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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 5: Communication, Publications, and Research Papers, 1991–2003.

Box
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Folder
11

Annual Report brochure (1998). Drafts and editorial comments,
December 1996-June 1997.

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

GrantWorks

306 Washington Avenue, Haddonfield NJ 08033
Tel 609/429-1903 Fax 609/429-8732

- LCs.
- non-denom.
- Page of settings (not just supplm.)
- public separate
- content-kremin
- why education?

FAX TRANSMISSION FORM

- 12/23 w/Avi
- ed. 21 > fundamental of 2 cult.
- Value: creativity; Imag.
- NE to look at rubric

DATE: 12/16/96

TO: Nessa Rapoport

FAX #: 212/532-2646

FROM: Avi Y. Decter

FAX #: 609/429-8732

This transmission comprises 2 pages including the cover sheet.

MESSAGE:

Nessa -

For your review & comment.

Thanks, Best.

Avi


Please phone 609/429-1903 if there are problems with reception.

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Tel 609/429-1903 Fax 609/429-8732

MEMORANDUM

December 16, 1996

TO: Nessa Rapoport
FROM: Avi Decter 
SUBJ: CIJE Brochure Copy

Nessa:

Thanks for your call on Friday. I had not forgotten and had even begun drafting as I had told you. Here is a first rough draft which tries to thread its way between the rock and the whirlpool --CIJE's traditional way of describing itself and the new vocabulary which is emerging in your strategic planning discussions!

I have probably erred here on the side of brevity, but please note that I would like to see in each major section or (two-page) spread a primary quote, photos of participants in CIJE programs and initiatives, and quotes from the participants and beneficiaries. All told, I think that the brochure will have a greater longevity if we are not too specific about programs which may undergo radical change and stick to the basics. Nobody I know actually reads these things word for word --they look at the headings to see what are the basic directions, then pick up on **key words** in **BOLD**, and finally read for detail only where they are interested.

If you can run your critical and creative eye over this and get back to me, we can do one of more revisions this week before you head out of the office. I will be in New York on Wednesday; that day I have meetings at NFJC and the NY Historical Society, but it might be possible to squeeze in time face-to-face either late morning or at the end of the day. In any case, we can confer by phone at your convenience.

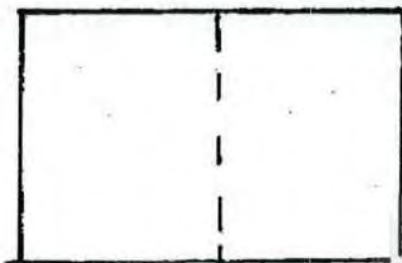
Let me know your thoughts ASAP. As always, many thanks and all good wishes.

Attachments

CITE BROCHURE LAYOUT COVER + 12 PAGES



FRONT
COVER



INSIDE
FRONT COVER

P1

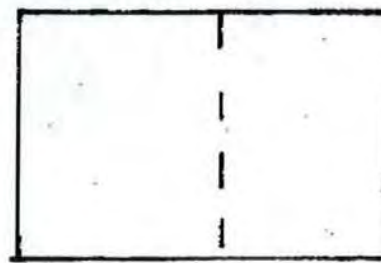
CATALYST
FOR
CHANGE



P2

P3

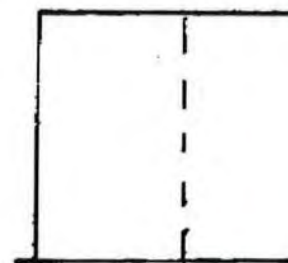
ENVISIONING
CHANGE



P4

P5

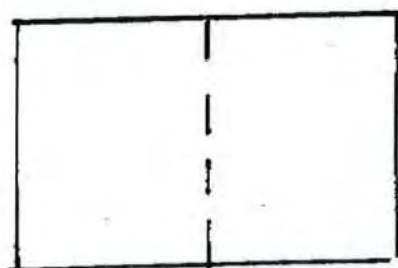
SETTING AND
AGENDAS



P6

P7

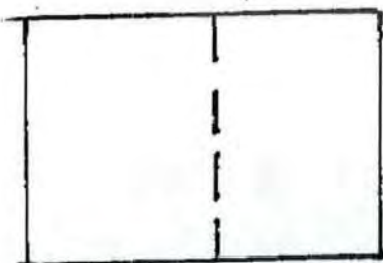
STRENGTHENING
THE PROFESSION



P8

P9

CREATING COMMUNITY
AND CULTURE



P10

P11

MOBILIZING
SUPPORT



P12

INSIDE
BACK
COVER



BACK
COVER

CIJE BROCHURE COPY
December 16, 1996
Page 1

revisions discussed w/ Avi
1/8/97

FRONT COVER

Report Title

CIJE Name and Address

INSIDE FRONT COVER

Copyright and Publication Data

PAGE 1

A Catalyst for Change

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith.

- Prof. Isadore Twersky, A Time to Act

The Council for Initiatives in Jewish Education (CIJE) is an independent organization dedicated to the revitalization of Jewish education in North America. CIJE was launched in 1990 to promote systematic, comprehensive educational reform and to strengthen the North American Jewish community.

byve { CIJE is a catalyst for strategic change on critical educational issues. CIJE initiatives are developed in partnership with Jewish communities, local federations, continental organizations, denominational movements, foundations, and educational institutions.

It is our conviction that education is a cornerstone of meaningful Jewish continuity, the foundation on which will be built an ever-more vibrant, creative Jewish community in North America.

non-denom.
range of settings

J life

create a
vibrant...
N Amer J commu
thr. comp educ
reform-for
J's, inst, commun
families

What's why J
ed?

What's + problem?
(severe short, but
moving, ATN; pb)
What's + vision?
how do we get there

CIJE BROCHURE COPY
December 16, 1996
Page 2

PAGES 2-3

Envisioning Change *Vibrant N. Am. J life*

learning CIJE is inspired by a vision of North American Jewry as an educating community.

In this vision, Jews of all ages and backgrounds are active participants in the ongoing Jewish conversation. They experience the joys of discovery, insight, and transformation in their families, schools, and communities.

In the educating community, communal and professional leaders are models of commitment and wisdom. They are esteemed for their excellence, their knowledge, and their dedication to lifelong learning.

In the learning-suffused culture, North American Jews make use of the best in educational thinking, practice, materials, technologies, and research, shaped by traditional Jewish visions and values.

What we ^xenvision is a proudly vibrant, morally passionate, culturally profound Jewish community, imbued with ahavat yisrael, and making a distinctive contribution to the life of North America.

vision of outcomes

PAGES 4-5

Setting an Agenda *C*

Vision is critical in education as in life. As the Bible tells us, "Without vision the people perish." For this reason CIJE is deeply committed to the development of visions and goals for Jewish education.

Clear visions and realistic agendas animate individuals and institutions; they shape educational experiences; and they guide the community in planning and setting priorities.

The CIJE Goals Project, for ^xexample, engages educational institutions and Jewish communities in study, reflection, and analysis to define and clarify their educational visions. Once visions and goals are clear, the way is open to their realization.

*Why?
What kind of Jews?
(Rosh Hashanah)*

As goals are clarified and projects are implemented, the CIJE initiatives in Research, Monitoring, and Evaluation help to document success and identify failures. The information and ideas generated through self-study influence the allocation of resources and help the community to reinforce its successes.

CIJE also works to document successful examples of Jewish education, from early childhood programs to adult study sessions. The CIJE Best Practices Project describes models of educational excellence, programs where the vision of an educating Jewish community is already being realized by imaginative teachers and engaged learners. ✓

PAGES 6-7

Strengthening the Profession

Although there are many talented people involved in Jewish education, the system suffers from a shortage of quality educators, from poor preparation and in-service training, and from inadequate salaries and benefits.

CIJE has taken the lead in enhancing the Jewish educational profession. In Jewish communities across North America, CIJE has initiated studies of Jewish educators. A series of CIJE Policy Briefs and CIJE Research Reports document this research and provide a new understanding of the conditions and commitments which influence Jewish education in North America.

X CIJE has also organized a new CIJE Teacher Educator Institute which trains outstanding teachers as mentors for their professional colleagues and the CIJE Principals Institute at Harvard University. These initiatives have attracted educators from communities across North America. They, in turn, are influencing the educational practice of many peers, and, ultimately, the educational experiences of hundreds and thousands of students.

To strengthen its initiatives in professional development, CIJE has also inaugurated a new Seminar for Professors of Education which premiered in Jerusalem in July 1996. This program engages leaders in general education in discussions of Jewish education, creating commitments among influential educators and providing new perspectives and ideas for practice which can strengthen Jewish education.

baseline
for change
is the problem
(under/commit)
is a basis for
communal &
national
initiatives

actively
shaping
our wk

fr. major academic & res. ctr.

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PAGES 8-9

Creating Community Partnerships

From its inception, CIJE has dedicated itself to mobilizing community support on behalf of Jewish education. These efforts have taken two directions--developing new support and new leadership for Jewish education.

In recent years CIJE has organized a series of partnerships with **Lead Communities** in different regions of North America. The Lead Communities function as learning laboratories and as incubators for a new generation of leaders committed to Jewish education. In these communities CIJE has worked to build wall-to-wall coalitions of communal leaders, educators, academic specialists, philanthropists, and rabbis who serve as local and national advocates for Jewish education.

To strengthen these education advocates, CIJE publishes and disseminates a wide range of educational materials: a series on Best Practices in Jewish Education; a CIJE Essay Series; CIJE Policy Briefs and Research Reports; and The Manual for the CIJE Study of Educators.

CIJE also engages in numerous **Community Consultations** each year, working with individuals, institutions, and communities to develop new ideas and improved practice in both formal and informal educational settings. Through these consultations and its publications program, CIJE disseminates the lessons learned in the Lead Communities to other Jewish communities across North America.

PAGES 10-11

Mobilizing Support

CIJE is committed to developing new sources of support for Jewish education throughout North America. With its partners in local communities and continental agencies, CIJE has sustained an ongoing conversation about the goals, strategies, and practices that will strengthen Jewish learning and discovery. This discourse has engaged the attention of communal leaders, professional educators, philanthropists, and other interested persons, preparing the way for more informed consideration of educational needs and priorities.

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In addition to promoting new, increased support for Jewish education, CIJE has recently begun to diversify its own sources of support. Leading Jewish foundations such as the Nathan Cummings Foundation and the Blaustein Foundation support CIJE's Teacher Educator Institute and Monitoring and Evaluation Initiative. In coming years this effort will be expanded to embrace leading foundations interested in American education, general as well as Jewish.

*not recent,
JW.*

CIJE does not expect that every Jew in North America will become a scholar learned in the manifold traditions of Jewish civilization. Neither do we expect that intensive, excellent Jewish learning will transform every Jew. But we do believe--passionately and with deep conviction--that an educating community will be a vibrant community, that a vibrant community will engage its history and values, and that a committed Jewish community will be a force for good in our communities and throughout the world.

PAGE 12

CIJE Board and Senior Staff

INSIDE BACK COVER

Credits

CIJE Addresses, Telephone, Fax, E-Mail, etc.

BACK COVER

GrantWorks

306 Washington Avenue, Haddonfield NJ 08033
Tel 609/429-1903 Fax 609/429-8732

FAX TRANSMISSION FORM

DATE: 1/13/97
TO: NESSA ZAPOROT
FAX #: 212/532-2646
FROM: Avi Y. Decter
FAX #: 609/429-8732

This transmission comprises 6 pages including the cover sheet.

MESSAGE:

NESSA -

SORRY TO BE LATE (?) WITH THIS
DRAFT - LOOK FORWARD TO SPEAKING
WITH YOU AT 3:00. THANKS. BEST.

Avi

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CIJE BROCHURE COPY
January 13, 1997
Page 1

FRONT COVER

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INSIDE FRONT COVER

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PAGE 1

Revitalizing Jewish Life

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith.

