



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
10

Lead Community Consultation seminar. Baltimore, Md.,
August 1993.

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

MEMO TO:

FROM: Henry L. Zucker

DATE: July 6, 1993

SUBJECT: Joint Lead Communities Working Session

COPY TO:

The next joint meeting of CIJE and the Lead Communities is scheduled for Monday and Tuesday, August 23 and 24 in Baltimore. We will plan to begin promptly at 10:00 a.m. on Monday and conclude by 4:00 p.m. on Tuesday. We will review the decisions made at the May meeting and discuss how to move the project forward. Your recommendations for agenda items will be sought.

The meetings will be held at THE ASSOCIATED. The Baltimore staff is looking into hotel options and will let us know their recommendations shortly.

I hope that you will plan to attend the meeting. Please call Ginny Levi at (216) 391-1852 and let her know of your attendance plans.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101

Phone: (216) 391-1852 • Fax: (216) 391-5430

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Morton Mandel

Vice Chairs

Charles Goodman

Neil Greenbaum

Matthew Maryles

Lester Pollack

July 8, 1993

Honorary Chair

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Chaim Botwinick

Board of Jewish Education of Baltimore

5800 Park Heights Ave.

Baltimore, MD 21215

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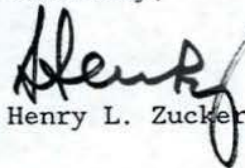
Bennett Yanowitz

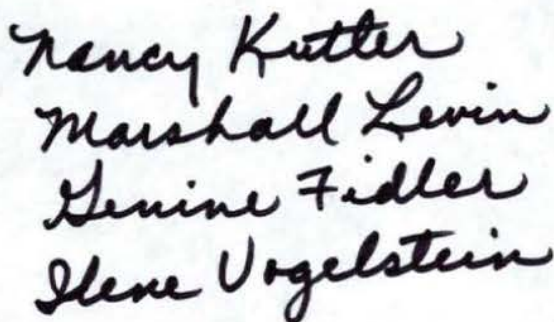
Dear Chaim:

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Cordially,


Henry L. Zucker



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Bennett Yanowitz

July 8, 1993

Alan Hoffmann
Annette Hochstein
Seymour Fox
Shmuel Wygoda
The Mandel Institute
22a Hatzfira Street
Jerusalem 93102 Israel

Dear Alan, Annette, Seymour and Shmuel:

The next joint meeting of CIJE and the Lead Communities is scheduled for Monday and Tuesday, August 23 and 24 in Baltimore. The meetings will be held at THE ASSOCIATED. We will plan to begin promptly at 10:00 a.m. on Monday and conclude by 4:00 p.m. on Tuesday. We will review the decisions made at the May meeting and discuss how to move the project forward. Your recommendations for agenda items will be sought.

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Cordially,



Henry L. Zucker

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Richard Scheuer
Ismar Schorsch
Isadore Twersky
Bennett Yanowitz

July 8, 1993

Louise Stein
2510 West Dean Road
Milwaukee, WI 53217

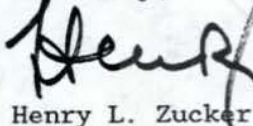
Dear Louise:

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I hope that you will plan to attend the meeting. Please call Ginny Levi at (216) 391-1852 and let her know your attendance plans.

Cordially,


Henry L. Zucker

Shmuel Weygoda
Howard Teister
Barry Holtz
Alan Hoffmann
Stephen Hoffman
Annette Hochstein
Reith Cohen
Jane Hellman

Seymour Fox
Dail Dorph

Baltimore
Rooms
Reservations
7/23/93

Balt.

arrange *

Holtz - no smoking - 23rd

SHH - "

SF

AH

AH

SW

VFL

?

GD

Ruth C

Jane G

Louise S.

Lauren A. + Janice alper

~~David S.~~

Steve Gelfand

Jay Davis - ⁴⁰⁴⁻ 355-3798 (h)
696-9440 (w)

~~Ex:~~ 70ed 2/20

Milw. — Ruth Cohen, JG, RM, HM,
Fed. ✓ LS — Please see
that Jane + Louise
are informed.

Atl. — LA, SG, DS ✓

AH, SF, SW + AH — 1# ✓

BH ✓

HLZ — give ✓

SHH ✓

GD ✓

(5)

70ed
7/19

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Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

Steve Gelfand
Atlanta Jewish Federation
1753 Peachtree Road, N.E.
Atlanta, GA 30309

Dear Steve:

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I hope that you will plan to attend the meeting. Please call Ginny Levi at (216) 391-1852 and let her know your attendance plans.

Cordially,

Shank

Henry L. Zucker

7/19

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Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

David Sarnat
Atlanta Jewish Federation
1753 Peachtree Road, N.E.
Atlanta, GA 30309

Dear David:

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I hope that you will plan to attend the meeting. Please call Ginny Levi at (216) 391-1852 and let her know your attendance plans.

Cordially,

Henry L. Zucker

Henry L. Zucker

70ed
7/19

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July 8, 1993

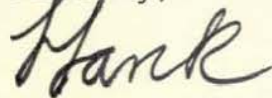
Lauren Azoulai
Atlanta Jewish Federation
1753 Peachtree Road, N.E.
Atlanta, GA 30309

Dear Lauren:

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Cordially,



Henry L. Zucker

MEMO TO: Participants in August Lead Communities Meeting
FROM: Virginia F. Levi
DATE: July 15, 1993
COPY TO: Chaim Botwinick

A block of rooms has been reserved for Monday, August 23, for participants in the CIJE/Lead Communities meetings which will take place in Baltimore on Monday and Tuesday, August 23 - 24. We are assuming that with the meetings starting at 10:00 a.m. on Monday, participants will not need rooms on Sunday evening. Chances are that the hotel will be able to accommodate you on that evening, if your reservation is made early.

Please make your own reservations at:

Doubletree Inn at the Colonnade
4 West University Parkway
Baltimore, MD 21218
Phone: 410-235-5400
FAX: 410-235-5572

The cost for a single room is \$75.00. Rooms are being held in the name of CIJE/THE ASSOCIATED. Rooms will be held until July 23. We suggest that you make your reservations by that date. Individuals should plan to pay the hotel directly.

As indicated earlier, all meetings and meals will at THE ASSOCIATED, 101 West Mount Royal Ave., Baltimore, MD 21201, (410) 727-4828. Chaim Botwinick and his staff are hard at work to ensure that everyone's needs are met. Meals will be kosher. However, if you have any additional dietary needs, please let me know.

7/19
Filed:
David Sarnat
Lauren Azoulay
Steve Helfand



MEMO TO: Participants in August Lead Communities Meeting
FROM: Virginia F. Levi *Linney*
DATE: July 19, 1993

It has come to my attention that arrangements for rooms at the Doubletree Inn at the Colonnade in Baltimore must be made centrally, even though rooms will be paid for individually. Therefore, would you please call me with your room reservation needs. My office will make the arrangements.

Rooms are being held only until July 23, so I look to hearing from you shortly. I apologize if this causes any inconvenience.



7/20/93

Joan,

We need to ask Mr. Zucker if he is going to attend the Baltimore meetings August 23 and 24. I am going to make hotel reservations for Ginny. I thought I might as well make them for him also, if he is going to attend.

MEB



TO: _____ FROM: Bert DATE: _____
 NAME _____
 DEPARTMENT/PLANT LOCATION _____
 NAME _____
 Executive Reception
 DEPARTMENT/PLANT LOCATION _____
 2030 E. 46th Street
 REPLYING TO
 YOUR MEMO OF: _____

SUBJECT: ACCOMMODATION RESPONSES

SUBJECT: ACCOMMODATION RESPONSES



MILWAUKEE JEWISH FEDERATION
MEMORANDUM

TO: Shmuel Wigoda
FROM: Ruth Cohen
DATE: July 26, 1993

Dear Shmuel:

I enjoyed talking to you on Monday, July 26. Per your request, I am listing the topics we would like to address during our meeting in Baltimore.

