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**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  
35

Folder  
14

Milwaukee, Wis. Miscellaneous, 1993-1995.

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

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## Commission on Visions and Initiatives in Jewish Education

### Family Education Think Tank Summary Report

The Family Education Think Tank, which met four times, shared the wide range of family education programs and experience that currently exist in the community.

They then worked to clarify a definition of Jewish Family Education (JFE).

**Definition:** JFE occurs when family members, either parents (care givers) and children together or in parallel are involved in Jewish learning on any topic.

**Goals:** Motivate the home to work in concert with Jewish educational agencies in an effort to provide a positive nurturing Jewish environment which supports the efforts of the school.

**Outcomes:** Provide participants with the spirit, knowledge, skills and tools for enhanced Jewish experiences and observances inside and outside the home.

Some assumptions about JFE were developed:

- o Need systematic approach
- o Parents need knowledge
- o Families need behavior and attitudes
- o Families doing things together is better than child doing something on their own
- o Family is the primary unit in the development of Jewish values

The Think Tank then reviewed three major programs from other communities:

#### J.E.F.F. Program-Detroit, MI

Money from grant and Federation supports program. Program coordinator works through synagogues and institutions to develop programs. After three years, synagogues/institutions take over.

#### Boston Model

Phase I - Seed money from Federation, BJE and private foundation available to synagogues/institutions on a per grant basis.

Phase II - Funds available to synagogues and institutions to train family educators.

SEED

An English program for adults beginning with a retreat and following up with learning seminars. After listening to the program descriptions, the group identified the following elements as important for success:

- o Training family education
- o Ongoing programming
- o Community source of funding
- o Local organizations putting in some finding
- o Accountability
- o Menu of options - reuse successes
- o Follow-up
- o Partnerships/collaboration
- o Marketing/promotions
- o Long term planning

It was at this point that the group discussion shifted to more deeply rooted philosophical issues:

- o How to change the general culture of Jewish education
- o A systematic approach to Jewish Education
- o Ways to promote Jewish family life
- o Ways to get families to choose Jewish lives (need to change communal expectations and requirements)
- o Individualized intake process to assess appropriate approach for each and then be able to monitor changes

The Think Tank was adjourned pending the outcome of the general strategic planning process with the knowledge that this summary report to be submitted to the planning group prior to its first meeting.

RC/nm

Revised 10/15/93

MEMO TO: Gail Dorph, Seymour Fox, Annette Hochstein, Stephen Hoffman, Barry  
Holtz, Morton L. Mandel, Art Naparstek, Shmuel Wygoda, Henry L.  
Zucker

FROM: Virginia F. Levi *VF*

DATE: July 14, 1993

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Attached for your information is an article which appeared recently in the  
Wisconsin Jewish Chronicle about the Milwaukee project. A copy will be placed  
in the Milwaukee file.





# Lead cities goal-setting begins

By Mardee Gruen  
of The Chronicle staff

The Milwaukee Jewish community's Lead Cities Project is beginning to get the lead out.

The education project has received a \$30,000 start-up grant from the national Council for Initiatives in Jewish Education, it was announced at a meeting last week convened by the local Commission on Visions and Initiatives in Jewish Education.

Last fall, CIJE selected the Milwaukee, Atlanta and Baltimore Jewish communities as lead cities to develop community-wide Jewish education programs as a model for communities around the country.

Last week, at the commission's second meeting, Jonathan Woocher of Jewish Education Services for North America helped commission members begin the project's goal-setting.

Additionally, a group of professionals and lay leaders representing synagogues and other organizations has held several discussions on developing community resources to enhance

family programming.

"We're at the point in the process where it's time to create a plan," explained project co-chair Jane Gellman. "We're working on

a long-range program with emphasis on the first year.

"CIJE has recommitted itself to Milwaukee with the grant, which we'll use for research. It will not be used for new programming or for anything the general community will be able to see."