- Prof. Isadore Twersky, A Time to Act

The Council for Initiatives in Jewish Education (CIJE) is an independent organization dedicated to the revitalization of Jewish life in North America. Because Jewish identity, community, and culture are dependent on education, CIJE was launched in 1990 to promote educational reform and thereby strengthen the North American Jewish community.

The contemporary Jewish community in North America is secure, affluent, well-educated, and strong. [But it is also a community in search of values, tradition, and meaning. These searches go on among people of all ages in many kinds of settings.] It is the goal of CIJE to strengthen the institutions that transmit Jewish civilization from one generation to the next.

CIJE believes that education is a cornerstone of meaningful Jewish continuity, the foundation on which will be built a vibrant, creative Jewish community in North America. It is CIJE's role to serve as a catalyst for change in Jewish educational institutions. (1) *an ever more*

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PAGES 2-3

A Critical Need

Many Jews in North America--adults and children alike--participate in the joys of Jewish learning and discovery. However, all too often, these active learners encounter uninspired, over-worked teachers, uninteresting, out-dated books, and institutions lacking in purpose, energy, and spirit.

CIJE research in Atlanta, Baltimore, and Milwaukee, in _____, _____, and _____, has shown that Jewish educators and educational leaders need better preparation and in-service training, more attention and support from the Jewish community, and improved access to the best in Jewish and American education. Jewish learners of all ages need better settings, better tools, and better teachers.

If North American Jewry is to become an 'educating community' then it will have to reform Jewish education. CIJE is partnering with Federations, community centers, synagogues, schools, Hillel chapters, Hebrew colleges, universities, and boards of Jewish education to establish educational goals, to train inspired, effective teachers, to disseminate models of educational excellence, to study and evaluate educational efforts, and to develop new support for lifelong Jewish learning.

PAGES 4-5

Envisioning Change

CIJE is inspired by a vision of North American Jewry as an educating community. In this vision, Jews of all ages and backgrounds are active learners. They enjoy the rich heritage of Jewish history, religion, language, and culture and experience the joys of discovery, insight, and transformation.

To produce such an engaged Jewish community, a community that is proudly vibrant, morally passionate, and culturally profound, demands basic changes. Existing institutions will have to be revitalized, and new ones will have to be developed. Jewish educators will have to make use of the best in American educational thinking, practice, and resources, shaped by traditional Jewish values. Jewish communal and educational leaders will have to define new ideals for Jewish education.

traditional & reinterpreted

*J. living
tikkun olam*

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What kinds of people are needed in the emerging Jewish community? What will they believe, cherish, and nurture? How will they integrate their Jewish and American identities? What will they contribute to their communities and to the Jewish people? To animate Jewish education, Jewish educators need answers to these basic questions. The CIJE Goals Project engages educational institutions and Jewish communities in study, reflection, and analysis to define and clarify their educational visions. Once visions and goals are clear, the way is open to their realization.

How do you
transition lefty
visions, once
obtained, into the
day-to-day
work of our
schools, syns, camps,
and our wider future?

PAGES 6-7

Strengthening Jewish Educators

Although there are many talented people involved in Jewish education, the system suffers from a shortage of quality educators, from poor preparation and in-service training, and from inadequate salaries and benefits.

CIJE has taken the lead in enhancing the Jewish educational profession. In Jewish communities across North America, CIJE has initiated studies of Jewish educators. A series of CIJE Policy Briefs and CIJE Research Reports document this research and provide a new understanding of the conditions and commitments which influence Jewish education in North America.

Based on hard
data, broad study
data on their
background, train in
J's pedagogy,
career plans

CIJE has also organized a new CIJE Teacher Educator Institute, which trains outstanding teachers as mentors for their professional colleagues and the CIJE Principals Institute at Harvard University. These initiatives have attracted educators from communities across North America. They, in turn, are influencing the educational practice of many peers, and, ultimately, the educational experiences of hundreds and thousands of students.

provide prot
des support
for inst + comm
at + higher ed
cutting-edge in
teaching &
learning

CIJE also works to disseminate successful examples of Jewish education, from early childhood programs to adult study sessions. The CIJE Best Practices Project describes models of educational excellence, programs where the vision of an educating Jewish community is already being realized by imaginative teachers and engaged learners. And to gain new perspectives and ideas for better practice, CIJE inaugurated a new Seminar for Professors of Education, which met in Jerusalem during July 1996. Leading professors of American education from such universities as _____, _____, and _____ expressed their commitment to Jewish education by joining in the discussions.

vision inst,

have joined CIJE

and in Jan 1997.

They will serve as a rich, untapped resource
in the effort to bring to the research of
the CIJE field of J ed.

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PAGES 8-9

^{2 Noted}
Creating Community Partnerships

From its inception, CIJE has dedicated itself to mobilizing community support on behalf of Jewish education. These efforts have taken two directions--developing new support and new leadership for Jewish education.

In recent years CIJE has organized a series of partnerships with **Lead Communities** in different regions of North America. Atlanta, Baltimore, and Milwaukee serve as learning laboratories and incubators ^{living} for a new generation of Jewish educational leadership. In these communities CIJE has worked to build coalitions of communal leaders, educators, academic specialists, philanthropists, and rabbis who function as advocates for Jewish education. X

^{Noted} To strengthen these advocates, CIJE publishes and disseminates a wide range of educational materials: a series on Best Practices in Jewish Education; a CIJE Essay Series; CIJE Policy Briefs and Research Reports; and The Manual for the CIJE Study of Educators. In addition, because it is important to document success and identify failures, CIJE is training community-based evaluators who can help to assess the effectiveness of various programs and provide information to community decision-makers. ^{offering practical J ideas to Am Js} ^{emph. design etc} ^{for comm. int. in serving their edu. & provide info for comm. policy.}

CIJE also engages in numerous **Community Consultations** each year, working with individuals, institutions, and communities to develop new ideas and improved practice in both formal and informal educational settings. Through consultations and publications, CIJE disseminates the lessons learned in the Lead Communities to other Jewish communities across North America.

PAGES 10-11

Mobilizing Support

The work of reforming Jewish education is demanding and costly. But CIJE believes--passionately and with deep conviction--that an educating community will be a vibrant community, that a vibrant community will engage its history and values, and that a committed Jewish community will be a force for good in our communities and throughout the world. ^{rep}

For __ years, CIJE has sustained an ongoing conversation among communal leaders, educators, and philanthropists about the goals, strategies, and practices that will strengthen Jewish

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education. This discourse has prepared the way for more informed consideration of educational needs and priorities.

In addition to promoting new, increased support for Jewish education, CIJE has partnered with leading Jewish foundations such as the³ Meyerhoff Foundation,⁴ Bader Foundation, Nathan Cummings Foundation, and the Blaustein Foundation to support CIJE's Teacher Educator Institute and Monitoring and Evaluation Initiative. In coming years this effort will be expanded to embrace leading foundations interested in American education, general as well as Jewish.

In coming years CIJE expects to work closely with its communal, educational, and philanthropic partners in realizing its vision of an educating community. The need is great; the time is ripe; and the work is under way.

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CIJE Board and Senior Staff

INSIDE BACK COVER

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306 Washington Avenue, Haddonfield NJ 08033

Tel 609/429-1903 Fax 609/429-8732

FAX TRANSMISSION FORM

DATE: 1/14/97
TO: NESSA RABINOWITZ
FAX #: 212/532-0646
FROM: Avi Y. Decker
FAX #: 609/429-8732

This transmission comprises 6 pages including the cover sheet.

MESSAGE:

NESSA -

AS PROMISED, I AM MAILING YOU A
HARD COPY (AND A DISK IN WORD
PERFECT 5.1 IN CASE YOU WANT TO
PLAY WITH THE TEXT!). SPEAK TO
YOU NEXT WEEK. THANKS. BEST.
Avi

Please phone 609/429-1903 if there are problems with reception.

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Report Title

CIJE Name and Address

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PAGE 1

Revitalizing Jewish Life

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith.

- Prof. Isadore Twersky, A Time to Act

^{Mr J. W.}
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CIJE was launched in 1990 to promote educational reform and thereby strengthen the North American Jewish community. The contemporary Jewish community in North America is secure, affluent, well-educated, and strong. But it is also a community which lives in an open society, in the shadow of the Holocaust, and which must meet the challenges of continuity and creativity.

CIJE believes that education is a cornerstone of meaningful Jewish continuity, the foundation on which will be built an ever-more vibrant, creative Jewish community in North America. It is CIJE's role to serve as a catalyst for change in Jewish educational institutions.

Kremin

In order to...
individ. lives

Successful ex
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pilot of when
don't count
not thinking he
thinking about
cultural ad

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PAGES 2-3

A Critical Need

Many Jews in North America--adults and children alike--participate in the joys of Jewish learning and discovery. However, all too often, these active learners encounter uninspired, over-worked teachers, uninteresting, out-dated books, and institutions lacking in purpose, energy, and spirit. Jewish learners of all ages need better settings, better tools, and better teachers.

If North American Jewry is to become an 'educating community' then it will have to reform Jewish education. CIJE research in Atlanta, Baltimore, and Milwaukee, in _____, and _____ has shown that Jewish educators and educational leaders need better preparation and in-service training, more attention and support from the Jewish community, and improved access to the best in Jewish and American education.

CIJE is partnering with Federations, community centers, synagogues, schools, Hillel chapters, Hebrew colleges, universities, and boards of Jewish education to establish educational goals, to train inspired, effective teachers, to disseminate models of educational excellence, to study and evaluate educational efforts, and to develop new support for lifelong Jewish learning.

PAGES 4-5

Envisioning Change

CIJE is inspired by a vision of North American Jewry as an educating community. In this vision, Jews of all ages and backgrounds are active learners. They enjoy the rich heritage of Jewish history, religion, language, and culture and experience the joys of discovery, insight, and transformation. Equally important, they use their heritage and traditions in living their daily lives.

To produce such an engaged Jewish community, a community that is proudly vibrant, morally passionate, and culturally profound, demands basic changes. Existing institutions will have to be revitalized, and new ones will have to be developed. Jewish educators will have to make use of the best in American educational thinking, practice, and resources.

Jewish communal and educational leaders will have to define new ideals for Jewish education. What kinds of people are

VISION
Why does my kid hate this school?
(why do I not connect?)

regret. less is more

Twisty quote

meaning

?

✓

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needed in the emerging Jewish community? What will they believe, cherish, and nurture? How will they integrate their Jewish and American identities? What will they contribute to their communities and to the Jewish people? To animate Jewish education, Jewish educators need answers to these basic questions.

The CIJE Goals Project engages educational institutions and Jewish communities in study, reflection, and analysis to define and clarify their educational visions. Once visions and goals are clear, the way is open to their realization on a day-to-day basis in synagogues and schools, camps and community centers, and the new institutions that are only now beginning to emerge. ✓

PAGES 6-7

Strengthening Jewish Educators

CIJE has taken the lead in enhancing the Jewish educational profession. In Jewish communities across North America, CIJE has initiated studies of Jewish educators. A series of CIJE Policy Briefs and CIJE Research Reports document this research and provide a new understanding of the conditions and commitments which influence Jewish education in North America.

