- \* Who will be in charge?
- \* What will be the relationship between the CIJE and the community?
- \* Given that the CIJE has a small staff who will help the lead community on an ongoing basis? to achieve specific objectives?
- \* How can local resources- such as the local college and university- be utilized in the project?

Why the emphasis on data collection and monitoring?

What is the monitoring-evaluation-feedback project?

How will this work in the local community?

#### IV. Program and Content

What are the required programs that a community must undertake?  
Why these?

What options/choices will a community have once requirements are met ?

- \* How will the 'menu of choices' be developed?
- \* Will the community be permitted to choose freely from the menu?
- \* What is 'sufficient scope'?

#### V. Finance

How much will it cost to be a lead community?

How is the community expected to come up with funding for this project in the current economic climate?

- \* Will there be some funds available 'up front' for use by the communities in the initial/planning stages?
- \* What can the community expect in terms of financial support from the CIJE?
- \* Will funds be available for specific/special projects in the lead communities?
- \* What assistance will the CIJE provide in obtaining foundation



support for lead communities?

\* With this support be limited to projects that meet foundations' own objectives?

b:LCQuestions



Lead Committee

30 + 30 days = 60 days

See what they want on Fox

Turn into dolls.

Shelamith document.

Shelamith

Meftin Pordy.

AMERICAN JEWISH  
ARCHIVES





9/20

Lead Committee

Steering Committee

11/14

Annette

Seymour

Steve Hirschman

Shulamith

---

How much work can we do.

One page proposal

Price

cost of write fees

---

Inventing something sensible

Interacting in sensible way w. chaotic group.

We give tentative answers.

~~Rest~~

Proposal by Wednesday

How to approach other  
foundations  
- Proposal

Review Process: Who where where.

Review structure:

"What is Lead Committee" through



Cover letter!

CISE-PR

Fax to Steve Hartman  
- copies to Annette  
Seymour  
Shulman

\* Get tapes / Transcribe # -- cost

\* Get FIPSE RFP  
Foundation

\* Steering Committee (General Assembly)  
Baltimore #

\* Trips to Cleveland - 2x2

\* L.D. Teleph / FAX

Pieces



Content

Repres

~~Content~~

Content requirements

Planning / implementation guide

Cost

Plan -3 for board -- document from which they go forward.

Rationale / Why LC

Cover letter:  
Outline Proposal

As we agreed  
quick proposal on understanding that  
he should ~~assure~~ <sup>understand</sup> that  
every thing we discussed  
will be covered.  
This has been discussed on deliverables.  
Give time to get to you



Lead Communities  
NOTES: 9-20-91

#### BACKGROUND QUESTIONS:

- . How many communities/awards on first round?
- . Approximate \$ to be awarded to each?
- . How much manpower/\$ resources expected to be available from CIJE:

In planning program?

In providing TA/support to lead communities?

- . What is timeline for getting off ground?
- . Who writes RFP? Us?

#### NEEDS TO BE DONE:

- . *What is lead community/Defence.*
- . Write RFP
- . Develop proposal/community evaluation/rating structure
- . Define/develop TA and support system or framework once LCs are identified:
  - define areas of support
  - People with expertise
  - resource p=bank
  - deployment system
  - how to define eligibility for service (how much a community can get)
- . Foundation support/network
- . Committee/base touching/kprocess review
- . Develop evaluation plan for projec

*Rating structure.*

#### RFP:

##### 1. Criteria

- . What community must bring to table (Non-negotiable criteria)
  - . Desirable accomplishments/org achieves
  - . Other plusses
  - . Definition of community/local involve requirements
  - . Content areas (eg. profession building, schooling, recruitment of students, standards)
  - . etc.

##### 2. What lead community must do

- . Planning
- . Community process
- . Content requirements

##### 3. Evaluation/monitoring plan

- . by lead community
- . by cije

4. CIJE committments ( what is required of CIJE)

- . \$
- . Monitoring, renewal of grant requirements
- . TA/support
- . Dissemination

PROPOSAL REVIEW PROCESS





Lead Communities  
NOTES: 9-20-91

same  
Committee on center  
at  
1/2/92

#### BACKGROUND QUESTIONS:

- . How many communities/awards on first round?
- . Approximate \$ to be awarded to each?
- . How much manpower/\$ resources expected to be available from CIJE:
  - In planning program?
  - In providing TA/support to lead communities?
- . What is timeline for getting off ground?
- . Who writes RFP? Us?

#### NEEDS TO BE DONE:

Open - long center

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- . Develop proposal/community evaluation/rating structure
- . Define/develop TA and support system or framework once LCs are identified:
  - define areas of support
  - People with expertise
  - resource p=bank
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  - how to define eligibility for service (how much a community can get)
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- . Planning
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- . by lead community
- . by cije

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- . TA/support
- . Dissemination

PROPOSAL REVIEW PROCESS





# Thoughts on a Research Agenda in the Lead Community

Adam Gamoran

The purpose of this memo is to share my thoughts about the possibility of research and evaluation in lead communities and other areas of Jewish education in North America. I will discuss substantive issues, both general and those of special interest to me, and design issues.

## Substantive Issues

If I understand the plan in the "Report," the primary issue for research must be the evaluation of specific programs taking place in the lead communities, with the goal of disseminating knowledge about these programs to the wider Jewish education audience. As I understand it, this evaluation process will not be one in which the researchers are completely outside the reform process; rather, there will be continuous feedback between the researchers and the educators in the lead communities. Thus, the project would involve both formative and summative evaluation.

The central problem for this investigation is the identification of outcomes. Selecting and/or developing indicators would need to be a primary task in the early years of the program. Such indicators would include those at the individual level (cognitive, affective, and behavioral) and at the community level (possible indicators include rate of teacher turnover, rate of educational participation, rate of intermarriage, etc.).

At the same time, the research should probably give equal weight to studying the process of change, especially during the early years. In the lead communities, what organizational mechanisms are used to foster change? What are the barriers to change, and how might they be surmounted? To what extent can we attribute successful innovations to the charisma and drive of particular individuals, and to what extent can we identify organizational conditions that supported successful change? These questions are critical if the lead communities are to serve as models for Jewish educational improvement throughout North America.

Studying the process of change becomes more critical when we recognize that the effects of innovation may not be manifested for several years. For example, suppose Community "X" manages to quadruple its number of full-time, professionally-trained Jewish educators. How long will it take for this change to affect cognitive and affective outcomes for students? Since the results cannot be detected immediately, it would be important to obtain a qualitative sense of the extent to which the professional educators are being used effectively. Studying the process is also important in the case of unsuccessful innovation. Suppose, despite the best-laid plans, Community "X" is unable to increase its professional teaching force. Learning from this experience would require knowledge of the points at which the innovation broke down.

Aside from these issues, which are paramount from the practical side, there are other points which are of special interest to a sociologist of education. These concerns are intellectually



provocative to me because of my long-standing interest in the effects of education "treatments" on outcomes; other researchers would obviously find different issues of special interest.