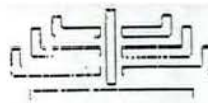
1. The definition of "A Lead Community Project".
2. Definition and clarification of the concept "systematic change".
3. Some strategic ideas for moving from institutional planning done in isolation, to a collaborative, community planning; how to change the existing routine of individual organizations/agencies developing their own plans and trying to "establish their own niche" to a more global outlook -- planning in consultation and collaboration with other organizations, considering overall community goals, etc.
4. Goals definitions and implementation both on the community level and the institutional level.
 - a. What kind of assistance can we expect to receive from CIJE consultants, the Educated Jew project staff, etc.?
 - b. What are some creative ideas for initiating the process of identification of substantive goals on both the community and institutional level?

Give my regards to Seymour, Annette and Danny Pekarsky.

Le'hitraot,

Ruth

RC/nm



Atlanta Jewish Federation

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

July 30, 1993

To: Shmuel Wigoda, CIJE

From: Lauren Azoulai

We would like included on the agenda for the August 23-24 meetings:

1. an explanation about the CIJE operating process going forward. Who is in charge of what? How will we know with whom to speak about various situations, issues, etc.? I might suggest the creation of an organizational chart in diagram form which can be distributed and serve as a basis for discussion. (I personally have not found the overhead transparencies helpful.)

2. the revisiting of the schedule of meetings, who should attend them, how often they are held, where they will take place, and the purpose(s) of the meetings. We have some concern about how often staff has to be away, the expense involved in all the travel, and not wanting to overtax the time or pocketbooks of our volunteers.

I appreciate the opportunity to provide input to the agenda. We had a very productive meeting this morning with Bill Schatten, and I feel good about the progress we will make in the next couple of months. He is very concerned about our need to recruit a CJC director. Please be sure this is uppermost in the minds of anyone who might be in touch with potential candidates for us.

I look forward to seeing you in Baltimore.

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

FOR CIJE AGENDA

1. What constitutes a "CIJE Project" (definition) as opposed to an ongoing community initiative?
2. We need to coordinate and finalize the FY94 calendar for all CIJE local and national meetings.



4. For the meetings of Alan in the Lead Communities after the Baltimore seminar, SF suggested that it is very important you meet again with the executive-director, planner, LC person and lay leadership of each community.

5. List of participants from each community at the Baltimore seminar:

	Participating:	Not participating:
Atlanta:	✓ Janice Alper ✓ Steve Gelfand Lauren Azoulai	Dr. William Shatten David Sarnat Gerald Cohen - <i>Jay Davis?</i>
Baltimore:	✓ Jenine Fiedler ✓ Ilene Vogelstein Dr. Chaim Botwinick Marshall Levine	Darell Friedman Nancy Kutler (<i>Planning Associate</i>)
Milwaukee:	Jane Gelman Howard Neistein Ruth Cohen <i>Louise Stein</i>	Louise Stein Rick Myers

4) Staff seminar

Desired outcomes:

- Bringing the old and new staff and consultants in sync with regards to the next steps of the CIJE .
- Clarifying the role of each staff member and consultant
- Defining the objectives for the short, middle and long range (simulation Jerusalem)

Agenda: To be determined after the Simulation



5) CIJE / LC second seminar: Baltimore

Desired outcomes:

- Reinforcing the partnership between CIJE & LC
- Finalizing each LC workload for 1993/94
- What does each LC have to achieve
- Acquainting the LC with the full CIJE team and their roles
- Presenting the CIJE program for 1993/94 (simulation)

Agenda:

Each Lead Community has been asked about their suggestions for the meeting in Baltimore. Upon completion of the simulation in Jerusalem we will send them our proposal for comments and final setting.

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Council for Initiatives
in
Jewish Education

Date sent: 7/30 Time sent:

No. of Pages (incl. cover): 2

To:

Donna Perry

From:

Mary E. Bloch

Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

410-837-1587

Comments:

Donna,
If you have any
questions, please call me.

If there are any problems receiving
this transmission, please call:

216-391-1852

Room Reservations for the following:		
Lauren Azoulai & Janice Alper	X	
Ruth Cohen	X	
Gail Dorph	X	
Seymour Fox	X	
Adam Gamoran	X	
Steve Gelfand	X	
Jane Gellman	X	
Roberta Goodman	X	
Annette Hochstein	X	
Stephen Hoffman	X	
Alan Hoffmann needs room for 2 nights	X	
Barry Holtz	X	
Ginny Levi	X	
Louise Stein	X	
Shmuel Wygoda	X	

15 rooms

Baltimore
meeting

BY FAX:

To: Dr Chaim Botwinick
Center for the Advancement of Jewish Education, Baltimore
Fax # : 001 410 752-11 77

From: Shmuel Wygoda
Fax # : 011 972 2 619-951
Mandel Institute, Jerusalem

Date: August 3rd 1993

Dear Chaim, *Chaim*

Thank you very much for sending me promptly your suggestions for the forthcoming meeting of the CIJE with the Lead Communities.

We have now received the input from all the 3 Lead Communities (attached are the suggestions of Atlanta and Milwaukee) and the agenda reflects these suggestions.

If you have additional ideas that you would like to incorporate in this agenda, please let me know as soon as possible .

I will be leaving for vacation as of Wednesday August 4th, but I will be in touch with the office regularly.

I look forward seeing you soon in Baltimore.

להתראות

Shmuel
שמואל

Memorandum

To: Alan Hoffman
From: Julie Tammivaara, Roberta Goodman, Adam Gamoran, and Ellen Goldring
Date: August 27, 1993
Subject: Suggestions from the Field: Issues for the Baltimore Seminar

As field researchers we have spent several months monitoring the lead communities of Atlanta, Baltimore and Milwaukee. In this time several issues have emerged in our communities. With the advent of a full-time executive director and a new chief education officer, we believe this is an excellent time to address some of them. We would like to offer the following suggestions.

Organizational structure

It has never been clear to the communities what positions are included among the CIJE staff, and this has hampered their ability to receive information in a timely manner. Therefore, we recommend:

An organizational chart noting positions, responsibilities, and persons holding those positions be prepared and distributed. This chart should all relevant personnel including the field researchers, Ginny Levi, Ann Klein, etc.

It has never been clear who is "in charge" of this project, or how one staff member is related to others and to the communities. For example, what is the nature of the relationship between Daniel Pekarsky and Gail Dorph? Therefore, we recommend:

A brief description of the relationship of individuals in the CIJE staff to one another and to key members of the communities be developed and distributed.

Components of CIJE.

The CIJE consists of several components, e.g., the Monitoring, Evaluation, and Feedback Project, the Best Practices Project, etc. The role of the seminars is, at present, ambiguous. Therefore, it would be helpful to new and continuing participants to have

A single document iterating, describing, and stating the relationship among these components. This document should be available to all CIJE staff and the communities.

Roster

Given the addition of new members to the CIJE staff and new key participants in the communities, we recommend:

A roster indicating names, addresses, telephone numbers, and fax numbers be formulated and distributed among CIJE staff and the communities.

CIJE Resources

The communities are eager to partake of the expertise of CIJE staff and consultants but are unsure about what those resources are and how to access them. Communities have expressed an interest in a number of things including assistance in developing visions, community planning, program implementation, program evaluation, contacting potential funders, grant writing, development of new sources of teaching personnel, and developing new definitions of educator roles. Therefore, we recommend:

A clear statement of what CIJE's resources are and how they can be accessed by communities be developed and circulated.

Communication

A particularly knotty problem has persisted since the announcement of the lead communities and that is communication among CIJE staff, between CIJE staff and the communities, and across communities. There is no reliable system of communication which leads to unnecessary problems. For example, in Baltimore one religious school was chosen as a best practice site; this upset other religious schools as they were unaware this project was underway and felt passed over. Recently two new persons have assumed key roles in the CIJE. As of today, the MEF Project staff have not been officially informed they are on board, although educators across the country know contracts have been signed. The Jewish educational community in the US is a fairly tightly knit group and it does not take long for rumors to spread. Often this information is accurate; sometimes it is not. In any case, the rumor mill is not the classiest way for vital information to be circulated. Therefore, we recommend:

A concrete, reliable system of communication be established. Memoranda should be regularly sent to all staff so people are not taken by surprise. A system of communication should also be developed between lead communities so they can be regularly updated. Perhaps a newsletter can be initiated.