A five-year plan will be developed by a Strategic Planning Task Force established by the commission, according to Dr. Ruth Cohen, local project coordinator under auspices of the Milwaukee Jewish Federation.

The commission is planning a day-long retreat in August to "continue its 'visioning' pro-



Jane Gellman:  
"Working on a long-range program."

cess and identify critical needs in the community which will guide the planning for the overall project," Cohen added.

Working as a consultant with the Milwaukee project will be Daniel Peckarsky, a CIJE senior policy consultant. He will return to the Department of Educational Policies at the University of Wisconsin-Madison following a two-year leave to work with the Cleveland Fellows, a Jewish educational program.

For its part, CIJE is preparing a list of national consultants to provide expertise "that wouldn't otherwise be available to us," Gellman added.

CIJE also is compiling a survey to profile Jewish educators nationally. Phase one of the survey will include all Milwaukee Jewish day school, supplementary school and preschool teachers. Phase two will encompass administrators, adult education and informal education staff.

"Data collected will be used in making recommendations for improving the professional life of Milwaukee's Jewish educators," Cohen said.



## MILWAUKEE JEWISH FEDERATION

## MEMORANDUM

TO: Shmuel Wigoda  
Fax # 011 972 2 619-951

FROM: Ruth Cohen  
Fax # 001 414 271-7081

DATE: July 26, 1993

RE: Lead Community Calendar

The following are some important dates for future Lead Community activities:

Date	Time	Activity
August 19	7:30 p.m.	Visioning exercise for Federation officers and senior professional staff.
September (date to be established with Dr. Danny Pekarsky)	?	First meeting of the Personnel Development Task Force.
October 10	1:00 p.m. - 8:00 p.m.	Commission retreat. Continuation of our visioning process.*

- \* We are trying to identify a national speaker/facilitator for the retreat; a person of vision who can inspire our Commission, provide a model of a rich vision and guide the development of shared vision for our local community.

In order to effectively plan this activity, we need to finalize all details as soon as possible, especially identifying our key note speaker.

We would appreciate your suggestions and creative ideas.

Shmuel Wigoda  
Page 2

Please share this information with Danny Pekarsky and give him my regards.

Le' hitraot.

RC/nm

P.S. The October retreat is in lieu of the retreat originally planned for August.





Alan - This was in this week's Wisconsin Jewish Chronicle

# Phase two for education renewal experiment

By Leon Cohen  
of The Chronicle staff

A year after the Milwaukee Jewish Federation hired Ruth Cohen, Ph.D., as local project director for an unprecedented national Jewish education project, panels are forming here to develop plans of action.

The project, the Milwaukee Lead Community Initiatives for Jewish Continuity, is inspired and funded by the national Council for Initiatives in Jewish Education, a creation of the Commission on Jewish Education in North America.

CJIE seeks to transform U.S.

Jewish education by enabling three communities — Atlanta, Baltimore and Milwaukee — to explore, develop and implement new ways to:

- Improve the quality of providers of formal and informal Jewish education, including classroom teachers, Jewish camp and community center staffs and youth movement coordinators.
- Generate community support for Jewish education.

"If we don't mobilize the community leaders and attract new funds, we can't advance," said Cohen. "If Jewish education is not a top community priority,



Ruth Cohen: Project has brought people together.

long-term [and] the community as a whole has to participate."

Given the project's scope, the desire to involve the whole community and the lack of prece-

dent, "We spent the first year trying to figure out what the best way is to make change happen," said Jane Gellman, co-chair of the project's steering committee with Louise Stein. "We've been trying to lay the groundwork so we don't step on any communal and institutional toes, and we need the support of everyone who's involved."

## Consensus achieved

Before Cohen arrived, the federation assembled a project steering committee comprising (See page 13)

Wisconsin Jewish Chronicle

## Phase II for experiment

(From page 1)

lay people, educators and staff, many of them officers or board members of community Jewish organizations.

