



THE JACOB RADER MARCUS CENTER OF THE
AMERICAN JEWISH ARCHIVES

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

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

Subseries 3: Lead Communities, 1988–1997.

Box
31

Folder
4

The Lead Communities and the Institutions of Higher Learning
meeting, August 1992.

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

MEMO TO: Aryeh Davidson, Robert Hirt, Barry Holtz, Sara Lee,
✓Virginia Levi, Alvin Schiff

FROM: Shulamith Elster

DATE: August 11, 1992

Enclosed are background materials for the meeting Seymour Fox and Annette Hochstein are convening on Wednesday, August 19 from 10 a.m. to 4 p.m. The meeting will be held at the Jewish Community Federation, 1750 Euclid Avenue.



LEAD COMMUNITIES -- WORK ELEMENTS -- DRAFT
YEAR ONE

Task Name	Start Date	End Date	Responsibility

Launch activities and elements			
1. Present project to leadership in community			
2. Discuss project with leadership in community Professionals Lay leadership Educators Rabbis			
3. Negotiate joint agreement Professionals Lay leaders			
4. Community process Local staff appointment Convene local commission Convene first planning seminar Convene ongoing planning seminar Central introductory seminar: CIJE and leadership of 3 communities Key actors from all groups Key projects discussed Key resources discussed			
5. Prepare written guidelines Written agreement Planning guidelines Project descriptions --Best Practices --Goals --Monitoring, evaluation, feedback			
6. Launch monitoring, evaluation & feedback Introduce Develop feedback loop			

Task Name	Start Date	End Date	Responsibility

7. Launch Best Practices project			
Introduce			
Jointly develop method			
Provide consultants			
Supplementary schools			
Early childhood			
JCCs			
Israel			
Etc.			
8. Vision/Goals project			
Introduce			
Work with IHJL, ect.			
9. First year action plan			
All the above			
Pilot project(s)			
Discuss possibilities			
with communities			
Develop immediate			
projects			
Ongoing guidance:			
Five year plan			
(Commission)			
Self-Study			
Action plan			
Pilot projects			
Best Practices			
Vision			
Etc.			
10. Funding facilitation			
Local			
National			
Foundations			
11. Bridges to other resources			
National organizations			
Program purveyors			
Programmatic			
foundations			
12. Develop ongoing communications			
CIJE staff			
Local community staff			
13. Develop networking & communications			

LEAD COMMUNITIES -- NEXT STEPS

A. Content

- | | |
|---|-------------------------------------|
| 1. Develop pilot project(s) - common? | - BIN SE |
| 2. Introduce Best Practices | - BH YSE |
| 3. Develop multi-year plan | - SU + AH - SE communicate w/ comm. |
| 4. Launch goals project - ? | - SF |
| 5. Ongoing monitoring, evaluation & feedback loop | - AG |
| 6. Educators survey | - SE + AH |
| 7. Community organization & communications plan | - SE |
| 8. Communications outside the community | - VFL |

B. Process

1. Appoint staff
2. Convene commission
3. Convene joint planning seminar
4. Ongoing planning seminar
5. Leadership seminar
6. Introduce project in community
7. Work with lay leadership
8. Work with educators
9. Work with rabbis
10. Work with professionals
11. Develop agreement
12. Resource development:
 - Funding
 - Organizations
 - Programs



THE LEAD COMMUNITIES AND
THE INSTITUTIONS OF HIGHER LEARNING

MINUTES

DATE OF MEETING: August 19, 1992

DATE MINUTES ISSUED: August , 1992

PRESENT: Aryeh Davidson, Shulamith Elster, Seymour Fox,
Robert Hirt, Annette Hochstein, Barry Holtz,
Virginia Levi, Alvin Schiff

I. Introduction

The purpose of this meeting was to initiate discussion with the institutions of higher Jewish learning about their potential roles in the lead communities.

II. Overview of Lead Communities

The meeting opened with a review by AH of the paper "Lead Communities at Work." She noted that implementation will emphasize the following elements:

A. Content

1. Building the profession
2. Mobilizing community support
3. Articulating visions and goals

B. Scope

1. Most major institutions and programs
2. Most educators and rabbis
3. Most members of the community

C. Quality

1. Best Practices
2. Evaluation and Feedback

In the discussion that followed, it was noted that CIJE's role will be to ensure a certain level of scope, quality, and content, but that there will be flexibility for the communities in how they approach the issues. CIJE will assist a community in doing its own planning and will provide guidelines for engaging in a self-study and the development of one- and five-year plans. It was noted that all of the communities seem open to the professional input of the CIJE.

