



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**

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

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

Subseries 3: Lead Communities, 1988–1997.

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Box  
31

Folder  
12

Lead Community Consultation seminar. Cleveland, Ohio.  
Planning and minutes, May 1993.

Pages from this file are restricted and are not available online. Please  
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TO: FAX NO. ( ) <u>619 - 951</u>	FROM: FAX NO. <u>R/G</u> <u>361 - 9962</u>
Name <u>ANNETTE HOCHSTEIN</u>	Name <u>GINNY LEVI</u>
Company _____	Company _____
Street Address _____	Tele. No. ( ) _____ Ext. _____
City _____ State _____ Zip _____ Country _____	

Dear Annette,

Had a meeting of a new committee today - CISE Steering Committee. I'll send minutes when they're ready. MLM asked me to check the proposed dates of future meetings w/ you + SF, so you could participate by telecon. Are you available at 7:30 a.m. Cleveland time on the following dates: April 15<sup>-OK</sup>, May 13<sup>-OK - maybe here</sup> (you could participate in person), June 17, July 9, Aug. 4. Please let me know as soon as possible. <sup>OK</sup>

Also, about scheduling weekly staff telecons - - Steve says he almost always has breakfast meetings, but could make himself available on most days at 9:45 a.m. Is there a day each week when you could join at that time? (I realize it's not ideal, so await your reaction.)

Thanks. And - see attached.

*Ginny*

P.S. Effective Mon., we should have a new fax # 1  
Will let you know.

Wed.  
Can we do Thurs.  
this week? 10:30  
or next wk. w/out  
9:00 am time -  
Shrivel to take notes.  
Fax agenda  
Try to do this in  
gen'l.  
617-418



3/18/93

Dear Annette,

Here's where I am with the scheduling. It's not great. If you could stay 1 more day, I could try for the 17-19th. Here's what we have:

	May 10	May 11	May 12	May 13	Comments
Bob Hirt	Not available	OK ✓ May have to in a.m.	✓ OK teach evening both days?	OK	
Alvin Schiff	OK	OK	OK	OK	
Bob Abramson	OK, if nec.	OK ✓	✓ OK		17+18 better
Aryeh Davidson	OK	OK ✓	✓ OK		
Sara Lee	Not available. HUC Commencement	OK Doesn't if possible like to go.	OK		
Chair Botwinick	Asked if he shd. be here early.	OK	OK		
Marshall Levin		OK	OK		
Louise Stein, Jane Kellman		OK	OK		
Ruth Cohen		OK	OK		
Steve Gelfand		No	No		
Daniel Pekarshy	OK	OK ✓	OK ✓		
Barry Holtz	OK	OK ✓	✓ OK		
Shulamith Elster	OK	OK	OK		
Steve Hoffman		Will <sup>put</sup> try	✓ OK		Probably in Russia 5/17+
Ellen Goldring		OK ✓	✓ maybe		
HLZ					
VFL	OK	OK	OK		could do 17-19. Not available 14-16

What do you advise?

Guinny

Confirm.

14th OK - see

Has to leave night of 18th



	Sun. 16	Mon. 17	Tues. 18
SW			
AT			
SF			
HLZ	not dinner OK	OK - pm	OK
VFL			
Hart	OK	OK	
Schiff web	OK	OK	
Abramson mag.	OK	OK	
Davidson	OK	OK	
Lee	NO	NO	
Levin web	OK	OK	OK
Cohen		OK for 2	
Gelfand regular mag		<del>OK</del> Not for 2	
		OK	OK
Pekarsky	OK	OK	OK
Holts mag	No	No	No
Elster mag			
Hoffman			
Golding			
Elkin			



DATE: 3/24 TIME: \_\_\_\_\_ NUMBER OF  
PAGES SENT: 1

TO: FAX NO. ( ) 619 - 951

Name ANNETTE HOCHSTEIN

Company \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Country \_\_\_\_\_

FROM: FAX NO. R/C 391 - 9962  
5430

Name GINNY LEVI

Company \_\_\_\_\_

Tele. No. ( ) \_\_\_\_\_ Ext. \_\_\_\_\_

Dear Annette,

Here's an update on the May dates...

Training institutions: May 10 is not good. May 11 or 12 are OK for all, but they want to know soon. I could get to NY for the day on the 12th, not the 11th. May 16-17 are OK for all but Sara Lee.

Communities: May 11-12 are OK for all. May 17-18 are OK for Atlanta + Baltimore, not especially good for Milwaukee (we'd lose 2 of their 4 people - 1 lay, 1 pro). You know the Barry Holtz story for May 17-18. SE feels very strongly that it would be a mistake to pull Barry out of the HUC seminar, which is focusing on how to work more effectively through supplementary schools. This has been scheduled for 9 mos. I agree that we should be careful not to shoot ourselves in the foot by hindering progress on our MAF grant. (Personal opinion, for what it's worth.)

The sooner I can get back to people, the better.

Warm regards,  
Ginny



Hammond?

Tang Inst.  
May 10-11

LCs  
May 11-12

17 18 19

AH

SF

Hirt

Schiff

Abramson - web

Davidson - web

Lee

Not 10. 11-13 OK

will, have to look  
10-OK, ever 11+12, 13-OK  
Pittkin

OK OK

OK OK OK

Commitment  
10th 11-12 OK

OK OK

Levin

Cohen web

Gelfand

Should be here  
OK on 5/10?

OK

OK

OK web about the others

Pekarsky

OK

OK

OK

BIT

OK

OK

?

SE

OK

OK

OK

SHH ✓

Publ. - 11

OK - 12

EG

11-OK

12-?



## II. House at Marriott Courtyard @ \$58

6 rooms

\$348

A. Meet on May 11 at JCC - No chg. for space

1. lunches @ \$5.50 - \$9.00/person \$110 - \$190

box lunches - deli tray  
+ 23% service

25.30 - 43.70

2. dinner @ \$10.50 - \$13.50/person  
+ 23% service

\$210 - 270

48.30 - 62.10

+

B. Meet at College of Jewish Studies (no chg. for space)  
on May 12 (JCC not available)

lunches @ \$5.00/person

\$100

C. Transportation to + from airport

Limo service @ \$9.25 ea. way x 2 ways x 6 people \$111

No transportation available to + from meetings

\$952.60 - \$1124.80



NEEDED: PRE-PLAN BUDGET!!

TO: Morton L. Mandel FROM: Virginia F. Levi DATE: 4/14/93  
NAME NAME  
DEPARTMENT/LOCATION DEPARTMENT/LOCATION

REPLYING TO  
YOUR MEMO OF:

SUBJECT: CIJE STRUCTURAL ISSUES

I learned during the CIJE staff teleconference today that at a meeting Annette Hochstein and Seymour Fox had with Adam Gamoran, several decisions were made regarding the May seminar.

An additional dinner meeting was scheduled for the evening of May 10 to include the eight members of the CIJE core team, the three field researchers, Ellen Goldring and Adam Gamoran. The primary purpose is for the entire staff group to have an opportunity to share ideas and focus on the monitoring, evaluation and feedback project.

It has been determined that the field researchers should not participate in the meetings scheduled for May 11 and 12, but that they will meet together to discuss their own work during that time.

This means that Adam Gamoran is planning to fly in from Scotland for the seminar.

This adds four people more who will need rooms and meals.

This also requires the scheduling and funding of an additional kosher dinner.

It may be that all of this is well thought through and necessary. My concern is that cost and logistics were not considered when the decision was made. This is another example of the sort of issue that would have been considered by a director if we had one. — *NOT IF HE HAD SAW A pre-plan either!*

What do you suggest regarding this specific situation? — *make Hotel Reservation only; can cancel*

What sort of procedure do you think might avoid this in the future?

*We need Budget  
& pre-plan — would solve  
everything — even for a director!*

INTER-OFFICE  
CORRESPONDENCE



✓cc: VFhevi

TO: Paul Moraco

NAME

DEPARTMENT/LOCATION

FROM: Ann Klein

NAME

DEPARTMENT/LOCATION

DATE: 4/14/93

REPLYING TO

YOUR MEMO OF: \_\_\_\_\_

SUBJECT: TAX EXEMPTION FOR USE OF HOLIDAY INN--LAKESIDE

Mike O'Brien put me in touch with the woman from the Holiday Inn--Lakeside to clear permission for us to get the Premier rate for our MAF consultants who will be coming for the CIJE seminars May 10 and 11.

For us to get the tax exemption, you should arrange to send a copy of the tax exemption letter to Pamela Cottam, Sales and Marketing Director, Holiday Inn, 1111 Lakeside Avenue, Cleveland, Ohio 44114 or fax 241-1831.

I have also made arrangements with her so that these people will identify themselves when they check in as part of the MAF group. They will then be charged the \$42 single room rate or \$44 double room rate and will not be charged tax.

One week prior to the meeting (May 3), Ginny will send a confirming letter to the hotel identifying all the people coming by name and arrival time. Ginny will also confirm in that letter that the rate is \$42 for a single room and that no tax should be charged. This should avoid any needed explanations by the consultants. The hotel will have everything prearranged.

Please let me know if you have any questions.

INTER-OFFICE CORRESPONDENCE



[illegible]

1 Meeting manager should complete all elements of this form except air fares. This form should then be sent to the Corporate Travel Department who will insert estimated air fares and return the form within 3 working days from the date received.

2 \*CARRY TOTAL FORWARD TO REVERSE SIDE



# CISE Seminar May 10-12

## Logistical Options

We expect ~ 20 participants. We are responsible for travel + room only for our 6 out-of-town staff + consultants. We cover expenses related to meeting space and group meals.

I. House at Holiday Inn Lakeside @ \$47.50

x 6 rooms

= \$285

A. Meet at Holiday Inn

1. No charge for meeting space
2. @ \$12.00/person charge for lunch and \$14.00/person charge for dinner to bring in food from outside

@ 20 people x 2 lunches + 1 dinner =

\$760

3. Kosher meals

lunches from Altman's @ \$6.10/person

dinner from David's @ \$15.95/person

\$441

or

\$1486

B. Meet at Federation

1. No charge for meeting space

2. <sup>2</sup> Lunches @ \$5.00/person

\$200

3. ~~1 Dinner at Holiday Inn~~

~~\$14/person charge to bring food in~~

~~\$280~~

\$15.95/person dinner from David's

\$319

C. Transportation to + from airport

No charge

\$1084



II. House at Marriott Courtyard @ \$58

6 rooms

\$348

A. Meet on May 11 at JCC - No chg. for space

1. lunches @ \$5.50 - \$9.50/person

\$110 - \$190

box lunches - deli tray  
+ 23% service

25.30 - 43.70

2. dinner @ \$10.50 - \$13.50/person  
+ 23% service

\$210 - 270

46.30 - 62.10

+

B. Meet at College of Jewish Studies (no chg. for space)  
on May 12 (JCC not available)

lunches @ \$5.00/person

\$100

C. Transportation to + from airport

Limo service @ \$9.25 ea. way x 2 ways x 6 people \$111

No transportation available to + from meetings

\$952.60 - \$1124.80



# TREUHAFT CONFERENCE CENTER FOOD SERVICE

## **CONTINENTAL BREAKFAST\*** (minimum 15 people)

Juice \$ 3.50

Coffee & Tea

\*Bagel (w/Cream Cheese, Jelly, Margarine)

\*Muffins (baked in our kitchen)

\*Danish

(choose two of the three bakery items)

Fresh Fruit (in season)

\$ 1.50

\*Kitchen Orders 75% of total # Muffins  
80% of total # Bagels

## **COMPLETE BREAKFAST\*** (minimum 30 people)

Juice

\$ 7.50

Coffee & Tea

Assorted Rolls and Danish

Cream Cheese, Jelly, Margarine

Scrambled Eggs

Hash Brown Potatoes

Fresh Fruit (in season)

Hard Cheese

(on plastic ware)

China

\$ 1.25

\$ 1.00

## **BRUNCH\*** (suggested serving time is 10:00 am)

\$10.00

Scrambled Eggs, Hash Brown Potatoes, Pasta Salad,

Cold Halibut Salad\*, Muffins, Bagels, Pecan Rolls,

Sliced Tomatoes, Cucumbers, Fresh Fruit Platter, Jelly

Cream Cheese, Orange Juice, Coffee & Tea Service

## **OPTIONS**

Tuna Salad & Egg Salad (as a substitution for Halibut Salad)

Lox (additional)

\$ 3.25

Assorted Blintzes (additional)

\$ 2.00

Omelette (cooked at the table)

\$ 2.75

\*23% Service Fee 7% Sales Tax (where applicable)

Prices for paper and plastic products.