That committee mustered a 60-member commission of lay people, educators and other community professionals. They span all Jewish religious denominations, and each is involved in more than one community activity. "We wanted people with a community-wide approach," Cohen said.

Cohen said she was warned that "it would be impossible for all these people to reach consensus" on how to improve Jewish education. But the effort has "brought together people who have never before talked to each other [and] can discuss things of mutual concern. That is our major achievement thus far."

Gellman agreed that "to have a group of Jews from all across the spectrum agree on what things the community should work on was a wonderful accomplishment."

On Nov. 14-15, 38 people — commission members, invited area lay and professional leaders and CIJE representatives — met to identify areas of Jewish education here that need improvement.

Their vote ranked as highest priority:

- Formal and informal programs for Jewish teens. Projects to be explored include creating a day or supplementary high school, Israel programs, camping, family retreats and community service opportunities.
- Improving recruitment, training, retention, status, standards and benefits for Jewish educators.
- Developing new funding for

Jewish education.

Items considered of secondary priority are:

- Adult education.
- Evaluation of educational institutions.
- Family education.
- Israel trips for high school and college students.

The lowest ranked areas are:

- *D'vrai Torah* — encouraging presentation of "words of Torah," keeping kosher and reciting blessings at community activities that involve food.

- Outreach to college students.
- Improving lay leaders' Jewish knowledge.

## "Action teams"

The next step is creating what Cohen calls "action teams" of about 20 people to plan initiatives in each Jewish educational subject area.

Teams are being created for the three highest priority items — teens (chaired by Claudia Cohen and Maris Bock), Jewish educators (Susan Jona and Jody Kaufman Loewenstein), funding (Larry Gellman and Gerald Stein) — and one from the secondary list, family education (Eve Joan Zucker and Rabbi Lee Buckman).

The project is funded by a \$180,000 grant over three years from the Helen Bader Foundation here and CIJE's one-time \$30,000 planning grant.

The federation spends 40 percent — about \$1.2 million — of its locally allocated funds on Jewish education. It is not funding the CIJE project, but is involved in the planning and provides office space for Cohen.

Gellman said the project leaders are still recruiting action teams. To volunteer, call Cohen at the federation, 271-8338.



T- Pls call Ruth  
Cohen & ask her  
for copies of the  
attached - however  
many she can  
spare (50-100).  
If she doesn't have,  
do they mind if we  
duplicate & use as

an example of work  
going on in L.C.?

b

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g. She will check &  
CALL ME BACK  
She's sending 25

**A** year ago Milwaukee, along with Atlanta and Baltimore, accepted the challenge to participate as a "Lead Community" with the Council for Initiatives in Jewish Education (CIJE).

CIJE's comprehensive effort seeks to improve both formal and informal Jewish education in North America. The core elements of CIJE's plan are (1) building the profession of Jewish education and (2) mobilizing community support for Jewish education.

As a lead community, Milwaukee serves as a living laboratory to explore ways in which quality education can be achieved and to develop and implement successful programs that will serve as models for other communities.

## **Phase 1: Coalition established - strategic planning commences**

Milwaukee's first step was to establish a Steering Committee and Commission to direct the process, which includes research, visioning, issue identification and planning.

The initial major goal of the Commission is to develop a three-to-five year strategic plan for Jewish education in Milwaukee.

## **Phase 2: action teams formed**

In consultation with the staff of CIJE and other

*\*The position of Project Director is funded by a grant from the Helen Bader Foundation to the Milwaukee Jewish Federation.*

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*LCI Project Director\* Dr. Ruth Cohen (l) meets with Commission Co-Chairs Louise Stein (center) and Jane Gellman.*

national experts, local action teams will address the first series of strategies this spring. The action teams will work in the following areas:

- personnel issues (*co-chaired by Susan Jona and Jody Kaufman Loewenstein*)
- formal/informal education of teens (*co-chaired by Maris Bock and Claudia Cohen*)
- fund development (*co-chaired by Larry Gellman and Gerald Stein*)
- family education (*co-chaired by Rabbi Lee Buckman and Eve Joan Zucker*).

