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General correspondence and notes, 1992.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
[letterhead]

Exec
Jewish Federation of _

Dear

Because we have received a number of inquiries about the Lead Communities initiative, I want to apprise you of the progress to date in developing the project and alert you to the time frame within which we envision it evolving.

The purpose of the Lead Communities project is to demonstrate that it is possible to significantly improve Jewish education in communities in North America with the right combination of leadership, programs, planning, community support and resources. These dimensions will be the basis for our assessment of the depth and breadth of a community's commitment to excellence in Jewish education, and its readiness to take bold and sweeping action to improve it.

The Council on Initiatives in Jewish Education's staff has been working with consultants to define expectations, identify resources, and prepare guidelines for selecting Lead Communities. The CIJE Board of Directors will meet in mid January to review the Lead Community plans they are preparing. If the Board approves those plans, the guidelines soliciting proposals from community applicants will be mailed shortly thereafter to all communities with Jewish populations of 15,000 to 300,000. [Alternative: ... mailed to you shortly thereafter.]

We envision a two-stage selection process. Interested communities will be asked to submit short, preliminary proposals by early March. After a review of those submissions, a number of finalists will be chosen to develop full proposals that provide details on the applicant community's plans and its capacity to carry them out. We expect to name the first group of Lead Communities [by early summer] following a review of the final proposals.

We will write to you again once the framework for the Lead Communities project has been adopted by the CIJE Board of Directors.

Sincerely,

Morton L. Mandel
Chairman

**LEAD COMMUNITIES SUMMARY OF ISSUES
FROM SENIOR POLICY ADVISORS (1-7-92)**

- Selection of Best or most "representative/replicable"?
- Is objective replication or learning lessons?
- Timetable: Thorough process vs. fast show of results?
- LCs as network or self-standing? (i.e what is the relative emphasis on each)
- How to deal with turnover in key community leadership?
- How much community on board? What is minimum threshold?
- Whether 1 or 2 stage proposal process.
- Proactive or passive role for CIJE in soliciting community proposals?
- Are sub-communities of New York or LA eligible? (Answer open to consideration.)
- Scope (breadth) vs. focus (depth) of program proposals?
- Review process: distinctions between preparedness of community and preparedness of proposal.
- CIJE offerings not concrete enough.
- Relative emphasis on program vs. leadership, finances in CIJE written materials .
- Whether children youth and family in congregational settings is core criteria?
- How to effectively address college age students?

NB: Underline indicates apparent consensus of meeting.

From :

PHONE No. :

Jan. 22 1992 8:10AM F01

FAX COVER SHEET

TO: Jim Meier
Ukeles Associates
212-260-8760

FROM: Shulamith Elster
Council for Initiatives in Jewish Education
301-230-2012

DATE: January 22, 1992 TIME: 4 P.M.

The memory is really going.... I just found the list of names that I suggested to Ginny for the Lead Communities Committee of the board. Let's see how many get appointed..

Arnow
Lanier
Merians
Lipoff
Yanowitz

OK, two out of five isn't bad!

Also FYI only
my campaign report
on Mrs. Meeton!

Memorandum

TO: Steering Committee/CIJE
FROM: Shulamith Elster
RE: Florence Melton
DATE: January 22, 1992

When I was in Florida (1/13), I went to Boca Raton to visit with Mrs. Melton in Boca Raton.

During our visit we spoke of a great many things and I hope the following summary will be helpful as we look for a way to involve Mrs. Melton in our work both as a funder of the CIJE and as a foundation principal whose projects we may want to incorporate into the lead communities.

Mrs. Melton indicated that she was not planning to attend the board meeting because she felt that attending the meeting was not the best use of her time. She says that she has many ideas and that she was pleased to share them with staff and others suggesting that it may not be as easy to get the attention of board members.

1. She was emphatic that we need careful planning for all that we do. I responded by reiterating our COMMITMENT to planning for our own work and to the planning process in the communities.

2. Nothing will happen without leadership development! Her specific recommendation is that the Melton Mini-School staff prepare an "innovative adaptation" of their curriculum which would then be incorporated into a two week cruise for the leadership of the lead communities.

Her suggestion is that the CIJE plan this together with national UJAF Leadership and Campaign Training Departments and Allan Hoffmann (Hebrew University staff). This proposal for leadership development effort could combine the need for specific training for local leadership (campaign etc.), the need for leaders to become more informed Jews and the desire to get the CIJE lead community projects off and running.

In addition to the important Jewish "learning curve", time would be allocated for discussion of lead community and community organization issues - including time for local task forces to work on their respective community plans.

Advantages: CIJE would have the undivided attention of leadership. Every segment would be content-based! This would satisfy the requirement that leadership development is a critical first step. Time could be spent in discussion of the implications of the CJF study and other issues. With the diminishing pool of lay leadership the interaction between people from various communities would be an advantage.

3. Regarding best practice, quoting herself that "system chokes innovation" she cautioned me not to get bogged down but to continue to look for methodological innovations. She indicated that we ought to be setting up a Fund for Creativity. Just think, she commented, what some talented people could do in the field for little money.

More on best practice and the communities: she suggests that CIJE set up a "fair" type program at a camp, perhaps at Ramah. Our experts within the programmatic areas would be the residence staff and people from the communities would come to seminars, classes and individual consultation on the programmatic areas. CIJE could also invite some of the other communities- the communities, not chosen, and other deprived communities.

This might then be worked into a regional center concept sponsored by Lead Communities for their regions of the country. This is the setting where they could work on regional issues that impact the larger philosophical and cultural issues.

4. Regarding the importance of data collection and dissemination: Let JESNA become the information clearing house for information about programs. They can set up a data base and take on responsibility for the dissemination of information. She feels that this is a perfect role for JESNA.

5. CAJE: Mrs. Melton is a CAJE fan and avid-supporter. She would like CAJE to provide the talent bank to complement the information bank (JESNA).

6. Working with communities: Mrs. Melton described the process by which the Mini-School was introduced to the Chicago community and suggested that the CIJE could learn from this experience how to overcome local roadblocks in introducing innovation into communities.

In Chicago the coordinator met with Rabbis and local lay leaders to introduce the program and to present materials for one of the units. The Board of the JCC (40 people) was given a sample lesson to help lay the foundation for the adoption of the program.

Her interest in promoting the mini-school is based on her view that the lay people will have to assume responsibility on behalf of the Jewish people and the majority of current lay leadership- not to mention the future- do not have the Jewish knowledge base on which to build a serious commitment.

7. Programmatic areas:

Mrs. Melton likes to call these "units of endeavor".

She suggests that we pay close attention to ;
 outreach to interfaith marriages
 programming for high school students
 recruitment of paraprofessionals-
 e.g., graduates of the mini-schools
 in-service training of teachers

She is gearing up to work with the Hobrow University on the last two related to training and in service.

8. Finally, we spoke about Jewish education in the Palm Beach County communities and of the growth of the day schools, in particular.

P.S. I planned to write to Mrs. Melton to thank her for her time and suggestions. As I was writing up these notes, I decided to call her instead.

I spoke with her this afternoon (1/22) and we continued the conversation. She remains especially enthusiastic about the prospects for the cruise- the benefits of joint ventures and the prospects that this has for funding by foundations (here she quoted Seymour) that are looking for exciting and innovative thinking!

I also reported on the board meeting. She asked if I made any of her suggestions at the meeting. I told her that the board was focused on the recruitment and selection process and that we would be meeting in Cleveland to begin planning for the content and next steps with the communities.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

(Temporary Address)

January 24, 1992

Honorary Chair
Max M. Fisher

Chair
Morton L. Mandel

Acting Director
Stephen H. Hoffman

Chief Education Officer
Dr. Shulamith Elster

Dear Colleagues:

I am grateful for the helpful comments, practical suggestions and informed advice received during our most recent meeting. Many of these have already been incorporated into our ongoing work. The minutes of that meeting are enclosed.

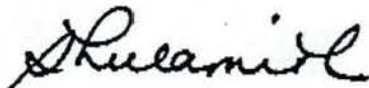
You will be pleased to know that the Annual Meeting on January 16th was well attended by our colleagues in the education community, the commissioners whose work formed the basis of our agenda and members of the Board of Trustees. The report of Professor Seymour Martin Lipset's findings, based on the Council of Jewish Federation's Population Survey, elicited much discussion on the importance of our efforts. A copy of the Executive Summary is enclosed for your information.

The Board of Trustees of the CIJE approved the plans for the launching of the Lead Communities. The Board adopted the proposals that we reviewed at our meeting and suggested that we begin with a maximum of three Lead Communities. It affirmed the wisdom of the September 1992 starting date. The requests for proposals will be mailed at the end of the month and communities will have eight weeks to respond. When the packet is mailed, Senior Policy Advisors will receive a copy of the mailing which will go to the Federations of communities with Jewish populations of 15,000 and more. The national organizations, movements and local Board of Jewish Education and Jewish Community Centers will also receive application materials.

Enclosed for your information is a copy of the CIJE Annual Report and the proposal from Dr. Adam Gamoran on Monitoring, Evaluation and Feedback in the Lead Communities.

I welcome your comments and encourage you to call or write with your comments.

Cordially,



Shulamith R. Elster
Education Officer

6424 Needle Leaf Drive
Rockville, MD 20852
Phone and FAX: 301-230-2012

Enclosures

TIC

CHICAGO

1/24/92

MEMORANDUM

To: Annette Hochstein

From: Jack Ukeles

Draft Outline

Date: November 29, 1991

Subject: Performance Management Systems

← Title

=====

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

There are two critical questions that a performance management system should answer:

1) How well are we doing and 2) How can we do better.

A performance management system consists of four components:

■ Measurement -- defines what performance-relevant information should be collected. This information is usually expressed as set of performance indicators or performance measures & targets -- the (measurable) results expected to be achieved by each program or project including indicators of success and project milestones.

■ Collection -- defines how the information is collected. It deals with such issues as who collects the information, how it is collected, how frequently, and how is the information stored and retrieved.

■ Reporting -- defines how the performance measures are presented, to whom and in what form. It answers such questions as: what level of decision-maker needs what degree of details; how frequently is the information needed; how much raw data and how much interpretation should be included; and is it written or oral or both.

■ Feedback -- defines how the information will be used to modify individual and organizational behavior; how mid-course corrections will be made, how frequently, under what circumstances and by whom.

(A)
In the educational setting three levels of ^{review} indicators are appropriate. ^{Higher levels of review} aggregate information from ~~the~~ lower levels.

- Indicators relevant to the learning performance of the individuals (e.g. reading levels)
- Indicators relevant to the performance of the institutions (settings) within which learning is to take place (e.g. \$ expended per pupil)
^{↑ aggregate student performance, attendance, requirements completions,}
- Indicators relevant to the community (e.g. school dropout rates)

In the Lead Communities setting, there are two levels of "oversight" - CIJE, and the Lead Community Committee and Director within each community. I envision two sets of periodic (e.g. quarterly) progress reports and progress review meetings. The focus of this report is on planned vs actual performance together with the (positive or negative) variance & an explanation of the reasons for variances which are negative.

The report would cover:

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

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

(A)

A project management system for Lead Communities should have

three types of indicators:

~~Learning~~
• Performance; ~~information~~ e.g. Learning, outcome measures

Budget; e.g.

• Expenditures, resources, and unit costs

Implementation: e.g. ~~on project~~ steps taken, management indicators,
• ~~Project~~ Progress on project milestones

To do: [Gunny is point person for Mandel]

- 3 papers (Community, Personnel, Content)
- Review MBF positions
- Feedback on Satellite telec. Q + A
 - Mandel tape
 - Whether to local Comm. to tune in.
 - Meet w. Front Streets
 - Videotape
- Cost projections --
- LC Board Meeting - scheduling.
- Fast turnaround "Challenge" for Perform. Manag.

• Planning

Test out planning assumptions on Community people (e.g. Ratner etc)

• (Minutes for Mandel)

- Plan for plan / ~~for~~ Time line
- Next round of papers
 - (1) Plan for plan
 - (2) Criteria - as checklists
 - (3) ~~Pro~~ active side of recruitment / ~~Apply~~ ^{satellite conf.}
- Selection process / review: Annette / Seymour
 - Can't attend LC decision meeting
 - ^{want to} See all papers
- LC Committee

Outcomes/Vision

Issues

- Change comes from destabilization which often ^{is} triggered by crisis.
- What's institution in Jew Ed?
- Core issues
 - Coalition bldg. — Proper understanding of roles
 - Impact on "system" [Ed. & Ed.]
 - Programs / precedence over inst's change.
[To do 2 simultaneously requires ~~that~~ clear vision]
- Case management focus — become ~~se~~ alternate service providers
— never established credibility w. existing providers.

MEMORANDUM

To: Seymour Fox
Adam Gamoran
Mark Gurvis
Annette Hochstein
Steve Hoffman
Barry Holtz
Ann Klein
Ginny Levi
Morton Mandel
Jack Ukeles
Henry Zucker

From: Shulamith Elster
Jim Meier

Date: January 31, 1992

Re: Agenda for February 4, 1992

1. Enclosed with this memorandum is the agenda that we have prepared for our meeting in Cleveland on Tuesday. More on this below.

The morning and afternoon sessions are at the Cleveland Federation, 1750 Euclid Avenue. Dinner and the evening sessions will be at Glidden House. Our meeting will begin promptly at 8:30 A.M. and conclude by 8:00 P.M.

2. For your information: The first Lead Community Program guidelines are being mailed today to eligible communities.

Duplicate packets are going to the local central agencies for Jewish education/BJE's and the Jewish Community Centers. In addition, Senior Policy Advisors and members of the CIJE Board, as well as the denominational training institutions, educational groups, professional associations and rabbinic groups will receive informational packets.

3. The purpose of our getting together is to "gear up" for the CIJE's support of the lead communities. The agenda has been planned so that we can collectively focus on the issues that, for our respective areas of responsibility, either are conceptually difficult or need resolution in order for us to proceed efficiently.