For the first time, a solid base of data is available that confirms expert opinion: Although there are many talented people involved in Jewish education, the system suffers from a shortage of quality educators, from poor preparation and in-service training, and from inadequate salaries and benefits. *that shape*

In response to these findings, CIJE has organized a ^{new} CIJE Teacher Educator Institute which trains outstanding educators in current educational philosophy and pedagogic methods. These teacher-educators in turn serve as mentors and advocates for their colleagues. The CIJE Principals Institute at Harvard University provides educational administrators with cutting-edge strategies and tools that can be introduced into their schools. *new: commitment*

CIJE also works to disseminate successful examples of Jewish education, from early childhood programs to adult study sessions. The CIJE Best Practices Project describes models of educational excellence, programs where the vision of an educating Jewish community is already being realized by imaginative teachers and engaged learners. *tho* X

In July 1996, CIJE inaugurated a new Seminar for Professors of Education to provide new perspectives and ideas for better } ✓

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pedagogic practice. Leading professors of American education from such universities as _____, _____, and _____ travelled to Jerusalem to share their ideas and expertise. The establishment of this program will draw on under-utilized resources and provide Jewish educators with the best in American education. X

These initiatives are serving educators from communities across North America. They, in turn, are influencing the educational practice of many peers, and, ultimately, the educational experiences of hundreds and thousands of students. X

Collegues

PAGES 8-9

Creating Community and National Partnerships : Lessons Learned

From its inception, CIJE has dedicated itself to mobilizing community support on behalf of Jewish education. These efforts have taken two directions--developing new support and new leadership for Jewish education. next category

In recent years CIJE has organized a series of partnerships with **Lead Communities** in different regions of North America. Atlanta, Baltimore, and Milwaukee serve as learning laboratories and incubators toward a new generation of Jewish educational leadership. In these communities CIJE has worked closely with communal leaders, educators, academic specialists, philanthropists, and rabbis from all streams of Jewish life, both religious and secular.

To strengthen these advocates, CIJE publishes and disseminates a wide range of educational materials: a series on **Best Practices in Jewish Education**; a **CIJE Essay Series** which offers powerful ideas on the history and condition of North American Jewry; **CIJE Policy Briefs and Research Reports** which provide hard data for educational policy-makers; and **The Manual for the CIJE Study of Educators** which sets new standards for the study of Jewish education. based on rep. X

In addition, because it is important to document success and identify failures, CIJE is training **Community-based Evaluators** who can help to assess the effectiveness of various programs and provide information to community decision-makers.

CIJE also engages in numerous **Community and National Consultations** each year, working with individuals, institutions, and communities to develop new ideas and improved practice in both formal and informal educational settings. Through consultations and publications, CIJE disseminates the lessons learned in the **Lead Communities** to other Jewish communities across North America. (?)

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PAGES 10-11

Mobilizing Support

How Can Change Take Place?
Not hard Lessons Learned: the Six
A Community & Learning

Gutmanis

The work of reforming Jewish education is demanding and costly. But CIJE believes--passionately and with deep conviction--that an educating community will be a vibrant community, that a vibrant community will engage its history and values, and that a committed Jewish community will be a force for good in our communities and throughout the world. X

For ___ years, CIJE has sustained an ongoing conversation among communal leaders, educators, and philanthropists about the goals, strategies, and practices that will strengthen Jewish education. This discourse has prepared the way for more informed consideration of educational needs and priorities. X

In addition to promoting new, increased support for Jewish education, CIJE has partnered with leading Jewish foundations such as the Blaustein Foundation, Nathan Cummings Foundation, Meyerhoff Foundation, and the Bader Foundation to support programs like CIJE's Teacher Educator Institute and CIJE's Monitoring and Evaluation Initiative. In coming years this effort will be expanded to embrace leading foundations interested in American education, general as well as Jewish. X

In coming years CIJE expects to work closely with its communal, educational, and philanthropic partners in realizing its vision of an educating community. The need is great; the time is ripe; and the work is under way.

Nessa: Please note that my Foundation Directory does not list either the Blaustein or the Bader Foundation and that there are two Meyerhoff Foundations in Baltimore; can you get the correct titles internally and check to see if there are other foundations we need to mention? Thanks.

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CIJE Board and Senior Staff

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FRONT COVER

Report Title

CIJE Name and Address

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PAGE 1

Revitalizing Jewish Life

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith.

- Prof. Isadore Twersky, A Time to Act

From generation to generation, Jews have studied and challenged the ideals and values of Jewish tradition. In the process they have created a great culture, an enduring civilization.

Today that creation continues. Across the North American continent Jews of all ages are wrestling with their traditions and with themselves in synagogues and study groups, summer camps and social clubs, community centers and museums, alone, in groups, as a community.

The Council for Initiatives in Jewish Education (CIJE) is an independent, non-profit organization dedicated to the enrichment of Jewish learning and life. CIJE promotes a range of powerful ideas that illuminate Jewish learning and community; it encourages informed, inspired champions of Jewish education; and it plans systemic educational reforms for North American Jewry.

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January 30, 1997
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CIJE works in partnership with Jewish communities, educational organizations, and denominations to strengthen Jewish learning. CIJE conducts research in formal and informal education, identifies models of excellence, develops new ways of training educators, and pilots new forms of teaching and learning.

The Council's efforts engage thousands of people—communal leaders and kindergartners, senior citizens and summer campers, secular and religious Jews, students, scholars and teachers—in towns and cities across the continent. It is CIJE's goal to revitalize North American Jewish life by strengthening the structures that support North American Jews in their searches for meaningful Jewish lives.

PAGES 2-3

A Community of Learners

CIJE is inspired by a vision of North American Jewry as a community of learners. In this vision, Jews of all ages and backgrounds actively engage Jewish tradition. They enjoy the rich heritage of Jewish history, religion, language, and culture, and experience the joys of discovery, insight, and transformation. Equally important, they use their heritage and traditions in living their daily lives.

To produce a Jewish community that is proudly vibrant, morally passionate, and culturally profound demands basic changes. Existing institutions require renewal, and new ones will have to be developed. Jewish educators need better training and more support, and educational leaders must apply to Jewish learning the best in current educational thinking, practice, and resources.

Most importantly, to animate Jewish education, Jewish communal and educational leaders need to define new ideals for Jewish education. What kinds of people are needed in the emerging Jewish community? What will they believe, cherish, and nurture? How will they integrate their Jewish and American identities? What will they contribute to their communities and to the Jewish people?

The CIJE Goals Project involves educational institutions and Jewish communities in study, reflection, and analysis to define and clarify their educational visions. The CIJE Essay Series, disseminated in the thousands across the continent, offers powerful commentaries on the history and condition of North American Jewry. As visions and goals become clear, the way is open to their realization on a day-to-day basis in synagogues and schools, camps and community centers, and the new institutions that are only now beginning to emerge.

PAGES 4-5

Identifying Critical Needs

If North American Jewry is to become a community of learners, then it will have to reform Jewish education. All too often, Jewish learners--adults and children alike--encounter uninspired, ~~over-worked~~ teachers, uninteresting, out-dated books, and institutions lacking in purpose, energy, and spirit. Jewish learners of all ages need richer visions, livelier settings, better tools, and more effective teachers.

To identify the nature and dimensions of these critical needs, CIJE has launched Research Initiatives in Atlanta, Baltimore, and Milwaukee. In these Lead Communities, studies of Jewish educators have documented the necessity of better preparation and in-service training, more attention and support from the Jewish community, and improved access to the best in Jewish and American education. A series of CIJE Policy Briefs, and CIJE Research Reports document this research and provide a new understanding of the conditions which influence Jewish education in North America.

CIJE's findings have been confirmed in additional studies conducted in Chicago, Cleveland, Kansas City, Columbus, and Seattle, using CIJE research protocols and manuals. Now that research has made clearer these critical needs, CIJE is working with Jewish institutions across the denominational spectrum to establish educational goals, to train inspired, effective teachers, to disseminate models of educational excellence, to study and evaluate educational efforts, and to develop new support for lifelong Jewish learning.

PAGES 6-7

Strengthening Jewish Educators

For the first time, CIJE has produced a solid base of data which describes the many talented people involved in Jewish education who are deeply committed to their vocations. However, the system still suffers from a shortage of quality educators, from poor preparation and in-service training, and from inadequate salaries and benefits.

In response to these findings, CIJE has organized a new CIJE Teacher Educator Institute with support from the Nathan Cummings Foundation. The Institute trains outstanding educators in current educational philosophy and pedagogic methods. The teacher-trainers in turn serve as mentors,

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January 30, 1997

Page 4

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These CIJE initiatives are serving educators from communities across North America. They, in turn, are influencing the educational practice of many peers, and, ultimately, the educational experiences of hundreds and thousands of students.

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In these Lead Communities CIJE has worked closely with communal leaders, educators, academics, rabbis, and philanthropists from all streams of Jewish life, both religious and secular. To strengthen understanding of Jewish educational practice and the need for systemic reform, CIJE has collaborated with the Lead Communities in developing the CIJE Initiative in Monitoring and Evaluation. Through this initiative, CIJE is training Community-based Evaluators who can help to assess the effectiveness of various programs and provide information to community decision-makers.

CIJE also engages in numerous Community and National Consultations each year, working with individuals, institutions, and communities to develop new ideas and improved practice in both formal and informal educational

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PAGES 10-11

Learning Lessons

CIJE's recent initiatives have revealed much about the conditions and possibilities of Jewish education and Jewish life in North America. While constraints of time, energy, and funding are real, the dedication, abilities, and visions of Jewish educational and communal leadership can go far in overcoming them. Among the lessons CIJE has learned in recent years are:

- There is a large community of North American Jews, young and old, interested in learning more about their Jewish heritage and identities.
- Among Jewish educators at various levels there are many talented, committed teachers who can exemplify what we might call the educating community.
- The academic field of American education has much to offer Jewish pedagogy in terms of leadership, training, research, evaluation, and planning for systemic reform.
- CIJE initiatives and pilot projects can impact other communities across the continent through publications, consultations, and training.
- There is a need for new strategies and structures which will complement existing educational institutions, providing an even broader range of settings for Jewish teaching and learning.

The work of reforming Jewish education is demanding and costly. But CIJE believes--passionately and with deep conviction--that a community of learners will be a vibrant community, that a vibrant community will engage its history and values, and that a committed Jewish community will be a force for good in North America and throughout the world.

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CIJE Board and Senior Staff

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
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MEMORANDUM

January 30, 1997

TO: Nessa Rapoport
FROM: Avi Decter 
SUBJ: Revised Brochure Copy

Nessa:

Thanks for the gentle prod about the belated revised copy. I actually started playing with the text apropos our last conversation, and then I started to take more seriously your faxed note and the threat of 'contamination.' The attached text will, I hope, reflect your suggestions in both mediums.

What I have done is to insert my initial draft statement about CIJE in the first section, then switch the old second and third sections (feeling that vision might precede need), re-titling and re-casting sections 3-5, and drafting a new conclusion (section 6) that picks up on the 'lessons learned' idea you proposed. I hope that this draft will move us close enough to what you want that you will be able to circulate the new text to your colleagues for review and comment. I think that if we spend much more time refining, then we will end up wasting effort since your colleagues are a smart, assertive bunch who will give us lots to think about.

I am sending you a clean hard copy by FED EX together with a disk in WordPerfect 5.1. These will give you the tools to revise lightly or extensively as you prefer. I have to be in New York next Tuesday and could stop by in the afternoon for a meeting if you think that will do us any good. I look forward to hearing from you; in the meanwhile, as always, many thanks and all good wishes.

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PAGE 12

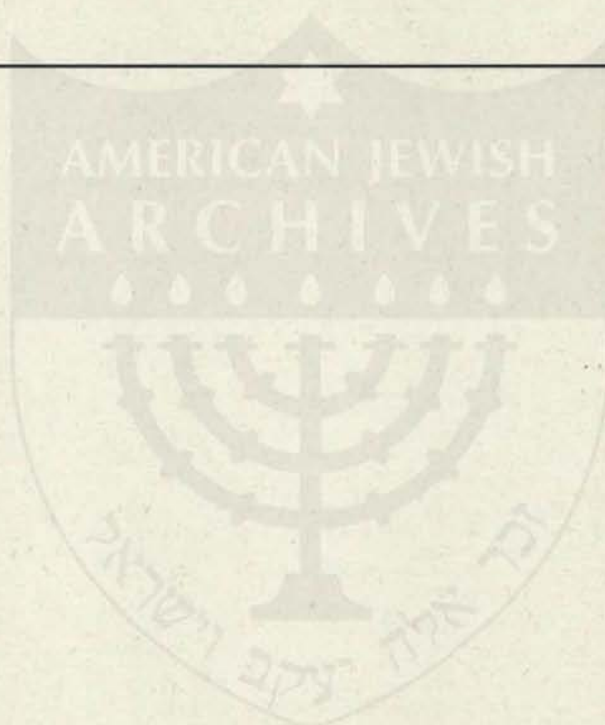
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communities, # institutions # and # denominations # to # make outstanding Jewish education a continental priority.