No room rental for full Plenary if 100 or more / 1/2 room rental if 50 or more

No room rental for half Plenary if 50 or more / 1/2 room rental if 30 or more

No room rental for Banquet Room if 75 or more / 1/2 room rental if 40 or more

No room rental for Conference Room if 25 or more

Post-It™ brand fax transmittal memo 7671		# of pages ▶ 5
To	From	
GUNNY LEV	SALI GUMINS	
Co. PREMIERE	Co. JCL	
Dept.	Phone #	
Fax # 391-5430	Fax #	



## Fax Memorandum

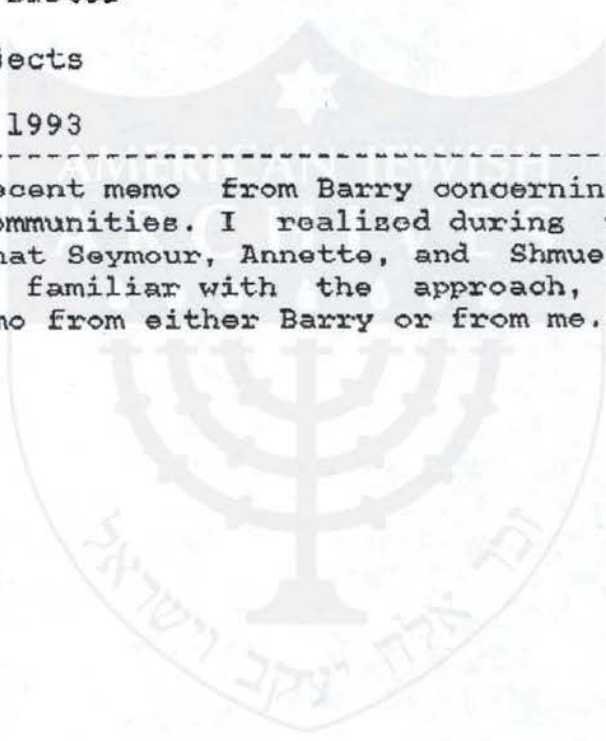
TO: Steve Hoffman and Henry Zucker  
Virginia Levi

FROM: Shulamith Elster

RE: Pilot Projects

DATE: April 14, 1993

-----  
Attached is a recent memo from Barry concerning "pilot projects" in the Lead Communities. I realized during the teleconference this morning that Seymour, Annette, and Shmuel had received the memo and were familiar with the approach, you all had not received the memo from either Barry or from me.



4/16/93

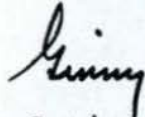
Attached sent to:

Ruth Cohen            Seymour Rossel  
Marshall Levin  
Lauren Azoulai  
Robert Hirt  
Alvin Schiff  
Aryeh Davidson  
Robert Abramson  
Sara Lee  
Daniel Pekarsky  
  
Jane Gellman  
Louise Stein  
Chaim Botwinick



MEMO TO; Shulamith Elster, Steve Hoffman, Barry Holtz and Henry Zucker.

FROM: Ginny Levi



SUBJECT: Agenda for May Seminar

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Attached is a first draft of the agenda for the seminar scheduled for May 11 and 12 in Cleveland. As you know, a simulation is planned for next week in Jerusalem, after which the proposed agenda may be revised. In the meantime, if you have any comments or suggestions, please get them to me and I will forward them to Israel.

I believe the simulation is scheduled for April 25 , so suggest that you get me your comments in time for me to send them on Friday, the 23rd, if possible.

Note: I am told there will be materials available prior to the meeting. More on that after the simulation.



APR 21 99 16:18 PHADEL INST. ISRAEL 012 2 655501 012 2 615501 1.2.3

## **SEMINAR FOR THE LEAD COMMUNITIES AND THE DENOMINATIONAL TRAINING INSTITUTIONS.**

Draft for an agenda.

The following are some suggestions for the agenda of the May seminar with the Lead Communities and the Training Institutions :

### I ) Community updates:

- a) Overview local commissions and program report.
- b) Launch, and presentation to the Community.
- c) Educators survey
- d) Pilot Projects
- e) Best Practices.

### II) Problems, topics and issues:

- a) Systemic approach to change.
- b) Addressing Personnel shortage.
- c) Lay leadership involvement.
- d) Developing the feedback loop.

### III) Resources:

#### A) Projects:

- The Goals project.
- Best Practices.
- Pilot Projects.
- Monitoring Evaluation Feedback.
- Educators survey.

#### B) Institutional Resources.

#### C) Denominational Resources.



APR 21 05 10:10 HANDLE INFO. ISRAEL 512 2 613501 512 2 613501 1.373

#### IV) Next Steps:

- a) Ongoing meetings and seminar.
- b) Targets.
- c) Communications.
- d) Time line.





DATE: 4/16 TIME: 4:00 NUMBER OF PAGES SENT: 8

TO: FAX NO. ( ) 619 - 951  
SEYMOUR FOX  
Name ANNETTE HOCHSTEIN  
SHMUEL WYGODA  
Company \_\_\_\_\_  
Street Address \_\_\_\_\_  
\_\_\_\_\_  
City State Zip Country

FROM: FAX NO. (216) 391 - 5430  
Name GINNY LEVI  
Company \_\_\_\_\_  
Tele. No. ( ) \_\_\_\_\_ Ext. \_\_\_\_\_

I think the attached is self explanatory.  
Please return a completed "reservation form"  
for each of you.

Thanks,

*Ginny*





To: CIJE Staff and Consultants  
From: Ginny Levi  
Subject: Arrangements for CIJE Seminar, May 11-12, 1993  
Date: April 14, 1993

---

Attached is a brief overview of the meeting logistics.

We now have access to IVI Travel who will book your reservations for you. (Investigations have shown that Israelis can do better by making reservations in Israel.) For those based in the U.S., please make your airline travel arrangements by calling IVI at 216-881-0202 between 8:15 and 5:00, Monday through Friday. These tickets will be billed to your personal credit card and you will be reimbursed by submitting the attached travel expense form.

In an effort to manage our activities in an efficient and economical manner we ask our CIJE travelers to follow some basic standards.

1. Please make your travel arrangements through IVI at least 14 days in advance using "least cost routing."
2. CIJE reimburses travelers for travel expenses incurred on authorized trips. Expenses should be paid by the person incurring them and then reimbursed when the Travel Expense Statement is completed and approved. Attached is the Travel Expense Statement.
3. Please complete the Travel Expense Statement in ink and attach receipts for expenditures to the back of the statement. Please be sure to fill it out completely.
4. Travelers are expected to utilize the Holiday Inn--Lakeside van to and from the airport.
5. Hotel charges are to be paid by you upon checking out. They should not be billed to the CIJE.
6. Telephone charges should be itemized on your Travel Expense Statement by identifying the person or organization called.

Please feel free to call me if you have any questions.

Thanks.

Note: Travel expense Statements must be completed in ink.

1. Enter the address where the check should be mailed.
2. Specifically state the purpose for your travel. For example:  

"To meet w/consultants in N.Y., on (Date)."  
or, "To attend conference in Toronto, on (Date)."
3. Enter the amount of airline tickets obtained or provided to you by the MAF on a prepaid basis. Attach the "original passenger receipt" copy(s) and the travel itinerary provided by our authorized travel agent to the back of the statement.
4. Note: All unused airline tickets should be attached to the front of the statement. This includes MAF prepaid tickets as well as non-refundable tickets that were charged to the traveler.
5. Date of travel.
6. City traveled from.
7. City traveled to.
8. Amount of airline tickets which you used. Attach the passenger receipt copy(s) and the travel itinerary provided by our authorized travel agent to the back of the statement.  

In lieu of the original passenger coupon, attaching a clear photocopy (when possible) of the ticket with a note explaining the circumstances will be acceptable in the following situations.

  - a. When the original passenger coupon must be surrendered to the travel agent or airline to obtain credit for a ticket which was only partially used.
  - b. When "back-to-back" tickets have been obtained to qualify for discounted airline fares. In this case, the second copy of each of the two tickets will not be used until the second trip is taken. This requires that the "passenger receipt" of each ticket may not be torn out until all segments of each ticket have been used.
9. Total amount of personal auto expense incurred for each day as detailed on the reverse side of the statement.
10. In the event it is necessary to rent a car for MAF business purposes, a compact car will be rented through the authorized travel agent and the amount of the rental plus fuel purchased entered here. The car rental agreement, gasoline receipt(s) and the travel itinerary, provided by our authorized travel agent must be attached to the back of the statement. See Section VI for detailed guidelines on car rental.
11. Amount of local transportation as detailed on the reverse side.



12. Motel and hotel charges are to be paid for by you upon checking out. See Section VII for detailed guidelines on accommodations.

13. Meals

a. Current meal standards are listed on Exhibit B.

b. See Section VIII of this policy for detailed guidelines on reimbursement of meal expenses.

14. Costs incurred for business related postage.

15. Telephone

a. Telephone charges should be entered here and detailed on the reverse side.

b. If no receipt is available, the calls should be listed on the reverse side of the Travel Expense Statement in the space provided as shown in Exhibit A-1.

If a receipt is available, indicate the name of the person and city called next to each charge on the receipt.

c. Include original copy of any charge card billing with the name of the person called next to each charge.

16. Amount of all other reimbursable expenses should be entered here and detailed on the reverse side.

Note: Entertainment expense detail should be detailed as indicated on Exhibit A-1.

17. Daily total of reimbursable expenses.

18. Deduct the amount of travel advances you received, if applicable, and determine the amount due to or from the MAF.

a. If you spent more than the advance, deduct the amount of the travel advance from the total expenses and show the balance to be reimbursed.

b. If the travel advance exceeds the expenses incurred, please submit your check with your Travel Expense Statement to repay the advance.

19. Submitter must sign here. Submit to designated approver who will approve and submit directly for reimbursement. No expense statement will be processed if the submitter's signature is missing.

20. Detail expenses incurred for the use of your personal car.

NOTE: Beginning and ending daily mileage/kilometer readings must be entered on the reverse side of the Travel Expense Statement in the space provided. Always record your car's total beginning and ending mileage ) for example, beginning 26,152 - ending 26,247.

21. Original receipts should be attached to your Travel Expense Statement. Photo copies are not acceptable.



## TRAVEL EXPENSE STATEMENT

NAME (PRINT)

ADDRESS

CITY

STATE

ZIP

P O  
U F  
R  
P T  
O R  
S I  
E P

MON.  
TUE.  
WED.  
THUR.  
FRI.  
SAT. and/or SUN.

## NON-REIMBURSABLE AIR TRAVEL CHARGED TO MAF

(ATTACH RECEIPTS)(SEE NOTES 1 &amp; 2)

\$

		SUN.	MON.	TUE.	WED.	THUR.	FRI.	SAT.	TOTALS
DATE									
FROM									
TO									
TRAVEL	AIR TRAVEL (SEE NOTE NO. 2)								
	AUTO EXP: OWN CAR (DETAIL ON REVERSE SIDE)								
	CAR RENTAL EXPENSE (INCLUDE PURCHASED GAS)								
	OTHER TRANS. (DETAIL ON REVERSE SIDE)								
	LODGING								
	BREAKFAST								
	LUNCH								
	DINNER								
	POSTAGE								
	COMMUNICATIONS (DETAIL ON REVERSE SIDE)								
	ENTERTAINMENT AND OTHER NON-TRAVEL EXPENSES (DETAIL ON REVERSE SIDE)								
	TOTAL - (EXCLUDE NON-REIMBURSABLE ITEMS)								

LESS ADVANCE (if applicable)

AMT. DUE MAF (attach check)

AMT. DUE FROM MAF

## NOTES:

1. Attach unused, company-paid tickets to the front of this report.
2. If this flight was not the least expensive, please explain why.
3. Attach receipts for Air Travel, Lodging and all other appropriate receipts.  
Failure will delay reimbursement per Travel Policy.
4. Fill out this report completely. Expenses will not be reimbursed when a report is incomplete.

I hereby certify that all of the above listed expenses were authorized  
amounts incurred in connection with my official MAF duties.

(SIGN)

Date

Approved By: (Print)

(SIGN)

Supervisor

Date



**AUTO EXPENSE - OWN CAR**

	SUN.	MON.	TUE.	WED.	THURS.	FRI.	SAT.	TOTALS
1. DATE								
2. TRAVEL FROM								
3. TO:								
4. TO:								
5. TO:								
6. ODOMETER START								
7. ODOMETER FINISH								
8. MILES DRIVEN								
9. MILEAGE RATE								
10. MILEAGE EXPENSE								
11. PARKING								
12. TOLLS								
13. TOTAL AUTO EXP. (10+11+12)								

**OTHER TRANSPORTATION - TAXI, LIMO, BUS, OTHER (ATTACH RECEIPTS)**

DATE	SPECIFY TYPE	FROM	TO	AMOUNT

**COMMUNICATIONS (ATTACH RECEIPTS)**

FROM	TO	PERSON CALLED	REASON	AMOUNT

**ENTERTAINMENT AND OTHER NON-TRAVEL EXPENSES (ATTACH RECEIPTS)**

DATE	PLACE	BUSINESS PURPOSE	NAME, TITLE, COMPANY OF INDIVIDUALS	AMOUNT

ATTACH ALL RECEIPTS, OTHER THAN UNUSED AIRLINE TICKETS, ATTACH UNUSED AIRLINE TICKETS TO THE FRONT.

4/16/93

Attached sent to:

Shulamith Elster  
Barry Holtz  
Adam Gamoran  
Ellen Goldring  
S. Fox/A. Hochstein, S. Wygoda



# 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

## *Honorary Chair*

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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

MEMO TO: People planning to attend May 11-12, 1993 CIJE seminar

FROM: Virginia F. Levi

DATE: April 16, 1993

-----

Enclosed is information which should be helpful to you as you plan for the CIJE seminar in May. Please complete and return the form at the bottom of the page so that we can make the necessary hotel reservations.

If you have any questions, please feel free to contact me. I look forward to seeing you next month.

CLJE Lead Communities/Training Institutions Seminar

May 10 - 12, 1993  
Cleveland, Ohio

**MEETING TIMES:** A meeting of CLJE staff and consultants is scheduled to begin at 6:00 p.m. on Monday, May 10. The last meeting will conclude by 5:00 p.m. on Wednesday, May 12.

**HOTEL ACCOMMODATIONS:** A block of rooms has been reserved at the Holiday Inn-Lakeside, 1111 Lakeside Avenue, Cleveland, Ohio 44114, 216-241-5100, for Monday, May 10 and Tuesday, May 11. Please indicate on the form attached when you will be arriving and departing. We will make reservations for you. You can pay by credit card when you check out.