### *Wide Range of Treatment*

In research on secular education in western countries, a major problem for studying the effects of schooling on achievement and other outcomes is that there is relatively little variation in the quality of schooling. In contrast, the range of educational experiences in Jewish education is enormously diverse, ranging, as Jim Coleman pointed out to me, from zero to total immersion. Yet to date, the best studies on the effects of Jewish education deal with only a restricted range of the total variation (Sunday school, afternoon school, and day school). By considering the full array of Jewish educational experiences of the youth of the lead communities (e.g., by including summer camps, Israel trips, and youth groups, as well as schools), the project could provide a better analysis of the effects of educational treatments on outcomes than has been possible in the past.

### *Emphasis on Communities*

Currently, there is a fair amount of attention to connections between schools and communities in the wider educational literature. The research agenda has at least two dimensions: studying the coordination (or its absence) between schools and other social service delivery agents; and the social networks among teachers, parents, students, and other members of the community (as in Coleman and Hoffer, 1987). Both of these issues could be fruitfully examined in the Jewish education context.

The "Report" is quite explicit in calling for community-wide emphasis on education. This may take the form of increased cooperation among the Jewish schools and other Jewish institutions in the communities. If so, the process and its results would be interesting to a broad audience for both practical and theoretical reasons. At the same time, the improvement effort may lead to stronger networks of support for education among students and their parents, and this would be equally interesting to study.

### *Design Issues*

What might the research program involve? My first thoughts are that initially, the research would require two major efforts: fieldwork studies of the process of change; and conceptual and experimental (or piloting) work on indicators of outcomes. These thoughts presuppose that educational institutions in the lead communities are automatically receptive to research efforts.

### *Fieldwork*

I would think that a half-time researcher would be needed in each lead community. The researchers would have doctoral training and fieldwork experience. Are funds available for such an effort?



More generally, would the research program need to generate its own funds, or have the funds already been committed?

The field researchers would be responsible for (1) describing the basic structure and operation of Jewish education in the community, broadly defined; (2) describing changes in those structures and processes; (3) relating these conditions to outcomes, in a qualitative sense, drawing on the subjective experiences and meanings of participants, as well as providing an external analysis of the cultural context and the quality of Jewish education in the community. Although much of their work would be done independently, these researchers would meet as a group at regular intervals (perhaps quarterly?) to exchange findings and critique one another's reports.

In addition to the field researchers, I would advocate "reflective practitioners." A few teachers and/or administrators in each community could be explicitly funded to carry out research on their own efforts, and those of their colleagues, with innovative educational programs.

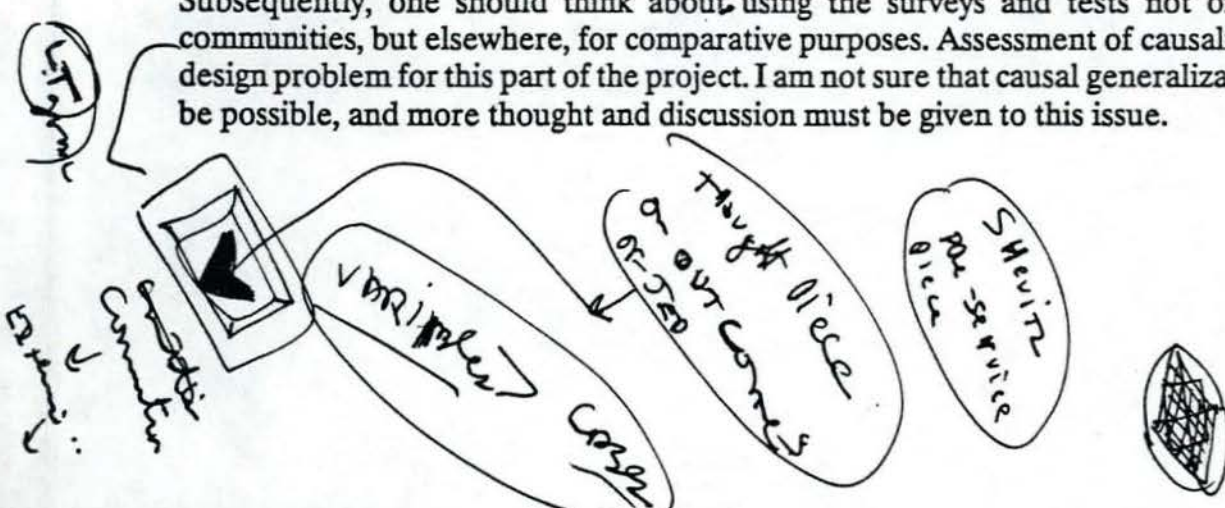
As to the selection of communities, I have little to say. The only thing that occurs to me is that mid-sized Jewish communities would probably be best from the standpoint of organizing the research: Too small, and it may be difficult to find qualified field researchers; too large, and the community may be too complex for us to cope with (i.e., New York, Chicago, Los Angeles).

#### Development of Indicators

Because of diverse skills and knowledge required for this aspect of the project, a team of researchers would be required, with skills in demography, social psychology, psychometrics, survey research, and Jewish content domains (Hebrew language, history, Bible, etc.). The team would have as its goals (1) to reach decisions on what outcomes, exactly, should be measured; and (2) the development of quantitative indicators of those outcomes.

For the lead communities, it would be preferable to gather baseline data from the very first year. This may be possible for demographic and school-organizational variables, but it is not likely feasible for affective and cognitive outcomes. I have little knowledge of survey and test instruments that are already available, but even if there are some, I would not be optimistic that they could be employed immediately, as one would prefer. However, the possibility should not be dismissed out of hand, for baseline data would be extremely valuable.

Subsequently, one should think about using the surveys and tests not only in the lead communities, but elsewhere, for comparative purposes. Assessment of causality is the central design problem for this part of the project. I am not sure that causal generalizations will in fact be possible, and more thought and discussion must be given to this issue.







איחוד  
ליהדות  
מתקדמות  
באמריקה

# Union of American Hebrew Congregations

PATRON OF HEBREW UNION COLLEGE - JEWISH INSTITUTE OF RELIGION  
838 FIFTH AVENUE, NEW YORK, N.Y. 10021 (212) 249-0100 CABLES: UNIONUAHC

October 3, 1991

Dr. Shulamith Elster  
C.I.J.E.  
1750 Euclid Avenue  
Cleveland, Ohio 44115

Dear Shulamith,

Thank you for the minutes of the August 18th meeting. I'm sorry that I was unable to attend, but look forward to the January 16th gathering.

If there is one thing I miss in the minutes, it is a sense of the synagogue's centrality as the primary venue for Jewish education. Outside of a passing mention, the thrust of the report seems to indicate that the seminaries, centers and Federations will somehow be the primary providers of educational services.

I hope that my reading is incorrect, for I believe that such an orientation would be a major error in terms of the future of the entire Jewish community.

I hope that you will write back and tell me I'm totally wrong. Whatever the case, I intend to serve as one voice advocating the pivotal role of the synagogue in this larger picture of the future.

All the best. I look forward to seeing you soon.

Sincerely,

Rabbi Daniel B. Syme  
Vice-President.

DBS/e



Jim

MEMORANDUM

TO: Morton Mandel 216-361-9962  
CIJE Steering Committee  
FROM: Shulamith Elster  
DATE: October 18, 1991  
RE: Notes from meetings week of October 7th  
Schedule for week of October 21st

I. JESNA

Jon and I agreed that I would meet individually with JESNA senior staff prior to a larger meeting. I met with Leora Isaacs on an earlier trip and this time I met with Jon and with Paul Flexner.