As a catalyst for systemic education reform, CIJE acts to develop visionary educational and communal leaders; to cultivate powerful ideas concerning the nature of education and Jewish life in order to inform educational practice; to undertake and advocate rigorous research and evaluation as a basis for communal policy; and to create a strategic design for strengthening the profession of Jewish education and mobilizing support for it.

CIJE's efforts affect thousands of people--communal leaders and kindergarteners, senior citizens and summer campers, students, scholars and teachers of all denominations across the continent.

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CIJE is inspired by a vision of North American Jewry as a community of learners. In this vision, Jews of all ages and backgrounds actively engage with Jewish tradition. They enjoy the rich heritage of Jewish history and religion, language and culture. Their lives are informed and transformed by the power of Jewish learning. Judaism.

To nurture a Jewish community that is vibrant, morally passionate, and culturally profound demands change. Existing institutions require renewal, and new ones will have to be developed. Jewish educators need better training and more support, and educational leaders must apply to Jewish learning the best of current educational thinking, practice and resources.

Most important, Jewish communal and educational leaders need to clarify and enrich their vision of Jewish education today. What kinds of people are needed in the emerging Jewish community? What will they believe and be able to do? How will they integrate their Jewish and American identities? What will they contribute to their communities, and to the Jewish people?

The **CIJE Goals Project**, developed with the Mandel Institute in Jerusalem, involves educational institutions and Jewish communities in study, reflection and analysis to define and their educational visions. The **CIJE Essay Series**, disseminated in the thousands across the continent, offers powerful commentaries on the history and condition of North American Jewry. As visions and goals become clear, they can be realized on a day-to-day basis in synagogues and schools, camps and

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CIJE's findings are being confirmed in additional studies conducted in Chicago, Cleveland, Kansas City, Columbus, and Seattle, using the **Manual for The CIJE Study of Educators**. Now that critical needs have been identified by ^{hard} research, CIJE is working with Jewish institutions across the denominational spectrum to establish educational goals; to train inspired, effective teachers; to disseminate models of educational excellence; to study and evaluate educational efforts; and to develop new support for lifelong Jewish learning.

PAGES 6-7

Strengthening Jewish Educators

CIJE's data reveals that the majority of Jewish educators are deeply committed to their vocation. However, the system suffers from a grave shortage of educators with the training and professional development to transform the field. Inadequate salaries and benefits ^{either to start sentence or out} further are an additional and serious barrier to reform.

In response to these findings, CIJE developed the **Teacher Educator Institute (TEI)**, an intensive two-year program. TEI trains outstanding educators from across the country in current educational philosophy and methods. These teacher-trainers in turn serve as mentors, models and advocates for the teachers with whom they work in their own communities. The **CIJE-Harvard Institute for Leaders in Jewish Education** provides principals with profound approaches to vision and cutting-edge strategies for leading Jewish schools.

CIJE also offers the Jewish community examples of ~~what works~~ in Jewish education. The **CIJE Best Practices Project** analyzes models of educational excellence--early childhood programs, supplementary schools and Jewish community centers where the vision of an educating Jewish community is already being realized by imaginative teachers and engaged learners.

In July 1996, CIJE inaugurated the **Seminar for Professors of Education**, co-sponsored by the Mandel Institute. Professors of education from leading American universities and research centers travelled to Jerusalem to share their expertise in general education, and explore its application to the field of Jewish education. This ongoing seminar will provide Jewish education with and outstanding and under-utilized resource.

These CIJE initiatives are serving educators from communities across North America. They, in turn, are influencing the educational practices of many colleagues, and, ultimately, the educational experiences of hundreds and thousands of learners.

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Creating Partnerships

From its inception, CIJE has dedicated itself to mobilizing community support on behalf of Jewish education. In recent years, CIJE has organized a series of partnerships with the Lead Communities and others in different regions of North America.

CIJE has worked closely with communal leaders, educators, academics, rabbis and philanthropists from all streams of Jewish life. To strengthen understanding of Jewish educational practice and the need for systemic reform, CIJE is developing **Community-based Evaluators** who can help to assess the effectiveness of various educational programs and provide information to community decision-makers.

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PAGES 10-11

Lessons Learned

CIJE's initiatives have revealed much about the conditions and possibilities of Jewish education and Jewish life in North America. While constraints of time, energy and funding are real, the visions, dedication and abilities of Jewish educational and communal leaders can go far in overcoming them. Among the lessons CIJE has learned in recent years are:

- Alongside trends of assimilation, there is a large community of North American Jews, young and old, ~~interested in~~ ^{to integrate} learning more about its heritage and identity, ^{and not in less modern}
- There is a crisis in personnel, particularly at the senior levels of Jewish education, that must be addressed in ^{in order to} order to transform the quality and scope of the field. ^{not?}
- The expertise of American education has much to offer Jewish education in the areas of ^{engagement} leadership, professional development, research, ^{and} evaluation and planning for systemic reform. ^{why?}
- There is a need for new structures and strategies that will complement existing educational institutions, providing an even broader range of settings for Jewish ~~teaching and learning~~.
- New initiatives and pilot projects that integrate profound Jewish content and cutting-edge approaches to teaching and learning can model excellence, ^{and by} and inspire hope, that Jewish education ~~can be transforming~~.

The work of reforming Jewish education is demanding and costly. But with vision, leadership, planning and will, the North American community can create a vibrant and inspired

future.

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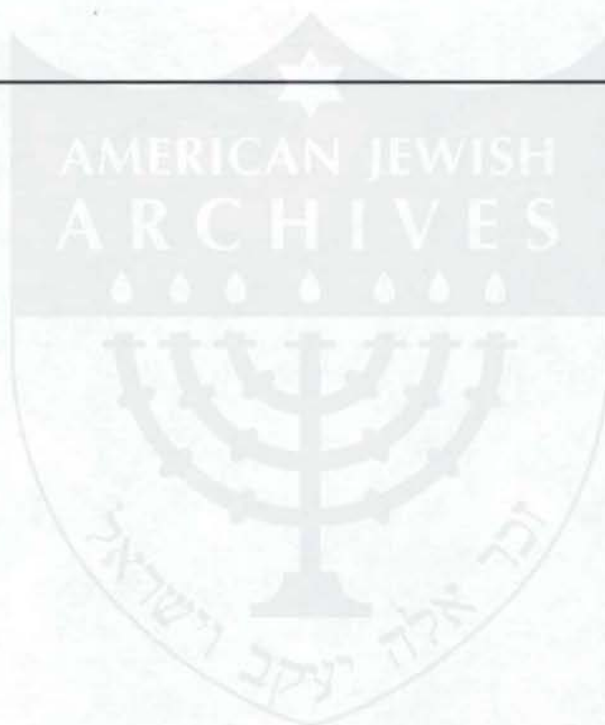
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CIJE also engages in numerous **community and national consultations** each year, working with individuals, institutions and communities to develop new ideas and improved practice in both formal and informal educational settings. In addition to promoting increased support for Jewish education at the local level, CIJE has partnered with leading Jewish foundations such as the **Jacob and Hilda Blaustein Foundation**, the **Nathan Cummings Foundation**, the **Children of Harvey and Lyn**

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CIJE's initiatives have revealed much about the conditions and possibilities of Jewish education and Jewish life in North America. While constraints of time, energy and funding are real, the visions, dedication and abilities of Jewish educational and communal leaders can go far in overcoming them. Among the lessons CIJE has learned in recent years are:

- Alongside trends of assimilation, there is a large community of North American Jews, young and old, intrigued by its heritage and interested in deepening its identity through learning--provided the learning takes place in a rich and engaging.
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MEMO

To: CIJE Colleagues
From: Nessa Rapoport
Subject: Text for new CIJE brochure
Date: February 27, 1997

Dear Alan, Karen B., Barry, Gail, Karen J., Dan, Adam and Ellen:

In recent months, consultant Avi Decter and I have been working on a text for a more comprehensive CIJE brochure/annual report. Our goal is to produce a document that could describe and explain CIJE to anyone interested in our work--both communally and professionally. (I also want to thank Dan for his specific work on describing CIJE's mission.)

As you well know, the attempt to condense our work into a 12-page brochure, leaving room for plenty of graphics, is a daunting one. Avi and I have been through 3 full and 2 partial revisions. We have now reached the point where we both feel that we can go no further without input from you.

Please read this document with care and from your own particular vantage point (academic, political, etc.). We welcome comments both global and local (that is, conceptual and stylistic).

In reading, please keep two points in mind:

Avi's point: A reader of this document will read it fairly quickly and probably once. He/she will not study it, but rather take away a couple of key issues--and that's it. *It is neither possible nor desirable to include every idea and program of an organization in such a document.* ("Current Activities" will continue to do that.) Instead, the text must be lively enough for a reader to keep going and informative enough so that the reader has a much better sense of what CIJE is when he/she puts down the brochure than when he/she picked it up.

Nessa's point: As you read, imagine the key constituents of your particular domain as readers, too. Will they understand CIJE from this text? Will they feel your area of work is adequately represented? Might they take away an impression we would not want to convey? Although most will read it once, that's no excuse for vague ideas or careless language. Please annotate the margins with corrections or suggestions. If anything feels so "time-bound" that it will be out-of-date in six months, let me know that as well.

I need your comments by Wednesday March 12--in two weeks.

Please use e-mail, fax or phone--whichever is easiest for you.

Your response is essential in order for us to move forward. Many thanks.

Nessa

cc: Avi Decter

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Most important, Jewish communal and educational leaders need to clarify and enrich their vision of Jewish education today. What kinds of people are needed in the emerging Jewish community? What will they believe and be able to do? How will they integrate their Jewish and American identities? What will they contribute to their communities, to the Jewish people and to the world?

The CIJE Goals Project, developed with the Mandel Institute in Jerusalem, involves leaders, institutions and Jewish communities in a serious effort to define and analyze their educational visions. The CIJE Essay Series, disseminated in the thousands across the continent, offers vigorous commentaries on the history and condition of North American Jewry. As visions and goals become clear, they can be realized on a day-to-day basis in synagogues and schools, camps and community centers, as well as in the new educational institutions that are only now beginning to emerge.

PAGES 4-5

Identifying Critical Needs

too negative
If North American Jewry is to become a community of learners, it will have to reform Jewish education. All too often, Jewish learners--adults and children--encounter uninspired classes, overworked and under-trained teachers, and institutions lacking in purpose, energy and spirit. Jewish learners of all ages need richer visions, livelier settings and better tools; they require educators who are more able to translate their commitment into powerful teaching and learning.

too slick
beating on the teacher

To identify the nature and dimension of these critical needs, CIJE launched the comprehensive **CIJE Study of Educators** in Atlanta, Baltimore and Milwaukee. In these Lead Communities, the Study has documented the need for better preparation and professional development for educators; more informed and greater support for Jewish education from the community; and improved access to models of excellence in Jewish and American education. **CIJE Policy Briefs** and **CIJE Research Reports** disseminate this data and provide new directions for educational and communal policy.