**GROUND TRANSPORTATION:** Transportation to and from the airport will be provided by a Holiday Inn-Lakeside van. Please look for the van outside the baggage claim area at Exit 2. It will be marked Holiday Inn-Lakeside. If it is not there when you arrive, there is a courtesy phone in the baggage claim area. Be sure to ask for Holiday Inn-Lakeside. Transportation will also be provided between the hotel and the meeting site.

**MEALS:** Dinner will be provided on May 10 and 11 and lunch will be provided on May 11 and 12. All meals will be Kosher.

Kindly complete the attached form and return it to Virginia Levi, P. O. Box 94553, Cleveland, Ohio 44101. If you have questions, please call Ginny at 216-391-1852.

---

CLJE Lead Communities/Training Institutions Seminar  
May 10 - 12, 1993

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Organization: \_\_\_\_\_

Arriving at airport (date/time) \_\_\_\_\_ Flight \_\_\_\_\_

Departing at airport (date/time) \_\_\_\_\_ Flight \_\_\_\_\_

If arriving after 6:00 p.m., credit card information to guarantee room:

Credit card \_\_\_\_\_ Number \_\_\_\_\_ Exp. \_\_\_\_\_



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101

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

*Chair*

Morton Mandel

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Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

MEMO TO: Roberta Goodman, Claire Rottenberg,  
Julie Tammivaara

FROM: Virginia F. Levi

DATE: April 16, 1993

-----  
Enclosed are materials which relate to the scheduling of the meetings in Cleveland in May. I am not certain what specific plans have been made about your meeting times in Cleveland, although I know the plans to begin on the evening of Monday, May 10 are firm. Please indicate on the enclosed form whether or not you will be staying through May 12.

I understand that you will be meeting together at the same time as the seminar is under way. I assume we will work out details of your meetings soon.

**Mandel Institute**

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

**Facsimile Transmission**

To: Virginia F. Levi	Date: April 21, 1993
Caroline Biran	2
From:	No. Pages:
Fax Number:	

Dear Ginny,

Re: CIJE Lead Communities/Training Institutions Seminar

Please find attached the hotel reservation forms for SF, AH, Shmuel Wygoda, Alan Hoffmann. I do not have their flight schedules yet.

Please note that expenses for these Mandel Institute participants should not be charged to the CIJE.

Best regards,

*Ernie*



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

## *Chair*

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Bennett Yanowitz

April 27, 1993

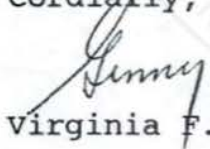
Mrs. Sara Lee  
Rhea Hirsch School of Education  
Hebrew Union College  
3077 University Ave.  
Los Angeles, CA 90007-3796

Dear Sara,

I have your reservation form for the May 11 - 12 seminar and look forward to seeing you on the morning of the 11th. The meetings will be held at the Jewish Community Federation of Cleveland, 1750 Euclid Ave., Cleveland. The phone number there is (216) 566-9200.

I look forward to seeing you soon.

Cordially,

  
Virginia F. Levi

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

TO; Participants in CIJE Consultation

*Chair*

Morton Mandel

FROM: Ginny Levi

*Vice Chairs*

Charles Goodman

Neil Greenbaum

Matthew Maryles

Lester Pollack

DATE: 5/5/93

SUBJECT: Lead Communities Consultation

*Honorary Chair*

Max Fisher

*Board*

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

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Seymour Martin Lipset

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Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

We look forward to your participation in the CIJE Lead Communities consultation in Cleveland at the Jewish Community Federation, 1750 Euclid Ave. (216-566-9200) on Tuesday, May 11th and Wednesday, May 12th. We will begin at 9:00 AM on Tuesday and meet through dinner. On Wednesday we will begin at 9:00 AM and conclude by 4:00 PM.

In preparation for the consultation, a meeting was held in Jerusalem with the participation of Marshall Levin from Baltimore to prepare an agenda which we suggest concentrate on building a joint action plan. Following his return, Marshall was in touch with people in Atlanta and Milwaukee to discuss proposed plans for the meeting. The enclosed agenda is the result and will serve as the basis of our consultation.

Enclosed are several papers which we believe will be useful in our discussions, some of which will be familiar to you. Other materials will be distributed at the meeting.

In terms of logistics, reservations have been made for all out-of-town participants at the Holiday Inn-Lakeside, 1111 Lakeside Ave., (216) 241-5100. We have given flight information to the Holiday Inn and there should be a courtesy van at Exit 2 of the airport baggage claim area when you arrive. If the van is not there, you will find a Holiday Inn-Lakeside courtesy phone at the baggage level.

The hotel will have a van available at 8:45 each morning to take you to the Federation and another to return you to the hotel on Tuesday evening. We are also arranging for transportation from the Federation to the airport on Wednesday. If you prefer to leave from the hotel, you can tell me once you are here.

I look forward to seeing you.



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

*Chair*

Morton Mandel

TO: CIJE Staff & Consultants

*Vice Chairs*

Charles Goodman

Neil Greenbaum

Matthew Maryles

Lester Pollack

FROM: Ginny Levi

DATE: 5/5/93

*Honorary Chair*

Max Fisher

SUBJECT: Cleveland Consultation

*Board*

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Irwin Field

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Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

A few notes, in addition to the attached, specifically for you.

1. There will be a van from the Holiday Inn to the Federation at 5:45 on Monday, May 10. Please be downstairs promptly in order to catch it. A van will return you to the hotel at 10:00 PM.
2. The room charge for our staff and consultants is being billed directly to CIJE. However, you will be responsible for any phone, meal, or other expenses charged to the room.
3. The following documents are being sent to community representatives. I am sending you only the items you may not already have received (marked by \*). The others will be available in Cleveland.
  - a) "Lead Communities at Work" by Annette Hochstein
  - \*b) "The Challenge of Systemic Reform: Lessons From the New Futures Initiatives for the CIJE " by Adam Gamoran
  - c) "The Preparation of Jewish Educators in North America: A Status report" by Aryeh Davidson
  - d) "Pilot Projects" Working paper from 2/22/93, by Barry Holtz
  - e) "Monitoring, Evaluation & Feedback In Lead Communities-Tentative Plan of Work for 1992-93" (August 1992) by Adam Gamoran
  - \*f) Goals paper by Seymour Fox & Daniel Marom

## MAY SEMINAR

### SUGGESTED AGENDA: TOWARDS A JOINT ACTION PLAN

#### I. Overview

Partnership and joint planning

#### II. Draft Action Plan

A. The three Lead Communities together and the CIJE

B. Elements

1. Systemic change

a. Personnel

b. Community mobilization

2. Support projects

a. Best practices

b. Goals

c. MEF

C. Individual Lead Communities and the CIJE

#### III. Synthesis:

II)A and II)C integrated into a joint action plan/calendar

#### IV. Local Lead Communities issues: Open discussion



5/5

Bert -

In addition to pick-ups from the airport, would it be possible to arrange for the following van service:

Monday, May 10

5:45 PM 8 people from HI to 1750 Euclid Ave.

10:00 PM 9 people from 1750 Euclid to HI

Tues., May 11

8:45 AM 14 people from HI to 1750 Euclid

7:30 PM 14 people from 1750 Euclid to HI.

Wed., May 12

8:45 AM 15 people from HI to 1750 Euclid

4:00 PM Run to airport, Run to HI. (I don't know #s)

Thanks,

Ginny

## MAY SEMINAR OUT OF TOWN PARTICIPANTS

	Arrival	TOA	FLT & #	Departure	FLT & #
Lauren Azoulai	5/10	6:55PM	Delta 1076	5/13	Delta 1639-9:05AM
Chaim Botwinick	5/10	7:07PM	Continental 235	5/12	US Air 1048-5:55PM
Ruth Cohen	5/10	5:45PM	Midwest 186	5/12	Continental 287-7:54PM
Shulamith Elster	5/10	3:12PM	Continental 1267	5/12	Continental 1124-6:47PM
Seymour Fox	5/10	info later		5/14	
Adam Gamoran	5/10	4:00PM	United	5/12	American
Jane Gellman	5/10	5:45PM	Midwest 186	5/12	Midwest 187-6:05PM
Ellen Goldring	5/10	4:05PM	American 1430	5/12	American 807-7:27PM
Roberta Goodman	5/10	3:38PM	American 772	5/12	American 2031-8:30PM
Annette Hochstein	5/10	info later		5/14	
Alan Hoffman	5/10	info later			
Barry Holtz	5/10	5:41PM	Continental 453	5/11	Continental 604-6:40PM
Marshall Levin	5/10	7:07PM	Continental 235	5/12	US Air 1048-5:55PM
Claire Rottenberg	5/10	3:15PM	Continental 554	5/12	Continental 1523-12:43PM
David Sarnat	5/11	after 6PM	info later	5/13 <sup>see</sup> (Lauren A.)	
Louise Stein	5/10	5:45PM	Midwest 186	5/12	Midwest 187-6:05PM
Julie Tammivaara	5/10	4:05PM	United 230	5/12	United 6549-10:05PM
Shmuel Wygoda	5/09	8:10 PM	Delta	5/12	



C.I.J.E. (PREMIER FOUNDATION)

IN: 5/9      OUT: 5/12

\*\* (S) SHMUEL WYGODA      ~~INFO LATER~~ DELTA 4841      8:10PM

IN: 5/10      OUT: 5/11

\*\* (S) BARRY HOLTZ      CONT. 453      5:41PM

*- will take cab directly to JCF.*

IN: 5/10      OUT: 5/12

(11) SINGLES:

CHAIM BOTWINICK	CONT. 235	7:07PM
RUTH COHEN	MIDW. 186	5:45PM
** SHULAMITH ELSTER	CONT. 1267	3:12PM
** ADAM GAMORAN	UNITED ??	4:00 or 6:40PM
JANE GELLMAN	MIDW. 186	5:45PM
** ELLEN GOLDRING	AMER. 1430	4:05PM
** ROBERTA GOODMAN	AMER. 772	3:38PM
MARSHALL LEVIN	CONT. 235	7:07PM
** CLAIRE ROTTENBERG	CONT. 554	3:15PM
LOUISE STEIN	MIDW. 186	5:45PM
** JULIE TAMMIVAARA	UNITED 230	4:05PM

IN: 5/10      OUT: 5/13

(S) LAUREN AZOULAI      DELTA 1076      6:55PM

IN: 5/10      OUT: 5/14

(2) SINGLES:

\*\* SEYMOUR FOX      INFO LATER  
\*\* ANNETTE HOCHSTEIN      INFO LATER

IN: 5/10      OUT: 2-5/13

\*\* (S) ALAN HOFFMAN      INFO LATER

IN: 5/11      OUT: 5/12

(S) DAVID SARNAT      INFO LATER

\*\* ROOM CHARGES ONLY SHOULD BE SENT TO: JEWISH COMMUNITY FEDERATION  
1750 EUCLID AVENUE  
ATTN: BARRY REIS  
CLEVELAND, OHIO 44115

C.I.J.E. (PREMIER FOUNDATION)

DEPARTURE DATES & TIME

5/11

BARRY HOLTZ CONT. 604 6:40PM

5/12

CHAIM BOTWINICK US AIR 1048 5:55PM

RUTH COHEN CONT. 287 7:54PM

SHULAMITH ELSTER CONT. 1124 6:47PM

ADAM GAMORAN INFO LATER

JANE GELLMAN MIDW. 187 6:05PM

ELLEN GOLDRING AMER. 807 7:27PM

ROBERTA GOODMAN AMER. 2031 8:30PM

MARSHALL LEVIN US AIR 1048 5:55PM

CLAIRE ROTENBERG CONT. 1523 12:43PM

LOUISE STEIN MIDW. 187 6:05PM

JULIE TAMMIVAARA UNITED 6549 10:05PM

SHMUEL WYGODA INFO LATER

5/13

LAUREN AZOULAI DELTA 1639 9:05AM

5/14

SEYMOUR FOX INFO LATER

ANNETTE HOCHSTEIN INFO LATER

ALAN HOFFMAN INFO LATER

DAVID SARNAT INFO LATER



Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

## Facsimile Transmission

To: Mr. Henry L. Zucker Date: May 7, 1993  
From: Seymour Fox No. Pages: \_\_\_\_\_  
Fax Number: \_\_\_\_\_

Dear Hank,

We are fortunate that you will open the first session. The enclosed minutes of the Lead Communities Simulation Seminar will certainly amplify the points that I am making concerning the first session. I believe the following points could help set the right tone:

1. This partnership (between CIJE and local lead communities) comes at a unique time in American Jewish life. (Your point about the changes that have occurred in the American Jewish community and why this is a special moment.)
2. It is understandably difficult to undertake such a new endeavor.
  - a. Lead community itself is a new idea;
  - b. The CIJE is a new entity;
  - c. This is a new kind of partnership between a national body and local communities;
  - d. This is the first attempt to build wall-to-wall coalitions for Jewish education with the federation as the facilitator and catalyst.
3. All beginnings are difficult. We have had some initial problems (in the staffing of CIJE, in the staffing in the local communities for this particular project, in understanding the concept).



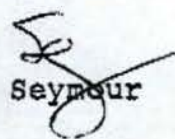
4. In this two day consultation we are hoping that we can go a long way towards building a deeper partnership and clarifying the concept of lead community, particularly as it is to be implemented in each individual community, as well as a project across three communities. As I reviewed the background materials that were prepared for the work of the Commission, I noticed that in the February 14th, 1990 meeting we discussed the working assumptions that guide the idea of lead communities (at that time we called them "community action sites"). The first two working assumptions are particularly important for our discussions today. They are "local initiatives" and "learning by doing." (I am enclosing the section on community action sites from the February 14th background materials.)