A. Meeting with Woocher:

1. CROWN: Jon recommends a very special approach to the Crown family. Floating the Best Practices proposal with them will involve a presentation, a period of negotiation and a cooperative venture- not the funding of a CIJE activity.
2. JESNA in the Lead Communities: Jon would like to see a senior JESNA staff person on each team that works with a lead community. With the federation as the address, JESNA - in his view - is a logical primary player! He continued: the senior staff members of JESNA (Shlucker, Vernon, Flexner, Issac) and Jon himself have been involved for years in community consultation activities and have other relevant experience. This would also greatly please JESNA leadership.

Jon is interested in resurrecting the data bank proposal and he will speak with Steve about putting it back on the agenda.

He invited me to attend the JESNA Board meeting at the GA to present an update on CIJE activities.

B. Meeting with Paul Flexner

I met with Paul about in-service and professional development activities. Paul described the various models now in place in communities and what he viewed as the relative advantages and disadvantages of each. Paul serves as the Executive Secretary of the National Board of Licenses. We spoke briefly about certification issues and how the various local programs are accredited.

By the way Paul is helping Isa with the coordination of input from Bureau directors.

RECEIVED OCT 31 1991

## II. Yeshiva University: Meeting with Robert Hirt at Yeshiva

My goal was to learn more about Yeshiva's programs in Jewish education and their education faculty and to begin the discussion of YU and in-service training in the lead communities. He gave me a thorough briefing and plenty of materials. These I will summarize sometime later.

Hirt would like for the CIJE to view Yeshiva as a UNIVERSITY not simply a School of Education or one of the many existing training institutions. By this he means that the scope of its programs, the expertise of faculty in a variety of areas and its resources go well beyond those of the other institutions with which we plan to work!

He briefed me on their current programs - Azraeli School, the block programs and the Stern College under-graduate programs. It is clear that the emphasis is on pre-service and on degree programs.

YU is very interested in becoming active in the in-service in the lead communities. Recruitment of potential students for the university and for the profession as a very important benefit to be derived from their involvement. I suggested that we work together with a group of their people on how YU could work in the communities. I also suggested that they consider that resources of the university include individuals- Rabbis, graduates and others with close ties to the university who may reside in lead communities.

## III. JTSA: Meeting with Aryeh Davidson, Bob Abramson, Edy Rausch and Barry Holtz

This was the first of several meetings and began with an open discussion.

Some questions emerged immediately:

A. Will programs be denominational? Multi-denominational? Without denominational focus? Clearly there is interest in denominational programs and synagogue- based educational programs. See Syme letter.

B. Issues of educational philosophy of Israel programs: Conservative movement has Israel programs how will these related to Israel experience programs now a priority in the lead communities?

C. What will be the role of the BJE in a lead community?



D. Serious work has begun in the Education Cabinet. Would CIJE participate in a discussion within the Chancellor's Education Cabinet? We will meet again in December. In the meantime I will contact each of them to carefully structure our next meeting.

E. What does lead community means for the denominations? Should there be a strategy meeting of the Conservative synagogue considering applying to be a lead community? ||

FYI: Bob described the U-Step program begun by the United Synagogue to provide in-service- over a two year period -to supplementary school teachers. Fifty synagogues- all over the country- are a part of this program that required staff to participate in 12 hours of in-service. It is not a techniques program but a content-based program. Bob's office works with individual schools on the format of these programs. They now have to consider training local people to implement these programs. ?

Attachment: Letter to SRE from Daniel Syme

#### IV. Next week:

Monday afternoon: meeting in Philadelphia with Art Green  
evening : meeting at Schechter School in New Jersey with the Education Committee and then on to New York

Tuesday morning : meeting with Matthew Maryles  
afternoon: tentative with Pearl Kane at Teachers College (Kligenstein Independent School Program)

Wednesday morning: presentation to Graduate Seminar in Jewish Education at JTSA and then meeting with Barry and Edy Rausch  
afternoon: meeting with Jack Ukeles

Thursday: meetings with Elliot Spack at CAJE. with Art Rotman at JCCA and with Art Vernon at JESNA

#### V. Weeks to come:

November: I was asked by the Council on American Private Education (CAPE) to serve on a panel to select outstanding independent schools. This will take a day and a half in November. I accepted because I think, it will be worthwhile re: best practice.

The Educators Assembly Board meeting is in Baltimore on Veterans Day and I'll go over and brief them at their meeting.

December: The Schechter Principals Conference is in Atlanta early in December. I would like to go for a day and combine it with a visit to Gerald Cohen.

sre  
10/17/91  
B:steering





10-22-91

## Local Communities      Questions/Issues

(Aug. 18  
Policy  
Alison)

- How many communities w. <sup>Jewish</sup> pops betw. 15-500k?
- Federation as central address.  
vs. Coalition.
- Time frame for response (6 weeks)  
(How many communities giving up?)
- How many rounds? & funding & funding duration of each?
- Role of continental org in servicing LC;
- Education change literature -- need to reference or review?
- obligation of ~~LC~~ to share w. others
- Basics: building profession of Jew ed.  
developing community support  
Jewish experience  
Early childhood  
Informal/formal ed. block.
- Define role/requirements of lay leader chair.
- Focus on personnel vs. program. vs. personnel, planning, community support
- Definition of Local Community



## RIC Taster

- ① Frequency distribution of ~~agencies~~ <sup>communities</sup> w. Town pop 15-5000
- ② Inventory of continental agencies & their resource capability for LCs  
List of info needed
  - Training Institutions (continental/local)
  - Communal: CTF, JCA, JEINA
  - specialized (+ Priv: Brth)
- obtain sample RFPs.
- Barry Hiltz -- preparing best practice paper.
- ③ ~~US D & Ed~~ US D & Ed -- National Extension Network project info

Aug. 29

- Dimensions
  - Training
  - Research
  - Community Support
- Best Practices
  - monitoring
- Evaluation
  - Feedback

- \* {
- LC -- (1) support & S. B. recognized
  - (2) ~~edu~~ <sup>edu</sup> & experim prog. appropriately funded.
  - (3) outstanding personnel engaged

- ④ get info from CRB Foundation re experience w. Israel Program.

- ⑤ delineation of data collection + analysis <sup>system</sup> requirements/process to be undertaken by & about LCs.

- Proposal: definitions:

"Key stake holders" committed to project  
local Planning mechanism  
community support [thresholds]

- ⑥ Year 2000 initiative -- materials / docs

- Examine Ed Change literature (:)

- ⑦ get Best Practice from Hiltz (if anything available)



10-31-91

OBU / GM.

For last call

Identify each document  
Audience / who for  
Projected length  
General Contents.

Issues along way / e.g. smaller communities  
coming in as region.

Q.1.

Q.1a

Directory from CTF -- communities grouped by level.  
Classification by size.

Issue: whether to put in grant categories.