A planning meeting will be held in less than one week. At this time the field researchers have received not written communication regarding the participants, agenda items, or the schedule of meetings. Twice, participants in Milwaukee have scheduled important communal meetings only to discover after the fact that important CIJE meetings were scheduled for the same dates. Therefore, we recommend:

A calendar of CIJE meetings including board meetings, lead community meetings, etc. be developed and distributed.

Conferences such as CAJE, the Research Network, etc. are settings where a variety of CIJE and lead community persons gather. Therefore, we recommend:

Prior to important conferences, plans should be made to take advantage of these gatherings by scheduling receptions or other get togethers.

Some key CIJE staff reside in Israel, which creates obstacles both financially and logistically for community personnel. Therefore, we recommend:

A plan to facilitate US-Israel communication be developed and shared with the communities.



Baltimore
meeting

BY FAX:

To: Ms Lauren Azoulay
Atlanta Jewish Federation
Fax # : 001 404 874-7043

From: Shmuel Wygoda
Fax # : 011 972 2 619-951
Mandel Institute, Jerusalem

Date: August 3rd 1993

Dear Lauren ,

Thank you very much for sending me promptly your suggestions for the forthcoming meeting of the CIJE with the Lead Communities. We have now received the input from all the 3 Lead Communities (attached are the suggestions of Baltimore and Milwaukee) and the agenda reflects these suggestions.

If you have additional ideas that you would like to incorporate in this agenda, please let me know as soon as possible .

I will be leaving for vacation as of Wednesday August 4th, but I will be in touch with the office regularly.

I look forward seeing you soon in Baltimore.

להתראות

שמאל



DRAFT 1: TENTATIVE AGENDA

CIJE & LEAD COMMUNITIES 2nd SEMINAR.
BALTIMORE. AUGUST 23rd - 24th 1993.

① How was
agenda
constructed?

②

- Session 1: Monday August 23rd : 1:00 - 2: 30 p.m.

The Lead Communities project : Update

- Developments in the Lead Communities *There*
- Developments in the CIJE *(comes from them)*

- Session 2: Monday August 23rd: 2:45 - 4:15 p.m.

Systemic change

- The concept *- Lub.*
- Content, Scope, Quality *- Ann Elk*

- Session 3: Monday August 23rd : 4:30 - 6:30 p.m.

The Lead Communities project

- Enabling options ; programmatic options
- What is a Lead Community project.

Baltimore / Lub. Ann

- Session 4: Monday August 23rd: 7:15 - 9:00 p.m.

The Goals project

- Goals, Vision and the Educated Jew Project
- Content as shaped by Goals

Lub - Her 4

✓

- Session 5: Tuesday August 24th : 9:00 - 10: 30 a.m.

The support projects:

- Best Practices
- Monitoring Evaluation and Feedback
- Goals

- Session 6: Tuesday August 24th : 10:45 a.m. - 12:15 p.m.

CIJE resources

- a) Staff
- b) Working with Denominations, Training Institutions and Institutions in Israel
- c) Involvement of Lay Leadership. — Training program

- Session 7: Tuesday August 24th : 1:00 - 2:30 p.m.

Work plan for 1993-94

- Planning Process
- Pilot Projects

Brownell #2
Azulai #2

- Session 8: Tuesday August 24th : 2:45 - 4:00 p.m.

Summary and conclusions



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Phone: (216) 391-1852 • Fax: (216) 391-5430

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Vice Chairs

Charles Goodman

Neil Greenbaum

Matthew Maryles

Lester Pollack

M E M O R A N D U M

August 17, 1993

Honorary Chair

Max Fisher

TO: Participants in Baltimore Lead Communities Seminar

FROM: Virginia Levi

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Irwin Field

Alfred Gottschalk

Arthur Green

Thomas Hausdorff

David Hirschhorn

Henry Koschitzky

Mark Lainer

Norman Lamm

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

Enclosed is a copy of the agenda for our two days of meetings in Baltimore next week. Reminder: the meetings begin with lunch at noon on the 23rd and all meetings will take place at:

THE ASSOCIATED
101 West Mount Royal Ave.
Baltimore
410-727-4828

See you there.

Ellen Goldring
TUE

Peabody College

VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 37203

TELEPHONE (615) 322-7311

Department of Educational Leadership • Box 214 • Direct phone 322-8006

TO: Alan Hoffman, CIJE

FROM: Ellen Goldring

Date: August 23, 1993

FAX: 410-752-1177

Despite all my good intentions to be at the meetings today and tomorrow, I could not arrange it. There were just too many things that I could not reschedule. Although I am sure you already knew this, I wanted to let you know personally.

I gave a complete update to Adam about the staff meetings, and hope we will have a chance to discuss things in greater depth soon. Please call me if I can help you in any way.

I am really excited about the meetings today and feel that we made great progress towards ensuring their success. Best wishes!

Post-It™ brand fax transmittal memo 7671		# of pages • 1
To: <i>Alan Hoffman</i>	From: <i>Ellen Goldring</i>	
Co.	Co.	
Dept.	Phone #	
Fax # <i>410-752-1177</i>	Fax <i>615-343-7074</i>	



THE ASSOCIATED

JEWISH COMMUNITY FEDERATION OF BALTIMORE

Atlanta mtg.

Prep. for visit - Alan & Gail

Set agenda

Besides learning & meeting -

8/31 - eve. thru 9/1 - eve

Steve wd. like to see Alan & Gail:

- ① inspire confidence & project image of CISE
- ② what's the relationship - that they'll be back
- ③ get immersed in Atl. issues & provide early feedback

What's missing - all CISE staff have knowledge & expertise (ideas). People in LC know how to get things done. Need to establish & define bridge bet. the 2.

- ④ Show how Atl. can play a L.C. role.

What can CISE do for Atl. & what can Atl. do for CISE?

- ⑤ How can CISE open doors to funding sources.



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JEWISH COMMUNITY FEDERATION OF BALTIMORE

Atl. plan —

Setup series of task forces, some to deal w/
CJFE issues; some not. AH. issues

> Wd. like CJFE to help facilitate relationship, but
Atl. + CRB.

> How will Emory interact w/ this process?

> Jewish ed. at the JCC — want to hire rabbi,
but aren't funded.

Transition issues:

→ Transition from Bureau to new scenario.

1> Need space for Hebrew High School (Jewish Ed. Seminars);

2> Need home for Hebrew library

↑
seminar teachers
seminar tech. inst.

3> Need to clarify roles & responsibilities of J. ed.
subcommittee + CSC.

Atlanta's Commission (Council for J. Cont.)

1. Who? Was recommended before LC process began.

Created the actual grp. in order to apply to be a LC.

Appointed by Fed. (30)

- Pros + lay people - broad based rep.

Emory, rabbis, early ch., day + supp.

2. Sent out work plan earlier. Decided it needed to
be revised. Have now sent out a new one.

3. The document sent to SHH for review will guide the work of CTC.
Will help to set priorities.



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JEWISH COMMUNITY FEDERATION OF BALTIMORE

4. Implementation of LC project = 1 major responsibility of CTC, not the only purpose.

The new position they're trying to fill:

Educator to define vision, be able to talk to all segments of community, focal point for change in comm. (Lauren as planner.)

Point person for LC project, among other things.

Alan - We should help w/ this. There are 3 people on Sr. Ed. program this yr. who are willing to relocate. Has 1 person who shd. be looked at.

Need to have

Community skills. Ed. credentials so are looked up to.
Charisma + skills.

Alan wd. like to be involved in this process. It's a key, strategic position.

Alan - suggests grouping some of the mtp. + using time differently. Wd. like an outcome to be a work plan for next 3 mos.



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JEWISH COMMUNITY FEDERATION OF BALTIMORE

Baltimore

- What's Balt. expecting of CISE
- ~~For~~ terms of mtg. on 9/7 (in 9/6-eve, out 9/8 a.m.)
 - > combine familiarization/learning + work session.