5. Being the statesman that you are, could you find a way to say something about the fact that one of the important purposes of our consultation is building trust between all the partners.

6. There is one issue that they will bring up that I would like to discuss with you on the telephone today, Friday, May 7th -- and that is point I(b) on page 1 of the enclosed minutes -- "a lack of clarity about who the CIJE is and who speaks for it." They are really asking for a table of organization. I dealt with this at the simulation and I would like to discuss the answer that I offered at that time.

With best regards and looking forward to talking to you today,

Sincerely,

  
Seymour

P.S. I WILL ALSO WANT TO  
WHICH I SPEAK WITH YOU  
DISCUSS A TITIE FWTIRE

MORNING SESSION.



Mandel Institute  
Lead Communities Simulation Seminar  
April 27-29, 1993

Participants: Annette Hochstein, Seymour Fox, Marshall Levin, Shmuel Wygoda, Alan Hoffmann, Ami Bouganim, Daniel Marom, Harriet Blumberg, Oriana Or, Carmela \_\_\_\_\_, Marc Rosenstein.

#### I. CONCERNS THAT NEED TO BE ADDRESSED

Both the CIJE staff and the LC leaders are experiencing frustration over the lack of clear progress in the project. In large part, this frustration seems to be due to deficiencies in communication and in lack of a clearly defined joint planning and decision-making process involving all players.

Specifically, the communities are concerned about:

- a) "false starts"
- b) a lack of clarity about who the CIJE is and who speaks for it
- c) a feeling that the CIJE and the community may not be pursuing the same agenda
- d) confusion over the role of the field researchers placed in the communities
- e) whether and how they can expect to get funding assistance from the CIJE
- f) a lack of clarity about the structure of the relationship of the LCs to the CIJE: are they to operate as individual clients, or as a group?
- g) a lack of clarity about who holds decision-making power: is this an equal partnership between the LCs and the CIJE? And where do the national denominational organizations fit in?
- h) a lack of understanding of what is meant by systemic change: how broad is the scope of the program, and how much room does it have for modest initiatives?
- i) why does there seem to be no long-term plan; why do decisions get made on short notice?

The CIJE is particularly concerned about the failure of the



communities thus far to generate involvement by the intended broad spectrum of lay and professional leaders; indeed the CIJE feels rather at a loss, as this lack of involvement is accompanied by a lack of knowledge of the dynamics and the structure of the communities. leadership: a "mapping" is needed.

## II. PARTNERSHIP: "THE WALL TO WALL COALITION"

It turns out that the "wall to wall coalition" that has been assumed as a precondition for the LC process is not so easily achieved; nevertheless, it is essential. While the CIJE cannot step in and organize local communities, there was consensus that part of the joint planning process to be carried out by core community leadership with CIJE staff must include the preparation of strategies for effective communication of the LC program to all players, and for "bringing on board" all relevant constituencies.

It was suggested that for purposes of this communication, communities be seen as concentric in structure, with the professional leadership described by the following sequence from core to periphery:

- 1) CIJE
- 2) Senior Federation staff
- 3) Senior educators and rabbis
- 4) Federation line staff, other educators, staff of Federation-funded agencies
- 5) Informal educational organizations, foundations, universities

Levels 1 and 2 will constitute the key decision-making level ("core community leadership"); level 3 will be the primary link to the community at large and to the supra-communal religious ("denominational") institutions.

What remains to be done is to develop a similar analysis of lay leadership, and to plan the process of communication to and



involvement of lay leaders.

It was emphasized that the appearance on the horizon of the CIJE, the "commission process," and the LC project has not suddenly erased the deepseated conflict between the Federation world and synagogue-based institutions. While research has convinced Federation leaders of the importance of maintaining religious institutions, and while synagogue and denominational leadership supports and participates in the Federation process, the relationship is still a touchy one. We must beware of the danger that synagogue-based leaders and educators will see the LC project as just another power-play by the Federation, designed to take over control of Jewish education.

The Goals Project may help bring these two worlds together. It uses the resources of the Federation and the CIJE to address issues of educational content, but does so through the denominational movements. Thus, by forging a partnership on the national level, we expect to be able to stimulate the formation of parallel partnerships on the local level. Moreover, this project helps to bridge another gap: that between the "scientific" approach of communal (i.e. Federation) administrators who require measurability and the traditional "Torah for its own sake" approach of the religious education establishment. We hope that the Goals Project will stimulate civilized competition among the movement institutions, challenging them to take an active role in supporting local communities, especially in the area of personnel development.

### III. SCOPE

It is crucial to the success of the LC project that all involved understand the goal of systemic change. If communities perceive the LC project as simply a mechanism for obtaining funding for interesting local programs, then the point will have been missed. Therefore we must beware of pursuing



"pilot projects."

An important means for conveying the "systemic change message" is to focus on the supra-communal nature of the LC planning process: while each community is unique and will develop its own program in consultation with the CIJE and the denominational institutions, we must cultivate an additional layer of planning and joint activity, involving all three lead communities as a group.

Another element in our communication strategy must be the clarification of the distinction between the two key "enabling" options and the various support projects. All LC activity must be focused through the lenses of personnel and community mobilization. We must make it clear that the support projects (Goals, Best Practices, Monitoring-Evaluation-Feedback) are merely means to address the two key issues and should not be seen as the essential core of CIJE's activity.

#### IV. CIJE-COMMUNITY RELATIONSHIPS

With respect to funding and fundraising, it is important to clarify the process, so that the communities' expectations and those of the CIJE will match. If indeed all parties see themselves involved in a joint planning process, it should follow that they will see themselves as involved in a shared responsibility for fundraising. The CIJE must make it clear to community leaders that it is only prepared to assist with fundraising (from extra-communal resources) for efforts that foster systemic change and that address one or both of the two enabling issues. At the same time, the CIJE must demonstrate sensitivity to the communities' need for lead time in planning any significant change in local fundraising priorities -- and to the reality that while education may now have become a higher priority, it is still not the only priority.



If a relationship of trust is to be established between the CIJE and the local communal leadership, we must engage in a thoughtfully designed program of joint planning. A partnership cannot work if either side feels manipulated or disenfranchised. While the communal leadership accepts wholeheartedly the need for large-scale change, and respects the CIJE leadership and staff, the relationship to this point has not been free of such feelings of manipulation and disenfranchisement. It is essential that the May planning seminar be the first step in a process that takes "process" seriously (see below).

With respect to decision-making regarding programming, the concentric hierarchy (above) must be followed: each successive level (starting from the core) must "sign off" on a new program or policy before the idea is presented to the next level of leadership. While the CIJE can of course withhold support from projects the community adopts over its objections -- and while the indirect costs to a community of flaunting CIJE opposition can be substantial -- the CIJE cannot dictate community policy. Clearly, if an effective joint planning process is in place, such head-on collisions should be avoidable.

A case in point of a planning glitch that has caused tension -- but which may in the end turn out to be beneficial -- is that of the stationing of the field researchers in each community. These were intended to serve as impartial observers, gathering data to do a proper evaluation of change in the communities. However, since they landed in the communities before any other manifestations of CIJE involvement were apparent, they ended up being perceived as representing the CIJE. In some cases, they accepted that role; in addition, their being fully funded by the CIJE gave the impression that the CIJE was indeed a funding agency. Now, the CIJE and the local communities must decide together exactly what role these researchers should play, and who should "own" them: it



may indeed be best for them to work for the community directly, rather than to serve as the eyes of "big brother."

## V. THE PROCESS

What we need now:

- a) a two tiered action plan: individual LCs and the three LCs as a unit
- b) clarity of expectation, and lead time: a two-year planning calendar
- c) a plan for communicating the general ideas and specific programs of the LC project to all community constituencies (see above)
- d) some visible results (new programs), to convince the communities that the project is real and worthwhile
- e) a joint planning process in which both LC leadership and CIJE have power and responsibility based on a shared vision of the overall approach

The May 10-11 Planning Seminar: "Towards a Joint Action Plan"

Day 1

1. Opening presentation (Steve Hoffman) on the current understanding of the LC process, its successes and setbacks, based on the list of concerns raised at the simulation seminar (see above, I).
2. Presentation and exercise on partnership structure (Marshall Levin): concentric circles professional leadership; development of parallel chart for lay leadership.
3. Presentation of draft action plan and 28 month calendar of milestones and planning seminars for the CIJE with the group of three LCs (see below, "key elements of calendar").
4. Projection of developments in the two enabling options and the three support projects to fit the proposed calendar.
5. Assignment for overnight homework for representatives of each community: prepare draft of local action plan to fit with group action plan proposed in 3-4 above.

Day 2

6. Integrate group and local plans to produce a master grid, to be



studied in each community, for formal approval at session of lay and professional leadership in August/September/

7. Session on fundraising or goals (?)
8. Session for responding to various concerns and questions of community representatives not dealt with in agenda thus far.

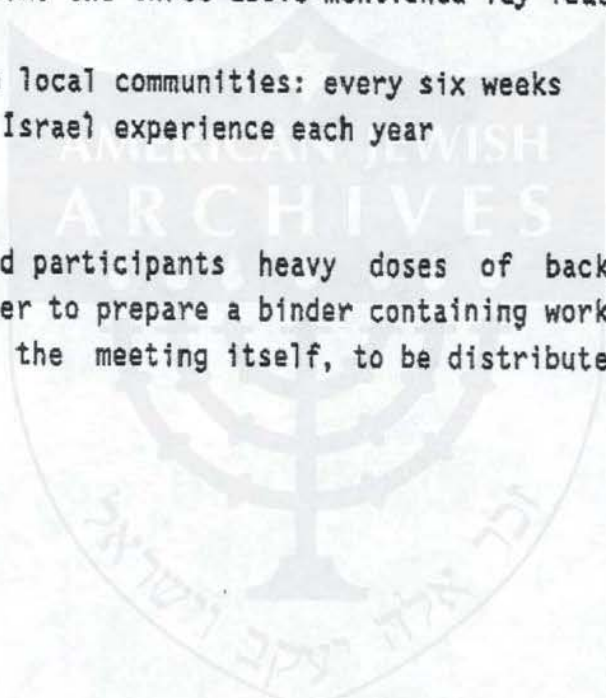
Key elements of calendar:

- key lay leaders with top professionals and CIJE will meet twice a year plus once at the GA for a more ceremonial gathering.
- project directors will meet as a group with CIJE staff bimonthly (except summer) plus the three above-mentioned lay leadership meetings
- visits by CIJE staff to local communities: every six weeks
- should be some kind of Israel experience each year

Preparatory materials:

It was agreed not to send participants heavy doses of background reading, but rather to prepare a binder containing worksheets for use during the meeting itself, to be distributed upon arrival.

THAT IS THE END.



## 5. Community Action Sites

### I. Background

---

A Community Action Site is a place—a whole community or a network of institutions—where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. The Community Action Site will engage in the process of re-designing and improving the delivery of Jewish education according to state-of-the-art knowledge. The focus will be on personnel and the community, with the goal of effecting and inspiring change in the various programmatic arenas in the field of Jewish education.

#### A. Working Assumptions

The concept of the Community Action Site is based on several assumptions.

##### 1. LOCAL INITIATIVES

The initiative for establishing a Community Action Site should come from the local community and the key stakeholders must be fully committed to the endeavour. The community must be willing to set for itself the highest possible standards and guarantee the necessary funding for the project. The community selected will have to develop a local mechanism that will play a major role in the initiation of ideas, the design of programs and their implementation.

##### 2. LEARNING BY DOING

The notion of a Community Action Site assumes that it is possible to demonstrate effective approaches to problems in a specific community which can then be replicated elsewhere. Significant questions concerning innovation and implementation, such as what elements should be included and how they should be combined, can only be resolved in real-life situations, through the dynamics of thinking about implementation, and in the process of implementing.



### 3. *BEST PRACTICE*

Best practice will be an important resource for the work of the Community Action Site. Examples of best practice in Jewish education, suggested by the national denominational bodies, their training institutions, educational organizations, JWB, JESNA, CJF, and other relevant groups, together with the staff of the facilitating mechanism, will be brought to the site, integrated in a complementary way, and adequately funded, thus significantly increasing their impact.

### 4. *CONTENT*

The educational program in a Community Action Site will be guided by a carefully articulated philosophy which reflect deliberations concerning educational goals and the means for accomplishing them. Local institutions working with the denominations, JWB, JESNA, the facilitating mechanism and others invited to participate, will produce background papers on the philosophy that should guide the work being done. These papers should address the problem of translating the particular philosophy into curriculum, as well as describe the texts to be studied and the teaching methods to be used. They will also help guide the evaluation of the program.

### 5. *ENVIRONMENT*

The Community Action Site will be characterized by innovation and experimentation. Programs will not be limited to existing ideas, but rather creativity will be encouraged. As ideas are tested, they will be carefully monitored and will be subject to critical analysis. The combination of openness and creativity with monitoring and accountability is not easily accomplished, but is vital to the concept of the Community Action Site.

### 6. *EVALUATION*

The work of the Community Action Site will have to be monitored and evaluated in order to discover what can be achieved when there is a massive and systematic investment of thought, energy and funding in Jewish education. The results of the evaluation will serve as the basis for diffusion.

### 7. *DIFFUSION*

The results of work in a Community Action Site, and lessons learned from projects demonstrated there, will be diffused throughout the North American Jewish community and to other interested Jewish communities in the world. This will require thorough documentation of all aspects of the work.