We begin the day with a quick collective overview: Each of us will state any unresolved ("burning") issue(s) that s/he feels is critical to proceeding. Discussion during this segment will be minimal, limited to ensuring that we all understand and concur with the framing of the issues. As you can see from the agenda, these issues will be revisited, during the course of the day. PLEASE COME PREPARED TO QUICKLY FRAME THE ISSUE(S) FOR YOUR SPECIFIC PROJECT OR RESPONSIBILITY AREA.

Following this opening segment, we will then turn to a discussion of the desired outcomes for each lead community. We believe clarity on outcomes will be fundamental to progress on many of the issues that will have been outlined.

Then we will revisit each of the topics listed in the first go around, focussing on:

1. resolving conceptual roadblocks
2. identifying other resources, sub groups, or means for working out details post this meeting

Before the day is over we hope to have covered a wide range of topics, resolved some of the issues and developed a plan for dealing with those that remain unaddressed.

"It is not incumbent upon you to complete the task..."

4. Shulamith will be at HUC in Cincinnati on Monday. If you have questions or comments about this memorandum, please contact Jim at (212) 260-8758.

5. Travel safely. We look forward to a productive day on Tuesday!

Three levels of performance management review are appropriate in an educational setting. Higher levels of review aggregate information from lower levels.

1. The learning performance of the individuals (e.g. attendance, program/course completions, reading levels)
2. The performance of the institutions (settings) within which learning is to take place (e.g. aggregate profile of student performance, requirements, completions, \$ expended per pupil)
3. System performance including indicators relevant to the community (e.g. school dropout rates, participation rates/trends, project starts)

In the Lead Communities context the second and third levels of review will be dominant in the short term.

In addition there are two dimensions of "oversight" - CIJE, and the Lead Community Committee and Director within each community. Two sets of periodic (e.g. quarterly) progress reports and progress review meetings would be produced. The focus of this report is on planned vs actual performance together with the variance (positive or negative) and an explanation of the reasons for variances which are negative.

The report would cover:

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

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

1-31-92

Mette's -- Part of eval
Being systems development.

- Constitutional analysis
- Client tracking systems
- Range of quality
- Cross. anal. of data

City have focussed more on programs than on institutional change.
Foundation was not sufficiently proactive on " " "

would have much more attention to that

- to supporting work of collaborators (overweight boards)
- Mette gave understud role
 - not overseers of programs on fringes of school.
 - case management activity -- had clinical intent but was also to inform ~~collabor.~~ collabor. of
 - Better training of Boards.
 - More focus on interagency agreements
 - Needs more sustained attention @ direct early
 - review on forming proposals.
- Mette gave school districts understand their obligations to coalition

Is enthused about what's happened

Not yet comprehensive data across city uses that could be matched & merged.

Casey had planning grants from which selected finalists.

Focus on case management

Did not establish credibility w. existing service providers
were ~~frustrated~~ becoming alternative service providers.

Gary Weigelt -- was

University of Wisconsin—Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY
SOCIAL SCIENCE BUILDING
1100 OBSERVATORY DRIVE

TO CALL WRITER DIRECT
PHONE (608) 762-4253

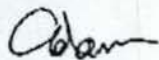
January 21, 1992

Dr. Shulamith Elster
6424 Needle Leaf
Rockville, MD 20852

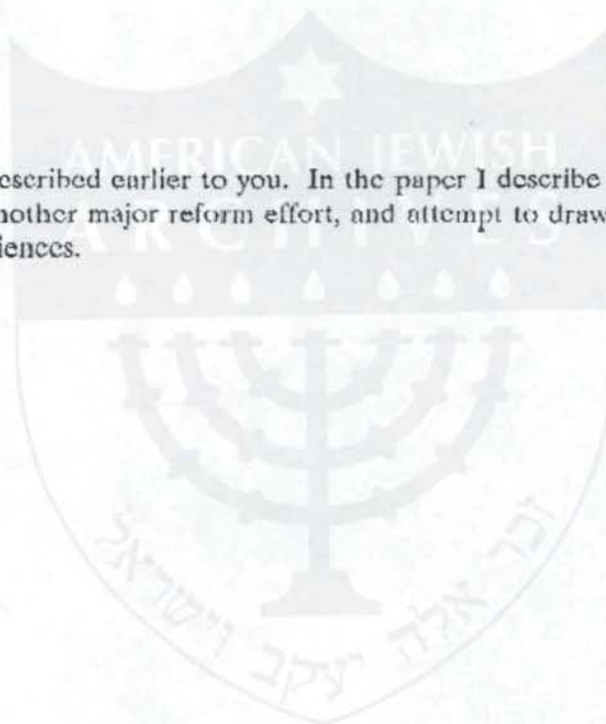
Dear Shulamith,

Enclosed is the paper I described earlier to you. In the paper I describe the frustrations of the New Futures Initiative, another major reform effort, and attempt to draw lessons for the CIJE from New Futures' experiences.

Best,



Adam Gamoran
Associate Professor



REVISED AGENDA.... not what we will print up to distribute but for our conversation later today. Agenda will "emerge" from this...

1. Welcome and how we plan to work today Elster
2. Round One: Collection of Issues (one hour)

SELECTION OF COMMUNITIES

- | | |
|----------------------|----|
| a. review of process | JU |
| b. teleconference | JM |
| c. review panels | JM |
| d. site visits | JM |
| e. Board committee | JM |
| f. agreement | JU |
| g. training seminar | JU |

PROGRAMS

- | | |
|------------------------------|---------|
| a. Best Practices | Holtz |
| b. Talent Bank | Elster |
| c. Evaluation and Monitoring | Gamoran |

Other

- | | |
|------------|--------|
| a. Funders | Elster |
| b. Costs | JM |

3. Desired Outcomes of the Lead Communities Project

This may be a problem if we don't give Seymour and Annette sufficient time to prepare this... perhaps they've already done this. I hope so. SUGGEST a conversation with Annette about how she see's this segment and then we'll know better where they stand... we can certainly provide a structure for this discussion and involve them..

BREAK 10:30

4. Providing CIJE Professional Services

REVISIT: SELECTION OF LEAD COMMUNITIES

LUNCH BREAK 12 - 12:45

PROGRAMS

one hour

OTHER (limited time on OTHER) one hour

2:45- 3 BREAK

Planning:
as on previous version

JU one hour

can we also include Performance Management:

Leadership and Community Support: Why did we give this to
Annette? Did you talk with her at all about this?

AH one hour

5 Leave for dinner

5:30- 6:30 Dinner

Outcomes Revisited (SE)

45 minutes

Timetable (JM OR JU)

15 minutes

Other

30 minutes

Hart/Strober Associates
25 East End Avenue
New York, New York 10028
212-570-2910

January 31, 1992

To: Shulamith Elster
Virginia Levi
Jim Meier
From: Jerry Strober

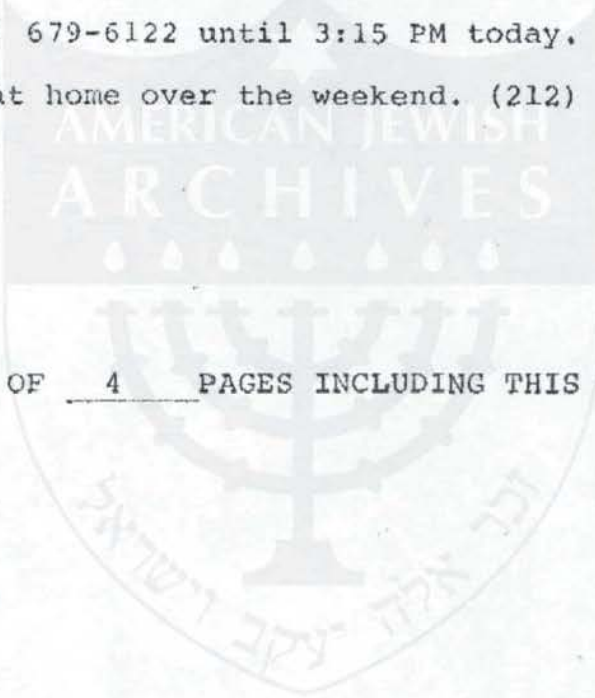
Enclosed is a draft of the press release.

I will be at (212) 679-6122 until 3:15 PM today.

You can reach me at home over the weekend. (212) 734-5656.



THIS FAX CONSISTS OF 4 PAGES INCLUDING THIS COVER PAGE.



CONTACT:

FOR IMMEDIATE RELEASE

COUNCIL ON INITIATIVES IN JEWISH EDUCATION
INVITES PROPOSALS FROM NORTH AMERICAN JEWISH
COMMUNITIES FOR PARTICIPATION IN LEAD
COMMUNITIES PROJECT

CLEVELAND--January 31, 1992....The Council on Initiatives in Jewish Education (CIJE), an entity formed to implement the recommendations of the Commission on Jewish Education in North America, today invited fifty-^{seven}~~nine~~ Jewish communities in North America to submit proposals for inclusion in the CIJE's Lead Communities Project. 7

In August, a panel of CIJE board members, following the review of preliminary and full proposals-as well as site visits will select three of the communities as the first participants in the project. These communities ~~include New York and Los Angeles, and~~ ^eothers ranging in population size from 15,000 to 300,000. ?

*Possible to
sift
our
information?*

The Lead Communities Project is a joint continental-local collaboration for excellence in Jewish education. The purpose of the project is to demonstrate that it is possible to significantly improve Jewish education, both formal and informal, in North American Jewish communities, with the right combination of leadership, programs, resources, and planning.

In announcing the Lead Communities selection process, CIJE Chairman Morton Mandel, a Cleveland industrialist who also chaired the Commission on Jewish Education in North America, stated: "We are delighted to seek North American communal participation in a bold and visible experiment to create communities of educated Jews, to help ^{ing to} insure the continuity of."

Long sentence

but here this is a significant step forward

of the Jewish people. In beginning the Lead Communities Project, CIJE is taking a major step forward in fulfilling its mission of energizing Jewish education in North America."

For the purpose of the project, a "community" is an urban or metropolitan geographic area with a communal structure and decision-making system in place. A lead community is expected to:

- enlist key local leadership representing all aspects of the community;
- build a community-wide coalition involving Federation, congregations, educational and other institutions;
- devise innovative programs that cross traditional boundaries of age, setting or subject area;
- commit additional financial resources to Jewish education;
- base its programs on a serious planning effort;
- show results after several years of intense activity;
- help other communities benefit from its successes.

CIJE will initiate and coordinate continental support for each lead community including; leadership, financial resources, program and planning expertise. It will also develop links to continental resource agencies; provide leadership recruitment assistance; convene lead communities for on-going seminars; and develop a monitoring evaluation and feedback system.

CIJE will conduct a Satellite Teleconference on February 29⁴, 1992 at 3:00 P.M. EST for communities that plan either to submit a proposal or are considering such action. The preliminary proposals will be assessed to confirm eligibility and will be evaluated in terms of community preparedness and commitment to the improvement of Jewish education.

A community's record of achievement will also be considered in the initial review process. Full proposals will be evaluated in greater depth on the basis of more substantiation. One additional criterion will be the capacity of the community to carry out its commitment and vision.

~~Proposals should be sent to:~~

For further information

Council on Initiatives in Jewish Education

c/o Ukeles Associates

611 Broadway, Suite 505

New York, New York 10012

AMERICAN JEWISH
ARCHIVES

LC
That it is first & significant venture of CUE,
now being launched after ^{all} year of planning.
involving expert ^{senior} advisors in ^{ed} for across country.

CUE is response to broadly ^{acknowledged} ~~perceived~~ crisis
in Jewish ed. ~~that underlies a crisis that~~

~~in certain ways parallels problems in other certain~~
~~general ed, in that traditional structures approach~~

parallels to ^{crisis in} ~~general ed~~ ^{attractions}
no longer work as effectively as before
ground to family ^{and community} ~~patterns~~ structures for religious patterns
involvement that have changed. As result
more is being demanded of Jewish ed &

The LC project seeks new solutions ~~by~~ based on
notion that ~~can~~ change, to be sustained significant &
must involve entire community: Not just a school,
- program, or a synagogue. Family, synagogue, school, community

perhaps must all work together.

TO: Jim Heier2ND DRAFT

CONTACT:

FOR IMMEDIATE RELEASE

for
COUNCIL ON INITIATIVES IN JEWISH EDUCATION
INVITES PROPOSALS FROM NORTH AMERICAN JEWISH
COMMUNITIES FOR PARTICIPATION IN LEAD
COMMUNITIES PROJECT

for
CLEVELAND--February 4, 1992....The Council on Initiatives in Jewish Education(CIJE), an entity formed to implement the recommendations of the Commission on Jewish Education in North America, today invited Jewish communities in North America to submit proposals for inclusion in the CIJE's Lead Communities Project. CIJE is an independent body working as a catalytic agent in advocacy on behalf of Jewish education. Its board includes leaders representing national and local Jewish organizations, foundations, and the education community.

The Lead Communities Project results from a year of planning and intensive consultation between CIJE staff and board members and a panel of experts who serve as CIJE advisors. The project seeks to develop new approaches to Jewish education based on the notion that positive change requires involvement of the entire local community. The Lead Communities will become laboratories for the development of successful practices and policies in all fields of Jewish education.

In August, a panel of CIJE board members, will select three communities as the first participants in the project. This will follow the review of preliminary and full proposals, -as well as-site visits. The communities asked to submit initial proposals ~~include New York and Los Angeles, and others~~ ranging in population size from 15,000 to 300,000. To facilitate the process, CIJE

will conduct a Satellite Teleconference on February 24, 1992 at 3:00 P.M. EST for communities that plan either to submit a proposal or are considering such action.