By end, have agreed-upon work plan,
specific over next 3 mos. + longer, in gen'l.

9/6 - Evening - Julie, Alan + Gail

AM - ~~Visit to Park Hts. Campus~~ Briefing

12-2 luncheon - Comm. Plng. + Budget Staff -
Strategic plan

2:30 - 4:30 - Diane + Kerine

Purpose = begin to discuss relationship.

The agenda for the day.

- ① How CISE will relate to the 53 recs. of strategic plan. Help w/ ranking - bringing personnel + comm. to top of list.
 - > Need CISE help educating the community.
- ② Develop a series of benchmarks for ongoing mt of Balt's process.
- ③ ~~Define diff~~ Where is there room for interaction w/ CISE
base behavior.



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JEWISH COMMUNITY FEDERATION OF BALTIMORE

- ④ Shared strategy for fund raising.
- ⑤ Balt. already has various initiatives going in area of personnel. Are/could they be CIFE projects?
- ⑥ Clarification of CIFE resources.
- ⑦ Help strategizing 1st mtg. of Committee (4/21)
- ⑧ Could there be a short document to use to provide a picture of what we are & where we're going?
* Needs to be a "teaching piece" for this.
- ⑨ How can the exper. happening here be modified & replicated for the Committee?
- ⑩ How to work w/in the political/denominational climate in Balt.



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JEWISH COMMUNITY FEDERATION OF BALTIMORE

1. Send Gemine Fidler a copy of BP in Supp. Schools.
2. Send progress report - letter + 2 reports to Gary Stock.



For 8/19-20

(7-9)

BH, GD

SF, ADH, ARH, SW

~~AG~~, EG

VFL, DP

Reserve for EG at
Roger Smith - 18th + 19th

For 8/23-24

CISE	SF, ADH, ARH, SW, JT, AG	
	GD, BH, SHH, VFL, RG	11
MILW.	RC, JG, LS	3
ATL	LA, SG, JA	3
BALT.	CB, NK, ML, IV, GF	5

Adam & Ellen

Julie + Roberta

Adam will
contact them.
I shd. invite

For 8/26

- Aug 8 + Adam + SBH + AJN
- Milw. - Rick M. + Louise S. (Jane?) - probably
- Balt. - Chaim B. + Irene V.
- Atl. - David S. + Wm. Schatter

Steve Helfand -
Janice Alper - doublet
Laurie

JOINT MEETINGS IN BALTIMORE AUGUST 23 AND 24

Who will attend meetings in Baltimore?	YES	NO
Janice Alper	X	
Lauren Azoulai	X	
Chaim Botwinick	X	
Ruth Cohen	X	
Gail Dorph	X	
Genine Fidler	X	
Seymour Fox	X	
Adam Gamoran	X	
Steve Gelfand	X	
Jane Gellman	X	
Roberta Goodman	X	
Annette Hochstein	X	
Stephen Hoffman	X	
Alan Hoffmann	X	
Barry Holtz	X	
Nancy Kutler	X	
Ginny Levi	X	
Marshall Levin	X	
Howard Neistein		X
David Sarnat		X
Louise Stein	X	
Julie Tammivaara	X	
Ilene Vogelstein	X	
Shmuel Wygoda	X	
Henry L. Zucker		X

JOINT MEETINGS IN BALTIMORE AUGUST 23 AND 24

Who will attend meetings in Baltimore?	YES	NO
Janice Alper	X	
Lauren Azoulai	X	
Chaim Botwinick	X	
Ruth Cohen	X	
Gail Dorph	X	
Genine Fidler	X	
Seymour Fox	X	
Adam Gamoran	X	
Steve Gelfand	X	
Jane Gellman	X	
Roberta Goodman	X	
Annette Hochstein	X	
Stephen Hoffman	X	
Alan Hoffmann	X	
Barry Holtz	X	
Nancy Kutler	X	X
Ginny Levi	X	
Marshall Levin	X	
Howard Neistein		X
David Sarnat		X
Louise Stein	X	
Julie Tammivaara	X	
Ilene Vogelstein	X	
Shmuel Wygoda	X	
Henry L. Zucker		X

LIST OF PEOPLE STAYING AT THE DOUBLETREE INN AUGUST 23 AND ~~24~~

Janice Alper & Lauren Azoulai

Ruth Cohen

Gail Dorph

Seymour Fox

Adam Gamaron (22)

Jane Gellman

Roberta Goodman (22)

Annette Hochstein

Stephen Hoffman

Alan Hoffmann (22)

Barry Holtz

Ginny Levi

Louise Stein

Julie Tammivaara

Shmuel Wygoda



August 23 and 24 Lead Community meals with ADH

August 23 Dinner - with Atlanta (Lauren Azoulai, Steve Gelfand, Janice Alper) at THE ASSOCIATED

August 24 Breakfast - with Milwaukee (Ruth Cohen, Jane Gellman, Louise Stein) at the Doubletree Inn

- 8
at 7:30

August 24 Lunch - with Baltimore (Chaim Botwinick, Genine Fider, Nancy Kutler, Marshall Levin, Ilene Vogelstein) at THE ASSOCIATED

Since this has been approved by ADH, do we do anything to set up the breakfast? Anything regarding the other two meals?

ADH would like to know the time when each meal starts.

Dinner 6:30 PM

Breakfast 7:30 AM

Lunch 12:15 PM

How about a memo to each group letting them know about the meal?

MEB

*add to
Schedule*

OK - all confirmed

THE ASSOCIATED JEWISH COMMUNITY
FEDERATION OF BALTIMORE
101 W. MT. ROYAL AVENUE
BALTIMORE, MD. 21201

NOV 8 1993

STATEMENT DATE: 10/31/93

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION ACCOUNT #1275
P.O. BOX 94553
CLEVELAND, OH 44101

*

BALANCE AT 09/30/93

52.50 *

AMERICAN JEWISH

52.50

PLEASE REMIT TO THE ATTENTION OF THE FINANCE DEPARTMENT

* Doubletree

8/23/93 meeting room - Gilman

for
10/18
membership
#171

Memorandum

Council for Initiatives in Jewish
Education
P. O. BOX 94553
Cleveland, OH 44101

mail w/ bill 1275

TO: 216-391-1852
FROM: FAX 216-391-5430
DATE: Alton: Virginia Levy
...

Following is the final rooming list for the CIJE/The Associated group:

(16)

<u>Name</u>	<u>Single/Double</u>	<u>Nights of</u>
Lauren Azoulai and Janice Alper	D	23
Ruth Cohen	D	23
Gail Dorph	S	23
Seymour Fox	S	23
Adam Gamoran	S	23
Steve Gelfand	S	23
Jane Gellman	S	23
Roberta Goodman	S	23
Annette Hochstein	S	23
Stephen Hoffman	S	23
Alan Hoffmann	S	22, 23
Barry Holtz	S	23
Ginny Levi	S	23
Louise Stein	S	23
Shmuel Wygoda	S	23

Please call me to confirm receipt of this fax. Thank you for all of your help.

CB JF
ML FCU

Revised Agenda:
CIJE and Lead Communities
Baltimore-- August 23-24, 1993

Original Agenda Item

Monday, August 23

Session I

- A. Developments in the CIJE: Update
- B. Developments in the Lead Communities

Alan Hoffmann
Community Representatives

Session 1

Session II

- Personnel and Community:
- The Building Blocks of Lead Communities
- Presentation
- Discussion
- Break out groups by community
- Summary

Barry Holtz

Alan Hoffmann

Session 3

Session III

- The Goals Project

Seymour Fox

Session 4

Tuesday, August 24

Session IV

- A Systemic Approach to Issues of Jewish Education:
- Scope, Quality, Content [The Three "Support Projects" as Examples]
- Presentation
- Discussion
- Break out groups by community
- Summary

Gail Dorph

Alan Hoffmann

Session 2 and 5

Session V

- CIJE Resources for Lead Communities: Work plan

Alan Hoffmann

Session 6 and 7

→ Preparing for 8/26 Board Mtg. - Community Reports
→ Funding fund raising

GA

file VFL

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101
Phone: (216) 391-1852 • Fax: (216) 391-5430

Chair

Morton Mandel

Vice Chairs

Charles Goodman

Neil Greenbaum

Matthew Maryles

Lester Pollack

Honorary Chair

Max Fisher

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Irwin Field

Alfred Gottschalk

Arthur Green

Thomas Hausdorff

David Hirschhorn

Henry Koschitzky

Mark Lainer

Norman Lamm

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

TO: Participants in Lead Communities Seminar
and Other Interested Parties

FROM: Alan D. Hoffmann

Alan

DATE: October 5, 1993

I am pleased to enclose the minutes of the Lead Communities Seminar which took place in Baltimore on August 23-24, 1993. I hope you agree that these meetings served to clarify our work and to move the Lead Communities process forward.