## B. The Scope of a Community Action Site

The scope of a Community Action Site has not yet been decided. Below are two possible models.

1. The Community Action Site could be an entire community where all the institutions involved in Jewish education are invited to join. One to three such comprehensive sites could be established. Each site would have to guarantee the participation of a minimum number of its institutions. It might be determined that a substantial proportion of all the Jewish educational institutions in the community (e.g. the early childhood programs, the supplementary schools, the day schools, JCCs, Judaic studies programs at the local university, adult education programs, etc.) would be needed to build this version of a Community Action Site.
2. Several Community Action Sites could be established with each of them taking different cuts into Jewish education. This could be a cut by ages (e.g. elementary school age), by institutions (e.g. all the day schools), or some combination of these approaches. If, for example, three Community Action Sites decided to concentrate on early childhood and the supplementary school and the day school, three others on the high school and college age groups, and three more on JCCs, summer camps and Israel Experience programs, a significant portion of the map of Jewish education would be covered.

## C. An Example of a Community Action Site at Work

After establishing criteria for the selection of a Community Action Site, the board of the facilitating mechanism will consider several possible communities and choose from among them. A community that is selected will create a structure to work in partnership with the facilitating mechanism. If a local commission already exists, it might serve as that structure. Together they will conduct a study of the community to learn about the market for Jewish education (e.g. how many people are involved, what they want); the nature and status of the personnel; the lay leadership of Jewish education; the current level of funding for Jewish education, etc. A preliminary plan would then be developed. Below are some of the elements of a plan which could serve as examples of the work that will be undertaken in a Community Action Site.

### 1. PERSONNEL

The study might show that there are currently 500 filled positions (formal and informal, full-time and part-time) in all areas of Jewish education in the community. The study would also identify the gaps that exist—the positions that need to be created and filled. The denominations (their organizations and training institutions) and others will be invited to join in developing a plan for recruiting, training and retaining personnel.



## a. RECRUITMENT

All of the recommendations related to recruitment in the Commission's report, and the results of the national recruitment study that will be undertaken, will be reviewed and the Community Action Site would act on those recommendations. Some examples:

- Recruiting appropriate college students (good Jewish background, commitment to Judaism) from the local universities, and contracting several years of work in the supplementary schools, day schools and JCCs in the community.
- Recruiting people interested in changing their careers.
- Encouraging general educators in the community to retool themselves for positions in Jewish education.
- Bringing a number of outstanding educators from outside the community in to assume key positions (e.g. three Jerusalem Fellows, four Senior Educators, etc.).
- Recruiting personnel from among the membership of various national organizations and building a program to prepare them to work in the field.
- Canvassing the retired population in the community to recruit appropriate candidates for work in Jewish education.

## b. TRAINING

In addition to preparing people who are new to the field, every person in the educational endeavour would be involved in in-service training. Some examples:

- All avocational teachers would be assessed in terms of their current knowledge and their potential and a program to advance them would be designed.
- All professional teachers, principals, and informal educators would be involved in some continuing education planned jointly by the national and local mechanisms.
- Special fast-track programs would be developed for retraining general educators or career-changers who are moving into the field of Jewish education.
- The Community Action Site might be adopted by a consortium of training institutions, with each institution undertaking a specific assignment. The training institutions, the local universities, institutions in Israel, and any other relevant players could be invited to participate.
- Lay leadership training programs might be established.



### c. PROFESSION BUILDING

As a result of the community study, a new map of the Jewish educational needs in the community would be developed. This map might include, for example, three full-time positions for special education; several positions for experts in early childhood education; two teacher-trainers; specialists in the teaching of Bible, Hebrew, History; an expert on the use of Israel Experience programs; consultants on Jewish programming for the JCCs; several adult educators; several family educators, etc. To respond to these needs, it might be determined that a 10% increase in the number of positions in the community is required. This could include introducing more full-time positions for people currently working part-time. This map would be the beginning of a new conception of the profession and would develop with time.

Accompanying the map would be a description of the training, salary, benefits and status appropriate to each position. Thus, a Bible expert might earn the same salary and be granted the same status as a principal. This would expand the possibilities of advancement in Jewish education beyond the conventional linear pattern of teacher, assistant principal, principal.

### d. RETENTION

The issue of retention would be addressed in light of the results of the community study. The study might point to the need for improving the relationship between lay boards and educators; the need for better compensation, the need for sabbaticals, trips to Israel as well as on-the-job training for teachers. The local mechanism will have to determine the conditions that are necessary to retain good people in the field and deal with them accordingly.

## 2. COMMUNITY—ITS LEADERSHIP, FUNDING, AND STRUCTURES

From the onset of the Community Action Site, the appropriate community leadership will have to be engaged. These leaders, either the board of a local commission and its staff or newly recruited leaders, will have to be involved in developing the plans of the Community Action Site, overseeing them, monitoring them and responding to feedback. The community would have to either create its own evaluation program or subscribe to a national evaluation program so that success could be measured and appropriate decisions could be made.

Only if the community leadership is well-informed and totally committed will the necessary funding and overall support be obtained for the work of the Community Action Site. A partnership between the community's lay leadership, educators and educational institutions must be created.



3. *AN EXAMPLE OF AN INSTITUTION WITHIN A COMMUNITY ACTION SITE*

The supplementary schools within a specific community are offered below as a hypothetical possibility of how the national and local mechanisms would work together to implement appropriate recommendations. Over time, such an approach could be introduced for all of the institutions in a Community Action Site.

A taskforce, which could be composed of the top experts of various movements involved in supplementary education, might be created to join with the local structure in examining the supplementary schools. They would search for examples of best practice and invite those who have developed them, as well as thinkers or theoreticians in the area, to join in deliberations on the supplementary school. Together, the national and local teams would begin to plan an approach to improving the supplementary school which could include the following:

- the elaboration of educational philosophies for the supplementary school;
- the supplementary school's relationship to the synagogue, to informal education, to summer camping, to trips to Israel, to family education and to adult education;
- legitimate educational outcomes of the supplementary school;
- the range of curriculum and the content that should be offered in the supplementary school;
- the methods and materials currently available that should be introduced;
- the crucial problematic areas for which materials must be prepared e.g., methods for the teaching of Hebrew. In such a case, one of the national institutions or research centers might be asked to undertake the assignment immediately.

Each of the denominations would be given the opportunity and appropriate support (e.g. funding, expert personnel) to develop a plan including all of the elements listed above. The local and national mechanisms would review, modify and adopt the plan. Funding and criteria for evaluation would be agreed upon. The appropriate training institutions would be asked to undertake responsibility for training the personnel and would accompany the experiment as a whole. For example, for the Conservative supplementary schools, the faculty of the Jewish Theological Seminary of America and its Melton Research Center might work with the staff of the mechanisms, helping them decide what materials should be taught and developing a training program for the teaching of this material. JTSA and Melton faculty would be involved with the local supplementary schools on a regular basis, to monitor progress and to serve as trouble-shooters.

Although denominations would work individually with their Conservative, Orthodox, Reform and Reconstructionist schools, there are some areas where all of the denominations



could work together. On issues such as the integration of formal and informal education, the use of the Israel Experience, family education, and possibly even in certain content areas such as the teaching of Hebrew, combined effort could yield significant results.

Within a few years, we could learn what can be achieved when proper thinking, funding and training are invested in a supplementary school. We could also see how informal education, the Israel Experience, family education and other elements could be combined to increase the impact of the supplementary school. The extent of the success and the rate at which new ideas should be introduced will become readily apparent when the Community Action Site is functioning.

The facilitating mechanism, in addition to its role in planning, evaluating and overseeing the entire project, would, as quickly as possible, extrapolate principles from the experience of a Community Action Site to feed the public debate, leading to the development of policies on issues such as salaries, benefits, the elements of professional status, sabbaticals, etc. These policies, as well as specific lessons learned, would be diffused to other communities in North America.

## II. Recommendation

---

The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the facilitating mechanism for implementation. The mechanism will help distill the lessons learned from the Community Action Sites and diffuse the results.





BOARD OF JEWISH EDUCATION OF BALTIMORE, INC.

מסרד החנוך היהודי דבולט'מור

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CIJE Lead Communities/Training Institutions Seminar

May 11 - 12, 1993  
Cleveland, Ohio

**MEETING TIMES:** First meeting will start at 8:00 a.m. on Tuesday, May 11 and the last meeting will conclude by 5:00 p.m. on Wednesday, May 12.

**HOTEL ACCOMMODATIONS:** A block of rooms has been reserved at the Holiday Inn-Lakeside, 1111 Lakeside Avenue, Cleveland, Ohio 44114, 216-241-5100, for Monday, May 10 and Tuesday, May 11. Please indicate on the form attached when you will be arriving and departing. We will make reservations for you. You can pay by credit card when you check out.


**GROUND TRANSPORTATION:** Transportation to and from the airport will be provided by a Holiday Inn-Lakeside van. Please look for the van outside the baggage claim area at Exit 2. It will be marked Holiday Inn-Lakeside. If it is not there when you arrive, there is a courtesy phone in the baggage claim area. Be sure to ask for Holiday Inn-Lakeside. Transportation will also be provided between the hotel and the meeting site.

**MEALS:** Lunch will be provided on May 11 and 12 and dinner will be provided on May 11. All meals will be Kosher.

Kindly complete the attached form and return it to Virginia Levi, P. O. Box 94553, Cleveland, Ohio 44101. If you have questions, please call Ginny at 216-391-1852.



THE ASSOCIATED MOUNTAIN  
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### COMMENTS:

Please add Chaim Botwinick to the registration form. He will  
be coming with me and returning on the same flight. Thank you.

SENDER'S FAX: 410-752-1177

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11+12

Bert

Hotel

Local

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- ①④ Marshall Levin ✓
- ①⑥ Louise Stein ✓
- ①⑧ Jane Gellman ✓ <sup>miss.</sup>
- ③ Ruth Cohen ✓
- ① Lamen Azoulai ✓
- ⑥ Steve Gelfand ?
- ③ Barry Holtz ✓
- ④ Shulamith Elster ✓
- ⑨ Ellen Goldring ✓
- ⑥ Adam Samson
- ①① Annette Hochstein -
- ⑤ Seymour Fox -
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HIA SCF at 5:30pm

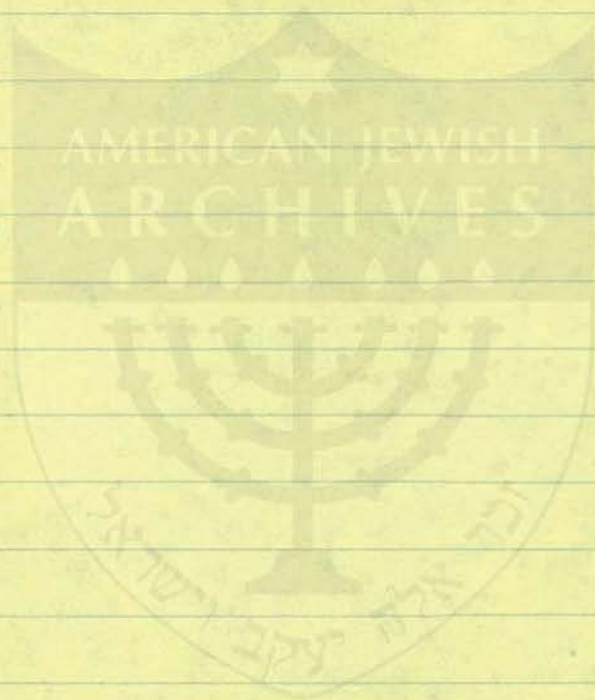
Participants in CISE Meetings  
May 10-12, 1993



David's

Drop off - Use Fed. dishes \$14-18/person

1 person serve, 1 person at kitchen



booksMailing

Botwinick

✓

Levin

✓

Cohen

✓

Gellman

✓

Stein

✓

Azoulay

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Sarnat

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AH

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Claire  
Fotenberg

587-4300

20 rms.

May 10-13

Marriott East - 464-5950

Restaurant, lounge, pool - Need list 2 wks. ahead

\$70/night

- ~~Fony Prunich~~

Valerie Waters

Embassy Suites 765-8066

\$99 for king, \$119 - 2 double - 2 rm. suites

- pool, sauna, whirlpool, brkfst. incl.

table, kitchenette

Kathy

Marriott Courtyard - 765-1900

\$58/night

- 1 king

Ron

Hopkins limo service \$9.25 ea. way

- leaves airport every 20 min.

Directly to hotel

Radisson Inn - 831-5150

\$60 - single or double occupancy

Linny

can do van service  
\$50 per van - comp. if 20 rms.  
(2 vans)

Holiday Inn 831-3300

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Monica





THE ASSOCIATED  
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## COMMENTS:

Here is the fax I received from Howard in Milwaukee. Have  
a safe trip. I look forward to seeing you and the CIJE  
team in Cleveland.

Warmest regards.

SENDER'S FAX: 410-752-1177

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May Meeting Agenda

## I. Overview

## A. Partnership and Joint Planning

## II. Draft Action Plan

## A. The three Lead Communities together and the CIJE

1. A review of CIJE's organizational structure defining the responsibilities of individuals.
2. Comparison and differentiation of those goals developed by CIJE versus those which have emerged from individual communities.
3. To what degree is CIJE still able to offer planning assistance to the Lead Communities? Is Ukeles and Associates still connected with the project?
4. To what degree do the communities work together?