The goals of developing the strategic plan and introducing initiatives leading to stated outcomes will continue to require time and much hard work.

We are grateful to members of our Commission for their faith and participation in this challenging effort for Jewish continuity in Milwaukee.

*Jane Gellman*

*Jane Gellman*

*Co-Chairs, Commission on Visions and Initiatives in Jewish Education*

*Louise Stein*

*Louise Stein*

## **action teams: members needed**

To participate, call Ruth Cohen at the Milwaukee Jewish Federation, 271-8338.



The following strategies will be addressed during the fall/winter of 1994-1995:

- adult education
- setting goals in educational institutions
- Israel trips for high school and college students
- *d'vrai Torah* - encouraging the practice of presenting *d'vrai Torah* (words of Torah) at all Jewish community meetings and activities, the observance of Kashrut and the reciting of the blessings before and after meals
- outreach to college students
- improving the Jewish knowledge of community leadership.

## COMMISSION ON VISIONS AND INITIATIVES IN JEWISH EDUCATION

Jane Gellman, Louise Stein, Co-Chairs

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Susan Atlas  
Daniel Bader\*  
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Jay H. Beder  
Dr. Bradley Bernstein\*  
Eliot M. Bernstein  
Kathleen E. Bernstein  
Maris Bock\*  
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Daniel Weber  
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Eve Joan Zucker\*  
\* Steering Committee Member

Dr. Ruth Cohen, Project Director

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\$30 per year in Continental U.S.

## Judaic teachers lack training, benefits: survey

Still, Milwaukee Jewish education system is considered among strongest in nation

By Marilyn Ruby  
of The Chronicle staff

Milwaukee's Judaic teachers are professionally stable and devoted to Jewish education and Jewish youth. On the whole, they are Jewishly better educated than the typical U.S. Jew.

Yet most lack content knowledge, are inadequately trained and face low earning standards and a scarcity of benefits and career-advancement opportunities.

These are among the conclusions of the survey "The Teaching Force of Milwaukee's Jewish Schools," conducted by the national Council for Initiatives in Jewish Education.

Survey director Adam Gamoran, professor of sociology and educational policy studies at the University of Wisconsin-

Madison, summarized the results last week for Milwaukee participants in the Lead Community Initiatives for Jewish Education project.

Last year, CIJE chose Milwaukee, Atlanta and Baltimore as "lead communities" to develop and implement educational programs that will serve as models for other communities.

Milwaukee's teacher survey, completed last June, is based on surveys of all Milwaukee area Judaic teachers and interviews with 27 educators. Eighty-eight percent of surveyed teachers responded.

"Milwaukee is in the national spotlight," Gamoran said, and "is one of the outstanding communities in terms of Jewish education in North America. But we can't rest at that. The community must pressure leader-

ship to raise the standards and make changes."

### Q and A

The survey sought to answer questions about teachers' qualifications and compensation, including:

#### • Who are Milwaukee's teachers?

Milwaukee's Jewish schools employ 215 teachers. They predominantly are women (80 percent), married (80 percent) and American-born (89 percent). Four percent immigrated from Israel and 2 percent from the former Soviet Union.

Forty-five percent label themselves Reform, 24 percent Orthodox, 19 percent Conservative and 6 percent traditional

(between Orthodox and Conservative.)

Of the 65 percent who have visited Israel, 46 percent lived there for three months or more.

A majority of teachers plans to continue working in their present position, and 68 percent indicate they will continue teaching.

• What are working conditions like for these teachers?

Most Judaic teachers work part-time. Fifty percent work fewer than 10 hours per week and 25 percent work full-time (more than 30 hours per week).