In announcing the Lead Communities selection process, CIJE Chairman Morton Mandel, a Cleveland industrialist who also chaired the Commission on Jewish Education in North America, stated: " We are delighted to seek North American communal participation in a bold and visible experiment to create communities of educated Jews. We believe the launching of the project is a significant step in helping to insure Jewish continuity. In beginning the Lead Communities Project, CIJE is making a major first effort in fulfilling its mission of energizing Jewish education in North America."

For the purpose of the project, a "community" is an urban or metropolitan geographic area with a communal structure and decision-making system in place. A lead community is expected to:

- enlist key local leadership representing all aspects of the community;
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For further information contact:

Council ^{for} ~~on~~ Initiatives in Jewish Education
c/o Ukeles Associates

611 Broadway, Suite 505
New York, New York 10012

212-260-8258



February 3, 1992

Dear [CIJE Board Member]

I am pleased to tell you that the Council for Initiatives in Jewish Education has launched the Lead Communities Project. The enclosed program guidelines are now being mailed to eligible communities throughout North America. This represents the first major initiative undertaken by the CIJE.

The process described in the guidelines culminates in our selection of the first three lead communities by mid-August. Soon I will name a committee of the Board to make recommendations to us for the first set of communities to serve as models for system wide improvement of Jewish education.

The work of the staff and consultants was well guided by the recommendations and good counsel of the member of the Board of Directors and I thank you for your participation in these discussions.

Sincerely yours,

Morton L. Mandel

COUNCIL OF INITIATIVES IN JEWISH EDUCATION
INVITES PROPOSALS FROM NORTH AMERICAN
JEWISH COMMUNITIES FOR PARTICIPATION IN
LEAD COMMUNITIES PROJECT

Cleveland -- February 4, 1992... The Council ^{for} ~~on~~ Initiatives in Jewish Education (CIJE) today invited Jewish communities in North America to become "lead communities." They will demonstrate how to develop successful programs in all fields of Jewish education. Communities ranging in Jewish population from 15,000 to 300,000 were invited to submit initial proposals. In August, the Board of CIJE will select three communities as the first participants in the project. Dr. Lee Shulman, Professor of Education at Stanford University and President of the National Academy of Education, has endorsed the Lead Community approach as "an effective and promising model for significant change in education."

CIJE, an entity formed to implement the recommendations of the Commission on Jewish Education in North America, is an independent body working as a catalytic agent in advocacy on behalf of Jewish education. Its board includes leaders representing national and local Jewish organizations, foundations, and the education community.

The Lead Communities Project results from a year of planning and intensive consultation between CIJE staff and board members and a panel of experts who serve as CIJE staff and board members and a panel of experts who serve as CIJE advisors. The project seeks to develop new approaches to Jewish education based on the notion that positive change requires

involvement of the entire local community.

To facilitate this process, CIJE, with the cooperation of the Council of Jewish Federations, will conduct a Satellite Teleconference on February 24, 1992 at 3:00 P.M. EST for communities that plan either to submit a proposal or are considering such action.

[See Page 2 of DRAFT #2]



will conduct a Satellite Teleconference on February 24, 1992 at 3:00 P.M. EST for communities that plan either to submit a proposal or are considering such action.

In announcing the Lead Communities selection process, CIJE Chairman Morton Mandel, a Cleveland industrialist who also chaired the Commission on Jewish Education in North America, stated: " We are delighted to seek North American communal participation in a bold and visible experiment to create communities of educated Jews. We believe the launching of the project is a significant step in helping to insure Jewish continuity. In beginning the Lead Communities Project, CIJE is making a major first effort in fulfilling its mission of energizing Jewish education in North America."

For the purpose of the project, a "community" is an urban or metropolitan geographic area with a communal structure and decision-making system in place. A lead community is expected to:

- enlist key local leadership representing all aspects of the community;
- build a community-wide coalition involving Federation, congregations, educational and other institutions;
- devise innovative programs that cross traditional boundaries of age, setting or subject area;
- commit additional financial resources to Jewish education;
- base its programs on a serious planning effort;
- show results after several years of intense activity;
- help other communities benefit from its successes.

CIJE will initiate and coordinate continental support for each lead community, including; leadership, financial resources, program and planning expertise. It will also develop links to continental resource agencies; provide leadership recruitment assistance; convene lead communities for on-going seminars; and develop a monitoring evaluation and feedback system.

For further information contact:

Council on Initiatives in Jewish Education
c/o Ukeles Associates, Inc.
611 Broadway, Suite 505
New York, New York 10012

212-260-8758



1-28-92

The CIJE and the Lead Communities: Gearing Up CIJE for Lead Communities Project

Agenda for February 4, 1992
(8:30am - 8:00pm)

NOTE: at Jewish Federation of Cleveland

I. Selection of Lead Communities (8:30 - 10:00)

A. Review of Process (Ukeles & Meier)

1. Review teams (Elster & Meier) (45 minutes)
 - a. team composition
 - b. materials
2. Site visit teams (Elster & Meier) (30 minutes)
 - a. team composition
 - b. materials

B. Outreach to Specific Communities (Elster) (15 minutes)

[BREAK 10:00 - 10:15]

(selection of Lead Communities, continues 10:15 - 12:45)

C. Immediate Plans

1. Satellite teleconference -- Q & A (Meier) (20 minutes)
2. Agreement with Lead Communities (Fox & Hochstein) (20 minutes)
3. Training seminar (Fox & Hochstein) (20 minutes)

D. Board Lead Communities Committee (Fox) (30 minutes)

[LUNCH 12:45 - 1:15]

II. The Outcomes of Jewish Education: The Mandel Institute Seminar on the "Educated Jew" (1:15 - 2:15)

III. Providing CIJE Professional Services (2:15 - 3:45)

A. Leadership and Community Support (Hochstein) (20 minutes)

B. Programs (40 minutes)

1. Best Practices (Holtz)
2. "Talent Bank" (Elster)

C. Planning (Ukeles) (30 minutes)

1. CIJE responsibilities
2. Structure for LC planning
3. Planning seminar for LC

[BREAK 3:45 - 4:00]

D. Financial Resources (15 minutes)

E. Performance Management, Evaluation and Monitoring (Ukeles & Gamoran) (4:45 - 5:15)

NOTE: Dinner and Evening session at Glidden House

[DINNER 5:45 - 6:45]

F. Setting Up Interface Mechanism for Ongoing Communication (LC - Best Practice - Evaluation monitoring) (Hochstein) (20 minutes)

G. Timetable for Developing Above Services (Ukeles) (20 minutes)

V. Budget for Lead Communities (Jim Meier) (45 minutes)

DRAFT AGENDA

Gearing up CIJE for the Lead Communities Project

February 4, 1992

(8:30 am to 8:00 pm)

I. Welcome, review of day's objectives and workplan

Elster

II. Round ONE: Framing the Issues [1 hour]

A. Selection of Communities

1. Satellite teleconference
2. Review teams *who manages*
3. Site visits *Role of Annette & Seymour*
4. Board Lead Community Committee
5. Outreach to specific communities

Meier

Meier

Elster

Elster

Ukeles

B. Post-Selection Plans

6. Lead community agreement
7. Training seminar

Ukeles

Meier

C. CIJE Programs and Services

8. LC planning
9. Evaluation, monitoring and feedback
10. Performance management
11. Funder brokering
12. Leadership/community support
13. Best Practices
14. Talent bank

Ukeles

Gamoran

Ukeles

Elster

?

Holtz

Elster

D. Other

14. LC costs (expectations)
15. Any others

Meier

?

III. Desired Outcomes of LC Project [90 min]

(by-product of discussion will be implications for unresolved issues framed in first segment)

Break: 10:30-10:45 (Then, continue Outcomes discussion)

Lunch: 12:00- 12:45 PM

*presentation & vision
talking heads vs. action
preparation for field questions
short time for decision making --
fact based re. heavy decisions
fact from fiction
composition of teams
who appoint*

Ukeles Hockstein

Meier - Depends on outcomes

*when meets
prep*

*who responsible
when*

who resp.

IV. Round TWO: Addressing Issues, with two objectives:

- A. Focus on still unresolved issues
- B. Assign follow-up responsibilities for working out details

Break: 3:00 - 3:15 PM (Then continue on unresolved issues)

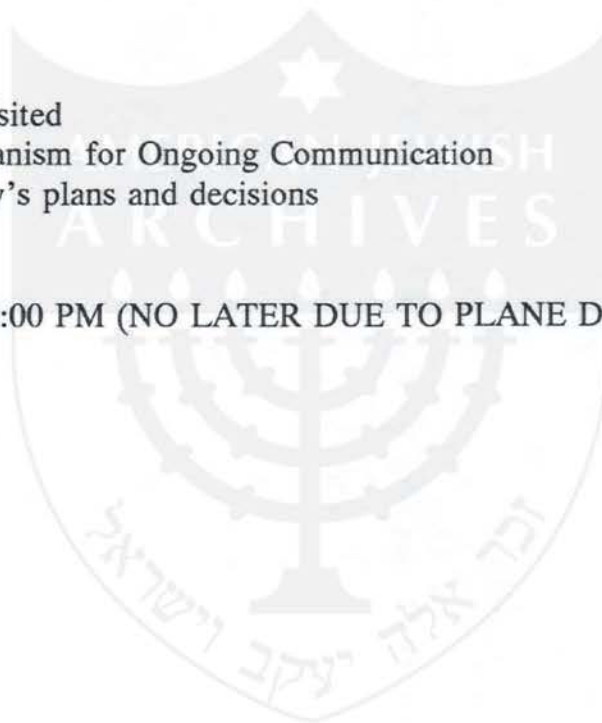
Leave for Glidden House: 5:00 pm

Dinner: 5:30 pm

V. Follow-up

- A. Outcomes Revisited
- B. Interface Mechanism for Ongoing Communication
- C. Timetable today's plans and decisions
- D. Other

Conclusion: 8:00 PM (NO LATER DUE TO PLANE DEPARTURES)



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

(Temporary Address)

Honorary Chair
Max M. Fisher

Chair
Morton L. Mandel

Acting Director
Stephen H. Hoffman

Chief Education Officer
Dr. Shulamith Elster

March 3, 1992

Dr. Mona Ackerman
Riklis Family Foundation
109 E. 89th Street, Suite 1E
New York, NY 10128

Dear Dr. Ackerman:

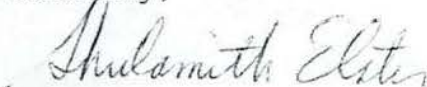
As one who served with distinction as a member of the Commission on Jewish Education in North America, I thought that you would be pleased to know of the CIJE's progress on one of the recommendations of the Commission.

The Lead Communities Project has been officially launched with the publication of the Guidelines for participation which have been distributed to the eligible communities in North America.

On Monday, February 24th, thirty communities from around the continent participated in a cable teleconference on the project through the CJF Satellite Network. We were pleased with the level of participation and with the general interest thus far in this project, which we anticipate will establish lead or model communities for Jewish education in North America.

It is my plan to keep you informed about our work. A copy of the Guidelines is enclosed for your information. I would be very pleased to have your comments and suggestions as we proceed with this and the other projects of the Council.

Cordially,



Shulamith R. Elster
Chief Education Officer

Enclosure

Commissioners who aren't Board members
or Sr. Policy Advisors:

Mona Ackerman

Ronald Appleby

Lester Crown

Stuart Eigenstat

Eli Evans

Joseph Gruss

Robert Hiller

Carol Ingall

Haskel Lookstein

Robert Loup

Donald Mintz

Harriet Rosenthal

~~Lionel Schipper~~
(dropped - inactive)

~~Harold Schulweis~~
(dropped - inactive)

Daniel Shapiro

Peggy Tishman

~~Isaiah Zeldin~~
(dropped - inactive)

MEMORANDUM

Jim

To: Steve Hoffman
From: Jack Ukeles
Date: March 10, 1992
Subject: Response to Marvin Schick article in Jewish World

cc: Shulamith Elster

=====

Upon further reflection, I believe that it would be inappropriate for anyone professionally involved in CIJE to respond -- including me. We should either let it pass --commenting would only keep it alive; or get someone in the orthodox community to respond -- e.g. Alvin Schiff or Josh Fishman.

If you decide to go the latter route, I would be happy to discuss the approach to a response with the person that you ask.

P.S. I will fax a revised proposal within the next day or two.





15 EAST 26th STREET • NEW YORK, NY 10010-1579 • PHONE (212) 532-4949 • FAX (212) 481-4174

March 19, 1992

To: Leonard Rubin

From: Arthur Rotman

cc: Sherwood Epstein

Re CIJE lead communities:

By March 31, the CIJE will know the names of the communities which have applied to be lead communities.

I may have mentioned it to you before, but I think that it would be useful for us to have a meeting of the executives and the presidents of those communities who are at the Biennial to meet with Shulamith.

This would provide an opportunity to answer their questions about what is meant by lead community and what the CIJE is looking for. It would also give us a chance to bolster the Center's participation in the local community's involvement in the lead community determination process.

I did mention this to Shulamith and I understand that she was planning to talk to Whitey about this.

Please take it from here and keep me posted.



15 EAST 26th STREET • NEW YORK, NY 10010-1579 • PHONE (212) 532-4949 • FAX (212) 481-4174

March 23, 1992

To: Len Rubin
From: Art Rotman

Re: The meeting of the lead communities at the Biennial:

I mentioned this a few weeks ago to Mort. At the time he sounded interested and while we didn't come to any conclusion he thought he might be prepared to do it himself.

Now that Shulamith Elster is in the picture, I think it appropriate that she do it with Mort perhaps sitting in.

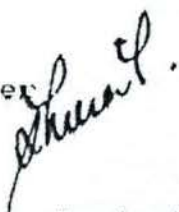
But we shouldn't take anything for granted. I think it would be most appropriate for Shulamith to speak to Mort and ask him whether he'd prefer to leave the session with her sitting in or vice versa.