We are grateful to Chaim Botwinick and the Baltimore staff for all their work in arranging the meetings, accommodations, and excellent meals. I look forward to seeing many of you in Montreal on November 16-17.

MINUTES: CIJE/LEAD COMMUNITIES SEMINAR

DATE OF MEETING: August 23 - 24, 1993

DATE MINUTES ISSUED: October 5, 1993

PRESENT: Janice Alper, Lauren Azoulai, Chaim Botwinick, Ruth Cohen, Gail Dorph, Genine Fidler, Seymour Fox, Adam Gamoran, Steve Gelfand, Jane Gellman, Roberta Goodman, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Marshall Levin, Louise Stein, Julie Tammivaara, Ilene Vogelstein, Shmuel Wygoda, Virginia Levi, (Sec'y)

COPY TO: Darrell Friedman, Ellen Goldring, Morton Mandel, Richard Meyer, Charles Ratner, David Sarnat, William Schatten, Henry Zucker

I. Introductory Remarks and Updates

A. Developments in CIJE

Alan Hoffmann opened the meeting, thanking THE ASSOCIATED for its hospitality and the help provided in organizing the meetings.

Alan reported that he has accepted a three year assignment as executive director of CIJE, on loan from the Hebrew University. His decision to accept the position builds on ten years of working on issues in Jewish education in the Diaspora and his academic interest in issues relating to the process of change. The Commission on Jewish Education in North America is the most systematic and serious effort to establish a new strategic vision for Jewish education and Jewish continuity. The recommendations of the Commission provide an exciting opportunity to effect change through the key building blocks identified by the Commission. Alan noted that this is cutting edge work both for general education and Jewish education and that he found the opportunity to participate enticing.

CIJE attempts to get at fundamental issues by building consensus among partners not used to working together. During the next three years, CIJE and the Lead Communities will work together to create the foundations for the future. The Lead Communities process is expected to be a long term effort. He reminded the group that CIJE is committed to the training of personnel, lay leadership mobilization and the establishment of a research agenda for North America, in addition to working with the Lead Communities.

B. The Staff of CIJE

Alan introduced the staff of CIJE, promising a memo detailing the responsibility of each and how they can be reached in the near future.

1. The Core Staff

The core staff includes the following:

Alan Hoffmann - executive director

Barry Holtz - full time as of July 1. Barry will run the Best Practices project and will coordinate the conceptualization and development of pilot projects.

Gail Dorph - will be the first point of reference for the Lead Communities. She will be visiting regularly, on a schedule to be jointly determined.

Ginny Levi - will serve as the mission control, running the office from the primary address in Cleveland.

Adam Gamoran and Ellen Goldring - (part-time) together will direct the monitoring, evaluation and feedback function.

Julie Tammivaara and Roberta Goodman - (full-time) are field researchers working with the MEF project monitoring, evaluating, and providing feedback to the Lead Communities and CIJE.

2. Consultant Team

Steve Hoffman - advising on community process

Seymour Fox - bridge between the Educated Jew project and the goals project

Annette Hochstein - consultant on monitoring, evaluation and feedback

Shmuel Wygoda - will coordinate personnel training in Israel and will continue to work with the training institutions.

Daniel Pekarsky - North American consultant on the goals project

Mr. Hoffmann noted his special thanks to Henry Zucker for his consultation and close direction of the project to this point.

C. Developments in the Lead Communities

Each of the communities was asked for a brief update on the status of their work.

1. Atlanta

- a. A major restructuring of the Bureau of Jewish Education has taken place, resulting in a new organization with a more clearly defined focus. The new director of the Jewish Educational Services, Janice Alper, was introduced.
- b. A search is under way to find staff for the Council for Jewish Continuity.
- c. The educators survey will be administered in October.
- d. The Council for Jewish Continuity is now establishing task forces on the Israel experience, professional development, and Jewish education in the JCC.
- e. An academic symposium with Hebrew University is scheduled on Jewish continuity and Jewish education for October 10, 1993. The main speakers will be Sergio Delapergola and Zev Mankowitz, the new director of the Melton Centre in Jerusalem. The audience will be rabbis, members of day school and congregation education boards, and all educators.

2. Baltimore

- a. A strategic plan was adopted in July. Included in its recommendations were the establishment of the Center for the Advancement of Jewish Education and the Committee on the Lead Communities Project, whose members are presently being identified and appointed.
- b. The educators survey will be administered in early October.
- c. A conference is scheduled for educators in the tri-state area.
- d. Consideration is being given to working with the Senior Educators and Jerusalem Fellows programs for training senior personnel for Baltimore.

3. Milwaukee

- a. The staff and co-chairs of the Commission on Jewish Vision and Continuity serve as a comprehensive team. The organizational structure is in place and task forces are being established.
- b. Milwaukee is working on ways to get committee buy-in to the concept of systemic change.

- c. The educators survey has been administered and is now being analyzed. Senior educators have also been surveyed and the process of analysis has begun.
- d. Two sessions have taken place on visioning as the basis for determining community goals. A commission retreat is scheduled for October, at which time a plan will be developed.
- e. Consultants are being interviewed to help in the area of planning.
- f. A think tank on family education has been established.

D. Discussion

Much of the discussion that followed focused on Milwaukee's work on visioning. It was described as the first step in developing a strategic plan. It was suggested that there are no useful models for how to go about this. The following might characterize a successful visioning process:

- 1. Excitement and motivation
- 2. A new perception of what could be done -- moving to a new plane
- 3. The establishment of long-term goals
- 4. The beginning of a mission statement

II. Personnel and Community: The Building Blocks of Lead Communities

A. Presentation

Barry Holtz noted that the concept of a Lead Community is complicated, evolving, and lends itself to continuing analysis. While we are learning what a Lead Community is as we proceed, CIJE has a basic concept of what constitutes a Lead Community. The first criterion is that a Lead Community must address the building blocks, to be discussed in this session. The second, that the Lead Community must take a systemic approach, will be discussed in a later session.

The work of the Commission on Jewish Education in North America was reviewed. It was noted that the primary goal was to ensure Jewish continuity through Jewish education. When representatives of the major segments of the Jewish community were asked for ideas on how Jewish education could effectively impact Jewish continuity, the result was an inventory of 23 "programmatic options" including such areas as: improving early childhood education, work with youth groups, media, etc. The Commission was faced with the question of how to select and prioritize among these many important areas. There were powerful advocates for many of these options and no confirming

research that any one of the options could have a greater impact than any other. With this in mind, the Commission searched for issues that might cut across the programmatic options and identified two "enabling options," or building blocks, which must always be present for Jewish education to succeed: building the profession and mobilizing the community.

Building the profession looks at the fundamental key dimension: the people who educate. This includes teachers, principals, camp counselors, leaders of Israel trips, JCC staff, youth group leaders, etc. Without sufficient quality or quantity of trained personnel both in the areas of upper and middle management and on the front lines, Jewish education cannot be successful.

Mobilizing the community points to the need for a core of committed lay leaders to provide the commitment, support, and funding to move the process forward.

A Lead Community must emphasize these two crucial areas. CIJE is prepared to work with the communities on the details of how to move forward. Each community will generate its own approaches to these building blocks.

B. Discussion

Mobilizing the community was further described as a process of coalition building, a "seamless representation" of rabbis, lay leadership of synagogues, and the leaders of community agencies. It is the successful involvement of new lay players, committed to Jewish education, that will determine the ultimate success of Lead Communities.