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PAGES 6-7

Strengthening Jewish Educators

CIJE's data reveals that the majority of Jewish educators are deeply committed to their vocation. However, the system suffers from a grave shortage of educators with the training and professional development required to transform the field. Inadequate salaries and benefits are an additional and serious barrier to reform.

In response to these findings, CIJE developed the **Teacher Educator Institute (TEI)**, an intensive two-year program. TEI trains outstanding educators from across the country in

current educational philosophy and methods. These teacher-trainers serve, in turn, as mentors and advocates for the teachers with whom they work in their own communities. The **CIJE-Harvard Institute for Leaders in Jewish Education** provides principals with visionary approaches and cutting-edge strategies for leading Jewish schools.

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PAGES 10-11

Lessons Learned

CIJE's initiatives have revealed much about the conditions and possibilities of Jewish education and Jewish life in North America. While constraints of time, energy and funding are real, the vision, dedication and ability of Jewish educational and communal leaders can go far in overcoming them. Among the lessons CIJE has learned in recent years are:

- Alongside trends of assimilation, there is an important community of North American Jews, young and old, intrigued by its heritage and interested in deepening its identity through learning--if the learning is rich, engaging and profound.
- There is a crisis in personnel, particularly at the senior levels of Jewish education, that must be addressed systemically in order to transform the quality and scope of the field.
- The expertise of American education has much to offer Jewish education in the areas of leadership, professional development, research, evaluation and planning for systemic reform.
- There is a need for new structures and strategies that will complement existing educational institutions, providing an even broader range of settings for Jewish learning.
- New initiatives and pilot projects that integrate meaningful Jewish content and cutting-edge approaches to teaching and learning can model excellence, inspire hope, and begin to transform the field of Jewish education.

The work of reforming Jewish education is demanding and costly. But with vision, leadership, planning and will, the North American community can create a vibrant and inspired future.

TO: Nessa

FROM: Dan

RE: BROCHURE

My plane is long-delayed at O'hare, and I've found myself with lots of time and the brochure in front of me. I've gone over it pretty carefully and - since I have an hour to kill on my way to Philly - will give you the gist of my initial thoughts. Before offering my thoughts I want to begin:

a) by complimenting you for what is generally, in my opinion, an excellent piece of work!! It reads well and captures what we're about very effectively. That said, here are some thoughts.

b) by letting you know that I have no great confidence in my perceptions and the suggestions (which are not the product of sustained reflection) -- and I won't feel at all troubled if you think I'm out-to-lunch in what I have to say.

HERE GOES:

1. At the top of the projected 2-3, the announced theme -- "Community of Learners" - doesn't fit perfectly with the content of the passage that follows. For example, it's not clear how you move from "the community of learners" theme in paragraph 1 to "a community that is vibrant, morally passionate, and culturally profound" in par. 2 -- these things are important, but are they the same as "a community of learners. My suggestion is twofold:

a. Change the heading to something like: **A MORE VIBRANT JEWISH COMMUNITY.**

b. Begin the passage as follows:

"CIJE is inspired by a vision of North American Jewry as a community that is vibrant, morally passionate, and culturally profound. It will be a community of learners in which Jews of all ages engage with the rich heritage of Jewish history and religion, language and culture. their lives are informed and transformed by the power of Jewish learning.

Progress towards such a community will demand profound changes:.....

2. Paragraph 3 on the projected pp. 2 - 3: In line 2, I would replace the phrase "their vision of Jewish education today" with the phrase "their vision of what we should be striving towards in Jewish education....." ACTUALLY I CONTINUE TO BE CONCERNED ABOUT THIS PARAGRAPH...MAYBE WE SHOULD DISCUSS.

3. Par. 4: I would revise as follows:

The CIJE Goals Project, developed with the Mandel Institute in Jerusalem, involves leaders, institutions, and Jewish communities in clarifying, deepening, and working out the practical implications of their educational visions in light of communal concerns and realities and powerful Jewish ideas. The CIJE Essay Series, disseminated in the thousands across the continent, contributes to this effort by offering vigorous commentaries on the history and condition of North American Jewry. As visions and goals become clearer, they can better function as genuine guides to daily educational practice in.....

PAGES 4-5

I am nervous about the tacit suggestion that through the Study of Educators we have successfully identified all of the "critical needs." With this in mind, I might have started paragraph 2 as follows:

"CIJE's efforts to identify the nature and dimension of these critical needs have included the comprehensive CIJE Study of Educators...."

Note that in paragraph 2 (and elsewhere in the document) "data" is treated as a singular noun, whereas in fact it's plural. If "these data" sounds awkward, the phrase "this information" may be better.

In paragraph 3, the phrase "Now that critical needs have been identified by hard research" seems to suggest that we're all done with this phase -- that we have all the answers about "critical needs." This makes me a bit uncomfortable. I would suggest dropping the "Now that critical needs have been identified" clause and replacing it with: "Informed by this important hard research, CIJE is working...."

Also in par. 3 (and elsewhere), I'm not sure about the wisdom of "training" as the term to capture what we're doing with people. Perhaps instead of saying "to train inspired, effective teachers" we could say "to develop inspired, effective teachers." What does Gail think?

Also in par. 3: to allow for the possibility that additional cities may use the manual, perhaps you could say: "CIJE findings are being confirmed in additional studies conducted in CITIES LIKE Chicago....."

PAGES 6 AND 7

Par. 1: Data reveal [not reveals]

Par. 2 -- I would suggest a lead sentence to precede the two examples:

"In response to these findings, CIJE developed powerful programs that model cutting-edge professional development strategies aimed at critical constituencies. The Teacher Educator Institute (TEI) is a sophisticated and intensive two-year program that educates outstanding educators from around the country in current educational philosophy and methods. These teacher-educators serve, in turn....

Par. 3: I might substitute "engaged" for "captivated"

Par. 4: I would change "This ongoing seminar will provide Jewish education..." to "This ongoing seminar IS ALREADY PROVIDING Jewish education....

PAGES 8-9

There is a reference in paragraph 1 to 'Lead communities'. Have we explained what they are.

Paragraph 2, sentence 2: I think the meaning of the sentence requires the word OF before "the need". That is, it should read "and OF the need". Otherwise I think the meaning is distorted.

Last paragraph: I think the word "other" would help in the phrase "embrace OTHER leading foundations." Otherwise, the suggestion is that those foundations now on board are not "leading ones".

PAGES 10 AND 11:

I would be inclined to drop the sentence that begins, "While constraints of time...." to the first of the lessons learned.

In the paragraph that deals with trends of assimilation, I'm wondering whether the IT might sound better as THEIR at two points in the paragraph.

Also I would replace "through learning -- if the learning is rich, engaging and profound" with "learning that is rich, engaging and profound."

I'm concerned about the "content-free" character of these lessons. To remedy this I might say the following in the existing lesson #3:

"While powerful Jewish ideas must be at the heart of efforts to revitalize Jewish education, the expertise of general education has much to offer Jewish education.

From: Daniel Pekarsky at 608-233-4044
To: Nessa Rapoport at 912125322646

03-03-97 12:29 am
005 of 005

ALTERNATIVELY, A SEPARATE LESSON COULD BE DEVOTED TO THE IMPORTANCE OF CONTENT. PERHAPS THIS IS WORTH CONSIDERING.

Very last paragraph: I wasn't sure whether "inspired" should be "inspiring".

I HOPE THIS IS HELPFUL. TALK TO YOU SOON.

PS. I THOUGHT YOUR SUGGESTIONS RE: THE LEADERSHIP PROJECT IN OUR CONVERSATION WITH KAREN WERE SUPERB AND VERY WISE.



To: Nessa Rapoport
From: Daniel Pekarsky

Date: 3-3-97
Page 001 of 005



Benny Holtz's comments

FRONT COVER

Report Title

BWH

CIJE Name and Address

3/10/97

INSIDE FRONT COVER

Copyright and Publication Data

PAGE 1

Revitalizing Jewish Life

Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith.

- Professor Isadore Twersky, A Time to Act

Across North America, Jews of all ages are learning, interpreting and challenging their tradition. Alone, in study groups and as a community, they are extending the living relationship between text and experience that has been a hallmark of the Jewish people.

cut off
too text-
oriented

Created in 1990 by the Commission on Jewish Education in North America, **The Council for Initiatives in Jewish Education (CIJE)** is an independent, non-profit organization dedicated to the revitalization of North American Jewish life through education. CIJE works in partnership with Jewish communities, institutions and denominations to make outstanding Jewish education a continental priority.

As a catalyst for systemic educational reform, CIJE acts to develop visionary educational and communal leaders; to inform educational practice with powerful ideas about the nature of

rather than
improve J. ed.
(a minor piece)

education and Jewish life; to undertake and advocate rigorous research and evaluation as a basis for communal policy; [and to create a strategic design for strengthening the profession of Jewish education and mobilizing support for it.] *J. education*

CIJE's efforts affect thousands of people--communal leaders and kindergarteners, senior citizens and summer campers, students, scholars and teachers of all denominations throughout the continent. *for the profession - sense?*

PAGES 2-3

A Community of Learners

CIJE is inspired by a vision of North American Jewry as a community of learners. In this vision, Jews of all ages and backgrounds actively engage with the rich heritage of Jewish history and religion, language and culture. Their lives are informed and transformed by the power of Jewish learning.

To nurture a Jewish community that is vibrant, morally passionate, and culturally profound demands change: Existing institutions require renewal, and new ones must be developed. Jewish educators need deeper content knowledge and more support; they also need to bring to Jewish teaching and learning the best of current educational thinking, practice and resources.

① [Most important] Jewish communal *know* and educational leaders need to clarify and enrich their vision of Jewish education today. What kinds of people are needed in the emerging Jewish community? What will they believe and be able to do? How will they integrate their Jewish and American identities? What will they contribute to their communities, to the Jewish people and to the world?

*sense:
values
clarification
leaders or
everyone?*

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background,
ongoing
prepares
(develops?)

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school
names?

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PAGE 12

CIJE Board, Senior Staff and Consultants

INSIDE BACK COVER

Credits

CIJE Addresses, Telephone, Fax, E-Mail, etc.

BACK COVER



MEMO

To: CIJE Colleagues
From: Nessa Rapoport
Subject: Text for new CIJE brochure
Date: February 27, 1997

Dear Alan, Karen B., Barry, Gail, Karen J., Dan, Adam and Ellen:

In recent months, consultant Avi Decter and I have been working on a text for a more comprehensive CIJE brochure/annual report. Our goal is to produce a document that could describe and explain CIJE to anyone interested in our work—both communally and professionally. (I also want to thank Dan for his specific work on describing CIJE's mission.)

As you well know, the attempt to condense our work into a 12-page brochure, leaving room for plenty of graphics, is a daunting one. Avi and I have been through 3 full and 2 partial revisions. We have now reached the point where we both feel that we can go no further without input from you.

Please read this document with care and from your own particular vantage point (academic, political, etc.). We welcome comments both global and local (that is, conceptual and stylistic).

In reading, please keep two points in mind:

Avi's point: A reader of this document will read it fairly quickly and probably once. He/she will not study it, but rather take away a couple of key issues—and that's it. *It is neither possible nor desirable to include every idea and program of an organization in such a document.* ("Current Activities" will continue to do that.) Instead, the text must be lively enough for a reader to keep going and informative enough so that the reader has a much better sense of what CIJE is when he/she puts down the brochure than when he/she picked it up.

Nessa's point: As you read, imagine the key constituents of your particular domain as readers, too. Will they understand CIJE from this text? Will they feel your area of work is adequately represented? Might they take away an impression we would not want to convey? Although most will read it once, that's no excuse for vague ideas or careless language. Please annotate the margins with corrections or suggestions. If anything feels so "time-bound" that it will be out-of-date in six months, let me know that as well.

I need your comments by Wednesday March 12--in two weeks.
 Please use e-mail, fax or phone--whichever is easiest for you.