Fax Memorandum

TO: Chuck Ratner
216-267-3925

FROM: Shulamith Elster
CIJE
301-230-2012



RE: Lead Communities Project

DATE: April 3, 1992

I was pleased that we were able to speak earlier today about the project, the response of communities, the review process, and, in particular, the role of your committee.

As you noted, the original assignment for the committee was limited to the selection of the communities. It was also understood that members of the committee would be asked to undertake a role in the site visits to the finalists. I agree that the possibility of an "expanded" role would be a decision that Mort should make in light of larger issues.

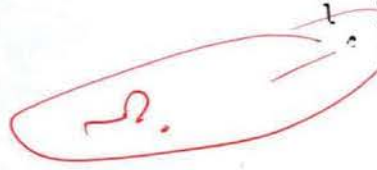
We will begin work today to arrange the meeting of the committee to take place from 1- 3 on Monday, May 4th, the date you suggested, in New York. Ginny Levi is arranging for a meeting place and is making calls today to committee members. Tentatively, May 5th may be an alternate date. I can confirm this with you on Monday.

The following Board members were asked by Mort to serve on the committee:

Thomas (Tim) Hausdorff
David Hirschhorn
Mark Lainer
Melvin Merians
Lester Pollack

er Leah Ritz was also invited to serve but was unable to
due to other commitments during the time frame the
is expected to be active.

raft of a letter to the committee members will be on its
early in the week. In the letter we can outline the
table and make clear our expectations. I know you
be a good idea for them to have a clear
the role of the committee and some sense of how



I would like to review the timetable we discussed:

April 3 (Friday)	Proposals and rating sheets sent to review panelists (following our conversation this morning)
April 6 (Monday)	Status report to Ratner and CIJE Steering Committee <i>?</i> <i>what's this?</i> Draft letter to Committee members to Ratner for comments
April 6-10	Staff background briefings on applicant communities
April 10	Panelist rating sheets returned
April 10-12	Rating sheets compiled
Week of April 13-16	Teleconferences
Passover	
April 20 (Monday)	Compilation of results of panel deliberations
April 22	Recommendations and agenda for committee meeting <i>LC</i>
April 23	Draft packet of committee materials to Ratner
April 27	Packet of materials to committee
May 4	Committee meeting

When do proposals go to LC decisions?

I have asked Ukeles Associates to forward to you today copies of the proposals received and the materials related to the review panels which include:

1. the names of review panelists
2. the letter they each received outlining the task
3. materials for use by the panels
4. the assignment list of communities to panels

Chuck, I look forward to working with you on this very important assignment. It appears as though we will be in almost daily communication as we together work to "substantially improve Jewish education in North America"- no small agenda!

Shabbat Shalom!

cc: Annette Hochstein
Virginia Levi

Jack Ukeles
Jim Meier

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Honorary Chair
Max M. Fisher

Chair
Morton L. Mandel

*Chief Education Officer
and Acting Director*
Dr. Shulamith Elster

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

FROM: Morton L. Mandel

DATE: May 15, 1992

I am pleased to announce that Art Rotman has agreed to staff the CIJE Lead Communities Committee. His involvement from the start in the work of the Commission on Jewish Education in North America and the CIJE, coupled with his expertise in community organization, makes him ideal for this important assignment.

Warmest regards.

Mort

MEMORANDUM

To: Arthur Rotman

From: Jack Ukeles
Jim Meier

Date: May 21, 1992

Subject: Attached draft Lead Communities material for Mort Mandel

There are two packets of material for you to take with you to Israel:

- A draft of the materials to be sent to Lead Communities Committee members
 - Cover letter
 - Exhibit A: Lead Communities Program Guidelines (January 1992)
 - Exhibit B: Summaries of the Proposals
 - Exhibit C: The Review Panels
 - Exhibit D: Summary of Panelist Ratings, by Region
 - Exhibit E: Summary of Panelist Ratings by City Size
 - **Exhibit F: Recommendations for Lead Community Finalists**

Issues: Should we include the names of the review panel members (Exhibit C)?

Should we include recommendations or let it emerge from the discussion (Exhibit F). Given the teleconference environment and their limited background in Lead Communities, I suggest that the recommendations be included.

- Additional background material for Mort and Chuck
 - Community Scores by individual panels
 - Summary of panelist comments on the Lead Communities preliminary proposals

Issues: When and how will Chuck see this material (or the next version)?

When and how will the Lead Communities teleconference be scheduled?

May 22, 1992

Mr/Mrs. X
Business
Address
Address

Dear Mr./Ms. X:

I am pleased that you have accepted Morton Mandel's invitation to serve as a member of the Lead Communities Committee of the Board of the Council for Initiatives in Jewish Education (CIJE).

Twenty-three out of 57 eligible communities with Jewish population of between 15,000 - 300,000 from all parts of the North American continent responded to the request for preliminary proposals that CIJE issued on January 30, 1991. (A copy of the "guidelines" sent to eligible applicant is attached [Exhibit A].) The proposals, both in quality and quantity, are impressive and suggest that North American Jewish communities have appreciably advanced their attention to Jewish education in just the past few years. Applicants included cities of various sizes, in both the United States and Canada, representing both well-established as well as growth communities. Summaries of the 23 preliminary proposals are in Exhibit B.¹

Our committee is charged with the responsibility of recommending 3 of these communities to the full CIJE Board at the August 25, 1992 meeting.

Our first task is to narrow the preliminary proposals to 8 - 10 finalists. I have scheduled a teleconference for June (3/4 at ____) for this purpose.

¹We would be pleased to provide committee members with copies of the full preliminary proposals from any or all of the communities.



**COUNCIL FOR INITIATIVES
IN JEWISH EDUCATION**

LEAD COMMUNITIES PROJECT · c/o Ukeles Associates Inc · 611 Broadway, suite 505 · New York, NY 10012
tel: (212) 260-8758 · fax: (212) 260-8760

M E M O R A N D U M

To: Charles Ratner

From: Jack Ukeles
Jim Meier

Date: May 27, 1992

Re: Draft of Materials for Lead Communities Committee Members

Art Rotman called us from Israel and asked that we forward the enclosed package to you for your approval prior to sending it out the the Lead Community members. Art reviewed the materials with Mort, Seymour and Annette in Israel and this version reflects their input.

We are also enclosing, for your eyes only, a perspective on recommendations for Lead Community finalists prepared by staff and consultants.

Art will return from Israel on Friday and plans to call you no later than Monday. If you have any questions or concerns in the meantime, don't hesitate to contact us.

cc: Art Rotman
Shulamith Elster
Annette Hochstein



AMERICAN JEWISH
ARCHIVES

ADDITIONAL BACKGROUND MATERIALS

Education Findings from the Jewish Population Study

Executive Summary

by Seymour Martin Lipset

The data of the 1990 National Jewish Population Survey (NJPS) suggest serious problems for the future of American Jews. They are less likely to marry than others with similar backgrounds; they have a smaller birthrate than other groups in the population; they have a higher divorce rate; and their rate of intermarriage is high and increasing steadily. These behavioral traits mean, immigration apart, the Jewish population in America is likely to steadily decline.

Education is obviously the principal mechanism to socialize succeeding generations to be Jewish, and to stimulate adult Jews and Gentile spouses to foster the religious and secular interests of the community. To a considerable degree, what the Jewish community of the future will look like occupationally, culturally, and Jewishly, will be a function of education, both non-Jewish and Jewish.

Educational achievement has been one of the great prides of American Jewry. The survey data indicate it is justified. Among those adults 18 and over who identify themselves as Jewish in religious terms, only 23 percent do not have any college education, 51 percent are college graduates, while close to one-third, 32 percent, have gone beyond college to some form of post-graduate education. Ironically, Jewish education achievements may be a major source of the long-term trends that are undermining Jewish continuity. A major source of the extremely high rate of intermarriage is the almost universal pattern of attendance by Jews at colleges and universities, with universalistic norms.

The NJPS data confirm the assumption that the more exposure to Jewish learning, the more likely the recipients are to be involved in the community, and to pass the commitment onto their children. The justified concern for Jewish continuity correctly focuses on Jewish education as the major facility available to the community to stem the hemorrhaging out which is taking place.

Approximately 60 percent of the 2441 respondents in the 1990 National Jewish Population Survey had, at some point, been involved in some formal Jewish education. The content most of these Jews were exposed to, however, was not intensive. More than half, 51 percent, of those that had attended, or 30 percent of the whole sample, took part in part-time programs, followed in magnitude by those who had been to Sunday school, 17 percent. Significantly fewer, 7 and 5 percent, had participated in day schools or private tutoring.

Given the much greater emphasis in traditional Judaism on Synagogue attendance and religious study by men than by women, it is not surprising that men are more likely than women to have had some Jewish education. Close to two-thirds, 64 percent, of day schoolers and part-timers are male. The gender picture reverses sharply, however, for Sunday School, the least stringent form of training.

Assimilation to American society affects Jewish education. Length of family residence in America indicates that temporal distance from immigrant background is inversely associated with exposure to Jewish education. The relationship to national origin is greatest among third or more generation Jews. Slightly over half of the respondents report no grandparents born in the United States. They are the most likely to have had a Jewish education. Those with four native-born report the lowest involvement by far.

Intermarriage is a more decisive variable. The likelihood of having had a Jewish education is greatest when both parents are Jewish, true for roughly two-thirds of the respondents. Four-fifths of these had gone to Jewish schools, compared to 29 percent of those from religiously mixed families.

Denomination of family of origin obviously affects propensity for Jewish education, though less than might be anticipated. Those from Orthodox families show by far the most intense and lengthiest exposure. Four-fifths had some Jewish education, over one-fifth in day school. Surprisingly, a larger proportion from Conservative families had never had any formal Jewish learning than among those of Reform background. Conservative offspring, however, were much more disposed than scions of Reform to have attended day school or afternoon classes. Close to two-thirds, 65 percent, of those of an ethnic secular background had no Jewish education.

Considering the different variables -- gender, denominational background, parental, religious, and communal origins, community of residence -- a clear picture emerges of the factors associated with Jewish educational enrollment. The most likely candidate has the following profile: a male, having foreign born parents and grandparents, a born Jew of practicing non-intermarried parents, raised in one of the three major denominations, preferably the Orthodox, who was born and presumably grew up in the Northeast.

The Consequences of Formal Jewish Education

In the previous section, measures of Jewish education, whether ever involved or not, type of school, number of years studied, serve as dependent variables, behavior to be related to or explained by independent factors, gender, generations in America, denomination of family, etc. The educational items may also be looked at as independent variables, that is, in relating Jewish education to various attitudes and activity. These indicate that the more education achieved, the more committed the respondents are with respect to a wide range of attitudes and behavior: philanthropy (especially Jewish), involvement in Jewish organizations, synagogue attendance, intermarriage, attachment to Israel, attitudes regarding Jewishness, children's Jewish education, and adult Jewish learning.

A good example of these relationships is furnished by the responses to the question "How important is being a Jew for you?" Only 23 percent of those who had never taken to any Jewish schooling replied "very important." The same answer was given by 72 percent of those who had been to day school, 56 percent of the privately tutored, 52 percent of the former students at part-time/afternoon classes, and 37 percent of respondents whose experience was limited to Sunday school.

The findings from the NJPS challenge the often voiced assumption that most Jews, regardless of their background, are deeply attached to the Jewish state. Only 29 percent said they are "extremely" or "very" attached. Measures of commitment to Israel correlate strongly, however, with intensity of Jewish educational background. Almost half of those without any Jewish education said they felt no attachment.

Depth of Jewish training acts as a barrier to intermarriage, but not strikingly so, except for those with more than 15 years of schooling, presumably largely dedicated

Orthodox. For the rest, more school years reduces their willingness to accept or support intermarriage by their children, but still only minorities are opposed, 31 percent in the 11-15 years of education group, 22.5 percent among the 6-10 years one, 14 percent for the 5 years less, and only 8 percent among those without any formal Jewish education.

The 1990 National Jewish Population Survey includes parental reports on children's education. The questions dealing with education for those under 18 differ from those for adults, reported in the previous sections, in that the former inquired whether the children had received formal Jewish education in the past year, while adults were asked whether their offspring had ever received some. Parents who did not report offspring enrollment were then queried as to whether they expected to register their children in the future.

Given the emphasis on bar/bat mitzvah at age 13, the natural expectation is that enrollment peaks at age 12. It does in fact do so. Almost half, 47 percent of the 12 year olds, are receiving some sort of Jewish education, 12 percent more than among the 11 year old group and eight percent higher than the 13 year old cohort.

What is perhaps most striking is that at every age from six to 13 a majority are not obtaining any form of Jewish training. Further, only two-fifths, 39 percent, of parents with children under 6 years of age said they expect to enroll their children. Almost as many, 37 percent, said no, they do not intend to not send the children to Jewish schools, while the rest were uncertain.

The major factors associated with children's actual or planned attendance are as expected from our knowledge of the correlates of parental education. Family Jewish education background, denomination, Jewish identity, intermarriage, all are strongly associated with whether the children in the households canvassed by the Population Study are involved, or are intended to be sent for, Jewish religious training.

The effects of intermarriage and the nature of Jewish identity are extreme. The proportion attending or intended for enrollment is greatest by far when both parents are Jewish by religion. Among children aged 6 through 13, it rises to an astronomical 90 percent. The percentage falls to 25 in school and 13 expected to be so next year for

intermarried families in which the Jewish parent is religious. They decline much further for mixed marriages involving an ethnic secular Jew, down to five percent enrolled and an equal percentage expecting. The situation is only slightly better when one parent's identity is religious and the other is ethnic secular -- 15 percent enrolled and 20 percent planning to do so. Having two ethnic secular Jewish parents produces a worse outcome than intermarriage between a religious Jew and a non-Jew, 14 percent and seven percent. Single parent Jewishly religious households are more likely to educate their offspring than all other combinations of family backgrounds except for the two Jewish parent ones.