## B. Elements

## 1. Systematic change

- a. Personnel - What is the time frame for the development and dissemination of the Educator's Survey? Who is doing the analysis? Is the analysis being performed by one central source or individually in each community?
- b. Community Mobilization - How is high visibility maintained? In what way can we promote broad ownership, yet maintain control of an organized and planful process? How do we present to stakeholders "What's in it for them?"

## 2. Support Projects

- a. Best Practices
- b. Goals
- c. Monitoring evaluation and feedback
- d. Questions
  1. How do the projects interconnect with one another?



Page 2

2. How do communities connect to the denominational movements and CIJE affiliated Foundations for consultation, program initiatives and funding?
3. How do we present each of these projects to our stakeholders from the perspective of how they can benefit them?

C. Individual Lead Communities and the CIJE

1. What is the status on the request to CIJE for start up administrative and planning support for the project in the communities?
2. To what degree can the Lead Communities provide human resources and consultation to each other?

III. Synthesis - II. A. and II. C.

IV. Local Lead Communities Issues - Open Discussion

HN/nm  
5/4/93



To take

- binders
- paper + pencils
- supp. books, etc.



In addition there should be one folder for each participants with all the Background Materials for the Commission on Jewish Education in North America

Regarding the following materials there should be some of each ( I enclose the suggested quantity ) available in the room so that we could decide if and how many to give out:

- 1) A Time to Act ( X 15 )
- 2) Lead Communities Program Guidelines ( X4)
- 3) Aryeh Davidson: " The Preparation of Jewish Educators in North America: A Status report. " ( X4)
- 4) Smith and O'Day : Systemic School Reform pp 233-267 (x4) *sw. bringing*

I look forward to seeing you next week in Cleveland.

Best regards

Shmuel

VJR

May 11, 1993 at 9:00 a.m.

CIJE Lead Communities Opening Session

HLZ Opening Remarks

1. Welcome to Cleveland.
2. Cleveland weather
3. The Lead Communities Project
  - Outgrowth of Commission on Jewish Education in North America's report "A Time to Act" and CIJE to implement Commission's recommendations.
  - It is a unique partnership of the local community and a national organization, not previously tried in North America.
4. What was the Commission all about?
  - It reflected the American Jewish leadership's great concern with Jewish continuity and placing Jewish education at top of community priorities; a new situation in the American Jewish Community. Compare with 50 years ago.
  - Commission a new alliance among educators, religious leaders and other Jewish professionals, community lay leaders and family foundations.
  - This is the best chance in our generation to have an important positive influence on the quality of Jewish education in North America.
  - Especially to improve the quality and quantity of well prepared and dedicated Jewish educators; and to mobilize the Jewish community to provide adequate financial and moral support for Jewish education.



5. The Lead Community concept
  - a new idea to pace the advance in Jewish education.
  - careful process followed to choose the 3 Lead Communities.
6. Our beginning difficulties were compounded by problems in staffing CIJE and local communities for this project; in understanding the CIJE and Lead Community concepts; and in understanding whether the CIJE is a Mandel enterprise or a total community enterprise.

These problems are not totally behind us, but well on the way to resolution.

7. This 2-day Seminar will not resolve all the difficulties, but should clarify the concept of the Lead Community; enhance the partnership idea between the CIJE and each Lead Community and among the 3 Lead Communities; build understanding in some areas which are not now completely clear; and clarify working relationships between the CIJE's and local communities' staff and lay leaders.

Frustrations are understandable. They will be resolved by frank and friendly discussion. Top grade professionals and lay leaders are involved in the local communities and in the CIJE and progress has begun to be made.

May 12, 1993  
Morning session:

Reports on the community's assignments:

MILWAUKEE:

Commission will meet quarterly

Steering Committee will be meeting every six- eight weeks that may/may not coincide with the regular consultations by the staff of the CIJE.

Task Forces working at this time: Personnel

(timeline over the next two years)

Strategic plan

(timeline this June to next June... this will be a five year plan)

Educators Survey now being conducted; most of it will be finished by June. Administrators and informal educator survey will be done very soon. Though informal will probably wait until the Fall.

Other activities: They will gear up to do these things as they follow in a logical way.

1. Market Analysis

2. Fund Development- after Fall campaign (from November on) following the development of initiatives and plans that come from the task force.

a. Foundation: new initiatives and

b. Sustaining grants: to sustain existing programs

3. Marketing- again will have to follow the planning and the detailing

In response to SF question: we will tailor our plans and activities with groups in response to the overall agenda and calendar of the CIJE.

BALTIMORE

Kudos from Chaim to the organizers/planning for the seminar

Brief review of Baltimore's restructuring and the work

CAJE: Center for the Advancement of Jewish Education

(to be chaired by Alvin Katz, local leader

Eileen Vogelstein, CIJE chairman is past chair of Baltimore Board of Jewish Education)

1. personnel

2. programs and new initiatives

3. special target populations

4.\* financial resource development

Lead Communities Committee will be within the group.... that is a sub-committee of the CAJE. Will include Rabbinic, lay and professional group-- chaired by key lay

leaders

Preliminary calendar:

July and August: setting stage for the year

July: meeting and setting the CIJE agenda for the community

August: CIJE committee will convene leadership group



committees... set stage for Best Practices,  
re: goals project and the integration  
process

conversations  
of the MEF into the planning

September: National and international CIJE leadership  
Launch of Educators Survey

April 1994: (see funding notes below--for multi-year  
commitments)

through June 1995: the Committee will be convened on a monthly  
basis... will coincide with the professional site  
visits to the LC's

Marshall: \*\*\* highlight role in financial resource development/ hope that CIJE  
would broker deals with other foundations

Educational Forum for Jewish Philanthropy: group of Jewish philanthropic  
funds...existing body and very appropriate group to look at the options for  
funding that exist through CIJE... this forum is through the Federation's Legacy  
and Grant Department.

Important to the Associated in Baltimore that the CIJE not become solely planning  
piece or an education piece but a program that is a team effort involving all  
aspects of the Federation.

Chaim: request for the lay and professional meetings to be held back-to-back.  
Location of the meetings should be rotated.

SE: Rotating the sites also has the advantage of using local meetings to promote  
local financial resource development.

ATLANTA:

Sarnat: started change in Jewish education before CIJE.. said so in the  
application process

Council on Jewish Continuity will continue to meet every two months- next in June  
and then in August or early September... they are a wall-to-wall coalition.  
Major effort now to coordinate the initials for the agencies!

Have reformed the local bureau and resulted in:

Jewish Educational Service: new professional coming July 15

independent agency/ service providers to schools and teachers

Council on Jewish Continuity: in-house, Lauren responsible for this and now  
looking for a person to direct this effort...a two person position/ this is  
basically the planning arm for Jewish education in Atlanta.

Task Forces:

Israel Experience: task force work to be completed in time with for Fall  
allocations.. Sarnat noted frustration with CRB Foundation and their work

local challenge to work with newly formed groups

Teacher Training: How to work with local resources to work with communal goals...  
challenge of working with Emory...t his group will start work in the Fall

Jewish Content of JCC: Relationships with synagogues, Barry has already met with  
them-- may relate to Best Practice... hope to be done with this in Spring

High School: Now completing a market study and now working with Adrienne Bank.. her work to be finished within two weeks. She did focus groups--- feasibility study. By Spring hope to have plan to move in this area

Resource development: Covenant and Wexner applications are now in.

Have first \$1,000,000 grant to Fund for Jewish Continuity.  
? How do you build the fund? How to spend it?

Atlanta does not see Jewish education separately from the process of building a community.. see this as opportunity to bring community development agenda ahead.

How do we fund this? Consider an Operation Exodus /Education Campaign... new form of rescue. If not... may be preallocation for federation campaign.

Increase in local allocations for Jewish education-- 6.5% increase for local institutions at a minimum.

Atlanta: hopes to be an "educating community"

-----  
Annette: charts tend to deal with process issues and not with CONTENT

... What are the agenda(s) for the Commission?

... How can the CIJE help with the process(es) once the content is determined?

Need to further define the agenda(s) of the commission  
CIJE resources

Marshall: Baltimore involved in community building process of which education is the center of the agenda.. very similar to that position articulated by Dave ...

Annette: We want education at the core of the thinking of the local community..

Seymour: Strategic plans should have a bias...everything else should be secondary...have to change from business as usual..

Dave: two parallel processes/ agrees with SF formulation

... community has developed local resources to address issues in Jewish education

... CIJE: needs vision /how do we make it different from prior initiatives and programs

\*\*\*\* This has to be done in concert and carefully proceeded with the local community and with local leadership by-in.

Dan Pekarsky: This assigns the CIJE a role that he hasn't heard this before..

Dave: local people have been consumed with "day-to-day" trench warfare... has to come from local and CIJE discussions

Annette: CIJE has developed personnel, community mobilization and goals approaches

(time out here/Sarnat-Fox discussion w/Annette regarding community mobilization and personnel)



Back to Baltimore... Marshall

Marshall... Community has developed a systems approach.. new role of Botwinick in the community.

Seymour: systems approach to education has a record of dismal failure... doesn't understand systems approach to Jewish education... should take new approaches to the highest critics

-----  
Break: Naparstek on funding/financial development

comments by Zucker and Hoffman

AFTERNOON SESSION;

Annette: Agenda... What is a LC project?  
Calendar for coordination

Marshall: Calendar and costs

-----  
Concluding session: Annette

Issues: Are there any in addition to those listed... feedback and what can be considered a LC project?

from the group:

Barry: What are the next steps in each of the three communities?

Louise/Jane: Want to hear SF's comments on visioning.

What is the state of the feedback?

Communications: case study

Ellen: Feedback

Feedback is an interactive process. The way we plan to proceed is that on an ongoing basis feedback will be provided to the "core circle" on a monthly basis... Each community will have to identify who the core group is. Issues are  
CONTENT and Process

## MAY CONSULTATION: TIME ALLOCATION AND FACILITATORS.

Tuesday May 12th 1993.

Sessions 1 & 2 ( morning )

10:45 - 12:15

Overview

Partnership and joint planning:

*Facilitators: Shulamith R. Elster, Marshal Levin & Henry L. Zucker.*

*Role of  
facilitators?*

Sessions 3 & 4 ( afternoon )

3:15 - 4:45

Draft Action Plan:

A. The three Lead Communities together and the CIJE

*Facilitator: Annette Hochstein.*

B. Elements:

1) Systemic change

a) Personnel

b) Community Mobilization

*Facilitator: Seymour Fox & Shmuel Wygoda*

2) Support projects

a) Best Practices

*Facilitator : Barry W. Holtz*

*Sched. of Day*  
8:45 - Van  
9:00 - 12:15 - mtg  
12:15 - 1:15 - lunch  
1:15 - 5:45 - mtg  
6:00 - dinner  
7:30 - Conclusion

9:00 - 12:15



## b) Goals

*Facilitator: Seymour Fox & Shmuel Wygoda*

## c) Monitoring Evaluation and Feedback

*Facilitators: Adam Gamoran & Ellen Goldring*

## Session 5: Dinner

## C) Individual Lead Communities and the CIJE

8:30 - Briefing w/ Atlanta

Wednesday May 13th 1993

9:00  
Sessions 6 and 7 :

III. Synthesis:

II)A and II) C integrated into a joint action plan / calendar

*Facilitators: Steve H. Hoffman & Marshal Levin*

## Session 8

Open issues : Concluding discussion

*Facilitator : Shulamith R. Elster*

4:00

## Schedule

## Van from Federation to Holiday Inn



Wed. Continued

4:00 - 5:00 PM      Debrief at JCF

6:30 PM              SF, AH, SHH, VFL meeting on CIJE budget - at Ninth Street Grill

Thursday, May 13

7:30 - 9:30 AM      CIJE Steering Committee at Premier

9:30 - Noon         Open; Alan Hoffman meet with Ray Levi

Noon - 3:00 PM      CIJE Planning

3:00 PM              MLM with Schoolman

4:00 PM              SF & AH with Schoolman

5:00 PM              MLM, SF, AH



5/11/93: CIJE Lead Communities Project Meeting/Seminar  
Cleveland Federation  
Morning session:

---

Henry Zucker: Welcoming Remarks

Long term project ....need perspective  
There will be problems, maybe false starts  
Issue for the American Jewish community: Need to reconcile  
autonomy of local communities and the agendas of the national  
organizations  
mid-40's: Cleveland federation only small number really  
interested in Jewish education  
If we have to put up with something along the way let us remember  
the greater good.. the larger more comprehensive goal.

Some of the difficulties we might expect or have already  
experienced. It is something new and we have to expect problems  
staffing problems- national and local level  
problems include understanding what is the CIJE is and what  
the LC concept is.. for example, is the CIJE a Mandel enterprise or  
a community enterprise?

"inherent tension (from Adam's paper) when external source of  
intervene on a local level"- HZ familiar with this issue from his  
years of experience as the Federation exec in Cleveland.

We need to find a way to discuss the issues w/out inherent  
tension... hope that the meetings will include (and promote)  
friendly and frank discussions

---

Self- introductions by participants:

Annette:

Review of Papers: Black notebooks: Background papers for the  
Commission

Blue notebooks: Papers for the Seminar

Agenda: How developed...Jerusalem, contacts with communities  
future communications and processes  
shaping the e agenda together..  
continue joint planning  
foster relationships  
planning next seminar  
joint planning calendar/ workable draft action plan  
Review of calendar and work plans for the next two days

---



Marshall: Communications Plan

PROFESSIONAL STAFF

1. Professional Staff:

CIJE Professional Staff  
Jerusalem  
Cleveland  
Consultants  
Field Researchers

2. Federation

Senior staff  
Other federal staff

3. Senior Educator in City

4. Rabbis

5. All other educators

FEDERATION SYSTEM

6. Federation funded agency staff

JCC/BJE

7. Denominations/local

8. Informal Jewish education

9. Foundations

10. Universities and colleges

Concentric circles:

Professional Staff

Communications

Outer ring moving inward:

- 5 Informal Jewish education organizations, foundations,  
universities
- 4 Other federation funded staff
- 3 Senior educators and rabbis
- 2 Federation senior staff
- 1 CIJE

-----  
Discussion:

\*\*\*\*\*Federation is NOT the community for this project

In the local community ideas come to the Federation from the community and are then passed along to the CIJE... in some way 1 and 2 are together...