Your response is essential in order for us to move forward. Many thanks.

Nessa

cc: Avi Decter

I am worried that what
 CIJE does gets
 buried in "ideology" and
 philosophy. Good graphics could
 certainly help
 Also quotes from
 participants in program.

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February 27, 1997
Page 1

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Report Title

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PAGE 1

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Do we want to say
something in the
beginning about
Jewish education for
Jewish life in
North America
It only comes on
pages 10-11

Do we want
this to be our
first sentence?
Is this CIJE's
take on
Jewish education?
If yes, then
let's agree to
not be convinced
that CIJE is
first statement

Good

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Page 2

I think we should
be 2 short paras. which
are now at the end of
the Ramah piece here

education and Jewish life; to undertake and advocate rigorous research and evaluation as a basis for communal policy; and to create a strategic design for strengthening the profession of Jewish education and mobilizing support for it.

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THIS SECTION SHOULD I THINK
HIGHLIGHT THE CHANGES
THAT THE COMMUNITY

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SAC:
C.I.J.E.
NOTES
VISION
Community
learning
for
the vision

Good!

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Page 3

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maybe, THIS IS A PROPOSAL
I DON'T KNOW ABOUT.

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designed to create a new role in Jewish congregational education: teacher educators who are you deliberately with congregational schools? See page 7

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Page 4

too weak and
and fear - need a better
sentence from Gail.

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This section makes me wonder why we should not be making much more (subtly) of our pluralistic, trans-denominational, trans formal/informal role. This does talk enough about this

Don't
we need
a sentence
how powerful
and inspiring
somebody
maybe
about
capacity
but cannot
temporarily

"J C A P E"

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Page 5

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- There is a need for new structures and strategies that will complement existing educational institutions, providing an even broader range of settings for Jewish learning.
- New initiatives and pilot projects that integrate meaningful Jewish content and cutting-edge approaches to teaching and learning can model excellence, inspire hope, and begin to transform the field of Jewish education.

The work of reforming Jewish education is demanding and costly. But with vision, leadership, planning and will, the North American community can create a vibrant and inspired future.

CIJE BROCHURE COPY
February 27, 1997
Page 6

PAGE 12

CIJE Board, Senior Staff and Consultants

INSIDE BACK COVER

Credits

CIJE Addresses, Telephone, Fax, E-Mail, etc.

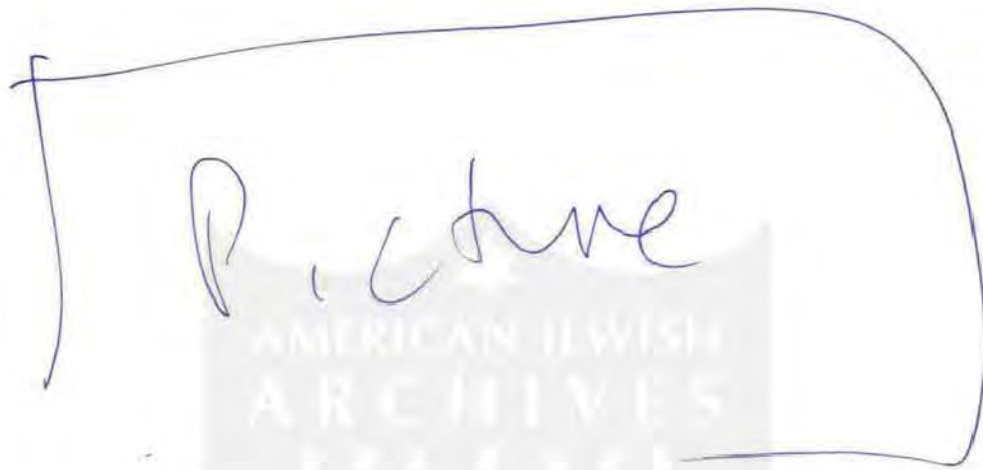
BACK COVER

AMERICAN JEWISH
ARCHIVES

maybe on back
cover — this is
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always look for

h.

TITLE



Our goal should be to make it possible for every Jewish person, child or adult, to be exposed to the mystery and romance of Jewish history, to the enthralling insights and special sensitivities of Jewish thought, to the sanctity and symbolism of Jewish existence, and to the power and profundity of Jewish faith.

- Professor Isadore Twersky, A Time to Act

LOGO

INSIDE COVER



WHO WE ARE: WHAT WE DO

Across North America, Jews of all ages are learning, interpreting and challenging their tradition. Alone, in study groups and as a community, they are extending the living relationship between text and experience that has been a hallmark of the Jewish people.

Created in 1990 by the Commission on Jewish Education in North America, **The Council for Initiatives in Jewish Education (CIJE)** is an independent, non-profit organization dedicated to the revitalization of North American Jewish life through education. CIJE works in partnership with Jewish communities, institutions and denominations to make outstanding Jewish education a continental priority.

As a catalyst for systemic educational reform, CIJE acts to ~~develop visionary educational and communal leaders; to inform educational practice with powerful ideas about the nature of~~

- 1) Develop leadership for JE
- 2) Facilitate research and thinking about the big questions facing the field
- 3) Assist institutions that are in the process of and communities change
- 4) Pilot & test new ideas in education

education and Jewish life; to undertake and advocate rigorous research and evaluation as a basis for communal policy; and to create a strategic design for strengthening the profession of Jewish education and mobilizing support for it.

CIJE's efforts affect thousands of people--communal leaders and kindergarteners, senior citizens and summer campers, students, scholars and teachers of all denominations across the continent.

DEVELOPING LEADERSHIP

TEI

Picture of TEI
Class

CIJE's data reveals that the majority of Jewish educators are deeply committed to their vocation. However, the system suffers from a grave shortage of educators with the training and professional development required to transform the field. Inadequate salaries and benefits are an additional and serious barrier to reform.

In response to these findings, CIJE developed the **Teacher Educator Institute (TEI)**, an intensive two-year program. TEI trains outstanding educators from current educational philosophy and methods. These teacher-trainers serve, in turn, as mentors and advocates for the teachers with whom they work in their own communities.

a new leadership
role?

More about TEI content

Marian Gribitz

Quote "

"

PRINCIPAL INSTITUTE

Attendee
at Principals
Institute

" Quote

The
CJJE-Harvard Institute for Leaders in Jewish Education
provides principals with visionary approaches and cutting-
edge strategies for leading Jewish schools.

" Say more

CJJE Lay Leadership / Professional Program

" Quote

Attendee
Picture
Check
Photo

THE PROFESSOR'S GROW

In July 1996, CIJE inaugurated the **Seminar for Professors of Education**, co-sponsored by the Mandel Institute. Professors of education from leading American universities and research centers travelled to Jerusalem to study Jewish sources, share their work in general education and explore its application to the field of Jewish education. This ongoing seminar will provide Jewish education with exceptional and under-utilized expertise.

Deborah
Ball

" Quote "

Some examples of typical disarmed
& awkward

" Quote "

Another
Professor

Other Programs - Eval Inst. Milwaukee

HELPING INSTITUTIONS AND COMMUNITIES TO CHANGE WITH THE PROCESS OF CHANGE

To nurture a Jewish community that is vibrant, morally passionate, and culturally profound demands change: Existing institutions require renewal, and new ones must be developed. Jewish educators need deeper content knowledge and more support; they also need to bring to Jewish teaching and learning the best of current educational thinking, practice and resources.

CIJE also engages in numerous **community and national consultations** each year, working with individuals, institutions and communities to develop new ideas and improve practice in both formal and informal educational settings. ~~# addition to promoting increased support for Jewish education~~

~~Dovid~~
~~Berman~~
Benster
~~Cohen~~

Quote

The **CIJE Goals Project**, developed with the Mandel Institute in Jerusalem, involves leaders, institutions and Jewish communities in a serious effort to define and analyze their educational visions.

More

Quote

Dan
Gordis

Box?
Most important, Jewish communal and educational leaders need to clarify and enrich their vision of Jewish education today. What kinds of people are needed in the emerging Jewish community? What will they believe and be able to do? How will they integrate their Jewish and American identities? What will they contribute to their communities, to the Jewish people and to the world?

Research AND IDEAS

~~Identifying Critical Needs~~

If North American Jewry is to become a community of learners, it will have to reform Jewish education. All too often, Jewish learners--adults and children--encounter uninspired classes, overworked and under-trained teachers, and institutions lacking in purpose, energy and spirit. Jewish learners of all ages need richer visions, livelier settings and better tools; they require educators who are more able to translate their commitment into powerful teaching and learning.

To identify the nature and dimension of these critical needs, CIJE launched the comprehensive **CIJE Study of Educators** in Atlanta, Baltimore and Milwaukee. In these Lead Communities, the Study has documented the need for better preparation and professional development for educators; more informed and greater support for Jewish education from the community; and improved access to models of excellence in Jewish and American education. **CIJE Policy Briefs** and **CIJE Research Reports** disseminate this data and provide new directions for educational and communal policy.

CIJE's findings are being confirmed in additional studies conducted in Chicago, Cleveland, Kansas City, Columbus and Seattle, using the **Manual for The CIJE Study of Educators**. Now that critical needs have been identified by hard research, CIJE is working with educators across the denominational spectrum to establish goals, to train inspired, effective teachers, to disseminate models of excellence, to study and evaluate educational efforts, and to develop new support for lifelong Jewish learning.

CIJE also offers the Jewish community examples of success in Jewish education. The **CIJE Best Practices Project** portrays models of educational excellence--early childhood programs, supplementary schools and Jewish community centers where the vision of an educating Jewish community is already being realized by imaginative teachers and captivated learners.

"Quote"

Barry Holtz

The CIJE Essay Series, disseminated in the thousands across the continent, offers vigorous commentaries on the history and condition of North American Jewry. As visions and goals become clear, they can be realized on a day-to-day basis in synagogues and schools, camps and community centers, as well as in the new educational institutions that are only now beginning to emerge.



CIJE BROCHURE COPY
February 26, 1997
Page 5

PARTNERS & FUNDERS

at the local level, CIJE has partnered with leading Jewish foundations such as the **Jacob and Hilda Blaustein Foundation**, the **Nathan Cummings Foundation**, the **Children of Harvey and Lyn Meyerhoff Foundation**, and the **Helen Bader Foundation** to support initiatives such as the Teacher Educator Institute (TEI) and research and evaluation. In coming years, this effort will be expanded to embrace leading foundations--Jewish and general--committed to education.

PAGES 10-11

BOARD



STAFF

Out

PAGES 2-3

A Community of Learners

CIJE is inspired by a vision of North American Jewry as a community of learners. In this vision, Jews of all ages and backgrounds actively engage with the rich heritage of Jewish history and religion, language and culture. Their lives are informed and transformed by the power of Jewish learning.

Lessons Learned

CIJE's initiatives have revealed much about the conditions and possibilities of Jewish education and Jewish life in North America. While constraints of time, energy and funding are real, the vision, dedication and ability of Jewish educational and communal leaders can go far in overcoming them. Among the lessons CIJE has learned in recent years are:

- Alongside trends of assimilation, there is an important community of North American Jews, young and old intrigued by its heritage and interested in deepening its identity through learning--if the learning is rich, engaging and profound.
- There is a crisis in personnel, particularly at the senior levels of Jewish education, that must be addressed systemically in order to transform the quality and scope of the field.
- The expertise of American education has much to offer Jewish education in the areas of leadership, professional development, research, evaluation and planning for systemic reform.
- There is a need for new structures and strategies that will complement existing educational institutions, providing an even broader range of settings for Jewish learning.
- New initiatives and pilot projects that integrate meaningful Jewish content and cutting-edge approaches to teaching and learning can model excellence, inspire hope, and begin to transform the field of Jewish education.

The work of reforming Jewish education is demanding and costly. But with vision, leadership, planning and will, the North American community can create a vibrant and inspired future.