7 age groups from Chicago

4 life cycle groups

Age

at  
least  
3 of 5

Pre-school

Pre Bar Bar

Post Bar/Bar

College-Young Adults

Adults and Seniors

(First 8 of  
COTENA)

Types

Supplementary

Day ~~is~~

Partnership

~~All~~

Integrated programs & Round / Subround

2 of 4



Use

Curriculum

Hebrew Language  
Media/Technology

~~Physical Plant~~

Family Education

Physical Plant

Other  
Evaluation

~~Curriculum & Methods~~

Assistance

Research

2 enabling options  
Portals

~~Other~~

Curriculum  
(Content &  
Strategy)

Hebrew & Media & Technology

Types of Criteria

- Eligibility criteria
- Representation criteria
- Evaluation criteria



XC  
TO J's  
& COPY 13 D

AGENDA: LEAD COMMUNITIES  
PRELIMINARY TELECONFERENCE  
FOX, HOCHSTEIN, UKELES  
OCTOBER 27, 1991  
=====

1. What were the key substantive concerns raised at the last CIJE Board meeting, and what should be the response?

2. Review the proposed UAI deliverables:

■ Rationale for lead communities (e.g. 3 pages)

Jack

■  
■ Draft RFP

■ Proposed Review Process

■ Recommended selection criteria/rating structure

■ Proposed description of CIJE support/Technical assistance structure

Jack

■ Timetable to start first round of lead communities

} Tim

3. Other(?)

Get Jack's Notes

Conference Call 11:15 Monday

Agenda .. To go out Thursday Night

---

Do our Timetable also.

---

LEAD COMMUNITIES: WORK PLAN

PLANNED TIME ON TASK

Jim,  
Here's a Lead Comm.  
workplan + budget.  
This is a revised  
version -- I ran the  
earlier by JBU + need he  
make some changes.  
Sally

	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
<b>1.0 START-UP</b>										
JBU	12									12
JM	14									14
ASSOC	0									0
<b>2.0 OUTLINE / ISSUES</b>										
JBU		10								10
JM		15								15
ASSOC		0								0
<b>3.0 BACKGROUND RESEARCH</b>										
JBU		5								5
JM		7.5								7.5
ASSOC		20								20
<b>4.0 G.A. MEETING</b>										
JBU		7.5								7.5
JM		7.5								7.5
ASSOC		0								0
<b>5.0 FIRST DRAFT</b>										
JBU		7.5								7.5
JM		25								25
ASSOC		0								0
<b>6.0 2ND DRAFT/POLICY COMM REVIEW</b>										
JBU			20							20
JM			31							31
ASSOC			10							10
<b>7.0 3RD DRAFT/CIJE BOARD</b>										
JBU				20						20
JM				30						30
ASSOC				20						20



	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	TOTAL
<b>8.0 RFP RELEASE</b>										
JBU						5	7			12
JM						13	13			26
ASSOC						0	0			0
<b>9.0 INTERACTION APPLICANTS</b>										
JBU							15			15
JM							20			20
ASSOC							5			5
<b>10 INTERACTION FINALISTS</b>										
JBU								21		21
JM								19		19
ASSOC								5		5
<b>11 SITE VISITS</b>										
JBU								10		10
JM								10		10
ASSOC								0		0
<b>12 AWARD PROCESS</b>										
JBU									20	20
JM									20	20
ASSOC									0	0

TASK TOTALS		MONTHLY TOTALS		CONSULTANT TOTALS	
=====		=====		=====	
START-UP	26	OCT	26	JBU	160
OUTLINE/ISSUES	25	NOV	105	JM	225
RESEARCH	32.5	DEC	61	ASSOC	60
GA MEETING	15	JAN	70		=====
FIRST DRAFT	32.5	FEB	0	Total:	445
2ND/POLICY COMM.	61	MARCH	18		
3RD/CIJE BOARD	70	APRIL	60		
RFP RELEASED	38	MAY	65		
INTERACTION APPLICANTS	40	JUNE	40		
INTERACTION FINALISTS	45				
SITE VISITS	20				
AWARD PROCESS	40				

LEAD COMMUNITIES      HOURS:      PLAN vs. ACTUAL

Through Oct. 1991

	PLAN	ACTUAL	VARIANCE
<b>TOTAL PROJECT:</b>	445	24.25	420.75
<b>TO DATE:</b>	26	24.25	1.75
JBU	12	11	1
JM	14	13.25	0.75
ASSOC	0	0	0
<b>HOURS REMAINING:</b>	419	420.75	1.75

	PLAN	ACTUAL	VARIANCE
<b>OCTOBER</b>			
JBU	12	11	1
JM	14	13.25	0.75
ASSOC	0	0	0
<b>TOTAL:</b>	26	24.25	1.75
<b>NOVEMBER</b>			
JBU	30		
JM	55		
ASSOC	20		
<b>TOTAL:</b>	105		
<b>DECEMBER</b>			
JBU	30		
JM	46		
ASSOC	10		
<b>TOTAL:</b>	86		
<b>JANUARY</b>			
JBU	30		
JM	45		
ASSOC	20		
<b>TOTAL:</b>	95		
<b>FEBRUARY</b>			
JBU	15		
JM	20		
ASSOC	0		
<b>TOTAL:</b>	35		
<b>MARCH</b>			
JBU	18		
JM	20		
ASSOC	0		
<b>TOTAL:</b>	38		
<b>APRIL</b>			
JBU	25		
JM	25		
ASSOC	10		
<b>TOTAL:</b>	60		



11-13-91

Fact & Cont. call

Scope & image of project

Cost?

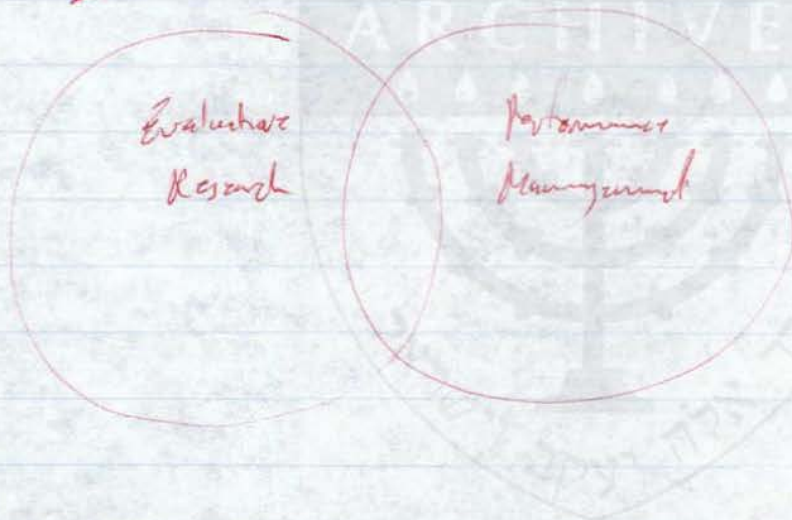
Informal quarterly reports

Who is consumer of monitoring & eval. & feedback

CISE?

LC?

300M in outside evaluators. vs. building in performance management system. **B**



# Ethnicity and ages of patients

## Agenda

Program Breakdown

First page on Services

2 approaches to Services

Polio on types of service

Patient profile

Most common cases First

Pull out Diagnosis preferred



11-14-91 - Leave

Panel at CISE

\* Lee Shulman [General Ed, Jewish Interest -- how far PhD at Stanford]  
Mia Mendel

\* Critical Deliverables

JBU

1) Kahanke

JM

2) RFP

3) Timetable

4) Criteria

Endorsing

Benny Bress

CISE



1. Rough draft document 1,2,3 & 6 --- 11/21
  2. " 4 & 5
  3. JBU away 12/4 -12/17
  4. JM -thanksgiving -through Monday; Christmans week 1/2 week +
  5. Draft 1,23, & 6 to Mandel et. al 12/10
- Mandel away 12/14 to 12/29
- Hoffman is away 12/22 -- 1/1
6. mailing 1/3
  7. 1/10 final slides
  8. 1/15 -dress rehearsal PM
  9. 1/16 Boardmeeting
  10. 1/17 debrief AM





11-21-91

GA

Neil

Mark Munchel, Barry Holtz, Lee Shulman

Worst Jewish Mensch -- Talent  
w. that.