(Marshall) Lead Community Project is not the "whole ball of wax" for the Federation

(Ruth Cohen) Chart does not reflect notions of partnership

(Marshall) Everything must come to the center of the circle but not necessarily from the center

?: Notion of equal partnership

...Circles 1 and 2 should be joined

(Seymour Fox) Perhaps chemical equation would be a very much better visual representation/need arrows/ later today we will see that  $2+2=5$ . Now I see from Jerusalem meetings with Marshall that the challenge is that we have to convince one another.

CIJE's intellectual resources and those of the community would come up with what will make a difference in the community. Let us put to rest the idea of "top down/bottom up".

(Marshall) Redefining the 1st and 2nd circles as "marriage"- starts off as 50%/50% but that ratio changes in time

(Art Naparstek) In community organization- partnerships with parity! Partners may have different ways of thinking about things- different data- different perspectives.

(Marshall) OK to merge the lines between 1 and 2 -but need a solid line between the second and later circles.

(Barry Holtz) An independent project is happening in Milwaukee.. is it a CIJE project? How does a CIJE rep advise those who want help in the community? WHAT'S IN AND WHAT'S OUT? (request for clarity)

(Annette) Comments put on the table the basic question of clarity about the lead community concept...issue is not a communications problem but rather an understanding of the lead community project.

(Alan Hoffmann) Wants to clarify what this model is and what it isn't... it is a communication model!

(Barry) Model puts the responsibility at the Federation level for communications with the community....

(Annette) Remains an abstract model unless we pinpoint the problems that we encounter.. need to talk and understand what are the terms for talking

- a. circles      b. who speaks      c. when and by what means do we communicate

(Marshall) This is a first step and a conceptual challenge...

-----  
Second session:

(Seymour) Role of CIJE and Mandel Foundations is to bring the movements and denomination into the picture... When Commission established MLM decided that recommendations would be implemented so he gave the grants (for personnel) to JTSA/YU/HUC/JCCA in the hope that this would be an example for other foundations to fund other initiatives...

Scenarios:



Three possibilities for

1. Congregation calls HUC
2. HUC says there is a LC in Milwaukee.. and we can try out ideas there
3. Wonderful opportunity in Milwaukee---- let's form a team and work together
4. CIJE initiates project in Milwaukee and then brokers with the congregation and HUC

\*\* The way this would work (if and when we get on track).. Barry returns from Milwaukee and says there is an opportunity if only we could produce the team to do this project...contacts HUC/helps find foundation funding for the project...

Barry used example of the coming HUC conference on reconceptualizing...

SF every idea has to be put under an intellectual microscope ... SF says that this is no more than an idea

(Lauren) Communities need to be informed that there is some thinking going on...

(Louise) Problem of information sharing has to go on the table... concern that our partners are not ready.. Milwaukee feels it is trying to create the wheel... need to know what ideas are in the pipeline..

(Jane) We've heard that there is a goals project, relationships with the denominations..

Have not heard about it- what are the relationships with national organization- all the goodies have been dangled-- have not told them without what they are... what are the relationships BUT we don't know what it is..

(Annette) We need to get around the table every few months-- component for working out transfer of information-- every time it has been suggested the communities have said there are problems of getting together.

(Jane) You have expertise in doing the inventing..

(Annette) Need to know more about what is going on in the communities- partners need to work together--- need to find times to talk all these issues out... need for ongoing seminar.

(Seymour) Ongoing seminars will have decisions made together..

.....  
Reaction to "family education" example- SF wouldn't go route of family education or early childhood (SE's note... appears to be the prelude to lecture on enabling options/prelude to lecture on LC)

(Louise Stein) Raised point on community mobilization... need to have issue around which to mobilize the community: Community mobilization must be "around" an issue hence the community's focus

on family education...

Answer to SF: People care about personnel... but don't find it compelling...

(Jane) Personnel is the #1 problem of each of the institutions

(Seymour) Is there a possibility of getting the community to understand that a direct treatment of the issue of personnel in Milwaukee is the way to impact ? Need to be certain that it is not business as usual...

Used examples of personnel-- training local educators, sending appropriate people to the community--

(Louise) Can these things be done simultaneously?

(Seymour) What would happen if we could effect a certain percentage of all of the people in the educational system in Milwaukee. .. not talking about personnel in the abstract but in the concrete.. related to Best Practices  
-- it becomes the content for the training program in personnel

(Dan Pekarsky) Does not see either or situation--- issue (family education as an example) could become the radiating center for both personnel and Best Practice.. A way to take advantage of the particular interest in the community...

(Louise and Jane) Every rabbi came to the discussions on family education.. people who are invited to these meeting do come

(Seymour) Just because the rabbis are interested, doesn't mean that you have to follow... this is the jumping off spot...

Talking about impact you need sufficient SCOPE... What is likely (on each community's level) to make an impact?

Don't consider either community mobilization or personnel without consideration of scope/content and standards...

Nobody has the right to continue doing this as usual without putting their ideas under great level of scrutiny.. CIJE quality control...

(Barry.. noted the following on chart)

Personnel-- Needs "content"/ Best Practice -- Scope  
-- Standards/quality

(Seymour ) Power of the position has to be such that people can be convinced... there will be times that we don't agree...

(Dan) Example of family education in Milwaukee:  
Where does the discussion take place?



(Seymour) How deep is their commitment to family education?  
Is this a good idea or not?  
Creation of a serious forum for a community discussion...  
High motivation is a good asset and should not be ignored  
Scope: What is the fit? How does this relate to where the  
community wants to be 15-20 years?

(Jane) Relates to goals

(Chaim) Where does community want to end up?  
Where does CIJE want to end up?

(Lauren) Referred to planning guide/ criteria for pilot projects  
Isn't the family education example just a pilot projects?

(Annette and Seymour) Pedagogical failure/communications failure of  
the highest order... ENABLING OPTIONS is not understood..

(Annette) We have never made clear how this is to be played out in  
the communities...

(Ruth) BP project was never introduced as a way to address the  
personnel issue..

We are here to put together the pieces on the table--- support  
projects... suggests that there are no real differences ---  
foundation blocks/ EMPAHSIS is being changed..

(Milwaukee) Need to be back-peddling (SF) Series of false starts..  
though we wanted to avoid using this term  
... we are inventing this together.

(Alan) Educational challenge... how do you educate each of the  
populations involved...

-----  
Afternoon session:

Annette presiding:

Calendar/LC's and CIJE

Types of meetings  
Key Lay Leaders and Pros  
Key Professional LC's and CIJE  
CIJE staff every six weeks to the LCC

Frequency  
twice and year and GA  
five times a year

Advantages: continuity of contact/ important issue  
need to clear calendar in advance  
using time in most effective way  
problems in scheduling across communities

budgeting for trips etc/also factor  
What are we going to do? Real costs

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101

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Seymour Martin Lipset

Florence Melton

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Isadore Twersky

Bennett Yanowitz

May 24, 1993

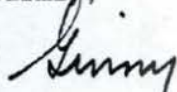
Mr. Stephen Hoffman  
Jewish Community Federation  
1750 Euclid Ave.  
Cleveland, Ohio 44115

Dear Steve,

Now that the Lead Communities seminar is behind us, I want to take a moment to express my gratitude for the help and support of your staff in making it a success. I know that people went out of their way to accommodate evening meals and late night meetings, contrary to the normal Federation practice. No one could have been more helpful, cooperative, or accommodating.

Thank you for your help in arranging the meeting and the support of your A plus staff in the implementation.

Warmly,



Virginia F. Levi



2/2

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Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

MEMO TO: Participants in Lead Communities Consultation

FROM: Henry L. Zucker

DATE: June 2, 1993

*HLZ*

I was pleased with the meetings held in Cleveland on May 11 and 12 and hope you share my view that they helped to move the Lead Communities project forward. Enclosed are the minutes of those meetings.

Please note that the attached proposed calendar reflects the ideal toward which we intend to work. We will be in touch soon about scheduling future meetings of the group.

Best regards.

PARTICIPANTS IN CIJE MEETINGS

May 10 - 12, 1993

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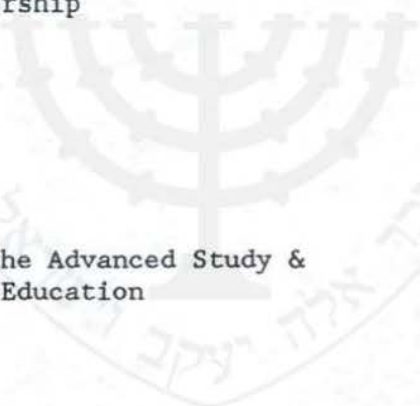
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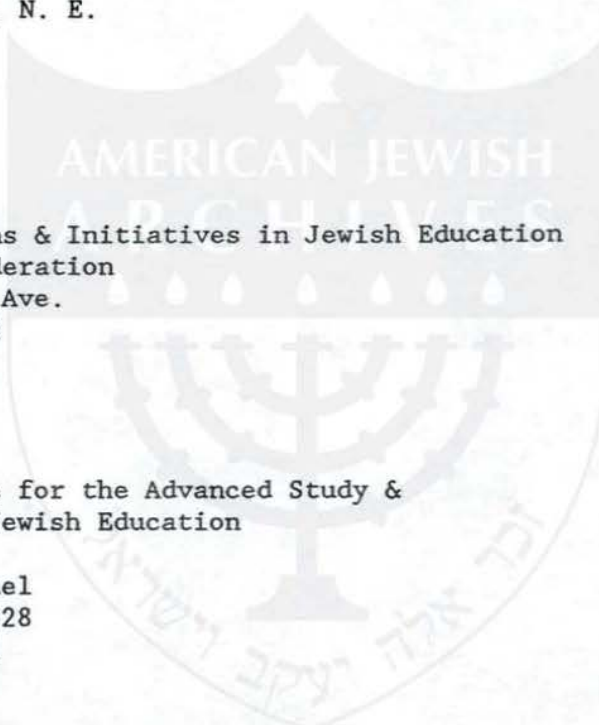
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*Minutes:* **Lead Communities Consultation**

L.C.  
Seminar 5/11/93

*Date of Meeting:* May 11-12, 1993

*Date Minutes Issued:* June 2, 1993

*Participants* Lauren Azoulai, Chaim Botwinick, Ruth Cohen, Shulamith Elster, Seymour Fox, Adam Gamoran, Jane Gellman, Ellen Goldring, Annette Hochstein, Alan Hoffmann, Stephen H. Hoffman, Barry Holtz, Virginia F. Levi (Sec'y), Marshall Levin, Arthur Naparstek, Daniel Pekarsky, David Sarnat, Louise Stein, Shmuel Wygoda, Henry L. Zucker

*Copy To:* Morton L. Mandel

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## I. Overview

### A. Welcoming Remarks

Henry L. Zucker opened the meeting, reminding participants that the Lead Communities Project is a long-term effort to impact Jewish education for the entire North American Jewish community. It is being undertaken as a partnership among three local communities and CIJE, a continental organization. The need to reconcile the autonomy of the local communities with the agendas of continental organizations is evident, and will require adjustments as we progress, since it is a new kind of partnership between a national body and local communities.

The Commission on Jewish Education in North America reflected a serious concern for Jewish continuity among North American lay leadership, and a shift in perspective which places Jewish education at the top of the community agenda. This reflects a major change in the point of view of lay leaders. The Commission brought about a new alliance among educators, community lay leaders, family foundations, rabbis, religious leaders and other Jewish professionals. The result was a commitment to improve the quality and quantity of well-prepared and dedicated Jewish



educators and to mobilize the Jewish community to provide adequate financial and moral support for Jewish education.

Mr. Zucker noted that the Lead Community concept is a new one and that its implementation is bound to include some tensions between CIJE and the local communities. It will be important to discuss and resolve differences as we move forward. This seminar was intended to clarify the Lead Communities concept and to enhance the partnership between CIJE and the communities and among the three communities.

#### *B. Introduction and Review of Materials*

Following introductions of the participants in the workshop, Annette Hochstein reviewed the agenda, making clear that it was to serve as a starting point for these deliberations and was open to revision.

It was agreed that the primary goals of the consultation were:

1. To continue joint planning and intensify partnership.
2. To foster and develop relationship within and across Lead Communities and with the CIJE.
3. To agree upon the role, content, and method of implementation of each element involved in the Lead Communities project.
4. To develop an integrated joint action plan and calendar for each LC and for the three LCs and the CIJE for the next 18-24 months.

## **II. Partnership and Joint Planning**

- A. Marshall Levin led a discussion intended to identify the partners in this project and their relationships. The initial discussion referred to the relationships among professionals involved in the project. His formulation, as modified through discussion, is as a series of concentric circles with communications flowing from the center. In the center are two circles of CIJE personnel and Federation senior staff in each Lead Community. Communications between these two groups are direct and comprehensive. Following, then, is a list of the groups within each circle working out from the center (see chart, attached).