It was suggested that it is important to reach beyond the Federation system in involving people in the process. Federation can serve as the convener and mobilizer, but should not be a gate keeper. The resulting coalition should bring together partners who have not necessarily worked together in the past. It was suggested that a true coalition should include representatives sent by the agencies, not selected by the convener.

It was noted that establishing a wall-to-wall coalition is only the first step in the process. This must be followed by educating participants to ensure that they represent their constituencies effectively. Once the process gets started, it should become apparent to all aspects of the community that they cannot afford to stay outside of the process. In order for participants to see themselves as agents of change, they must feel empowered through a sense of ownership, an opportunity to make a difference, and an opportunity for personal growth.

C. Break Out Groups

Each community was asked to consider separately the following questions:

Regarding Personnel:

- What are the personnel issues facing our community?
- What data is already available about personnel in our community?
- What processes can we put into place to make use of the results of the professional lives of Jewish educators and the educators survey?

Regarding Mobilizing the Community:

- For a commission to change the climate for Jewish education in a community, it needs to develop elements, such as:

champions for Jewish education
wall-to-wall coalition
advocacy for Jewish education
climate for ferment and debate
increased local funding for Jewish education

What else do you think needs to be added to this list?

- What is and can your commission do to foster this enterprise?

Following are summaries of the community discussions:

1. Baltimore

a. Personnel issues

- (1) The need for coordinated recruitment, placement, salaries, and retention efforts. Baltimore has identified 14 priorities within the area of personnel in their strategic plan and will be working to prioritize them.
- (2) A shortage of personnel by denomination. There are too few Reform educators to meet the Community's needs, resulting in the movement drawing on the resources of the Conservative movement which must, therefore, draw personnel from the Orthodox movement.

- b. With respect to mobilization of the community, Baltimore listed the following needs:
 - (1) To leverage national as well as local funding.
 - (2) To create appropriate expectations and communicate them to the community.
 - (3) To change the perception of Jewish education, broadening the definition to include informal as well as formal.

2. Atlanta

a. Personnel Issues

- (1) The need to develop minimum standards for Jewish educators.
- (2) The need for formal programs for in-service training in the community.
- (3) Programs for recruitment.
- (4) Compensation - how to determine pay and benefits.
- (5) Personal growth for senior educators.
- (6) Career tracks for personnel.
- (7) More trained personnel for informal education.
- (8) Youth leaders need a sense of mission.
- (9) The need for a resource list and access to people from outside Jewish education.

Atlanta plans to use the educators survey to work with the local commission (CJC) for planning and to advocate within particular areas. They will determine priorities and set a time table for action.

- b. With respect to mobilizing the Community, Atlanta identified the following needs:
 - (1) A vision for Jewish education.
 - (2) A definition of objectives and desired outcomes.
 - (3) Diversified funding.
 - (4) A multi-faceted approach.

In the discussion that followed, it was suggested that the educators survey can be used by each community to help with planning and prioritizing and to advocate for particular next steps. It was suggested that plans be made to disseminate the results to participants in the survey as well as to Federation leadership, rabbis, and senior educators in the community. The results should serve as a basis for conversation; it should lead to dialogue and an interactive process.

It was noted that Ruth Cohen has written a memo on the administration of the survey in Milwaukee which should be useful to Atlanta and Baltimore as they administer the survey. It was intended that the survey be the same for all three communities, for comparison purposes, and noted that if either Atlanta or Baltimore wishes to revise the instrument in any way, they should consult with Ruth as well as Adam Gamoran or Ellen Goldring. It was also agreed that any comparative report must be approved by all three communities before it is disseminated.

3. Milwaukee

Milwaukee reported the following summary of their discussion:

- a. Personnel has been identified as a key community priority. Milwaukee is establishing a personnel task force to look at issues of quantity, quality, setting (attraction to a mid-size community) and salary limitations.
- b. Many people find the issues overwhelming to deal with. This is viewed as the realm of the professionals. It involves risk.
- c. The following issues were raised with respect to the use of the results of the surveys of educators.
 - (1) How do you effect change in professional development, yet tie it to clear educational outcomes in the classroom?
 - (2) What kind of professional growth will have an impact?
 - (3) How will the data be used with professionals?
 - (4) How will the data be used in the Lead Community?
 - (5) Are there approaches that are likely to work?
 - (6) How can the data refine our understanding of the personnel issue?
 - (7) How are people approached to participate in this issue?

What kind of strategies can we develop to approach them?

- (8) How do we convince people that this issue is central to systemic change?

d. Next Steps

- (1) Development of a vision of what is possible.
- (2) Deal more practically with the possibility of funding.
- (3) What kind of new roles can be developed for teachers?

e. In order to change the climate for Jewish education in the community, Milwaukee identified the following elements:

- (1) Create a win-win situation. How will people benefit?
- (2) How do we stay focused on our agenda while the constituent entities are carrying out their agendas?
- (3) What is the treatment going to be of potential champions -- who and what?
- (4) How do people get a sense of the excitement of a lead project?
- (5) How do we maintain long-term interest by showing results early in the process?

f. Milwaukee identified the following steps to foster the enterprise:

- (1) The role of Federation must be expanded. How do we capture the lay and professional leadership?
- (2) How can Federations' educating role be enhanced?
- (3) What kind of lay education will be undertaken?
- (4) How do you work in a coalition?
- (5) Developing a common language for "systemic change."

The session concluded by noting that this process has contributed greatly to defining a Lead Community project. It would address these issues and serve as the basis for monitoring, evaluation and feedback. This can provide us with the agenda for the future.

III. The Goals Project

Alan Hoffman introduced this presentation, noting that this is one of the support projects for a systemic approach to our work.

Seymour Fox indicated that the "Educated Jew Project" is under way at the Mandel Institute to deal with the outcomes of Jewish education. Participants include Professors Menachem Brinker, Moshe Greenberg, Michael Rosenak, Israel Sheffler and Isadore Twersky. The work of this group will be published soon and may be of use to the communities in their work on goals. Seymour Fox then distributed and discussed the paper entitled "Goals for Jewish Education in Lead Communities" (enclosed).

In reviewing the paper, he noted that the issue of goals for Jewish education had consciously been set aside by the Commission on Jewish Education in North America in an effort to reach consensus on basic approaches to continuity. It was clear, however, that the Commission's recommendations could not be implemented without being put in the context of the goals of Jewish education. Goals are necessary to introduce change, to have an impact and to evaluate progress.

It was suggested that goals should be developed both institutionally and community wide. They should be adopted with the understanding of willingness to be held accountable for working to attain these goals. It was noted that it is important not to penalize institutions that do not achieve their goals, but to reward those that do attempt to reach them.

CIJE should serve as a catalyst for the establishment of goals. With this in mind, CIJE has been consulting with denominational training institutions, asking them to prepare to work with their movements in the Lead Communities in the process of setting goals. The Educated Jew project could form a basis for consultation with the denominations.

In the discussion that followed it was suggested that a community might begin with a non-threatening conversation to identify goals upon which all could agree. The demographic trend lines serve as a basis for this discussion. It might lead to conversations within the denominations of the community and, from there, to the establishment of discussions with the national, denominational movements.

While it was noted that the climate is right for this discussion, it was also suggested that common community goals will be difficult to reach and that communities may wish to focus first on specific institutions.

It was suggested that communities be encouraged to engage in conversation without expecting to reach consensus. By encouraging constructive discourse, the community could create an environment in which everyone aspires to a higher level. The offer was made that the Mandel Institute would be willing to conduct a colloquium for representatives of the three communities in Israel to discuss in depth the setting of goals.

The discussion concluded by suggesting that the setting of goals may be the third building block for change in Jewish education.

IV. A Systemic Approach To Issues in Jewish Education: Scope, Quality and Content

A. Presentation

Alan Hoffmann introduced Gail Dorph to make this presentation, noting that CIJE's support projects (the goals project, monitoring, evaluation & feedback; and best practices) are part of a systemic approach to change. Gail noted that we usually think either institutionally or programmatically, but that one institutional program cannot have a sufficiently broad impact. Now as we reconceptualize how we look at Jewish education, we should consider the system and what drives it.