Part-time teachers do not receive health and pension benefits. Benefits are scarce even for full-time teachers: 30 percent of full-time teachers are offered health benefits, 25 percent disability and 30 percent

(See page 10)

file - Milwaukee

pensions.

Although almost half the pre-school teachers work full-time, 8 percent are offered health benefits.

Interviews with teachers gave circumstantial evidence that some schools may hire part-time teachers to avoid paying benefits.

Seventy-five percent of teachers work at one school, 21 percent work in two schools and 4 percent work in three or four schools. Most of those who work at more than one school are unable to put together full-time hours, and receive no benefits.

• What are teachers' salaries?

Sixty percent of teachers surveyed earn less than \$10,000 teaching at one school, and 44 percent earn less than \$5,000. Nineteen percent of teachers earn more than \$20,000 a year.

• What are teachers' training levels and professional growth opportunities?

About 85 percent have college degrees, and one-third have graduate or professional degrees. Fifty-four percent have degrees in education.

Thirteen percent majored in Jewish studies in college or graduate school. Thirty-one percent have no formal Jewish education after bar/bat mitzvah.

Nineteen percent of the teachers are well prepared in both Jewish subject matter and general education. Twenty-one percent of the pre-school teachers are not Jewish.

Aside from a twice-annual teacher's conference and a few courses offered at institutions, there is no systematic in-service training for day school and supplementary school teachers.

Milwaukee Judaic and Hebrew day school teachers — most of whom are only partially prepared to begin with — receive as little as one-seventh the in-service workshop training required of licensed teachers in Wisconsin, according to the survey.

Response in works

Ruth Cohen, Milwaukee's Lead Community project director, said she was not surprised by the findings. "But this is important because it is the first time the data has been quantified," she said. "That gives it power versus having hunches. Now we can draw specific conclusions that will lead to action."

Cohen said an action team on personnel issues, co-chaired by Susan Jona and Jody Kaufman Loewenstein, has been meeting with CJE consultants to review the survey's findings and develop a comprehensive plan, which addresses issues raised in the survey.

The team's plan will be presented to the steering committee of the Commission on Visions and Initiatives in Jewish Education, then to the Milwaukee Jewish Federation's Agency Relations Committee and finally to the federation board.



## It's time to help teachers

There's good and bad news in a recent survey of Milwaukee's Judaic teachers (see p. 1). The good is that our teaching force is judged among the best, most dedicated and stable in the country. The bad is that if our Jewish community's educational apparatus is one of the best, Jewish education in America needs significant improvement.

The survey, commissioned by the Council on Initiatives in Jewish Education, presents some alarming statistics. Only 30 percent of full-time teachers (30 hours per week or more) are offered benefits such as health insurance and pensions. Only 19 percent of all Judaic teachers earn more than \$20,000 per year.

Most are trained either in education or Judaic studies — but rarely in both. Although Milwaukee Judaic teachers have more formal Jewish education than the average U.S. Jewish adult, they are not well educated in their field compared to other types of teachers. Pre-school Judaic teachers often are not Jewish. And while the part-time nature of Jewish education fits the needs of many teachers (half teach less than 10 hours per week), there is a need to increase the proportion of full-time teachers in order to improve professional standards.

Our teachers and principals have known these facts for years. This survey turns teacher-lounge conversation into data that they and we hope will stimulate change. With the help of this study, and similar ones to be conducted in Atlanta and Baltimore, local models can be tested to solve educational problems besetting every U.S. Jewish community. For example, Jewish educators could form a professional pool, first locally, then nationally, to buy health insurance collectively. And communities could develop or increase ad hoc enrichment programs for teachers, or create resources to finance university-level course work.

In cooperation with CIJE, Milwaukee Jewish Federation-sponsored committees are exploring such practical measures that help teachers without imposing a particular ideology. This makes good business sense and is the "Jewish" thing to do. Our students deserve highly qualified teachers. And our teachers deserve decent wages, benefits and respect.