How do the religiously identified explain non-attendance? The most common response by far is lack of interest, either by the parent (11 percent) or by the child (34 percent). Relatively few complain that Jewish schools are too expensive (four percent), too far away (eight percent), or of poor quality (one percent).

Reason analysis, however, is not best done through asking respondents why they do or do not do some things. It is more fruitful to compare indicators of behavior or position which logically may affect propensity for Jewish education. The survey permits examination of some relationships such as region of country lived in, geographic mobility and family income, which are rarely if ever mentioned by respondents. A preliminary analysis suggests recent mobility has a negative effect on enrollment. When the respondent has moved from another community since 1984, the children are less inclined to attend Jewish schools. Similarly to the parental generation, children living in the West and South are less likely to be enrolled than those in the Northeast and Midwest.

Finally, it may be noted, that the evidence indicates that in spite of what the respondents say, economic factors appear to play a role in determining parental behavior and plans with respect to their children's attendance at religious schools. Cost of Jewish education is rarely given as a reason for not sending children to a Jewish school, but more children attend at the higher income levels. Two-thirds of those with a family income of under \$40,000 a year neither send nor expect to send their offspring for Jewish education. Conversely, three-fifths of those with annual incomes of \$80,000 or more do. These findings hold up even when depth of Jewish identity or ritual commitment is held constant.

Conclusion

The preliminary findings reported here point up both the weakness and power of Jewish education. The weakness refers to the fact that most youth in the sample are not exposed to any form of Jewish education, and even when those whose parents report plans to educate them in the future are included, the figures still do not add up to a majority.

The power of education is reflected in the finding that those who have been trained Jewishly are disposed to seek to transmit their heritage through formal education of their children. The Achilles' heel in this latter generalization is the growth in rates of intermarriage and secularization. Ethnic secular parents appear to create almost as great a problem for Jewish continuity as the intermarried.

There are two "solutions" to these developments. The first is a reduction in the rate of intermarriage, an outcome which has a low probability. Better Jewish education, tuition grants and increased and improved Hillel facilities at institutions of higher education may help. The two most recent national surveys, however, indicate that the great majority of college and graduate students do not participate in Jewish communal or educational programs, facts which attest to their limits as barriers to intergroup dating and mating. The second "solution" is increased efforts to convert non-Jewish spouses and the offspring of Jews who are not Jewish according to *halacha*, as well as outreach programs for the ethnic seculars. Thus far, however, the community is reluctant to engage in large scale conversion efforts, devotes too little attention to college students and does not know how to stimulate the identity of the ethnic-seculars.

6-1-92

AT Robman

L.C.

3 page letter -- to 2 pages. By Fax
Material to come by express mail

Charge working at
bottom re Call in

will say getting a conference
call.

Letter

1. Pull out from body, all references to Exhibits.

2. Exclude original page 2.

[Refers to Panel.]

Put this in Express mail.

3. 1st page & last page

" Prior to conference call you will receive a packet "

Someone will call you to ~~work~~ ~~at~~ date

Girl calling on behalf of Chuck Retzer.

Friday June 5

9-^{10:30}~~11~~ AM (or 9:30-10:30) Plan an hour
2-5 PM

Wed. June 10

All day

In letter, say we say re Aug. 24. Draw special attention to it.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

LEAD COMMUNITIES PROJECT · c/o Ukeles Associates Inc · 611 Broadway, suite 505 · New York, NY 10012
tel: (212) 260-8758 · fax: (212) 260-8760

June 2, 1992

VIA FACSIMILE

Mr. Charles Bronfman
1170 Peel Street
Montreal, Quebec H3B 4P2
fax (514) 878-5296

Dear Charles:

I am pleased that you have accepted Mort Mandel's invitation to serve as a member of the Lead Communities Committee of the Board of the Council for Initiatives in Jewish Education (CIJE). I am delighted that Art Rotman, Executive Vice President of JCC Association, will be staffing our committee. JCCA and Art have been closely associated with this effort since the establishment of the Commission on Jewish Education in North America.

Twenty-three out of 57 eligible communities with Jewish population's of between 15,000 - 300,000 from all parts of the North American continent responded to the request for preliminary proposals that the CIJE issued on January 30, 1992. The proposals, both in quality and quantity, are impressive and suggest that North American Jewish communities have appreciably advanced their attention to Jewish education in just the past few years. Applicants included cities of various sizes, in both the United States and Canada, representing both well-established as well as growth communities.

Our committee is charged with the responsibility of recommending three to four of these communities to the full CIJE Board at the August 25, 1992 meeting.

Our first task is to narrow the preliminary proposals to 8 - 10 finalists. You will be contacted soon about scheduling a teleconference for this purpose, and tomorrow you should expect to receive background materials to assist you in your deliberations about finalists. Included in that package are short synopses of each community's proposal, a description of the review process utilizing advisory panels of distinguished educators and community professionals, and the conclusions of the panelist deliberations.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

LEAD COMMUNITIES PROJECT · c/o Ukeles Associates Inc · 611 Broadway, suite 505 · New York, NY 10012
tel: (212) 260-8758 · fax: (212) 260-8760

MEMORANDUM

To: CIJE Committee Members
From: Charles Ratner, Chair
Date: June 2, 1992
Re: Selection of Lead Communities Finalists

By now you will have received a letter from me (faxed to you on June 2, 1992) regarding selection of Lead Communities finalists. The original of that letter is included with this packet. Also enclosed are materials that may be helpful as you prepare for the teleconference meeting of our committee, now being scheduled.

A copy of the "Guidelines" sent to eligible applicants is enclosed as Exhibit A. Summaries of the 23 preliminary proposals are in Exhibit B. (We would be pleased to provide you with copies of the full preliminary proposals from any or all of the communities. Call the office of Ukeles Associates Inc. at (212) 260-8758 if you desire any additional detail.)

Let me take a moment to describe the review process applied to each of the 23 preliminary proposals.

An advisory group consisting of twelve experienced and distinguished educators and community professionals was organized to assist us in the process of identifying the finalists (see Exhibit C). Grouped in 3 panels of 4 members each, they read and evaluated each proposal, and then discussed their assessments of each community's suitability to be a lead community.

The review panelists were asked to focus on two criteria:

- Is the community prepared to become a lead community?
- Is the community committed to the importance of Jewish education?

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

The primary evidence upon which they based their judgements included:

- ▣ Leadership:
 - Multi-agency involvement and prior collaborations
 - Qualifications of prospective chair
 - Qualifications of professional director
- ▣ Program:
 - Participation rates
 - Past record of innovation
 - Building a profession of Jewish education
 - Israel experience
- ▣ Financial Resources:
 - Per capita expenditures on Jewish education
 - Percentage allocation to Jewish education
- ▣ Planning:
 - Clarity on needs and priorities
 - Past commissions on Jewish education or continuity and identity
 - Proposed goals as lead community

The conclusions of the panels, and the composite numerical ratings assigned to each community, sorted by region and city size, respectively, are shown in Exhibits D and E.

The main topic of the teleconference of our committee is a decision on 8 - 10 communities to be finalists.

In addition, we will receive a short briefing on the next steps for selecting 3 - 4 lead communities through written materials and site visits. Finally, I am proposing that we meet on Monday, August 24, the day before the meeting of the full CIJE board, to formulate final recommendations. I would like to see if we can confirm a time for a meeting on that date.

If you have any questions, you can call me at (216) 267-1200 or Art Rotman, who is staffing our committee, at (212) 532-4949.

Jim

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

LEAD COMMUNITIES PROJECT · c/o Ukeles Associates Inc · 611 Broadway, suite 505 · New York, NY 10012
tel: (212) 260-8758 · fax: (212) 260-8760

June 2, 1992

X
Business
Address
Address

Dear [first name]:

AMERICAN JEWISH
ARCHIVES

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Next Steps

Once our committee has made its choices, the final selection process begins, culminating at the August 25th CIJE Board meeting. The process includes a site visit and a proposal.

Each finalist community will be visited by a team of outside professionals (some of whom served on the preliminary review panels), CIJE staff, and CIJE Board members. For the final proposal, each community will be asked to prepare written material that addresses specific questions raised during the review of its preliminary proposal, and during the site visit.

It is my hope that each committee member will be available to participate with a member of the CIJE staff in at least one site visit during the month of July. You will be contacted by staff to determine your availability.

I propose that we meet on August 24th, the day before the meeting of the full CIJE Board, to formulate final recommendations. I will seek your views about the feasibility of such a meeting during our teleconference.

I appreciate your willingness to join with me in this historic venture.

Sincerely yours,

Charles Ratner, Chair
Lead Communities Committee,

6-5-92

0

If
Reconnected

1-800-255-5661

- Ratner
- Brechtman
- Lainer
- Hagedorn
- Pollack
- Menzies

Rotman
Elster
Levy
Jou
Meier

1. EBrahman -- Are we committed to distribution of small medium/large
or gray. Distribution

✓ Boston

large

✓ Baltimore

large

✓ Melro west

large

✓ Atlanta

Medium

✓ Palm Beach

Medium

✓ Columbus

Small

✓ Milwaukee

Medium

✓ Oakland

medium

~~San Francisco~~

✓ Ottawa

Small

~~Washington~~

large

Decided

3:00 PM

24th

[Draft: 7-24-92]

To: Jack

From: Jim

Re: Notes for CIJE contract discussion

CIJE-3
Concept Framework for Next Phase

Develop components of CIJE-3 planning.

Seminar

- Planning of - without constituent input
 - with constituent input
- Organizing/Managing arrangements
- Running seminar
- Oversee follow-up

Manual

- Planning manual/first year preparation of...

Performance management

- Performance management structure - guide/system
 - Program description
 - Program staffing
 - Student participation
 - Leadership activities
 - Financial/expenditures
 - Project staffing
- Data collection structure
- Linkage with monitoring, evaluation, feedback
- Ongoing data entry for CIJE inter-community comparisons
- Ongoing analysis and reporting of findings on community performance

Talent bank

- Conceptual design of system
- Detail development of system: management/tracking instruments
- Loading data into system
- Managing system

Technical Assistance to communities



JEWSH EDUCATION
SERVICE
NORTH AMERICA INC.

התאחדות לשירות חינוכי
צפון אמריקה

MEMORANDUM

Post-It™ brand fax transmittal memo 7671 # of pages > 3

To	<i>Jack Weiler</i>	From	<i>Art Rotman</i>
Co.		Co.	<i>CIJE</i>
Dept.		Phone #	
Fax #		Fax #	

TO: Art Rotman

FROM: Jon Woocher

DATE: August 31, 1992

SUBJECT: JESNA's role vis a vis CIJE

740 BROADWAY
NEW YORK, NY 10003-9540
Entrance 418 Lafayette Street
(212) 529-2000
FAX: (212) 529-2009

Now that you've had a chance to settle in a bit and the Lead Communities process is moving ahead, I wanted to follow up on our lunch conversation and outline some thoughts on how JESNA can contribute to CIJE's work. I see four major areas where I believe we can be of help:

1. Lead Communities Planning

We did not get a chance on Wednesday to talk much about how CIJE will actually engage the Lead Communities in the planning process. At one point, I know there was some discussion about establishing "account" teams to work with each community. If you decide to go this route, we are certainly prepared to commit JESNA staff (myself or others) to each team.

Substantively, I hope CIJE will want to take advantage of our experience in working with communities engaged in comprehensive Jewish education/continuity planning. As you know, the challenge in this arena goes well beyond simply introducing new programs. I think JESNA can be very helpful both in addressing issues of "system design and maintenance" (how to insure maximum coordination and synergy of efforts) and in sharing the experiences of the numerous communities that have undertaken substantial educational planning initiatives in recent years.

2. Best Practices

We have not had extensive ongoing contact with Barry Holtz on this project, though he and I have spoken from time to time. I think that as a matter of general practice, a JESNA and a JCC Association staff member should be part of each of the groups Barry assembles to discuss criteria for success and to identify candidates for inclusion in the best practices list. Our staff is routinely in touch with a broad range of communities, planners, and educators, which may help insure that candidates for inclusion are not overlooked. Also, we do have a good sense of the kinds of issues that are especially "hot" in the various substantive areas from a community

President
Neil Greenbaum

Honorary Chair
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Executive Vice President
Jonathan S. Woocher

Life Members
Robert Arnow
Arthur Brody
Mark E. Schlusser
Fred Siegel
Bennett Yanowitz

perspective, issues to which the best practices may be able respond.

I think it would be good as well to enhance the contact so that we don't wind up leaving major gaps in the information CIJE can supply the Lead Communities and can take advantage of some of the information -- albeit preliminary -- that has already been compiled for certain program areas. E.g., I think CIJE will need a best practices project for the area of in-service training, not on Barry's current list, but one where we have some information on apparently successful programs. We also, as I know you do, have listings of programs worth considering in a number of other areas such as adult and family education. Finally, we also have the resources of the Covenant Foundation to draw upon, which will, I think, be increasingly valuable in identifying potential best practices to investigate. In general, therefore, I suggest JESNA be more directly involved in this project.

3. Dissemination and Communication

Part of the reason for making sure that we are tied into the CIJE projects, is, I think, the role JESNA can play in communication and dissemination. The issue that came up at the Board meeting concerning maintaining linkages with the larger universe of communities need not, I believe, be difficult to deal with. With a modest expansion of our normal efforts in consulting with and disseminating information to communities, we could easily handle that piece of the communications task for CIJE.

Over the longer run, CIJE might want to consider bringing together a number of the national players, including the denominational movements, to develop a game plan for linking up with our respective constituencies. There may be some target groups (e.g., federation planners) for whom organizing periodic briefings or other communications forums would be worthwhile.

4. Research and Data Gathering

The final area in which I think CIJE may want to make greater use of JESNA (and JCC Association) is in building up the research infrastructure and information base that is still so sorely lacking in Jewish education. We've been pursuing a systematic research plan for the last several years, but it only scratches the surface of what could and should be done to create a Jewish education databank. I think the proposal our two agencies developed to work on the design of such a databank should be dusted off for a re-viewing. In the interim, perhaps a small consultation in New York convened by Shulamith could at least assess what is currently available and going on in the research/data gathering arena. We keep an index of current research as part of our involvement with the Research Network in Jewish Education, but I'm sure there's activity going on that we are unaware of.