The CIJE is envisioned as an intermediary organization, drawing resources from beyond the community while working closely within the community. It was suggested that CIJE might be compared to an accrediting agency which provides a vision for a school, asks the school to show how it plans to proceed to meet that vision, and then responds.

III. Goals/Visions for Lead Communities

SF introduced this topic by noting that we will be working with communities to establish goals which can serve as a means of monitoring and evaluating progress. We will encourage individual schools and programs as well as clusters of schools or programs to establish visions and goals. It was suggested that the training institutions

might take leadership in helping in the development of vision and was noted that it would be useful for representatives of the training institutions to be present at the fall seminar during which the lead communities will begin planning.

It was noted that the communities and training institutions working together will identify potential roles which the training institutions may then have to develop. There may need to be some "reeducation" within the training institutions. It was suggested that the Mandel Institute might conduct a seminar on issues involved in translation of educational theory to practice, if this would be useful for the training institutions.

It was suggested that an early step might be for SE to meet with representatives of each training institution to review CIJE's broad goals and to determine what each institution sees as its strengths. This could provide a basis for developing areas of expertise that meet the needs of the lead communities. We were reminded that the lead communities are not an end in themselves, but a strategy to impact Jewish education more broadly. The training institutions were encouraged to think beyond meeting the needs of the three individual communities.

It was suggested that the training institutions have not generally been viewed as providing service to individual communities. This approach

will require some changes in expectations of both the institutions and the communities. This can be brought about most effectively with CIJE, the intermediary, serving as the convener. It was suggested that this group consider meeting at some point with a group of lay leaders for help in moving toward this change in culture.

IV. The Role of the Institutions of Higher Jewish Learning

Discussion focused on how each of the training institutions might begin to outline areas of emphasis for the lead communities. AS suggested that each institution identify the areas it might wish to target (e.g. YU might focus on day schools, early childhood, family education, and Israel programs). Within a framework of experimentation, the institution might then set goals for implementation of the target areas. Plans for implementation might then be prioritized relative to the needs of the individual communities.

It was suggested that we look at the specific, articulated needs of the communities and determine which training institutions can deal with which of those needs most effectively. There will be some areas of overlap and some gaps, but this will serve as a starting point for identifying strengths and weaknesses and potential directions.

A question was raised regarding the resources available to enable institutions to meet the needs of the lead communities now and in the future. It was noted that the communities are aware of the need to pay

for services of the institutions, either through local funds or through specific grants. It was proposed that the training institutions develop models and cost out potential approaches. It was suggested, further, that each of the training institutions appoint a high-level staff person to serve as liaison to the lead communities and that this serve as the contribution of the training institutions to the effort.

The lead communities will require support for both in-service and pre-service education. It was suggested that the training institutions consider how they might effectively meet local needs in both these areas.

It was noted that there are other initiatives which should be considered as the needs of the lead communities are clarified. The Association of Institutions of Higher Jewish Learning is working toward joint initiatives which may be of use in the lead communities. In general, it was suggested that the local training institutions not be forgotten in this equation. There is also a national board of licensing of Jewish educators which has been somewhat dormant, but which could be helpful as we proceed.

V. Next Steps

It was suggested that this group meet regularly, including representatives of HUC and JCCA. It was also suggested that the researchers for the monitoring, evaluation and feedback project meet with this group at some point to learn what the training institutions can contribute to the individual communities.

**THE LEAD COMMUNITIES &
THE INSTITUTIONS OF HIGHER LEARNING**

AGENDA

Meeting of August 19, 1992 -- Cleveland

1. Lead Communities -- Overview
2. Goals/Visions for Lead Communities
3. Best Practices and Monitoring, Evaluation, Feedback
4. The Role of the Institutions of Higher Jewish Learning
 - a. In-service training programs
 - b. Pre-service training programs
 - c. Best Practices
 - d. Other *AS: Role of Institutions of H.J.L.*
5. Next steps