*Editorial*





Commission Co-Chairs  
Jane Gellman  
Louise Stein

Project Director  
Dr. Ruth Cohen

**Lead Community Initiatives for Jewish Education**  
**PROJECT UPDATE**  
**June 1994**

Modifying the Organizational Structure

In accordance with the recommendation of the Steering Committee, during August, the Steering Committee will be expanded and the Commission will be updated with current professional and lay leaders.

Action Teams

Family Education

This group is currently considering the following issues:

1. Creating a community-wide delivery system for family education programs/services.
2. Empowering individual institutions to develop in-house family education programs.
3. Continuation of the training of family education personnel.

Personnel Issues

This group is currently considering the following issues:

1. Assessment of individual needs in the area of professional development for Judaica and Hebrew teachers.
2. Creation of a community-wide structure for academic training in Judaica and Hebrew (i.e., Baccalaureate and master degree programs.)
3. Creating a benefit package for Jewish education personnel.

(Over)

### Teen Education

This group is currently considering the following issues:

1. Feasibility of a community day high school.
2. Supplementary high school program.
3. Informal Jewish education opportunities for local youth (i.e. Israel experience, camping and youth movement).

### Goals Project

CIJE is organizing a special seminar in Israel on July 7 - July 14. The seminar will focus on visions and goals for Jewish education.

The following individuals will participate in this seminar:

Rick Meyer  
Jay Roth  
Ruth Cohen  
Ina Regosin  
Jane Gellman  
Larry Gellman  
Louise Stein  
Jerry Stein

### Summer Plans

Due to the fact that so many professional and lay leaders will be out of Milwaukee during July, we will resume the project's activities in August.



*Chair*

Morton Mandel

*Vice Chairs*

Billie Gold

Matthew Maryles

Lester Pollack

Maynard Wishner

*Honorary Chair*

Max Fisher

*Board*

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Jay Davis

Irwin Field

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Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

*Executive Director*

Alan Hoffmann

Adam Gamoran

Jewish Community Federation

1750 Euclid Ave.

Cleveland, OH 44115

September 1, 1994

Dear Adam,

I thought you might like to see this article. Shana Tova, and G'mar Tov.

B'shalom,

*Gail*

Gail Dorph

Adam  
oops. Someone  
gated + mailed  
this to Cleve.  
I'm forwarding  
to you. Ginny

AMERICAN JEWISH  
ARCHIVES



SEP 13 1994



# Back to School 1994

## Education project urging institutional visions

By Mardee Gruen  
of The Chronicle staff

Educational experts are saying that comprehensive communal Jewish education requires each teaching institution to develop its own vision of what an educated Jew should be.

To assist that development, eight Milwaukeeans recently attended a seminar at the Hebrew University of Jerusalem's Mandel Institute, offered by the Council on Initiatives in Jewish Education.

CJIE is a national effort seeking to improve formal and informal Jewish education in North America. Two years ago, CJIE selected Atlanta, Baltimore and Milwaukee as "lead communities" to develop models for improving a community's comprehensive Jewish education.

"As a lead community, Milwaukee serves as a living labora-

tory to explore ways in which quality education can be achieved and to develop and implement programs that will serve as models for other communities," according to Ruth Cohen, Ph.D., Milwaukee lead community project director.

At the Jerusalem seminar, experts contended that an institution's educational goals must be anchored in a vision of achievement and a definition of an "educated Jew."

"To describe a Jewish educating institution as vision-driven is to say that it is animated by a vision or conception of the kind of Jewish human being and the kind of Jewish community it is trying to bring into being," Cohen explained.

"A guiding vision does not offer a laundry-list of miscellaneous characteristics to be cultivated in students, but exhibits



Milwaukee Jewish Federation

Lead Community project local coordinator Ruth Cohen (left) with project co-chairs Louise Stein (middle) and Jane Gellman.

how they fit together to compose a picture of a meaningful form of Jewish existence."