I hope these thoughts are helpful to you as you sort out the next steps for CIJE. As I mentioned when we met, I believe JESNA has been somewhat under-utilized with respect to CIJE in the last few months. I know that Neil Greenbaum, Bennett Yanowitz, and Mark Lainer all came away from the last CIJE Board meeting with great enthusiasm for expanding JESNA's involvement, and I and our staff are certainly willing and ready to become more active if you so desire.

I look forward to talking again soon. With my thanks and best wishes.



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128
Phone: (212) 532-1961

New York, NY 10003
FAX: (212) 213-4078

file

MEMORANDUM

TO: Ellen Goldring DATE: September 8, 1992

CC: Adam Gamoran
Roberta Goodman
Claire Rottenberg
Julie Tammivaara

FROM: Shulamith Elster SUBJECT: Getting started in the
communities

In conversations with the researchers during the past week it has become clear that we have to address a number of important issues before our debut in the communities.

At the moment, we have dates confirmed for Julie in Baltimore, Claire in Atlanta, and a tentative date for Roberta in Milwaukee. As I thought about the initial meeting, I envision a briefing with the federation staff people during which I introduce the field researcher and she presents preliminary plans about how she will work with the community.

After speaking with Roberta, I began to think about the importance of having "talking points" prepared for this presentation so that each community has the same understanding -- that is, all of the same bases are covered. We could then confirm this in writing as a part of the follow-up of this meeting.

What do you see as the optimum agenda for this meeting? The communities would be pleased to have us develop it! Should this initial meeting include an overview of the community by the federation staff? How should lay leadership be involved at this point? For example, Atlanta says that their key leadership wants to have a chance to meet Claire on "day one." I think this would be nice and we should encourage it. What do you think?

I would appreciate our getting together, perhaps by teleconference, to discuss this. Do you think this is a good idea?

I'll be at the CIJE office in New York for the remainder of this week. You may want to discuss it with Julie, Claire and Roberta before getting back to me. Use your best judgement as to how to proceed and let me know.

Best regards.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128
Phone: (212) 532-1961

New York, NY 10003
FAX: (212) 213-4078

MEMORANDUM

*Copies sent to
E. Goldring
C. Rottenberg
R. Brodman
D. Tannenbaum*

TO: File

DATE: August 31, 1992

FROM: Shulamith Elster

These are notes of a conversation that took place between Mrs. Florence Melton and Professor Seymour Fox. This telephone conversation preceded the August 25 meeting of the Board of Directors of the CIJE. The following are some of Mrs. Melton's suggestions for a "road map" or guidelines for the professional staff of the CIJE in their work with the lead communities.

Elements of the guidelines:

1. How should one define community. How should one think about Jewish education within the lead community? Are we discussing a community as a whole, that is the community in its totality, or the quality of educational programs within specific schools?
 2. The populations to be served.
 3. The agencies, councils or committees involved in Jewish education in the community.
 4. The school.
 5. Israel experiences.
 6. The infrastructure for Jewish education.
 7. The qualifications of personnel.
-

1. How should we define community? Mrs. Melton feels that in defining community for the purposes of the lead communities project, one should speak about being visionary for the cause of Jewish education. It should not be only a matter of improving specific programs within schools.

2. As regard to various populations to be served, the populations to be served are as follows:
 - Preschool
 - Kindergarten
 - Elementary school
 - Bar/Bat Mitzvah
 - High School
 - College
 - Families including, but not exclusively, the parents of students involved in these programs
 - Interfaith families
 - Adults at large
 - New Americans
 - Lay leadership
 - Agency personnel
 - Individuals with special needs
 - Professionals and volunteers, including school directors, teachers, camp directors and counselors and volunteers.

3. The agencies, councils or committees involved in Jewish education. These would include the Board of Jewish Education, the Commission on Jewish Education, the Coordinator of Jewish Education, the Council of Educators, Federations, Jewish Community Center, Jewish Family and Children's Service, and the Board of Rabbis.

4. Schools. Schools would include congregational schools, afternoon supplementary schools, Hebrew schools, day schools, Sunday schools, private schools and schools sponsored by the Jewish Community Center.


5. Israel Experience. Attention needs to be paid to how to maximize these experiences and, particularly, the development of programs for individuals when they return to local communities from educational program.

6. The infrastructure for Jewish education.
7. The qualifications of professionals in the community.

An after note: Mrs. Melton recommends that the staff of the CIJE with the professional leadership of the lead communities be involved in a survey of the segments of the community being served by particular programs to find out whether or not they are being served poorly, adequately, well, exceptionally well or not at all.



MEMORANDUM

To: Art Rotman
From: Jack Ukeles 
Date: September 25, 1992
Re: Milwaukee Visit debrief
cc: Shulamith Elster
Sol Greenfield

=====

Shulamith and I met with the senior professionals in the Milwaukee Federation (Rick... and Howard Neistein; and then met with the key Jewish education lay leaders (get names from Shulamith or my notes). In each meeting we talked through the main points in the draft Letter of Understanding (without sharing any written material).

Overall, the site visit to Milwaukee went very well. They are excited that they were chosen. They clearly want to participate (although the Federation executive was careful to keep saying "if we agree to participate..."). They do recognize that the Lead Communities Project is a major effort, not "business as usual."

They do not seem to be troubled by CIJE coming into their community and telling them what to do. They did not press for how many dollars will come in. They seemed to accept and be comfortable with the broad outlines of what I projected would be likely to be in the draft Letter of Agreement.

Here are the issues on the Letter of Agreement:

1. Getting the agreement signed by the end of October will require them to hustle. They will short-cut the process by one step, but they still need to get sign-off from:
 - Task Force on Jewish Education
 - Executive Committee
 - Board of Directors (October 27th meeting)

This means that we need to get them a final draft Letter of Agreement to review as soon as possible (e.g. by October 1st or 2nd). I assume that you reviewed it with Mort -- any changes? Is there anyone else who needs to see it? Do you want

Chuck Ratner to sign off? Please advise. Should we circulate the "boilerplate" to the committee? (If yes, for information or for input?) How do you want to deal with Israel? (See my note below on my conversation with Annette.)

2. They are concerned about staffing. They have such a small planning staff that they cannot spare anyone even half-time for the planning role. The Federation Executive is inclined to recruit a Lead Communities Director to do both the planning and then move on to coordinate the Action Program, but recognizes that they need to put the money together.

I think that the Planning Director will take responsibility for getting the process underway. While I did not press our model, I did press that significant staff input was needed; I think they accept that.

3. They asked for an estimate of what the first year might cost them, and I promised to give them a rough idea of the probable range, and some of the cost elements we envision. Jim had done some work on this way back, which I will dust off and give them. With an assist for Shulamith, they now have a chance to get support from the Bader Foundation, and so need this soon.
4. They would like to have some rough idea of the level of consultation that CIJE will make available to them (the "Talent Bank"), and whether CIJE will pay expenses related to consultation or just the hours. Does the CIJE budget include funds for community consultation for 1992-93? Do you have any idea of what might be available? Should we try to develop some idea of what might be needed?
5. They asked me to review their first thoughts on the structure of the planning apparatus, and I sent them a memo (you received a copy in New York). Their current thinking -- a large commission with a Steering committee and subcommittees is a much better model than their original formulation of a small commission and an advisory committee -- nobody ever wants to serve on an advisory committee.

MEMORANDUM

To: Art Rotman
From: Jack Ukeles *Jack Ukeles*
Date: October 5, 1992
Re: Atlanta Visit debrief
cc: Shulamith Elster
Sol Greenfield

=====

On October 1st, Shulamith and I met with the senior Federation professionals in Atlanta - David I. Sarnat (Executive), Steven Gelfand (Planning Director), and Lauren Azoulai (Education Planner). The meeting was extremely positive in several dimension:

- Sarnat and Gelfand are seasoned Federation pros with a reputation for being tough (and a little cynical?) - they are totally "on board"; they could not have been more positive.
- Unlike Milwaukee, they project a sense that the letter of agreement is essentially a formality. They are eager to get started. We got a sense that many elements in the community are excited and energized, seeking ways to be involved.
- David Sarnat focused not only on the process and the politics, but the substantive issues in Jewish education (e.g., Emory's role; the need to get the best possible staffing for the Council on Jewish Continuity; the new Education Services agency set up to do training; their major weaknesses in the area of in-service training and the urgency of filling this gap; the work they are doing to build a community high school, etc.).

They are particularly interested in:

- the opportunities to interact with the other Federations -- and think we should convene the senior pros as soon as possible.


- the opportunities to connect their major givers (who have enormous financial giving potential) with the major continental players -- e.g., Bronfman, Mandel -- they think the payoffs could be substantial; also their local foundations with national foundations.
- the opportunities to connect to national resources that are not currently connected -
- YU, HUC and JTS.

One area that will need some work -- they think their plan is done; I suggested that in some areas they had gone very far (e.g., in thinking through the structure in place of their old BJE) but that in other areas they had some big gaps. We offered to review their work to date, and make suggestions as to areas needing strengthening in the context of the planning guidelines we are working on. They seemed to welcome the offer. They are also interested in having Shulamith's advice on a number of educational issues.



MEMORANDUM

To: Shulamith

From: Jack 

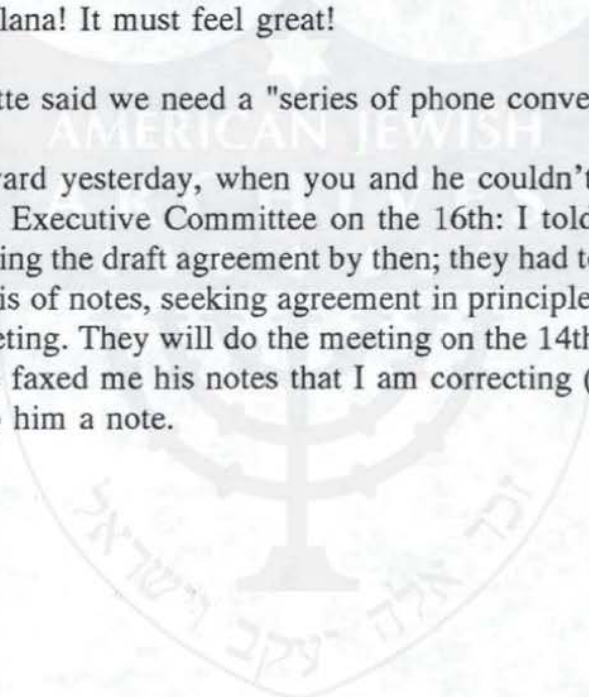
Date: 10/6/92

Re: various

=====

- Mazal tov on Elana! It must feel great!
- Fax from Annette said we need a "series of phone conversations"
- I spoke to Howard yesterday, when you and he couldn't connect. They called a special meeting of the Executive Committee on the 16th: I told him we would try, but couldn't guarantee having the draft agreement by then; they had to decide whether to have the meeting on the basis of notes, seeking agreement in principle or whether they wanted to reschedule their meeting. They will do the meeting on the 14th with the Task Force on the basis of notes. He faxed me his notes that I am correcting (copy att'd). If you have add'l corrections, drop him a note.

G'mar Chatima Tova.



MEMORANDUM

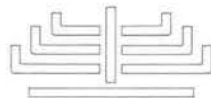
To: Arthur Rotman
From: Jack Ukeles *JUH*
Date: 10/9/92
Re: Baltimore debrief
cc: Shulamith Elster
Sol Greenfield

=====

In Baltimore we met with Bill Bernstein (the Federation #2); Marshall Levin, Federation education planner) and Chaim Botwinnick (the Exec of the Baltimore BJE).

The meeting went very well, and after reviewing the ideas in the draft Letter of Understanding, they felt there were no issues. From their point of view, the community is "on board". Some specific things we learnt:

- The key lay leadership group is: Coplan (outgoing Federation president); Lansburgh (incoming Federation President); Hoffberger (Chair of the Jewish Education Committee); and Alvin Katz.
- Federation Executive Committee is meeting on October 21st. They will present an overview of the Project; they may ask David Hirschorn to present
- The Associated is scheduled to receive a \$300,000 grant for Israel programs from Meyerhoff (not yet public). LC designation clearly helped move this along.
- There is another major initiative in the works; can't talk about it yet.
- They have been working on a Strategic Plan for Jewish Education. Three subcommittee reports in; waiting for the fourth (on higher education). Expect Plan to be adopted by June 30th. Clearly this will become the Lead Communities Plan
- UAI is already working with them on higher education, and they welcomed our comments on the other three subcommittee reports.
- They expect CIJE to coordinate grants process so that the three communities don't end up competing for the same grants.
- They asked for our estimate of what their first year planning costs might be and we promised to give them a rough estimate. They raised the issue of CIJE funding for planning costs; we indicated that it "wasn't in the cards".



Atlanta Jewish Federation

1753 Peachtree Road, Northeast/Atlanta, Georgia 30309/404-873-1661/FAX 404-874-7043

October 21, 1992

Mr. Jim Meier
Ukeles Associates Inc
611 Broadway, Suite 505
New York, NY 10012

Dear Jim:

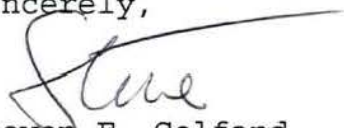
Everyone in Atlanta--lay and professional--involved in Jewish education and the lead communities project is thrilled that we have been selected by CIJE. We are eager to begin the process.

Our understanding is that this is a collaboration among a number of groups: the community, CIJE, the researchers, and Ukeles Associates. The key word is collaboration.