Continuity

Level of Determination

- 1) Inform about what has happened in JE during last year
- 2) Stress importance of JE
- 3) Excite about possibilities ~~as~~ vis LC
- 4) Raise level of discourse

~~Lee Shulman~~  
Criteria: Record of innovation

Record of willingness to question  
standard approaches/assumptions

N.M. - A. Background on CIOE

Aim: enhance likelihood that future generations of Jews will grow  
up wanting to be Jewish.

Today have to work at it - proactively  
Trend lines in Amer are devastating

1 yr since COJENA.

CIOE formed to implement recommendations of COJENA, &  
infuse new energy -- catalyst.

Will work with & through existing orgs in field.

What Done.

Formed Board

Convened senior advisors.

Putting together talent bank.

Search committee for ED headed by Philip Bernstein.

Thrusts:

1) Strengthening Jew Ed Personnel - Build a profession.

• CIOE working w. N.Am. infrastructure orgs.

• Path to future is the Jew Educator. -- ~~what~~ wants that to be  
Proud profession

2) Raise Community priority <sup>in</sup> of JE. -- should be activity for them  
not others.

• Create environment that Jew. leaders will log on into.

One signal of readiness of community to accept, is that 46 of 50 people accepted  
request to serve on COJENA.

Money ultimately -- what fuels machine

No doubt mainstay will continue to be tuition, congress. support...

Very large sums must be raised for endowments



## content Approach

### Essentials to ed. change

- Multi-year
- Revolve lay community (Lay + Professionals)
  - Coalitions / Partnerships? -- multi level approach
  - Step by step -- means, must be part of way along
  - Working on multiple levels -- h.t.s stratification in various ways
    - not just institutions
    - Jewish News
    - Secular ed.
    -

- ~
- Outside private pumping (\$)
  - Education for what? what do you want to do?

• Out reach(?)

• Have to learn from each other / synergy

Problem - that most of Jews educators are women. Parents have more impact than teachers  
Future of Jewish community will not be determined by us but by our children.  
A.J. Hirschel -- advocated (in 1960's) 'Leap of faith' must do it; show <sup>ours</sup> passion.  
Means not very hard to give OE status in community

Must be in community.

≡ Perceived -- would be in community

Every child would be star

Can't get to tied if can't get to parents

Does peer advocacy.

Psychology in America 's if you don't smart enough to <sup>make</sup> money, you're not smart. This is psychology that draws kids away from ~~Techniques~~ -- Competitive ideas.

Need \$ to make programs work.

Nothing will work if people not committed to it

Most important -- parents + teachers.

Have to invite teachers to lunch + ask questions.



B. Lead Communities ... 3-5 will be established to show what possible

- insure quality personnel
- community support
- new \$

To serve as labs to test ed policies + practices that work best.

Best practices Any programs anywhere <sup>can</sup> ~~to~~ be made to work everywhere

Established criteria

Process to begin after Bd. approval in Jan.

C. How do we know what works?

How do we know that TE works?

Hence serious field research (Gannan) in each of LCs.

Research identified as critical component in determining what works.

See Moon <sup>(1994)</sup> long & short term steps for CITE to take.

- Need to forge stronger partnerships betw. Pros + large

Loe Shekman

(Stanford, Pres of NEA ...) Lead Community

Central Panel Best HS graduation story.

Examiners of portfolios ... 1 from community  
4 people. 1 " students

~~Example~~ of unique creative program is example of what can happen under LC  
It's an "existence proof"

Problem: That extraordinary experiment not being deeply studied, documented, carefully studied. Successful ed innovation w. short  $\frac{1}{2}$  life.

Fact that there was no deep or superficial eval of Camp Ramo + means not sure what we can learn from it.

If notion of LC is not to be another fair idea that everyone forgets then ...

Contrast w "Prize for New Generation of Amer. Schs." Bush Admin.  
Language in document captures spirit of CC.  
D. T. Quigley quote re Amer ability to do.



Most basic

Every person ~~the~~ stems from Adam who was created in ~~mid~~  
of Adam who was created in ~~mid~~ of God.

So all same yet different.

~~the~~ co.

Every one contains within self image / characteristics of God.

Hence "normal"?



Bidders are invited to breath new life into 17 years project ....

See ...

Manner in which communit. hold schools accountable.  
Accountable is demonstration that care what's done.

ration of L.C.

- a) = ? [best practices]?
- b) = Systemic reform (inherent in)
- c) = Role of R + E

a) Heavy + unusual investment is made in order to establish existence proof.  
Even large portions of Jew. community have severe doubts.

Vision that ought to propel this project should not be limited to  
proj. that already exist

Commission, so far -- emphasis on process. What's left out is  
to what ends? What can passion?

Reforms have to be carried out w. substantive goals of Jew. Ed  
at their focus.

Must respect diversity (of denominations) but...

b) Reform must be systemic. Not just new curriculum or new techniques  
of teaching.

Analogy -- ~~At~~ Measles -- know how to prevent but gap below.

Humanis practice + not having system to deliver.

Have to work simultaneously at all parts of system.

Have interaction betw. segments of Jew. community that do support JE.

c) Without R + E ... is being in perpetual state of anarchy.

"Not learning from what do" -> easier said than done.

Depends on LC which are richest ed. laboratory

Equally severe personnel problem in ~~best~~ researchers capable of  
doing serious work of Jew. ed.

What's missing -- Jew. Ed takes place in communities whose secular ed also  
takes place ... public + private H-12.

Relation betw. Jew Ed + Public/private H-12 system

Competition is other activities in H-12 schools that parents  
value (AP classes, etc)



Should not look at as competition & so, doomed to failure.

Either reproducing current best practices or cloning public sector Best practices will not work.

Need extraordinary vision.

- Conceptions of new forms -- of assessment/eval etc.
- What visions are out there. What search is that area

Barry Holtz

### Best practices

At heart -- create inventory of best in J.E.

-- To create a kind of context for I.C. projects  
What currently is working?

- Who running good trips to Israel
- Who doing successful in service

-- Each LC to develop plan of action for own unique environment.

2 goals:   
• encouragement <sup>examples & excellence</sup> ("existence proof") (espec. for key people)  
• good advice -- living examples of program excellence.

How to limit focus?

- Beginning by defining specific areas where should focus.

Then, how to translate success in 1 community to another.

What happens when put it all together? That's LC.

Also gives opp to study & document when happens.

Need best practices & new practices? Living lab for J.E.

Questions

How to Replicate? BH -- once BP identified, bring to LC & work w. professor & ed.

LS -- Translation from research to practice. -- Case Study analysis.

-- case study doesn't tell you what to do. No prescription.

-- Different approach to research.