1. CIJE  
Professional staff (Cleveland and Jerusalem)  
Consultants  
Field Researchers
2. Federation senior staff
3. Senior educators and rabbis
4. Other educators, other Federation staff, and staff of other Federation-funded agencies
5. Informal Jewish education organizations, foundations, and universities

It was suggested that the Federation senior staff serve as the intermediaries between CIJE staff and all others in the community. Federation's role is to manage the process for a broader community. Ideas may come from the center of the circle, i.e. CIJE or Federation senior staff, or they may come from any other group within the community, in which case they will be brought to the CIJE by the Federation. In any case, buy-in and sign-off must occur with both CIJE and Federation senior staff.

It was suggested that this might be described as a "partnership with parity." Partners come together with different perspectives and work together to define the partnership from each perspective so that others can buy in.

It was noted that the model was being put forth as a communications tool, not necessarily a means for making policy decisions. It puts the burden on Federation senior staff to manage communication, probably by designing new and different modes of communicating within the community.

### III. Elements of Systemic Change

Seymour Fox opened the discussion by reminding participants that the Commission on Jewish Education in North America had concluded that the basic elements necessary to upgrade the quality of Jewish education are *personnel* and *community mobilization*. These two elements have been identified by the Commission as "enabling options," i.e., options which enable the implementation of any, or all, other educational programs. Communities are encouraged to look at local educational problems from these perspectives.



CIJE will help to mobilize the denominations in the Lead Communities to help deal with these issues at the appropriate time.

For example, while considering a specific programmatic area of Jewish education, e.g. family education, a community would focus on personnel needs. The Best Practices Project could then help to identify a means of meeting those needs. It was suggested, however, that in order to bring about systemic change, the scope of the total Lead Communities discussion must be broad. The content component for work on personnel is the Best Practices Project. It was noted that there is a direct relationship, which was described as follows:

Personnel → needs "content"/Best Practices → scope → standards/quality

If, in the example, described above, a community were to come to CIJE with a serious interest in family education, CIJE would work with the community on how to approach personnel through family education. In order to bring about systemic change of sufficient scope, family education would be viewed within the larger picture of the community's vision and goals.

The discussion concluded with a reiteration of the centrality of personnel and community mobilization to the work of the Lead Communities project.

#### **IV. Calendar**

##### *A. CIJE Calendar*

A proposed calendar of meetings of various groups related to the Lead Communities project was presented for discussion. It was proposed that key lay leaders and professionals of the Lead Communities and CIJE meet three times a year, including one meeting to be held in conjunction with the GA. The purpose of these meetings would be to bring lay people on board and get their input.

It was suggested that the key professionals of the Lead Communities and CIJE meet five times each year, for two or three days each time, to work together on the overall design of the project. In addition, CIJE staff would be in each Lead Community every four to six weeks.

It was suggested that the location of the joint meetings be rotated among the Lead Communities. This would save on expense while permitting the


communities to share their work. The issue of cost was discussed. It will be important to make the case for the centrality of these joint meetings in order for funding not always to be an issue. It was suggested that by dovetailing the meetings of lay leaders with those of professionals, some savings could be realized.

At the conclusion of the seminar, the proposed calendar was reviewed and revised to reflect deliberations. A copy of the revised calendar is attached.

## *B. Local Calendars*

Each community was asked to outline its local calendar of Lead .  
Community activities.

### 1. Milwaukee

- a. Commission—will continue to meet quarterly beginning June 1993
- b. Steering Committee—every six weeks (ongoing)
- c. Task Forces
  - 1. Personnel—on a two year time line
  - 2. Strategic planning—working on five year plan including visioning and goals project.
- d. Educators' Survey—administered now through June '93, data analysis Summer '93.
- e. Market analysis  
Needs Analysis  
following plan outline  Fall '93
- f. Fund Development—beginning November '93

### 2. Baltimore

- a. The Center for Advancement of Jewish Education has just been formed (CAJE).
- b. CAJE will establish a CIJE committee—July 1, 1993.
- c. Strategic planning by CIJE committee—July to August '93.
- d. Convene rabbinic and senior educator leadership—August '93.
- e. Launch CIJE Committee—September '93.
- f. Conduct Educators' Survey—September to October '93.
- g. Monthly meetings of CIJE Committee—October '93 to June '95.
- h. Finance resource development.



3. Atlanta
  - a. Council on Jewish Continuity—continue to meet every two months.
  - b. New director of Jewish Educational Service to begin July 15, 1993.
  - c. Educators' Survey—administer in September '93.
  - d. Task Force on Israel Experience—form in August/September '93.
  - e. Task Force on Teacher Training—establish Fall '93.
  - f. JCC Judaic content study to be undertaken.
  - g. Market study on formation of second Jewish high school—Spring '93.
  - h. Resource development—ongoing

In the discussion that followed, communities were asked to consider how their calendars work to further the goals of community mobilization and personnel development as two key enabling options. It was suggested that the local commissions consider these issues in relation to their current priority concerns. It will be important for CIJE to work closely with the local commissions as they set their agendas.

## **V. Lay Leadership Relationships**

A chart for communications among lay leaders was designed to parallel the chart designed for professional staff. The concentric circles of a parallel chart move from the center outward as follows:

- A. CIJE
  - Board members
- B. CJF and Local Federation Leadership
  - (As with the professional staff, these first two groups would work together closely)
- C. Local congregations and synagogues plus continental denominational leadership; local schools and agencies; informal Jewish education organizations; national Jewish education organizations (e.g., JESNA, JCCA, Hillel, etc.); universities.
- D. Foundations cut across all these lines.

It was suggested that the model for lay leaders requires further refinement.

## **VI. Goals Project**

Seymour Fox described a project of the Mandel Institute on "the educated Jew." This is a theoretical approach to the desirable products of Jewish education. It grapples with such issues as what might be the ideal outcomes of Jewish education and what might an educated Jew look like.

As this project is unfolding, CIJE is working with the major training institutions and denominations for help in defining goals for their own groups. Each movement is working on its own set of objectives which will be available for local denominational groups to use.

Discussion focused on the importance of goals for the measurement of outcomes. It was noted that this will be an ongoing discussion as this project unfolds.

## **VII. Funding and Fundraising**

Art Naparstek reported on his activity related to fundraising for CIJE. He is in touch with both Jewish foundations and secular funding sources for support of various aspects of the project. In addition, it was suggested that we should work together to tap into sources of local community support and Federation endowments.

It was suggested that ongoing support for the Lead Communities Project should be sought locally, while national sources might be approached to support innovative ideas. The approach to national foundations should be coordinated through CIJE, which can help by demonstrating the potential for impact beyond the local communities.

It was suggested that a development committee be established within CIJE, to include representatives of the Lead Communities as well as the CIJE board. This committee would go to the Lead Communities to challenge their peers to support the project.

The role of CIJE is to work with national foundations where there is a specific focus and to help the local communities develop a coordinated approach to certain foundations which would be more interested in a project which spans the communities. At the same time, individual communities will have their own interests and should be able to approach CIJE for assistance in submitting proposals to foundations.



## VIII. Additional Issues

### A. *Definition of the Feedback Loop*

It was noted that there is a field researcher in each of the three communities for the Monitoring, Evaluation and Feedback Project. Among the tasks of the field researcher is to observe work related to the Lead Communities project and continually feed in useful information on a timely basis. As the project moves forward, feedback should be provided on a monthly basis to designated CIJE and Federation senior staff and lay leadership. This process should highlight issues raised by the Lead Community as well as those which the field researchers believe are important to address. At present, this is a process of monitoring and feedback. Evaluation can begin once the goals of the project are more clear.

A survey is being conducted on the professional lives of educators in each of the communities. The first round of the Educators' Survey will entail formal educators. The Educators' Survey will provide information to the community about the following items on Jewish educators:

- Their perceptions of Jewish education
- Their current and prior experience
- Their training and staff development experience
- The schools they work in
- Their personal background.

As a report is drafted, CIJE will check with each community to determine issues which should be addressed.

### B. *Definition of a Lead Community Project*

It was noted that in the excitement of the identification of each community as a Lead Community, projects are being initiated and identified as "Lead Community projects" by people or organizations in a particular community without these necessarily going through any process of content, quality control or sign-off by either the community or CIJE that would make it part of the LC Project.

It was suggested that CIJE and the local community be open to requests for the names of people who might be helpful in the development of a

project. However, in order for any project to be a "Lead Community project," it must fit within the goals of the LC project and its specific plans. Guidelines should include the following:

1. Process—has to fit within the plans defined by the local CIJE commission.
2. Content—has to fit within the enabling options.
3. Scope—has to be strategic, with potential for long-term impact.
4. Quality—has to fit within the goals of the Lead Communities project.

If a CIJE consultant or staff member is approached by someone in a Lead Community for advice on a project, that person should report this to the local Federation contact for follow-up—outside the Lead Communities process.

#### *C. Vision*

Besides the goals project described earlier in the seminar, it was noted that the communities are working toward developing visions for Jewish education to serve as the basis of mission statements. The basic question is what a Lead Community should look like in the twenty-first century. It was suggested that it is important to set forth the ideal in order to develop the strategies necessary to move forward.

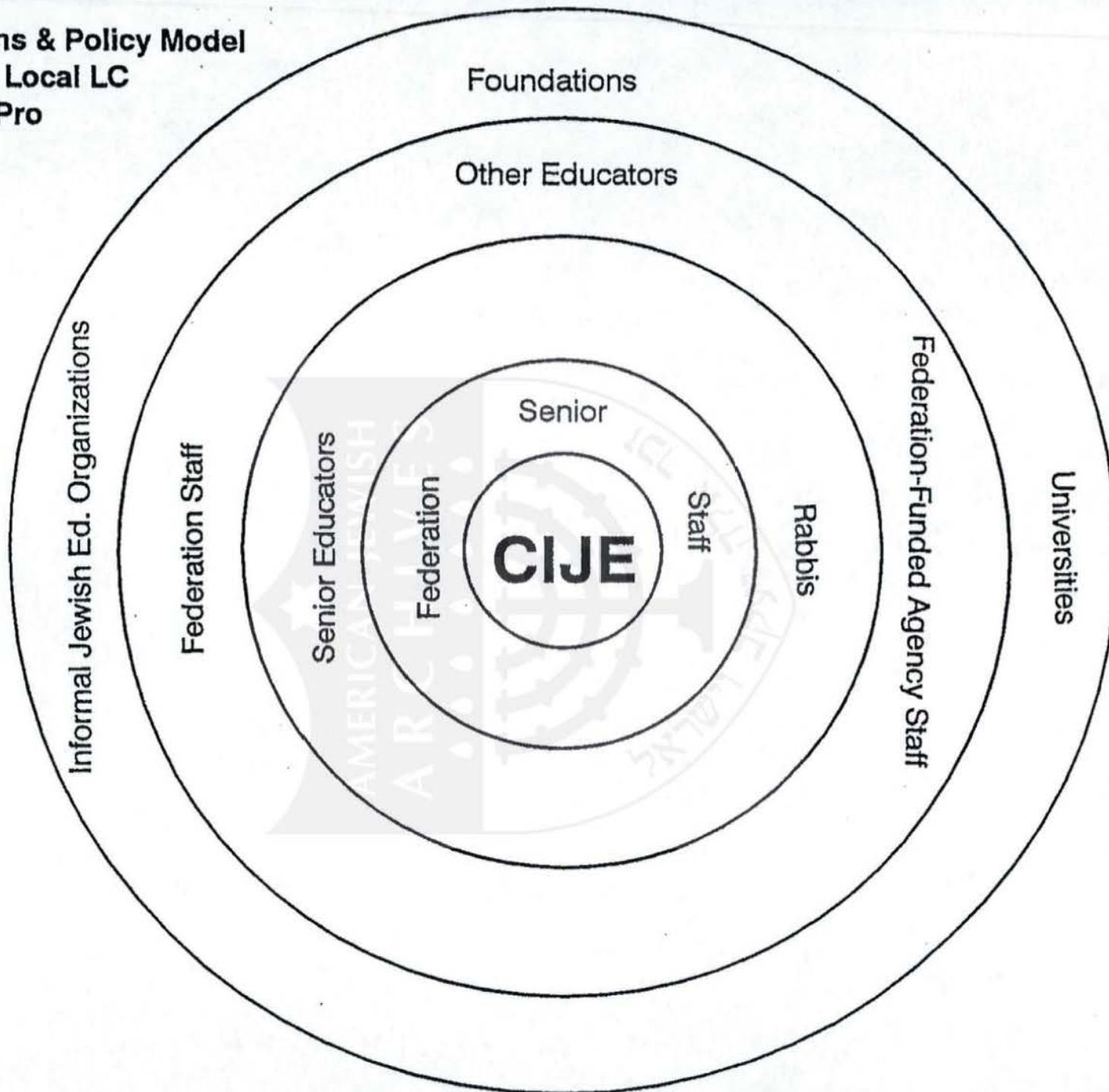
#### *D. Concluding Remarks*

It was reported that Shulamith Elster has decided that the time has come for her to work closer to home. She will be available to work with CIJE on special projects in the future, but will be leaving her role as Education Officer for CIJE. All present noted their gratitude for the work she has done in moving this project forward and in being the CIJE's link to the communities.

At the conclusion of the meeting it was suggested that participants take some time to reflect on the deliberations and to absorb what was said, following which decisions should be operationalized by CIJE and Federation senior staff. This was seen as the first of a series of meetings to help us move forward together toward a common goal.



**Communications & Policy Model  
Within Local LC  
Pro**



## PROPOSED CALENDAR OF MEETINGS LEAD COMMUNITIES AND CIJE

1993

1994

[illegible]