Your memo of October 15 on first year costs presents no context, no explanation of those costs, no discussion of how this relates to the letter of understanding between Atlanta and CIJE. If we are to collaborate, I recommend that all of us focus on clear communications, especially in the beginning of the process, so that everyone has the same expectations, understanding of goals, and agrees on how those goals will be achieved.

If there is something which I am supposed to understand about your memo or something which you would like me to do with it, please let me know. Thanks.

Sincerely,


Steven E. Gelfand
Associate Executive Director

cc: Shulamith Elster

PRESIDENT—Gerald D. Horowitz • FIRST VICE PRESIDENT—David N. Minkin
VICE PRESIDENTS—Jack N. Halpern, S. Stephen Selig III
TREASURER—Mark Lichtenstein • ASSISTANT TREASURERS—Elliott Cohen, Jody Franco
SECRETARY—Larry Joseph • ASSISTANT SECRETARIES—Candy A. Berman, Ann L. Davis
CAMPAIGN CHAIRMAN—Arnold B. Rubenstein, M.D. • EXECUTIVE DIRECTOR—David I. Sarnat

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128
Phone: (212) 532-1961

New York, NY 10003
FAX: (212) 213-4078

MEMORANDUM

To: Shulamith Elster

Date: October 21, 1992

From: Arthur Rotman

AGENDA

"Inner Staff" Meeting
October 21, 1992

1. Timetable

*Rot goes there
as necessary*

- November 1-6 meetings in communities to discuss a letter of understanding

Baltimore requested postponement. They will circulate letter to try to get people in attendance.

- November 12 reception breakfast for Lead Communities reps

7:30 AM at State (Frankel/Holmes/Rotman)

- November 12 forum presentation at GA

Nov 12 Sat. day

- November 13, 7:30 a.m. Executive Committee

Attempting to get scheduled

- Consultants meeting (including Fox and Hochstein) ± Nov. 17-19

- November 23 or 24 meeting with community pros and lay people (5-6 from each community)

*Lead pros? (e.g. Marshall Levine)
St. Andrew session*

- December 1-17 signing letters of understanding in each community with assigned CIJE Board member

*Rotman
Brothman
Rotman types*

2. Forum at GA

Seppan doing best of time to them

Chair

- Mort Mandel 5 min

- Stu Eizenstat 15
(Conservative)

- Mel Merians 5-7 vs. Rotman in Managers
(Action)

- Mike Rukin - CJF 9-10
major lay leader from Boston

Call Darryl Schrag

*Planning
Most: +
3 community statements.*

*Night before dinner
Next day*



Nov. 12

3. Letter of understanding - use and distribution
4. Monitoring and evaluation - "chain of command" *to Annette*
5. Lead Communities
 - Baltimore
 - Atlanta
 - Milwaukee
6. Executive Committee agenda
7. Briefing letter to Board members
8. New Board members - Crown; Bader; Richman
9. "Camper" contacts
10. Funding of CORE budget
11. Lead Communities Document
12. Agenda - October 22
 - Selected items from above
 - Suggestions made by Ukeles and Elster.

*Napierstein
Goldman, Ellen
Holtz (c)*

Agenda

- Timetable
- Forum of EA
- Draft on Letter of Understanding
- L.C. update.
- Art Napierstein report *status*
 - competitive role of EISE/LC.
- Nov. 23/24 meeting w. communities

*AR Devise to separate implementation group
to MEF group
them accountable to Annette Hoch.*

10-21-92 Return, Portland, Elster,

The sign-off on document.

Cover letter from Art -- letter to go out today / post for their review.

Players in each community?

Letter will say that available to meet w. leader if desirable.

Warshaw -- Classification of letter



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128
Phone: (212) 532-1961

New York, NY 10003
FAX: (212) 213-4078

STAFF MEETING
THURSDAY, OCTOBER 22, 1992

AGENDA

Participants: Shulamith Elster, Ellen Goldring, Sol Greenfield, Barry Holtz, Jim Meier, Art Naparstek, Art Rotman, Jack Ukeles

1. Timetable

- November meetings in communities to discuss Letter of Understanding
- November 12 reception ~~breakfast~~ for Lead Communities reps *C.I.J.E. 1:30-3:00*
- *Final* November 12 forum presentation at GA *1:30-3:00*
- *For* November 13, 7:30 a.m. Executive Committee meeting *Budget - this time budget*
Financial/Program Budget
Letter of Understanding / Report on 2d
- November 17/18/19 consultants meetings (including Fox and Hochstein) *Funding*
Ed. planning in one of communities
PR & Communication
Development
Board
Committees
MEF Resolves
- November 23/24 meeting with community pros (1-2 from each community)
- December 1-17 signing Letter of Understanding in each community with assigned C.I.J.E. Board member

2. Forum at GA *"Community Building"*

- Mort Mandel *Chair*
- Stu Eizenstat *speech*
- Mel Merians *community (synagogue perspective)*
- Mike Rukin *community (education perspective)*

Theme *Expo. Sum. f Time to 2kt*

What would a well educated community look like
How to get to it
How does one do systemic change
Looking toward Jewish Continuity

3. Letter of Understanding -- use and distribution

4. Monitoring and Evaluation -- "chain of command"

5. Lead Communities *Preparation of Implementers + Evaluators* *(AR)* *(A. Hochstein)*

- Atlanta
- Baltimore
- Milwaukee

6. Funding

7. Planning Guidelines

10-22-92: AR, SE, JBU, BH, S Greenfield, Ellen Miller
M+Nq.

* OM: Draft memo to planners re 23/24 - Agenda.

Purpose: Note of formal planning process & how we work together.

Wed 23/24 (23) Begin afternoon @ 23

Working dinner Fox/Hochstein presentation

(24) Breakfast session

- Planning guidelines.
- Clarification for them.

• Introduce Best Practices. {Should have 1st sample}

Development

Core Funding / CITE

Non-Core Funding -- [way to offload some core costs]

Local Funding

Jewish
Foundation
Contracts

- Cummings
- Coopers
- Amado
- Avi Chai
- Tim Dwyer

Proposal in March \$50-100k/year for each of 3 years
\$50k renewable for 3 years

Jewish &
Secular foundations that
are not in LCS.

Interest in Academy to train Day
school principals house at CITE &
linked to training institution

Jewish Oriented
Secular Foundations

- Haas Foundation
- Mellman
- Spencer

[Lee Shalman] [very high academic foundations] [let Rahm's] [read]
[Shalman] Board members

Indianapolis -

- City - Religion & Values - Lee Dytchko
- Pew
- Carnegie

How to move to role of brokering for communities - not competing.

12/19

us plus Weather, Fox, Hochstein

All day 19th

or even

or 19th & 20th AM

or 19th PM & 20th AM

3-8 9-11 +

Decided:

M&E issues

②

Need ① M&E people want as much info as possible -- in loop -- so know what going after.

Affordability -- too far away to be effective communicator to Ellen.

② If trouble arises, who do they discuss it with. ~~is~~

This is very political, community context.

Who are you going to say what to?

How will you convey this info.

Issue: Contamination of ~~data~~ ^{implementers vs evaluators} vs. Contamination of information.

* Everything ~~gets~~ to community gets CD'd to community.

Confidential info is exception.

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MEMORANDUM

TO: Art Naparstek
Jack Ukeles

DATE: October 22, 1992

FROM: Shulamith Elster

SUBJECT: Meeting Notes/Version #2

1. Possible new foundation contacts include: Spenser, Ford, Carnegie, Pugh, Lily, Milliken, and Haas.

2. Key individuals at these foundations include:

Spenser: Patricia Graham (President), Donna Shalala (U. of Wisconsin-Madison) and William Julius Wilson (U. of Chicago), Lee Shulman (Stanford)

Carnegie: Michael Levine (son of Irving Levine of AJC)

Lily: Craig Dystra

3. Two possible CIJE thrusts for funding

- A. Continuity
- B. Systemic Reform

4. Focus: School Choice

Develop models of cooperative relationships between public and private partnerships (e.g., day-supplementary-public schools)

"One of the specific ways to make choice operational is to build incentives for choice and competition."

5. Possible areas for these co-relationships might be:

- Funding
- Teacher training and in-service
- Facilities
- Curriculum
- Parent education

(CAUTION: Disadvantage: Church-state issues; Advantage: tradition of "release time")

6. Voucher experiment based on the notion that "public education does not take advantage of its assets in the community." Develop a demonstration project: Can this work?
7. Lily Endowment: three areas for program support in recent years:
 - A. Education
 - B. Religion and leadership education
 - C. Community development

Ask Lily for grant for program design and experimentation initially and then for program assessment.

8. Religion and Leadership Education:

Focus may be the development of a religious lay leadership for "Jewish continuity." Who will be the leaders of the Jewish religion? How should they be educated? What institutions can educate them?

Secondary focus: campus/the education of young adults for these leadership roles.

Following afternoon staff meeting:

1. Need to schedule:

Next meeting (two weeks) with staff to include Ellen re: Spenser Foundation contacts. Spenser now funding choice/voucher study in Milwaukee. She is also part of project at Vanderbilt now being reviewed by Spencer.

2. Other Jewish Foundations:


Amado
Covenant
Cummings
Avi Chai
Wexner
Melton

3. Jim knows Michael Levine of Carnegie and will speak to Art Naparstek.

CC: Jim Meier
Art Rotman

MEMORANDUM

PERSONAL AND CONFIDENTIAL

To: Art Rotman
From: Jack Ukeles 
Date: 10/25/92
Re: Role of Israel group in Lead Communities

=====

Seymour and Annette have a tremendous amount to offer us as we move forward on Lead Communities -- knowledge, background, ideas, philosophy.

At the same time, it is not feasible for them to play an operational role from 6,000 miles away.

I believe that we lost three weeks on the Letter of Understanding (with some loss of credibility in at least one community) in part because of lack of clarity over roles and modes of communication.

Building on your suggestion at our last "inner staff" meeting, I suggest the following:

- Drafts of all important documents should be sent to Annette and Seymour for comment by your office.
- Your cover note should identify the appropriate turnaround time -- ideally within 48 hours. They should be encouraged to mark up the drafts with their suggested changes.
- Periodically (e.g. once a quarter, or once every six months) we should meet with them or have an extended teleconference to give them an opportunity to advise on overall philosophy and direction.

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MEMORANDUM

To: Arthur Rotman
Sol Greenfield
Jack Ukeles

Date: October 26, 1992

From: Shulamith Elster

Re: President's Letter

- I. For our discussion tomorrow (Wednesday) some thoughts about a president's letter to be mailed immediately following the General Assembly, or before Thanksgiving 1992. This is to be a letter from Mort Mandel written three months after the last meeting of the Board of Directors. Its primary audience is members of the Board of Directors of the CIJE but I think we also ought to consider its wider dissemination. Among the others who might receive this letter: Senior advisors, past members of the Commission on Jewish Education in North America who are not now members of the Board, selected foundation contacts (for example, Judith Ginsberg and Rachel Cowen) and lay leadership of Lead Communities. The letter would be typed on a printed masthead or special CIJE stationery clearly reflecting a communication from the Chairman of the Board of Directors. Perhaps, we might use the same logo on the masthead as we are considering using for the photo opportunities at the GA.
- II. Content. I suggest that we consider the information about the following:
- The communities: Letter of Understand now completed with three communities, brief review of content and mutual expectations, appointment of lay chairs in each community with names and a sentence about each, the planning seminar for the community professionals.
 - GA Session. Appropriate quotes from Eizenstat's remarks and a few words about the reception.
 - Board of Directors. New additions to the Board (Susan Crown), appointment of Committee chairs, the the Executive Committee and its role.

- d. Funding. Naparstek's work what he is doing, perhaps we can announce Cummings Foundation grant by that time.
- e. Monitoring, Evaluation and Feedback. Three field researchers -- a sentence about each, introduction of Ellen, the purpose of the project, how it has been met with enthusiasm by the communities.
- f. Best Practices. Update, but maybe not in this issue could be in next issue with possible announcement about Barry.
- g. CIJE Staffing. Establishment of office in New York, Jo Ann, Ukeles Associates as Planning Director, Sol and other JCC Association staff and consultants.

P.S. This is probably too much material to attempt to include in an initial letter.



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cc: dim

MEMORANDUM

TO: Art Rotman
Ellen Goldring
Sol Greenfield
Jack Ukeles

DATE: October 27, 1992

FROM: Shulamith Elster

SUBJECT: November meetings

I. November 19-20, 1992 MeetingsPreliminary arrangements:

Thursday, Nov. 19, 3:00-8:00 p.m. (meeting, dinner)

Friday, Nov. 20, 9:00 a.m.-12:00 p.m. (meeting, work sessions)

Participants:

Shulamith Elster
Seymour Fox
Ellen Goldring
Sol Greenfield
Annette Hochstein
Barry Holtz

Jim Meier
Art Naparstek
Art Rotman
Jack Ukeles
Jon Woocher

Location: JCCA Conference Room

Agenda

- Preparation for November 23-24 meeting with community planners
- Discussion of possible January Seminar (with lay leadership of communities)
- Funding Update -- Naparstek
- Planning Issues -- Ukeles and Meier
- Timetable and Guidelines for Monitoring, Evaluation, and Feedback -- Goldring

II. November 23-24, 1992 Meetings

Participants:

Planners from Atlanta, Baltimore, and Milwaukee,
Field Researchers: E. Goldring, R. Goodman, C. Rottenberg, J. Tammivaara
Senior Staff: A. Rotman, S. Elster, S. Greenfield, B. Holtz, J. Meier, J. Ukeles

Location:

JCCA Conference Room

Monday Evening, November 23

- Social Hour and Dinner
- Work Session
 - Presentation on Lead Communities by Hochstein and Fox

Tuesday, November 24

- Planning Guidelines (Ukeles and Meier)
- Communications
- Best Practices: Introducing Best Practice Into the Lead Community (Holtz)
- Status Reports from Communities

cc Jim

Fax Memo

TO: Jack Ukeles
FROM: Shulamith
RE: HELP--- Senior Advisors Meeting
DATE: October 27, 1992

Here's the story and I want to have a recommendation in place for tomorrow (Wednesday) afternoon's meeting.