What field? (LHBE) -- Lots of innovation in last decades. How to get community to <sup>accomplish</sup> do them.  
• LS -- More "community" in Jewish driven secular ed. More communication  
• betw. segments



Fax Cover Sheet

TO: Jack Ukeles 212-260-8760

FROM: Shulamith Elster 301-230-2012

Council for Initiatives in Jewish Education

DATE: November 26, 1991

I am sending you copies of these memorandums based on my conversations with Norman Lipoff and Florence Melton, members of our Board. They each contain comments that may be useful in our work.

Seymour, Annette, Steve, Henry, Jon Woocher, Art Rotman, Mort and I each have our "campers"- Board members with whom we keep in touch and when we speak with them we write brief memoranda which are then circulated.

Are you sending something out before tomorrow's telecon?

Happy Thanksgiving!

5 pages

Memorandum

TO: Steering Committee/CIJE  
FROM: Shulamith Elster *fre*  
RE: Norman Lipoff  
DATE: November 26, 1991

I met with Norman Lipoff on Friday, November 22nd at the GA.

1. On the CIJE

Norman was interested in hearing about the status of our projects. I sense that he is pleased to be on the Board and that he would like to be actively involved.

Norm was most interested in lead communities so I spent most of my time with him on lead communities in preparation for the January meeting and for his possible involvement before January.

2. On the Lead Communities

He expressed serious concern about the current ability of many interested communities to generate sufficient local funds to support the lead communities activities. There will be communities genuinely interested - and who the CIJE will want to have involved - that will not consider the program because of the economic climate. Communities will be very reluctant to take on additional projects. Many are worried about their ability to continue funding existing programs at their current levels and many have already cut-back subventions for educational programs. Furthermore, there are communities that are unable to meet their obligations to UJA and Exodus.

He stressed the importance of letting communities know - as best we can - about what will be expected of them financially. How much will it cost to be a lead community?

He suggested that when applications come in that they be reviewed carefully by people who know what a particular community's true financial capability is and who know about its financial 'track-record'.

I asked if he would be interested in helping the CIJE review the financial aspects of the project. He said he would be pleased to help. (Are we going to have a Board committee on Lead Communities? If so, this would be a good way to involve him!)

3. Board/Annual Meeting

He has planned his schedule around the date of our meeting and will be there for most of the day. He may have to leave before the end of the afternoon meeting.

sre  
hd:c:normlip



## Memorandum

TO: Steering Committee/CIJE  
FROM: Shulamith Elster *SE*  
RE: Florence Melton  
DATE: November 26, 1991

## I. On the CIJE

"The American Jewish community needs the CIJE desperately". There has to be a group that focuses on meeting the unmet needs of the community. The work of the CIJE should focus on INITIATIVES. That is, the CIJE should not work in response to the stated needs of local communities but should be thinking about ways to solve the unmet larger needs that CIJE already knows need to be addressed, based on data and research. She used interfaith families as an example. The education and outreach to interfaith families must be addressed even if communities do not make this a priority. We know that it is an issue and needs work. (This is much like our requirements list. Do we want to consider this?)

In general, there has not been enough research and development based on demographics and data we now have. I encouraged her to come to the Annual Meeting and hear about Lipset's analysis.

She suggested that the Board does not include enough people with local community experience and is heavily weighted with people with denominational interests. I mentioned my experience with my campers (Cohen, Maryles, and others who come to the Board with community experience and local involvement).

## 2. On the Lead Communities

She does not like the term 'lead communities'. It suggests to her that other communities are "not good communities". It has, in her view, a negative rather than a positive connotation as it will be hurtful for those communities that are working hard and may have exemplary projects. (I don't know if this is a real issue or a matter of semantics not unlike 'good practice'/'best practice'/'good-enough practice'.)

She used the term "unit of endeavor" to describe some of her special projects and suggested that this would be an approach to describe the lead community project.

It is not prudent for us to expect that communities will come up with innovative ideas as they have limited personnel and existing leadership "doesn't know what quality Jewish education is all about". They have no allocated time or money to the enterprise. The CIJE has to come up with the ideas and the personnel and the money if this is going to work! The CIJE must take the INITIATIVE in the communities.

*Trail? →*



The CIJE has to help to create "units of endeavor" -- packages: funding, training, recruitment, content, curriculum, research and follow-up for specific programs.

### 3. Leadership Development/Local Community Support

She described a project for leadership development that she discussed with Alan Hoffman last week that includes cruises for lay leaders with an educational component, an adaptation of the Florence Melton Adult Mini-School. This is an approach now used by industry and the professions for continuing adult education.

### 3. Best Practices/Programmatic Options

We spoke at length about the Florence Melton Adult Mini-School and about the Discovery Program for high school students in Columbus. I will be certain that these are included in our work on Best Practices. Both are worthy of replication.

She is interested in a new family education project- Live and Learn Family Vacations.

### 4. Support for CIJE Projects

We spoke about adult education in the communities. She is interested in funding a university or a department within a school to train facilitator in a specific area of education for interfaith families. She believes that couples need to come together with trained facilitators to air concerns in a retreat setting. This will lead to a recruitment effort for an objective, non-denominational educational program (The Adult Mini-School). Her several years of experience with the Mini-School suggests that this will lead to better educated families, more positive Jewish choices for affiliation and activity, synagogue membership, higher rates of enrollment of children of these families in Jewish schools and educational programs.

She is very interested in this and knows that it will take INITIATIVES AND INNOVATIVE thinking because communities do not know what to do. She likes the terms- initiatives and innovation- and the name CIJE has very positive connotations and connections with her interests and her work.

She understands that it will take an infusion of funding and very specific and completing planning (lots of training). She says that she knows what it take financially to establish something new- having done this several times before- and she is interested in doing this.

I did not make a specific suggestion for her involvement or ask for her financial support. My understanding is that this is an



#### 5. Board/Annual Meeting

She will do her best to come in January. It depends on Mr. Melton's health. He has good and bad days! She is interested in discussions of issues of substance. She wants the Board to focus on meeting the unmet needs in communities and is somewhat upset that discussions appear to focus on the vested interests of Board members. I encouraged her to come and participate actively in our deliberations. I also assured her that her comments to me would be shared with the Steering Committee.

#### 5. Footnote

I will call her again in advance of the January meeting possible right after materials and the agenda are mailed to Board members.

In order to gain her support for the Lead Communities Project I think we have more work to do. This is where I think I can use some of what Lee Shulman said at the GA. I'm going to get a copy of his remarks and see if it will be useful to send to Mrs. Melton and/or others. I'd like to plan a visit with her. She had a great deal to say that was very interesting and inspiring for me. The suggestions she made about areas to consider and her descriptions of some fine programs are useful in my work with Barry on best practices.

Mrs. Melton will be in Boca Raton until February-March, when the Meltons return to Columbus. Her address in Florida is: 1180 South Ocean Boulevard Apartment 9B Boca Raton, Florida 33432. Phone number: 407-391-3190.

hdC:melton

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sre  
hd:c:normlip



11/27/91 Telcom / ~~Holland~~  
~~Blaker~~ Jacks Team

How to divvy up initial set of <sup>Preliminary</sup> proposals among team.

Assess & log leadership  
Sophisticated plans ability  
Financial capab. / comm.

JESNA; whether members on every team.