Milwaukee's seminar participants were Jane Gellman and Louise Stein, lead community

co-chairs; their husbands, Larry Gellman and Gerald Stein, representing the Milwaukee Jewish Federation; Richard Meyer, federation executive vice president; Jay Roth, Jewish Community

Center executive vice president; Ina Regosin, Milwaukee Association for Jewish Education executive director; and Cohen.

### Local organization

Under Cohen's direction, the Milwaukee effort has established a Lead Community Steering Committee and Commission to direct the development of a three-to-five-year strategic plan for Jewish education here.

Action teams have been formed to evaluate personnel issues, formal and informal education of teens, fund development and family education.

The project is funded by a \$180,000 grant over three years from the Helen Bader Foundation of Milwaukee and a one-time \$30,000 CJIE planning grant.

About 40 percent — \$1.2 million — of the federation's locally allocated funds go to Jewish education. The federation is not funding the CJIE project, but is involved in planning.

This effort also is supported by CJIE personnel and programming that, Louise Stein said, includes "development of a library of materials concerning the importance and the process of becoming vision-driven which would be available to all communities."

She said participation in CJIE

**MAJE**  
1944 - 94

**MAJE Milwaukee Association for Jewish Education**

חינוך

**Serving the Jewish Educator  
and the Community**



tives in Jewish Education.

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Milwaukee Jewish Federation

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This effort also is supported by CJJE personnel and programming that, Louise Stein said, includes "development of a library of materials concerning the importance and the process of becoming vision-driven which would be available to all communities."

She said participation in CJJE programming is voluntary, "but we hope Milwaukee's educational institutions will want to engage in this opportunity."

"The seminar helped us understand how [creating a guiding vision] serves as a mechanism for the operation of a school or any educational program, which allows us to further interpret that concept for Milwaukee educators."

Turf battles shouldn't come into play, Stein said. "We don't foresee a single vision for Jewish education in Milwaukee, but many visions for specific programs, schools and agencies," she said.

Stein added that once an institution defines its vision, the curriculum is formulated around it and staff is hired to fulfill it.

Dr. Daniel Peckarsky, a University of Wisconsin-Madison professor who led the Jerusalem seminar, is expected to conduct a similar program in Milwaukee in late fall.

**MAJE**  
1944 - 94

**MAJE Milwaukee Association for Jewish Education**

חינוך

**Serving the Jewish Educator  
and the Community**

### COMMUNITY-WIDE EVENTS:

- ☆ Oct. 2 Two by Two at the Zoo: A Family Program
- ☆ Oct. 30 Kenes I (Educational Conference)
- ☆ Feb. 3-5 Jewish Education Month Kickoff and Kenes II

### HEBREW ULPAN

- Learn Hebrew -  
Beginners through  
Advanced level courses.

Classes begin  
Thursday, September 22,  
and meet on one  
of the following days:

**Mondays**  
9:30 - 11:00 a.m.  
**Tuesdays**  
9:30 - 11:00 a.m.  
**Wednesdays**

### INSTITUTES

#### Institute for Family/Parent Education

Beginning October 3, 1994  
10 Monday Evenings, 7:30-9:00 p.m.  
"Methods in Jewish Family Education"  
Eve Joan Zucker, Instructor

#### Institute for Early Childhood Jewish Education

Beginning October 4, 1994  
10 Tuesday Evenings, 6:00-7:30 p.m.  
"Integrating Judaica into the Early Childhood Curriculum"  
Sandy Brusin, Instructor

#### Teachers Institute

Beginning October 5, 1994  
10 Wednesday Evenings, 7:30-9:00 p.m.  
"Teaching Jewish History"  
Judv Werlin, Instructor

**THE MAIL STOP**

6910 W. Brown Deer

# MILWAUKEE

## 1993

1994

[illegible]



✓ Milwaukee JCC

JEWISH COMMUNITY CENTER OF MILWAUKEE

MEMORANDUM

June 15, 1995

TO: Ruth Cohen, Jane Gellman, Louise Stein, Jon Levin

FROM: Jeff Metz



Please take a look at the attached statement from Barry Chazan. He outlines what he sees as the purpose and the process of the teen project and the Deliberation Team process. I would appreciate your comments and look forward to moving ahead in the process.