OUT

CIJE initiatives are serving educators from communities across North America. They, in turn, are influencing the educational practice of many colleagues--and, ultimately, the experiences of hundreds and thousands of learners.

PAGES 8-9

Creating Partnerships

From its inception, CIJE has dedicated itself to mobilizing community support on behalf of Jewish education. In recent years, CIJE has organized a series of partnerships with the Lead Communities and others in different regions of North America.

CIJE has worked closely with communal leaders, educators, academics, rabbis and philanthropists from all streams of Jewish life. To strengthen understanding of Jewish educational practice and the need for systemic reform, CIJE is developing **Community-based Evaluators** able to assess the effectiveness of various educational programs and provide information to community decision-makers.




GrantWorks

306 Washington Avenue, Haddonfield NJ 08033
Tel 609/429-1903 Fax 609/429-8732

MEMORANDUM

May 22, 1997

TO: Nessa Rapoport
FROM: Avi Decter 
SUBJ: Revised Brochure Copy

Nessa:

Sorry to be so slow getting this draft to you for review and comment. My schedule has run away with me this week (and we are getting ready for our son's college graduation this weekend to top things off!).

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I'd like to note for the record that the term "teacher-educator" is a non-starter: it is completely inaccessible and confusing. CIJE should just coin a different, understandable term that expresses the actual role that is intended.

Please try this out on Karen to see if we are starting off in the right direction--and please let me know your own take on things at your early convenience. I will be happy to work on a revised draft next week--but I will not be back in play until Wednesday because we are packing up Eliav on Tuesday for his return home.

I look forward to speaking with you. In the meanwhile, as always, many thanks and all good wishes.

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The Council for Initiatives in Jewish Education (CIJE) promotes access to Jewish thought, experience, and faith through innovative, systematic educational reform. CIJE acts to:

- Develop leadership for Jewish education.
- Encourage research and thinking about the big issues facing the field.
- Assist institutions and communities with the process of change.
- Pilot and test new ideas in education.

CIJE's efforts affect thousands of people--communal leaders and kindergartners, senior citizens and summer campers, students, scholars, and teachers--of all denominations across the North American continent.

replace
w/
new
language

HATE

?
too much

FIRST DOUBLE-PAGE SPREAD (PAGES 2-3)**Photographs and Quotes****Developing Leaders**

are central
Great teachers ~~make possible~~ great learning. Their knowledge and passion open up the legacies of the past and the possibilities of the future.

LOVE

CIJE seeks to strengthen Jewish educators by bringing to them state-of-the-art thinking about learning, teaching, and professional development from the world of general education. CIJE uses these ideas to address the needs of Jewish education, adapting them in ways that are uniquely Jewish.

LIKE

The CIJE Teacher Educator Institute (TEI), for example, is an intensive two-year program that applies cutting edge ideas to create a new leadership role in Jewish education--the Teacher Educator. Outstanding educators are immersed in educational philosophy and methods, and they in turn serve as mentors and advocates for their colleagues in communities across the continent.

LIKE

The CIJE-Harvard Institute for Leaders in Jewish Education encourages new directions for Jewish schools by providing principals with visionary approaches and new strategies for leadership. The Institute brings together national leaders in general education and dedicated Jewish educators to share their resources, ideas and experiences in a rich, informative colloquium.

LOVE w/
a few
changes

2 [General educators have discovered that schools are only as good as the people who teach in them. CIJE is working to develop networks of leaders--lay and professional--who will make great teaching happen.

SECOND DOUBLE-PAGE SPREAD (PAGES 4-5)**Photographs and Quotes****Helping Institutions**

To change and renew themselves, Jewish institutions are working to clarify and enrich their visions of Jewish education. What kinds of people are needed in the emerging Jewish community? What will they believe and be able to do? What will they contribute to their communities, to the Jewish people, and to the world?

LIKE

The CIJE Goals Project, developed with the Mandel Institute in Jerusalem, involves Jewish leaders, institutions, and communities in a challenging effort to develop their educational visions. As these visions are defined, new ideals and goals emerge. Participants then carry ideas into their communities, helping to create a new generation of visionary, goal-driven institutions in Jewish education.

LIKE

leading academics

from the field

The CIJE Seminar for Professors of Education is a new initiative to engage the best of general education in the reform of Jewish education. Each summer professors from leading American universities and research centers travel to the Mandel Institute in Jerusalem to study Jewish sources, share their work in general education, and explore its application to Jewish education. The Professors Seminar mobilizes exceptional, but under-utilized, expertise to generate productive new ideas for Jewish education.

Twice/year
come together

CIJE Community Consultations help to carry the best of educational, thinking, practice, and resources into institutions of Jewish education across the continent. CIJE staff and consultants are helping formal and informal educational agencies to re-direct themselves through strategic planning and professional development. In time, these renewed institutions--and new institutions just now emerging--will become more effective venues for lifelong learning among North American Jewry.

Institutional Consultations - HNC, Boulder

THIRD DOUBLE-PAGE SPREAD (PAGES 6-7)**Photographs and Quotes****Finding New Ways**

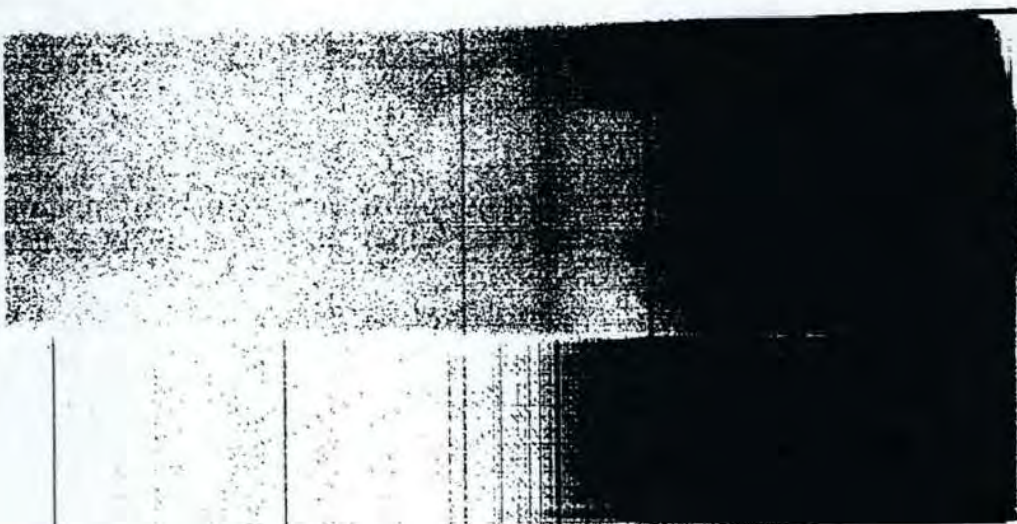
North American Jewry is striving to become a community of learners. For this to happen, we need to fully understand the current state of Jewish education as we devise strategies for educational reform. CIJE has initiated a number of research projects and studies to generate information and ideas about the actual conditions of Jewish teaching in North America.

The **CIJE Study of Educators** has produced a wealth of new information on Jewish teachers. Research in three Lead Communities--Atlanta, Baltimore, and Milwaukee--documents the commitments, professional development, and working conditions of Jewish educators. CIJE findings are being confirmed in studies conducted in Chicago, Cleveland, Columbus, Kansas City, and Seattle, using the **Manual for the CIJE Study of Educators**. CIJE research informs efforts to improve professional development, identify models of excellence, and mobilize communal support for Jewish learning.

The **CIJE Monitoring and Evaluation Initiative** helps to assess the effectiveness of various programs and provide information to community decision-makers. In recent years CIJE has conducted systematic evaluation of its own programs and services. At the same time, CIJE has brought evaluation specialists into the Lead Communities (Atlanta, Baltimore, and Milwaukee) to determine the efficiency and impact of various educational initiatives. With support from the Bloustein Foundation, CIJE is developing a new network of Community-Based Evaluation Consultants who can produce essential data for planners and policy-makers.

CIJE Policy Briefs, CIJE Research Reports and publication of articles in leading journals of education are among the ways CIJE disseminates its research findings and its ideas on new directions for education to North American Jewish communities.

language
needs more
Lchitzpah



FOURTH DOUBLE-PAGE SPREAD (PAGES 8-9)**Photographs and Quotes****Promoting Excellence**

CIJE is working to define a new vision for North American Jewish education and to develop models of educational effectiveness and excellence. This work needs to be done "in the field," where institutions can function as laboratories for educational reform. CIJE also encourages the dissemination of ideas based on 'best practice' in Jewish and general education.

The CIJE Best Practices Project offers the Jewish community examples of success in Jewish education--early childhood programs, supplementary schools, and Jewish community centers where the vision of an educating Jewish community is already being realized by imaginative teachers and enthusiastic learners.

*Below on
main
page*

The CIJE Essay Series, disseminated in the thousands across the continent, offers powerful commentaries on the history and condition of North American Jewry. As visions and goals become clear, the way is open to their realization on a day-to-day basis in synagogues and schools, camps and community centers, and the new institutions that are only now beginning to emerge.

*Outline
based on
new ideas*

A CIJE Change Laboratory is currently being developed. CIJE and North American Jewry need a place to try out ideas for institutional change, to learn from direct experience, and to refine strategies for educational reform. A partnership with a consortium of change-ready institutions will enable CIJE to evaluate ideas and to track "leading indicators" of educational success.

FIFTH DOUBLE-PAGE SPREAD (PAGES 10-11)**Photographs and Quotes****Looking Ahead**

CJIE is looking ahead to the future of educational reform, even as it works to improve Jewish teaching and learning in the present. The process of change is ongoing and continual, so CJIE is trying to plan for the new needs and new institutions that are likely to emerge in the coming generation.

With the counsel and guidance of the ^{Steering} **CJIE Advisory Committee**, CJIE is developing a **Critical Issues Agenda**. The agenda will help to focus CJIE's research and reflection; the Agenda could also lead to programs, publications, curricula, tools, or even new institutions. The Advisory Committee of lay and professional leaders is now in formation.

To disseminate new ideas and to help implement change at the local level, CJIE is working to create a **National Consulting Network**. Change is a difficult process, and visions of educational excellence will only be realized if a pool of qualified consultants is prepared to assist with planning and implementation. CJIE is working to develop a network of skilled people who can assist visionary leaders in achieving their goals.

As educational reforms are instituted, institutions and communities will need more and better information on their effectiveness and impacts. With the support of the Bloustein Foundation, CJIE has begun preliminary planning for a new **National Evaluation Institute**, a center that can train community-based evaluators, sponsor evaluation studies, compile research findings, and disseminate information to communal and educational decision-makers.

CJIE will vigorously pursue its vision of an educating community over coming years. By borrowing and adapting the best of general education, CJIE expects to contribute to the rich, vital tradition of Jewish learning which has sustained Jewish continuity, identity, and ideals from generation to generation.

PAGE 12

CIJE Donors, Board and Senior Staff**INSIDE BACK COVER**

Photographs**Credits****CIJE Addresses, Telephone, Fax, E-Mail, etc.****BACK COVER****Photograph(s)**



GrantWorks

306 Washington Avenue, Haddonfield NJ 08033
Tel 609/429-1903 Fax 609/429-8732

FAX TRANSMISSION FORM

DATE: 5/22/97
TO: Nessa Zampora
FAX #: 212/532-2646
FROM: Avi Y. Decter
FAX #: 609/429-8732

This transmission comprises 9 pages including the cover sheet.

MESSAGE:

W/KAB 5/29/97

- rt. project in rt. category
- get rid of mistakes
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Please phone 609/429-1903 if there are problems with reception.