Aim for June <sup>CITE</sup> Board meeting → <sup>Shenon 7-8</sup> schedule Bd. or

When does " Jewish Agency Board" meet /

CITE Aug. 26-27  
Committee brings to full Board.

Is there a Chair?

✓ Calendar the process -- compress / put later.

Put in bidder conference.

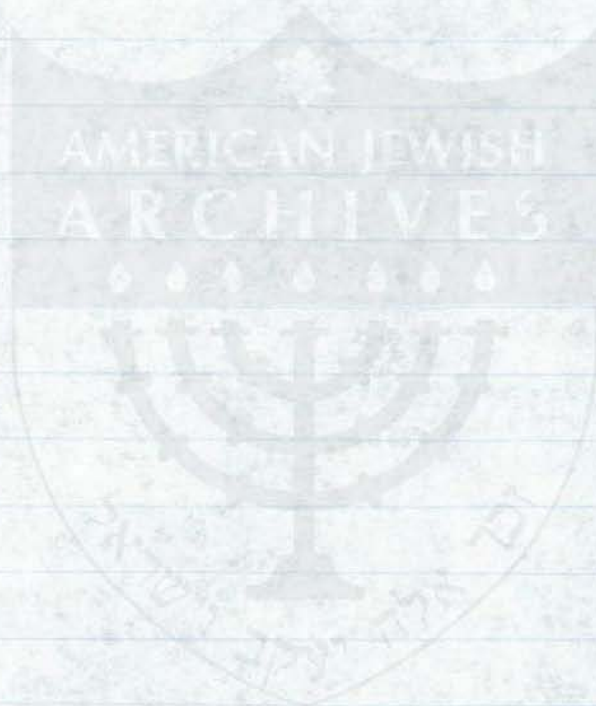
CITE Role <sup>Steve</sup>  
-- LC doing thing & constantly bumping heads w/  
CITE monitors / JESNA etc.

who ever is point person in LC in constant contact w/ CITE staff.



Agenda for Shabbath

Harvard Meeting  
Cynthia Piccir





## Review Process

~~CITE~~ staff

NEH

- ~~NEH~~ NEH assembles panels in select areas; <sup>NEH</sup> ~~staff~~ chair.  
Panelists ... write comments

WT Grant

who is CITE

Background

Purpose

Awards

Criteria: who ely,  
Grounds & exceptions why/for

① \*

Required Documentation/Documents

From Applicant eg. vita.

from Encls

-- [eg. community letters of  
letters comment

Major Interests (minor interests)

4/1/30/41 Florence Melton

③

## Growing Needs in Jew. Com.

- Interfaith couples
- Absolute neglect of oppjs  
Post Bar Bat
- Long leadership / Sec. Ed.  
To excite/inspire

## Needs national approach

Discovery Program in Children  
Post Bar/Bat Materials

I must be enrolled

- 1) Genealogy of own family
- 2) Role of volunteer/professional  $\rightarrow$   
connected to own community
- 3) Types of Judaismism (L.A. etc, NYC etc)



## Discovery II

(2)

- Jews around world
- Holocaust
- Trip to Israel / 3 weeks?

parents  
Federation  
schools

AMERICAN JEWISH  
ARCHIVES

We have 89 kids

5 out of 6 congregational schools

Have to be in good standing  
at own congregational schools  
community schools

C

Quality Family ed.



Will never get  
~~but~~ will get embedded in society

You will be an  
Experimental Test community

~~also~~ for intervention couples  
to integrate

Concrete approach

Take a national picture on  
ways to involve leadership in  
J.E. Family love & learn  
retreats -

Plan Holton would write national  
Kids, family, ride family together



Have courses for leadership <sup>(4)</sup>  
on quality Jewish ed.

---

LC.

Bring leadership community  
together for a seminar  
Tell them what national  
needs are

- Then have units of endeavor
- Post Bar/Bat Mitzvah
  - Role leadership & how it is  
part of team
  - Quality & Adult ed.

---

Separate it & have community  
devote itself to

Plattner mini-school

⑤

Non-judgmental

ex. Ethics of Jewish living

o way of " "

etc.

AMERICAN JEWISH  
ARCHIVES

So can go in different ways

Material constantly being upgraded  
to meet needs of students

Adapt.





Product development background  
Everything based on ~~some~~  
human need. That's  
signature point.





LC	Inquiry	Applicants	Finalists	Implementation
	Applicants		6-10	Self Study 1-12 months

<p>CISE role</p> <p>Staff</p> <p>Nationals</p>	<ul style="list-style-type: none"> <li>Respond to Inquiries</li> <li>Provide Packets</li> </ul> <p><u>TA</u> / <del>Marketing</del></p>	<p>RII Classification</p> <p>Policy questions about #</p> <p>Process requirements</p>	<p>Site Visits</p> <p>TA to maximize commitment of winners &amp; losers. / Network CISE [2nd tier tiers]</p> <p>Treat Finalists w/ tied gloves.</p> <p>Losers treated as winners too.</p> <p>Fund raising linkages</p> <p>Preparation of Final Proposal.</p> <p>Site visit what</p> <p>Who</p> <p>Director</p> <p>Rhetoric</p> <p>Real</p> <p>Chair/Team leader</p>	<ul style="list-style-type: none"> <li>Ongoing communication structure [correspondence... who talks to whom about what]</li> <li>Seminar</li> <li>Best Practices book.</li> <li>Monitoring Eval, Feedback Reporting</li> <li>Nationals... what/where triggered by LC.</li> <li>Insurance Israel &amp; P } mean forming trust.</li> </ul>
<p>CISE</p> <p>Exec</p> <p>Planner</p> <p>Steering Commi</p> <p>Mandel</p> <p>Woodner</p> <p>Rothman (JCE)</p> <p>Hoffman</p> <p>Zucker (MAF)</p> <p>Fox</p> <p>Holtzman</p> <p>Relman</p> <p>Adelman</p> <p>Berg</p> <p>Heller</p> <p>Research capabilities</p>	<p>No TA</p> <p>Customer/TA support</p> <p>Hot line</p> <p>Check list of missing pieces</p>	<p>TA</p>	<p>Functions</p> <p>Evaluation</p> <p>Ed</p> <p>Comm support</p> <p>Planning</p> <p>TA</p> <p>Senior Policy Advisors</p> <p>Abraham (USA)</p> <p>Hirt</p> <p>Lee</p> <p>Bickel</p> <p>etc</p>	<p>Involving - Recommendations</p> <ul style="list-style-type: none"> <li>National Univ.</li> <li>Nationals etc</li> <li>by L. C.</li> </ul> <p>Foundation broken</p>

Final

Application Asset

TA over Telephone

Finalist

Optimal size of

Site visit team

~~Site Safety evaluation~~

~~Same person doing~~  
~~What?~~

Teams - Balanced

Insiders/outsiders

Use Senior Policy Advisors

Planning  
- Ed Person  
Expertise

} Middle States Review model.

Team members  
Use people where they have  
expertise.

camp/JCC/.....

Subject Expertise



Shulman  
864-0209

Wed. Apr. 23

12-13-91

Sent fax on  
questions - call when you  
have a moment.

Call Steve re letter to 57 LCs/Meet

• Paul review revisions.

Concerns Time  
overlap

RFP → "guidelines"

• whether the CRB

Norman Lipoff

other 2 committee members

} can do background  
work on  
LC candidates.