CIJE has selected the building blocks (personnel and community mobilization) because they have the potential to impact the entire system. This represents a conceptual and semantic change. We consider it worth the effort both because we know that developing program by program does not work and also that there is an incremental benefit when young people are involved in multiple experiences in Jewish education.

In order to move beyond the approach of working program by program, we have to consider new approaches; we cannot move forward with business as usual. Our goal is to change the entire system. Therefore, to impact the area of personnel, we seek not just staff development, but a look at the broader picture of recruitment, retention, salary and benefits, etc.

As projects are identified which might have systemic impact, they should meet the criteria of scope, content and quality.

1. Scope

a. Quantitative

(1) Should cover all (or most) settings or institutions where most of the education takes place.

(2) It should impact most or all of the people.

b. Qualitative

It should be aimed at effecting profound and lasting change.

2. Content

a. Is it a substantive and thoughtful project?

- b. Is it based on the projection of a vision for Jewish education towards specific goals?
- c. Is it reflective of the learning of a Best Practices project?

3. Quality

A project should be characterized by high standards that can be made explicit and that are not addressed by the status quo. The Best Practices and Monitoring, Evaluation & Feedback Projects ensure that a Lead Community effort is geared toward systemic change and has the potential to be comprehensive and long lasting.

B. Discussion

It was suggested that in this reconceptualization of our approach to Jewish education, the desire to involve a wide range of people and settings might interfere with the focus on content. In response it was suggested that change has no meaning if it does not impact institutions and clients, and that having an impact on only one institution or client group is not systemic. The Lead Community effort should be a coordinating one, with the goal of permeating an entire community.

It was suggested that in light of our awareness that several positive experiences in Jewish education have an exponential impact, a Lead Community project might take a single institution and import programs from other institutions which build on each other. The example was given of a supplementary school that involves its students in camping and an Israel experience.

C. Monitoring, Evaluation and Feedback - a Support Project

Adam Gamoran opened the presentation by asking how we will know if Lead Communities are coming up with new processes and products for Jewish education. He noted that this work begins with the Lead Communities, but is intended to have continental impact. The monitoring, evaluation & feedback project is intended to do the following:

1. Inform us about a particular approach that has been effective, what challenges were overcome, and how it worked.
2. Provide feedback to both the communities and CIJE as the project moves ahead.
3. Encourage reflective practice, i.e. get participants to think and reflect systematically about how the project is going.

It is hoped that this project will result in the Lead Communities becoming evaluation minded, and that evaluation will become a part of

the ongoing process in each community. This should become a community norm.

He noted that the first year of the project has been one of planning. A Time to Act lays out specific desired outcomes. MEF has been monitoring the planning process, both to provide feedback and to establish a basis for similar efforts to be undertaken in other communities in the future.

In this first year, the evaluators have been looking at the following three issues:

1. What is the nature of the professional lives of educators in the community?
2. What is the extent of community involvement?
3. What is the vision for Jewish education?

By beginning early, MEF can monitor the entire process as it unfolds. In that process, a feedback loop has been established through full time field researchers where regular contact with key people in the communities provides ongoing oral and written feedback.

In looking at the professional lives of educators, the field researchers will be providing base line data by writing qualitative reports, evaluating the data of the educators survey and writing about mobilization for change in the first year. These reports should develop a picture which will allow the communities to engage in reflective practice. They should provide a fresh slant, a useful perspective, and documentation of issues about which the communities may or may not already be aware. They will most likely also identify new personnel issues.

CIJE also recommends that each community engage in self-study as a means of determining base line data. The MEF team is available to help. In addition to the educators survey, communities should prepare an organizational profile describing the participants, program components, and finances of institutions that deliver Jewish education.

In the coming year, MEF intends to:

1. Complete the survey on the professional lives of educators.
2. Complete the educators survey.
3. Analyze and interpret these two studies.
4. Submit a first report on mobilization.
5. Work with communities on their profiles.

In the discussion that followed this presentation, it was suggested that CIJE consider providing the communities with training in reflective practice.

A question was raised about plans for dissemination of the information being gathered. It was noted that nothing will be shared without prior approval of the communities, that the project is designed mainly for feedback to the communities, and that the broader issue of dissemination must be addressed in the future. It was noted that with respect to the self-study, MEF can help to identify useful issues for consideration and work with the communities to list organizations and identify top priorities. This first step of the self-study should be followed by a needs analysis. The self-study process is intended to be ongoing and may help communities to adjust or change direction as they proceed.

It was suggested that there is a finite amount of energy for mobilizing the community. At some point, each community will need to agree on a direction and plan to move ahead in that direction. The process of self-study and needs analysis should help to sharpen the focus of the community, but need not narrow the goals.

It was suggested that each community has its own order of priorities -- that each community is in a "different place." Should each wait for the others in order to proceed? Is there a benefit in moving forward together? In response, it was suggested that CIJE participate in the process of prioritization and that communities be prepared to be flexible and adapt to new information as it comes in. Communities were encouraged to share informally so that each is aware of what the others are doing.

It was noted that it is difficult to introduce radical and systemic change. If we can forge a joint understanding among lay leadership and professionals on a local and continental level, we can move beyond business as usual.

This forces us to confront the realities of Federation planning. Lay leaders will tolerate information gathering for a period of time after which they will want to move forward in a concrete way. While communities move forward and identify directions, additional information will be coming in which may suggest modification. MEF needs to respond to this need for modulation.

In order to be as broad based as possible, it is expected that each of the communities will be developing a strategic plan for Jewish education for the next three to five years. This must go beyond personnel and community mobilization to a look at what a community wishes to look like and be. Decisions will have to be made on desired directions in order to facilitate planning. In other words, a community should not limit itself to working only on personnel and community. However, these building blocks are central to moving forward.

V. Funding and Fund Raising

How can CIJE help local communities with funding? It was suggested that communities identify local sources of funding and that CIJE work with them in an effort to encourage their support. It was also suggested that if CIJE were to cultivate relationships with foundations and know their priorities, these might help communities focus their directions. There was a strong feeling, however, that Communities should move forward in planning with the understanding that it is preferable for ideas to attract funding rather than the converse.

The group was reminded that it had been recommended earlier that a development committee be established, to be made up of representatives of CIJE and the local Communities. This group might explore what is available locally as well as continentally. This idea will be pursued.

VI. Work Plan

Gail Dorph and Alan Hoffmann planned to visit each of the three communities during the two weeks following the Baltimore meeting. At that time, individual community work plans to cover a period of three to six months were to be discussed.

The next joint Lead Communities meeting is scheduled to take place prior to the opening of the GA in Montreal. It will begin with an optional lunch on Tuesday, November 16 (meeting to begin promptly at 2:00 PM) and conclude with lunch on Wednesday, November 17. Each community was encouraged to put this meeting on the calendars of professional or lay leaders whom they feel should be present.

Another joint Lead Communities meeting will most likely be scheduled for February. These dates will be proposed shortly.

Gail Dorph will plan to visit each Community at least one time each month for a period of two to three days.

A question was raised about whether the Lead Community representatives should plan to attend all CIJE board meetings in the future. This will be responded to as soon as possible.

VII. Best Practices, Another Support Project

Barry Holtz reminded the group that the Commission on Jewish Education in North America recommended that an inventory of Best Practices be developed. It was felt that identification of Best Practices could help to build our understanding of Jewish education in North America. These Best Practices could serve as "existence proofs." They should help the Lead Communities by serving as models.

To date, a first look has been completed in the areas of supplementary schools and early childhood education. More in depth analysis of these areas will be done in the future.

The Best Practices project identifies high quality programs with significant content which cover a broad scope. It makes a case for personnel as the means of making a difference. It can be helpful in mobilizing the community by showing lay leaders what quality is in Jewish education. Holtz is prepared to work with local lay leaders in this area.

In addition, the project may provide a curriculum for upgrading personnel. For example, we may wish to recommend that the rabbis from best practice programs be invited to Lead Communities to work with local rabbis in areas of mutual interest.