If need be based on some initial feedback we will set up a time for us to get together and develop the next steps. Thanks very much.

JSM/jm

Enc.



## **Israel Office**

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29 May 1995

TO: Jay Roth  
FROM: Barry Chazan  
RE: Milwaukee Teen Project

I want to put down some initial thoughts via a vis the forthcoming teen project. This is the beginning of thinking and these are thoughts for discussion and surely not ideas carved in stone.

### **PURPOSE**

The overall purpose of the project is the development of a constructive Jewish educational environment for Jewish teens and adolescents of Milwaukee. This effort is based upon the recognition that the adolescent years represent a critical point in the Development of Jewish identity. This environment will be developed in such a way as to reflect, exemplify, and hopefully transmit key Jewish values that can shape the Jewish lives of these adolescents. The project is rooted in a value-oriented approach to Judaism and an informal educational perspective of Jewish education.

### **PROCESS**

The development of the project will reflect a commitment to collaborative Jewish and educational thinking. This means that a group of involved and committed educators, religious and communal leaders, center staff and other people will work together to develop the main value contents that will then become the cornerstone of the educational activities.

There will be a three pronged planning process:

Stage 1. August 1, 1995

The project will begin with a deliberation of rabbis, educators, community leaders, and JCC staff to develop a framework of some key Jewish values that are regarded as particularly appropriate and applicable to young Jews in the teen years. The purpose of this first deliberation is to develop a short list of the key Jewish values that will constitute the backdrop of this program (this process is not about the discussion of what Judaism is or where different positions differ; rather, it is about finding a group of several Jewish values amongst the large fabric of

Jewish values that are jointly shared by a wide range of denominations and that are age-appropriate for Jewish teens).

The outcomes to be realized by the end of this session are:

1. A list of the Jewish values that will be emphasized in this project
2. Consensus about the meanings of the values to be chosen
3. Initial brainstorming about the kinds of educational activities that might be developed to teach these values

This session will be chaired by Barry Chazan. Barry Chazan and Mark Charendoff will be responsible for the development of the structure of this session. It will be inter-active, and will include: discussion, deliberation, study, and perhaps audio-visual methodologies. The proceedings of this deliberation will be summarized and serve as a working document for the second deliberation.

#### Stage II. September 11, 1995

The second deliberation will focus on the development of a map of educational experiences, activities, programs, and projects to be developed in the emergent teen Jewish youth culture. The task in this instance moves from the focus on the identification of key Jewish values to the development of informal Jewish educational activities in which these values can be reflected. The specific structure of this session will be developed in light of the dynamics of the first session. The outcomes to be reached by the end of this session are:

1. A list of educational experiences - correlated with desired Jewish values
2. Texts and sources that might be relevant to preparing for such programs
3. A tentative calendar of activities for the year
4. Creation of a representative sub-committee to help monitor the program

The team of Jay Roth, Jeff Metz, and Jon Levin will assume leadership for translation of this discussion into a plan of action. Such a plan will be completed after the second deliberation, and will be reviewed by the sub-committee to assure its consistency with the values and experiences identified. The sub-committee will meet periodically to review the content and duration of the program.

#### Stage III. Winter 1966

The third deliberation will take place several months after the process has been initiated and observed. This deliberation will look at the progress in developing activities, recruiting and training staff to implement values, and emergent issues and programs.

Barry Chazan and Mark Charendoff will be responsible for flow of sessions. The Milwaukee staff, working closely with Barry and Mark, will be responsible for translation of ideas into practice.