• BF concern about LC ability to get it

• Composition of LC Committee

Who chairs

Brontfman's name mentioned

who appoints committee?

when appointed? (By Jan. Meeting)

[Lipoff system for them]

• Status report to LC Subcommittee

(• Preparing Bd. members before Jan meeting)



12.3.91 Shulamith

~~to~~ CJSR sorts

Every reader has ~~single~~ color identification

- gets stack of files ..
- Each file gets read by educator

Whether pay outside readers.

Educators -- Senior policy advisors

DBR Elkin

Sylvia Etzberg

Bob Abramson USA

Specific roles for CJSR people

- Chair who doesn't express opinion.
- Behind scene manager
- Astute observer.

multiple rounds

---

what L.C.'s need

- Expects them to want to do it them self.
- Access to expertise + consultants + funders.



12-3-91

Telecon

Q. Amy Leary  
Annette  
Seymour  
Jack  
Jim

begin to  
Q. Amy:  
get most info. at  
invest package to best to  
bring to Israel

Seymour (SF) -- 4 weeks for RFP too little.

They should be notified in advance of release date.  
-- Write to each city that has written to us w. update  
on process. 2

To all 57 in eligibility group

Say if Bd. approves on Jan. 16, will go out Jan. 31.

Call RFP "Guidelines"

SF who <sup>are</sup> people who do site visits?

SF wants to be involved in that. -- Concerned about quality.

-- Preliminary Proposal

-- How do you know that IC is trustworthy to raise \$?

-- Want people (I. M. Braunman, Georges Koshhorn, Mendel) to ~~find out~~  
to make final rating. To assess quality of \$ commitment.

-- Have 1 member of IC committee to visit finalist site.

Preliminary

Fewer panels, the better; fewer members on panels better.  
Either overlap of people or fewer

[ Draft to Meet by early next week ]

IBU

Goal:	Part of Document	1 (Return)	2 process	} outline Form
		2 (Guidelines)	3 CITE Response	
		3 (Criteria)		
		6 (Invitation)		

AT

Has to make sense to people who have not been in process.  
Anything not fully done, should be appendix to progress report.

only send out self-  
standing documents.



(2)

Meeting on Jan. 16.

( $\pm 2\frac{1}{2}$  hour meeting for all CITE agenda items)

Very short time on LC. (Though probably most of time)

LC not only thing reported at meeting. (Careful camper contact following meeting)

Overall CITE work } have to <sup>carefully</sup> figure out how to present.  
Details on LC

Progress report

Who writes? Don't yet know.

Letter:  
[4-6 pages]

[Executive Summary]

we have engaged UPR to undertake

this is what they have done

(See Appendix A)

Meeting w. Campers occur 1 week after letter goes out.

not as } Dec 11 Tele con CITE?

Need real prep of board members before they come to meeting.



## Document 5

## CJIB's role

### A. RFP release

Plamie Walton ... claims that there are small/medium that need help.

... whether its minimum criteria shall fall

AH ... we should remain ~~flexible~~

Self study vs. Plan

Stage 1 of Dev Plan: Assessment of Need, etc.

Profile

Example of Commission Plan group that did plan ~~up~~ doing profile of staff.

Next stage

Need to design planning phase. UAI to do.

Starting for CJIB - needs to be thought through.

Support Bank - AH - Believes need for strong professional support to maintain quality. This should be more focused.

Believes CJIB has to provide higher level of support + expertise  
AH - Says CJIB will require staff to respond to their (LC) needs.



## RFP

- As simple, clear from consumer point of view.
- Doesn't feel 1.1% RFP
- Less explanation/reticence

ask consultants on

CDE meeting w. a ~~LC~~ on LC.

Bd. meeting in Jan.

Bd. approves, guidelines for LC will go out at end of Jan.

Expectation that decision by Jan.



## James Meier

Shelburne

Review Process -- Develop

lay out  
Weeks  
people  
Export matrix

~~Content~~ Priorities (objections)

Imagine you are lead community  
metric list of things you want.

EE does

CJR does

what  
given

Resource Bank Database

Adds Conference Details

(Chris Zachary)

Draft

Review w.r.t. Torah concepts/quotes

Community Support

Jewish way of life





# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

1750 Euclid Avenue  
Cleveland, Ohio 44115  
216/566-9200 Fax 216/861-1230

(Temporary Address)

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Honorary Chair  
Max M. Fisher

Chair  
Morton L. Mandel

Acting Director  
Stephen H. Hoffman

Chief Education Officer  
Dr. Shulamith Elster

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December 12, 1991

Mr. Jacob B. Ukeles  
Ukeles Associates, Inc.  
The Cable Building  
611 Broadway  
New York, NY 10012

Dear Jack:

A year has passed since the Commission on Jewish Education in North America released its report, "A Time to Act," and this letter is meant to serve as both an invitation and brief progress report.

The Commission had decided early on to be proactive; to carry out its recommendations for improvements in Jewish education. The Council for Initiatives in Jewish Education was formed to do this. We are now completing the organization of the CIJE to implement the Commission blueprint for Jewish education.

Under the professional leadership of Stephen Hoffman, Acting Executive Director, and Education Officer Shulamith Elster, the work of CIJE is under way. CIJE will serve as an advocate for Jewish education. It will work with and through existing organizations in the field, and act as a catalyst to encourage improvements in Jewish education.

Since its formation in November 1990, CIJE has organized a Board of Trustees, assembled a group of veteran professionals to serve as Senior Policy Advisors, and begun to draw upon the talents of experienced individuals in Jewish education and communal service, through the development of a talent bank of experts on whom we can call for specific assignments.

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Currently, CIJE is working with others to build a North American infrastructure for recruiting and training increasing numbers of qualified personnel; expanding the faculties and facilities of training institutions; intensifying in-service education programs; encouraging salary and benefits increases for education personnel; and developing new career track opportunities for educators.

At the same time, CIJE is working to intensify community concern for Jewish education, to make Jewish education a top communal priority. We continue to recruit community leaders to the cause of Jewish education who can help to develop substantially increased funding from federations, private foundations and other sources.

Interest has been raised throughout North America about the Lead Community project. Recommendations are being prepared now on the criteria for establishing these model communities--communities where we can demonstrate what can happen when there is an infusion of outstanding personnel into the educational system, when the importance of Jewish education is recognized by the community and its leadership, and when the necessary funds are secured to meet additional costs. These recommendations will be presented to the Board for approval on the 16th with the goal of recruiting and selecting Lead Communities in the spring.

Supporting activities have been started to identify exemplary Jewish education programs and to develop an evaluation component for a continuous flow of information about how our projects are doing. In addition, CIJE is commissioning a project to study what long- and short-term steps we should take to encourage the development of a research capability to serve the field of Jewish education.

Details of the work of CIJE over the past year and plans for the future will be presented at our first Annual Meeting:

Thursday, January 16, 1992  
9:30 a.m. - 1:00 p.m., including  
Luncheon 12:00 - 1:00 ✓  
UJA/Federation of Jewish Philanthropies  
130 East 59th Street  
New York City  
(Dietary Laws Observed)

Please join us for both the meeting and luncheon.

Please complete and return the enclosed reply form by January 6 confirming your plans to attend. I look forward with pleasure to seeing you there.

*Mort*

Morton L. Mandel  
Chair