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4 things

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note

FIRST DOUBLE-PAGE SPREAD (PAGES 2-3)

no abstract, pr

Photographs and Quotespunchy, short,
powerful words**Developing Leaders**

2re (ctrl) to

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that's the line

love

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love w/wk

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*like w/ changes
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*3 things**think of
content political
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Photographs and Quotes

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love/hate

Chutzpah

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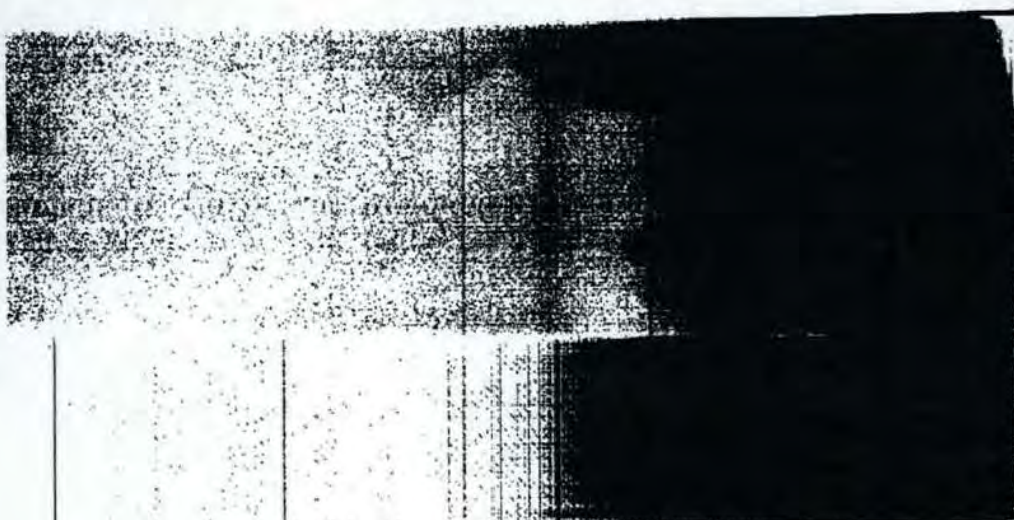
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Goals
Publications
Study of Educ.
RP?

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*Idea and
policies*

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81

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② start plan

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INSIDE BACK COVER

Photographs

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CIJE Addresses, Telephone, Fax, E-Mail, etc.

BACK COVER

Photograph(s)



GrantWorks

306 Washington Avenue, Haddonfield NJ 08033
Tel 609/429-1903 Fax 609/429-8732

FAX TRANSMISSION FORM

DATE: 6/20
TO: NESSA VIA CHAVA
FAX #: 212/532-2646
FROM: Avi Y. Decter
FAX #: 609/429-8732

This transmission comprises 7 pages including the cover sheet.

MESSAGE:

As per record.

Please phone 609/429-1903 if there are problems with reception.

GrantWorks

306 Washington Avenue, Haddonfield NJ 08033
Tel 609/429-1903 Fax 609/429-8732

June 20, 1997

Ms. Nessa Rapoport
CJIE
15 East 26th Street
New York, NY 10010

Dear Nessa:

Attached please find revised copy for the projected CJIE brochure. I have tried to re-cast the text to conform closely to CJIE's new foci and organizing categories, and I believe that the rhetoric is more concrete and the text is now considerably shorter.

Please give me a buzz to let me know your thoughts on this. I will be out of my office on Monday morning at meetings in Philadelphia, but you can leave any length message you need to on my answering machine or you can fax marked-up copy to my office. I will revise and fax back on Monday afternoon.

I look forward to your comments. In the meanwhile, as always, many thanks--and all good wishes for the Shabbat.



Avi Decter

attachments

FRONT COVER**CIJE Name and Logo****Twersky Quote**

7/2/97

getting there
rt. level, idea, time

Challenge: a little more jazz

INSIDE FRONT COVER AND FACING (FIRST) PAGE**Photograph (INSIDE FRONT COVER)****Who We Are and What We Do**

CIJE is an independent national organization dedicated to the transformation of North American Jewish life through Jewish education. Our mission is to be a catalyst for educational change by:

- Developing professional and communal leadership for Jewish education.
- Consulting about educational innovation and strategic planning with institutions, communities and national organizations.
- Commissioning research and advancing ideas for educational policy and practice.
- Identifying, creating and disseminating models of excellence in education.

CIJE is committed to placing powerful Jewish ideas at the heart of our work; to bringing the best of general education to the field; and to working in partnership with a range of organizations, foundations and denominations to make outstanding Jewish education a communal priority.

FIRST DOUBLE-PAGE SPREAD (PAGES 2-3)**Photographs and Quotes****Developing Leaders**

Great teachers make possible great learning. Their knowledge and passion open up the legacies of the past and the possibilities of the future.

CIJE seeks to strengthen Jewish educators by bringing to them state-of-the-art thinking about learning, teaching, and professional development from the world of general education. CIJE uses these ideas to address the needs of Jewish education, adapting them in ways that are uniquely Jewish.

The CIJE Teacher Educator Institute (TEI), for example, is an intensive two-year program that applies cutting edge ideas to create new leadership roles in Jewish education. Outstanding educators are immersed in educational philosophy and methods and they, in turn, serve as mentors and advocates for their colleagues in communities across the continent.

The CIJE Institute for Leaders in Jewish Education at Harvard University encourages new directions for Jewish schools by providing principals with visionary approaches and new strategies for leadership. The Institute brings together national leaders in general education and dedicated Jewish educators to share their resources, ideas and experiences in a rich, informative colloquium.

The CIJE Seminar for Professors of Education mobilizes exceptional, but under-utilized, expertise to generate productive new ideas for Jewish education. CIJE brings together outstanding professors from leading American universities and research centers to study Jewish sources, share their work in general education and explore its application to Jewish education.

SECOND DOUBLE-PAGE SPREAD (PAGES 4-5)**Photographs and Quotes****Consulting on Change**

To change and renew themselves, Jewish educational institutions need new visions, strategies for change, and commitment to excellence.

Through its consultation services, CIJE works to clarify and enrich visions of Jewish education, to promote strategies for change and to create support for excellence in Jewish education within communities, foundations and national Jewish organizations.

The CIJE Goals Project, developed with the Mandel Institute in Jerusalem, involves Jewish leaders and institutions in a challenging effort to develop their educational visions. As these visions are defined, new ideals and goals emerge. Participants then carry ideas into their communities, helping to create a new generation of visionary, goal-driven institutions in Jewish education.

CIJE Community Consultations help to carry the best of educational, thinking, practice and resources into institutions of Jewish education across the continent. CIJE staff and consultants help formal and informal educational agencies to re-direct themselves through strategic planning and professional development.

THIRD DOUBLE-PAGE SPREAD (PAGES 6-7)

Photographs and Quotes

Advancing Ideas

Jewish educators and communal leaders are seeking an infusion of ideas and information.

CIJE commissions research and promotes new thinking on educational philosophy, practice and policy. These ideas are widely disseminated to institutions, foundations and national organizations. As ideas are developed, the way is open to their realization in synagogues and schools, camps and community centers, and institutions that are only now beginning to emerge.

The CIJE Study of Educators has produced a wealth of new information on Jewish teachers. Research in Atlanta, Baltimore, and Milwaukee documents the commitments, professional development and working conditions of Jewish educators; these findings are being confirmed in studies conducted in Chicago, Cleveland, Columbus, Kansas City, and Seattle, using the Manual for the CIJE Study of Educators.

The CIJE Monitoring and Evaluation Initiative provides critical information to educators and community decision-makers. CIJE evaluation specialists in Atlanta, Baltimore and Milwaukee have helped to assess the efficiency and impact of various educational initiatives. With support from the Bloustein Foundation, CIJE is developing a new network of Community-Based Evaluation Consultants who can produce essential data for planners and policy-makers.

The CIJE Essay Series, CIJE Policy Briefs, and CIJE Research Reports are widely disseminated, bringing research findings and new ideas on education to North American Jewish communities. CIJE publications inform efforts to improve professional development, identify models of excellence and mobilize communal support for Jewish learning.

FOURTH DOUBLE-PAGE SPREAD (PAGES 8-9)**Photographs and Quotes****Modelling Excellence**

Educational and communal leaders need better access to models of excellence.

CIJE is working to define new visions for North American Jewish education by developing models of educational excellence. This work is done 'in the field,' where institutions can function as laboratories for educational reform. CIJE also encourages the application of 'best practice' in different kinds of educational settings.

The CIJE Best Practices Project offers Jewish educators and institutions examples of success in Jewish education--early childhood programs, supplementary schools, and Jewish community centers where the vision of an educating Jewish community is already being realized by imaginative teachers and enthusiastic learners.

CIJE Early Childhood Initiative

CIJE Leading Indicators is a new initiative to identify critical dimensions of educational effectiveness. In partnership with a consortium of change-ready institutions CIJE is preparing to track "leading indicators" of educational success.

FIFTH DOUBLE-PAGE SPREAD (PAGES 10-11)**Photographs and Quotes****Looking Ahead**

CJIE developing its own strategic plan and critical issues agenda. By focusing on four primary areas of service--leadership development, consulting, advancing new ideas and modelling change--CJIE intends to deepen its impact on Jewish education in North America.

Leadership Development: Outstanding educators from America and Israel will continue to work with professional and communal leaders, expanding their visions, promoting new ideas and raising the standards for educational agencies, old and new. CJIE professional development programs will be integrated in JEWEL, the Jewish Educational Leadership Center.

Consulting Services: To disseminate new ideas and to help implement change at the local level, CJIE is working to create a **National Consulting Network**. CJIE is working to develop a national pool of skilled people who can assist visionary leaders in achieving their educational goals.

Developing Ideas: CJIE is expanding its research and planning capacity. CJIE staff and consultants will be able to give increasing attention to the development of new programs, publications, curricula, tools, or even new institutions. With the support of the Bloustein Foundation, CJIE has also begun planning for a new **National Evaluation Institute**, a center that can train evaluators, sponsor studies, compile research findings, and disseminate information to communal and educational decision-makers.

Modelling Change: In partnership with local education agencies, CJIE is currently developing a new kind of field-based **Change Laboratory** in which to try out ideas for institutional change, to learn from direct experience and to refine strategies for educational reform.

By borrowing and adapting the best of general education, CJIE expects to contribute to the rich, vital tradition of Jewish learning which has sustained Jewish continuity, identity, and ideals from generation to generation.

PAGE 12

CIJE Donors, Board and Senior Staff

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CIJE Addresses, Telephone, Fax, E-Mail, etc.

BACK COVER

Photograph(s)



FRONT COVER

6/23/97

CIJE Name and Logo**Twersky Quote**

Karen: Avis version, put your input.
We meet on 7/2 at 3 and can discuss
then - or sooner.

INSIDE FRONT COVER AND FACING (FIRST) PAGE

Nessa

Photograph (INSIDE FRONT COVER)

abstract

Who We Are and What We Do

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punchier - nouns

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Help create settings where

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and Jewish

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on Professional Development for Teachers

Sharon: Prepare people who can design & prep. more powerful prof. dev. support. for teachers

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Long relationship

deborah

Sharon + quote

TEI person

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gd-king
manon
grubitz

rewrite

from GE

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Institutions

*TUM
HUC
SYN 2800
WJ box*

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Chuck

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-rethink our
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-great support to get
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in partnership w/ JENNA

Box w/
recent publications

BP series
for further info

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Testing Ideas as telling about

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Yes

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*Discerning info & models
Facilit. discussion sh.*

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bullet

political eye

recruitment
in part. ext. inst.
help to dev. syst. for
recruit & devel. of local leadership

Core

Needs
rewrite

Field
sites
lowkey

test
field sites

week

PAGE 12

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BACK COVER

Photograph(s)



THE MISSION OF
RENEWAL OF SPIRIT

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THE VISION

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THE KEY 1ST STEPS

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