The Best Practices project is intended to identify the best of what now exists. From here, it is hoped that the communities will work with CIJE to move on to new practice.

In the discussion that followed, it was noted that many successful programs depend on personnel and that this might limit the long term usefulness of the best practice studies. However, if the principles of best practices can be extracted and common elements of success can be identified, these can be translated to the communities.

It was noted that the best practice studies require a context. They provide the basis for a curriculum to raise the level of discourse.

VIII. Concluding Remarks

Alan Hoffmann noted that he senses an emerging clarity of purpose and a joint sense of mission coming from these meetings. He stated that we are building on the past and moving very positively into a new period. He concluded by thanking Baltimore for its hospitality and all participants for their serious involvement.

GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

The Commission on Jewish Education in North America did not deal with the issue of goals for Jewish education in order to achieve consensus. However, the Commission knew that it would be impossible to avoid the issue of goals for Jewish education, when the recommendations of the Commission would be implemented.

With work in Lead Communities underway, the issue of goals can no longer be delayed for several reasons;

- 1) It is difficult to introduce change without deciding what it is that one wants to achieve.
- 2) Researchers such as Marshall Smith, Sara Lightfoot and David Cohen have effectively argued that impact in education is dependent on a clear vision of goals.
- 3) The evaluation project in Lead Communities cannot be successfully undertaken without a clear articulation of goals.

Goals should be articulated for each of the institutions that are involved in education in the Lead Communities and for the community as a whole. At present there are very few cases where institutions or communities have undertaken a serious and systematic consideration of goals. It is necessary to determine the status of this effort in the Lead Communities. There may be individual institutions (e.g. schools, JCCs) that have undertaken or completed a serious systematic consideration of their goals. It is important to learn from their experience and to ascertain whether an attempt has been made to develop curriculum and teaching methods coherent with their goals. In the case of those institutions where little has been done in this area, it is crucial that the institutions be encouraged and helped to undertake a process that will lead to the articulation of goals.

The CIJE should serve as catalyst in this area. It should serve as a broker between the institutions that are to begin such a process and the various resources that exist in the Jewish world -- scholars, thinkers and institutions that have deliberated and developed expertise in this area. The institutions of higher Jewish learning in North America (Y.U., J.T.S.A. and H.U.C.), the Melton Centre at the Hebrew University and the Mandel Institute in Jerusalem have all been concerned and have worked on the issue of goals for Jewish education. Furthermore, these institutions have been alerted to the fact that the institutions in the Lead Communities will need assistance in this area. They have expressed an interest in the project and a willingness to assist.

The Mandel Institute has particularly concentrated efforts in this area through its project on alternative conceptions of "The Educated Jew." The scholars involved in this project are: Professors Moshe Greenberg, Menahem Brinker, Isadore Twersky, Michael Rosenak, Israel Scheffler, Seymour Fox and Daniel Marom. Accompanied by a group of talented educators and social scientists, they have completed several important essays offering alternative approaches to the goals of Jewish education as well

as indications of how these goals should be applied to educational settings and practice. These scholars would be willing to work with the institutions of higher Jewish learning and thus enrich their contribution to this effort in Lead Communities.

It is therefore suggested that the CIJE advance this undertaking in the following ways:

1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead to an articulation of goals.
2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake community-based consultations.
3. Offer seminars whose participants would include Lead Community representatives where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer help and expertise.

The issue of goals for a Lead Community as a whole, as well as the question of the relationships of the denominations to each other and to the community as a whole will be dealt with in a subsequent memorandum.

Seymour Fox & Daniel Marom

PARTICIPANTS IN CIJE MEETINGS

August 23 - 24, 1993

Janice Alper
Atlanta Jewish Federation
1753 Peachtree Road, N.E.
Atlanta, GA 30309
Phone: 404-873-1661
FAX: 404-874-7043

Lauren Azoulai
Atlanta Jewish Federation
1753 Peachtree Road, N.E.
Atlanta, GA 30309
Phone: 404-873-1661
FAX: 404-874-7043

Chaim Botwinick
Council on Jewish Education Services
5800 Park Heights Ave.
Baltimore, MD 21215
Phone: 410-578-6943
FAX: 410-466-1727

Ruth Cohen
Milwaukee Lead Community Project
Milwaukee Jewish Federation
1360 North Prospect Ave.
Milwaukee, WI 53202
Phone: 414-271-8338
FAX: 414-271-7081

Gail Z. Dorph
Education Officer
588 West End Ave.
Apt. A/B
New York, NY 10025
Phone:
FAX:

Genine Fidler
8009 Melody Lane
Baltimore, MD 21208
Phone: 410-358-4934

Seymour Fox
The Mandel Institute for the Advanced Study &
Development of Jewish Education
22a Hatzfira Street
Jerusalem 93102 Israel
Phone: 011972 2 618 728
FAX: 011972 2 619 951



Adam Gamoran
University of Wisconsin
2444 Social Science Bldg.
Madison, WI 53706
Phone: 608-263-7829
FAX: 608-263-6448

Steve Gelfand
Atlanta Jewish Federation
1753 Peachtree Road, N.E.
Atlanta, GA 30309
Phone: 404-873-1661
FAX: 404-874-7043

Jane Gellman
3535 N. Summit
Milwaukee, WI 53211
Phone: 414-963-9196

Roberta Goodman
149 Nautilus Drive
Madison, WI 53705
Phone: 608-231-3534
FAX: 608-231-6844

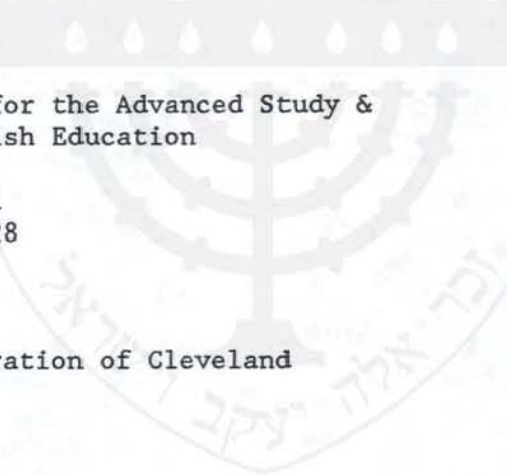
Annette R. Hochstein
The Mandel Institute for the Advanced Study &
Development of Jewish Education
22a Hatzfira Street
Jerusalem 93102 Israel
Phone: 011972 2 618 728
FAX: 011972 2 619 951

Stephen H. Hoffman
Jewish Community Federation of Cleveland
1750 Euclid Ave.
Cleveland, OH 44115
Phone: 216-566-9200
FAX: 216-566-9084

Alan D. Hoffmann
CIJE
Executive Director
P. O. Box 9553
Cleveland, OH 44101
Phone: 216-391-1852
FAX: 216-391-5430

Barry Holtz
Program Officer
299 Riverside Drive, 4B
New York, NY 10025
Phone: 212-864-3529
FAX: 212-864-6622

AMERICAN JEWISH
ARCHIVES



Nancy Kutler
THE ASSOCIATED
101 West Mount Royal Ave.
Baltimore, MD 21201-5781
Phone: 410-727-4828
FAX: 410-752-1177

Virginia F. Levi
CIJE
P. O. Box 94553
Cleveland, OH 44101
Phone: 216-391-1852
FAX: 216-391-5430

Marshall Levin
THE ASSOCIATED
101 West Mount Royal Ave.
Baltimore, MD 21201-5781
Phone: 410-727-4828
FAX: 410-752-1177

Louise Stein
2510 West Dean Road
Milwaukee, WI 53217
Phone: 414-352-3140

Julie Tammivaara
58 Penny Lane
Baltimore, MD 21209
Phone: 410-653-4648
FAX: 410-653-3727

Ilene Vogelstein
3700 Breton Way
Baltimore, MD 21208
Phone: 410-653-0909

Shmuel Wygoda
The Mandel Institute for the Advanced Study &
Development of Jewish Education
22a Hatzfira Street
Jerusalem 93102 Israel
Phone: 011972 2 618 728
FAX: 011972 2 619 951