I want you to be at the meeting and on this I will not compromise --- (pardon typos now it's getting late)...

December 1st:

you can make it

Woocher can come for abit until 11

Steve Hoffman can make it

Ellen cannot make it..

December 17th: you will be back from Israel by then...

Woocher can make it

It's "iffy" for Steve Hoffman

Ellen can make it...

so with the following as the tentative agenda:

Progress Report on Lead Communities

Monitoring, Evaluation and Feedback

(Ellen and/or field researchers--- maybe Julie, Claire and Roberta could present in Ellen's place)

Brief Update on Best Practices (?- or have we already had enough of this for awhile)

Any other agenda suggestions--- perhaps have one of the planners from the communities say something- a good choice might be Chaim Botwinick and Marshall or Chaim and Howard Neistein. No one from Atlanta appeals to me at this point in time....

What I do want to do on Wednesday is to put a memo in front of Art with a tentative date and possible agenda so that we can move ahead with notices and update report to the SENIOR ADVISORS, formerly known as senior policy advisors.

→ If possible can you look this over real quickly and have Gail give me a call with some reactions--- if not, it can wait until 4:30 or thereabouts....

See you!

SRE

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FAX: (212) 213-4078

Jim
FYI**MEMORANDUM**

To: Shulamith R. Elster

Date: October 29, 1992

From: Art Rotman

Re: Meetings November 23 and 24

Ukeles to prepare draft of the meeting on the 24th. To be considered
at the November 5 meeting.



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MEMORANDUM

To: Art Rotman
Jack Ukeles

Date: November 10, 1992

From: Shulamith R. Elster

Re: JESNA Professional Staff/
CIJE Consultation: November 5, 1992

cc: Jim Meier

Jim Meier and I met with the senior professional staff of JESNA; there were several purposes for the meeting:

1. To brief staff on the activities and plans of the CIJE -- a public relations activity
2. To work towards building a relationship with JESNA that befits a co-sponsoring organization
3. To benefit from the experience that staff members (e.g., Leora Isaacs and David Shulker) have had working with communities across the country
4. To help to define a role for JESNA in the work of the Lead Communities Project (JESNA has been involved with all three communities at one time or another).

The following members of the JESNA staff attended: Jon Woocher, David Shulker, Leora Isaacs, Arthur Vernon, Rhea Zukerman, and Caren Levine (Wexner Fellow on the staff).

In response to the question: What does JESNA have to offer the CIJE with regard to the Lead Communities? In general, Jon felt that the best use of JESNA would be in the areas of:

- Community planning
- Development of program models

As an example, in Milwaukee the best use of JESNA would be in structuring the community for change in Jewish education.

He pointed out that due to the absence an effective central agency for Jewish education, both Atlanta and Milwaukee lack the infrastructure for dealing with personnel. The Israel program in Milwaukee was at a disadvantage for the lack of an infrastructure for dealing with the community. It was suggested that we look into what problems existed there with the Passport program.

Leora raised the issue of a Hawthorne effect in the Lead Communities. Will we be able to generalize from the experience in these three communities to the other

communities in North America? There was a caution expressed related to the CIJE's ability to draw lessons from one community to another.

2

The role of the central agency was discussed again and this time within the context of where they fit into the community process in the three Lead Communities. There are problems in Atlanta and Milwaukee. Chaim Botwinik's presence and effectiveness are key to the success of the partnership between the community (Federation) and the central agency in Baltimore.

Possible "consultative" role evolved for JESNA in the Lead Communities. Jon noted that the Lead Communities represented a "chance to advance the state of the art in strategic planning for Jewish education." Three key elements in his thinking were:

1. Building a paradigm
2. System building
3. Synergy

Part of the process would be to ask these questions:

- What is the challenge?
- What ought the product to be?
- How do communities move to something that goes beyond what exists now?
- What are the fundamental questions? Issues?

If the community identifies the challenge as "creating a community in which the question of quality is constantly on people's minds" then...

- What has to happen in all of the settings and with all of the client groups to bring this about?
- How do you begin to define the next steps if you want things that you do not currently have?
- How do you develop an approach where you constantly look at the educational life of the community?

How will we get it done means that there needs to be a game plan:

- Jon suggested that we organize a Think Tank around some of these questions.
- We all agreed that this conversation/dialogue had been very beneficial and that we would meet again after Thanksgiving to continue.*
- Specific questions/topics will be developed to frame the next discussion and circulated among participants in advance.

The JESNA staff was the guest of CIJE for lunch and there was much appreciation for the hospitality extended.

*The JESNA staff would like to learn more about Best Practices directly from Barry.

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Jewish Community Building: New Institutional Relationships and New Roles for Federations

Chairman: Morton L. Mandel, Cleveland, Past President of CJF, Chairman of the Board of the Council for Initiatives in Jewish Education

Speakers:

Stuart Eizenstat

Melvin Merians, Chairman of the Board, UAHC

Michael Rukin

Building a community that fosters Jewish identity requires that we consider large scale change. The agenda for systemic change will mean changing relationships within the community -- between federation and synagogues, between federation and local and national institutions and organizations, and between the federation and diverse ideological groups.

If the federation is to be the "central address" for the Jewish community, what are the implications of a central focus on Jewish identity for its role as "community builder"?

This Forum will include discussion of the important work of the Council for Initiatives in Jewish Education, which operates on the premise that the best way to generate positive change is to mobilize the commitment and energy of the community -- an effort that begins with the federation as the "central address" and "community builder" for change in Jewish education.

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TELEFAX

ARCHIVES

TO: Seymour Fox
Adam Gamoran
Ellen Goldring
Annette Hochstein
Barry Holtz
Julie Tammivaara
Jack Ukeles

DATE: December 2, 1992

SRE *C. ROTTENBERG* *S. GELFAND*
AW *R. Goodman* *M. LEVIN*
H. WEISTEN

FROM: Art Rotman

FAX #:

Number of pages (including this sheet) 2

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMORANDUM

To: CIJE Staff
and Lead Communities

Date: November 30 , 1992

From: Art Rotman

At our meetings last week, I introduced Annette Hochstein and Seymour Fox as having a leading role in the design of our plans and programs in the Lead Communities.

In order to give effect to this, I have asked Annette to take the position of Director of the Lead Community Project for CIJE and to have supervisory responsibility for CIJE staff with planning and program responsibilities in the Lead Communities.

At the meeting there was a question as to which of the CIJE staff are to be contacted by community representatives. I suggested that where the contact fit with the known portfolio of a given CIJE staff person, then the contact should be made directly. Shulamith Elster will be the contact in all other situations.

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MEMORANDUM

TO: FILE

DATE: December 14, 1992

CC: Shulamith Elster
Seymour Fox
Ellen Goldring
Sol Greenfield
Annette Hochstein
Steve Hoffman
Barry Holtz
Mort Mandel
Jack Ukeles
Jon Woocher
Hank Zucker

FROM: Art Rotman

SUBJECT: Meeting Notes, Dec. 11,
Baltimore

Participants: Darrell Friedman, Marshall Levin, Chaim Botwinick, AR

The meeting had been arranged to explore the possibility of a visit to the community by one of CIJE's top lay leaders to meet with potential Baltimore donors to local Jewish education projects. The situation in Baltimore is such that they are well along in the development process. They have had a commission on Jewish education for some time and have started to receive funding (\$300,000). It became apparent that the visit of a CIJE leader is not a pressing need at this time.

We discussed the possibility of having the August-September CIJE Board meeting in Baltimore. This could be preceded by a meeting six weeks to two months in advance with top leadership and potential donors in Baltimore. Part of the agenda would involve preparation for the CIJE Board meeting there in the fall.

Names suggested for invitations to such a meeting included:

George Hess (Meyerhoff Foundation). While he is a "pro" as the president of the Foundation, he is independently wealthy and is a \$50,000 giver to the campaign;

Leroy Hoffberger, chairman of the Commission and influential in the Hoffberger family foundation;

David Hirschhorn (Blaustein Foundation);

Kaplan (Strauss Foundation).

The Baltimore pros made a strong pitch for using a portion of the consultation budget of CIJE. In the first year it doesn't appear that they will have much use for consultant services. Accordingly, they suggested that a cash payment be made to the community in lieu of such consultation services to assist them in setting up their own service. This would be a one-time only arrangement. In the second and succeeding years, CIJE would provide consultation services at its discretion but there would be no cash transfer.

I mentioned the Annual Meeting in February and they suggested that Leroy Hoffberger be invited to attend and perhaps speak a bit about developments in Baltimore.



The selection process, and in turn our work, will proceed in 2 stages.

• 1st - we decide on finalists from among preliminary proposals

DRAFT 1

LETTER FROM CHUCK RATNER TO COMMITTEE MEMBERS

Dear

• 2nd - We develop recommendation from top 3 from finalists

I am pleased that you have accepted Mort's invitation to serve as a member of the Lead Communities Committee of the CIJE Board of Directors.

focus or local point

The Lead Communities Project is currently the focus point of CIJE activities and we are all very pleased with the enthusiastic response to the program by the North American Jewish community. ~~Some twenty-three~~ of the fifty-seven eligible communities have responded to the published Guidelines with preliminary proposals for substantially improving Jewish education in their local communities. Copies of all of the proposals will be sent to you with other materials developed specifically for this project.

Over

which it will select 3 LCs

Rest confining: ~~the~~ ~~rest~~

This is elaboration of 1st stage

Our committee has as its mandate to recommend specific communities to the Board from among these. We will be assisted in this project by twelve review panelists- educators and community professionals- who will read all of the proposals and participate in teleconferences to discuss and deliberate their merits. This group will serve in an advisory capacity to our committee. In addition, we will have the benefit of fine staff work by Jack Ukeles and Jim Meier of Ukeles Associates, Inc. who have been working with the CIJE and Shulamith Elster on this project.

We will select from among these some eight to ten communities and ask them to develop their proposals further. These finalists will then submit more detailed presentations and prepare for a site visit by CIJE board members, consultants and staff during the last weeks of July.

as finalist

full proposals, with more detail, to be followed by

Our committee will then deliberate to discuss this additional information in time for a recommendation of communities to the CIJE Board at the August 25th meeting.

Is this set?

This letter is the first of several communications that you will be receiving with information and background materials on our project.

Again, my appreciation for your willingness to serve in this capacity. I look forward to working with you.

Sincerely yours,

Charles Ratner, Chairman
CIJE Lead Communities Committee

Jim

Are you sure?

CITIES IN NORTH AMERICA WITH A FEDERATION (INCLUDING VOLUNTEER DIRECTED)

Category	City	Jewish Pop	Total Jew Pop	Number of Cities
Over 300,000	New York, NY Los Angeles, CA	1700000 500900	2200900	2
25,000 to 300,000	<ul style="list-style-type: none"> • Philadelphia, PA • Chicago, IL • Miami, FL • Boston, MA • Washington, DC • Toronto, ONT • San Francisco, CA • Metro West, NJ ✕ Ft. Lauderdale, FL • Detroit, MI — □ Montreal, PQ — □ Ocean County, NJ • Baltimore, MD — □ Orange County, CA • Bergen County, NJ • Atlanta, GA • Cleveland, OH — □ Omaha, NE ✕ Palm Beach County, FL — □ Rockland County, NY ✕ South Broward, FL • St. Louis, MO ✕ S Palm Beach County, FL ✕ Denver, CO ✕ Houston, Tx ✕ Phoenix, AZ • Pittsburgh, PA ✕ San Diego, CA ✕ Dallas, TX ✕ Middlesex County, NJ ✕ Oaklind, CA — □ Monmouth County, NJ ✕ Central New Jersey — □ San Jose, CA ✕ Milwaukee, WI ✕ New Haven, CT ✕ North New Jersey ✕ Southern New Jersey ✕ Hartford, CT ✕ Cincinnati, OH ✕ Rochester, NY 	<ul style="list-style-type: none"> 254000 248000 226000 200000 165000 135000 128000 121000 116000 96000 95000 95000 94500 90000 69300 67000 65000 65000 60000 60000 53500 52000 46000 45000 45000 45000 42000 36900 35000 35000 33600 32000 30700 28000 28000 28000 28000 26000 25000 25000 	3234500	41

CITIES IN NORTH AMERICA WITH A FEDERATION (INCLUDING VOLUNTEER DIRECTED)

Category	City	Jewish Pop	Total Jew Pop	Number of Cities
20,000 to 24,000			84000	4
	* Minneapolis, MN	22000		
	□ North Shore, MA	22000		
	* Southern Arizona	20000		
	□ Vancouver, BC	20000		
15,000 to 19,000			208300	12
	* Seattle, WA	19500		
	* Kansas City, MO	19100		
	□ Las Vegas, NV	19000		
	* Northeastern NY	18500		
	* Buffalo, NY	18100		
	* Bridgeport, CT	18000		
	* Tidewater, VA	18000		
	* Rhode Island	17500		
	* Atlantic County, NJ	15800		
	* Columbus, OH	15000		
	* Orlando, FL	15000		
	* Winnipeg, MAN	14800		
10,000 to 14,000			164700	15
	Long Beach, CA	13500		
	Ottawa, ONT	13500		
	New Orleans, LA	13000		
	Sacramento, CA	12500		
	Stamford, CT	12000		
	Tampa, FL (Jewish)	11300		
	Springfield, MA	11000		
	Indianapolis, IN	10000		
	Merrimack Valley	10000		
	Worcester, MA	10000		
	Sarasota-Manatee, FL	9800		
	Palm Springs, FL	9600		
	Delaware	9500		
	Pinellas County, FL	9500		
	Westport/Weston/Norwalk/Wilton, CT	9500		
5,000 to 9,000			152700	22
Under 5,000			154278	58
Under 5,000 VOLUNTEER DIRECTED			41170	34

LISTED-025516