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JEWISH EDUCATION  
SERVICE OF  
NORTH AMERICA, INC.

החברה למען החינוך היהודי  
בצפון אמריקה

May 1, 1991

For Immediate Release  
Contact: Rhea K. Zukerman

## MANDEL RECEIVES FIRST MESORAH AWARD

NEW YORK -- Morton L. Mandel of Cleveland has been named the first winner of the Mesorah Award for Jewish Educational Leadership. Mandel, a prominent leader in Jewish communal life in North America and internationally, will receive this award from JESNA, the Jewish Education Service of North America, at its Continental Leadership Conference on Jewish Education, June 9-11, in Cleveland.

"Over the last decade," stated JESNA President Neil Greenbaum in announcing the award, "no one in the world has done more to advance the cause of Jewish education than Mort Mandel. JESNA inaugurated this award to dramatize the critical role that lay leaders play in supporting and promoting quality Jewish education. We could not have chosen a better exemplar of the impact that one leader can have on Jewish education than Mr. Mandel."

Mandel serves currently as Chair of the Council for Initiatives in Jewish Education, a new entity designed to spearhead Jewish educational renewal and development in North America. The Council is an outgrowth of the Commission on Jewish Education in North America, a body that Mandel also chaired, and which his family's Foundation cosponsored. Previously, Mandel chaired the JCC Association's Commission on Maximizing the Jewish Educational Effectiveness of Jewish Community Centers and the Jewish Education Committee of the Jewish Agency for Israel.

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"It is no accident that Mort Mandel has been at the head of each of these ventures," said Bennett Yanowitz, JESNA's immediate past president. "He has recognized that insuring the quality and vitality of Jewish life for the future is perhaps the most important role of Jewish leadership today. And he has had the courage, wisdom, skill and determination to convince others to join him in carrying out this responsibility."

Mandel and the Mandel family have been extensively involved in supporting Jewish education philanthropically as well as organizationally. The Mandel Associated Foundations have endowed a chair in Jewish education at the Hebrew University and recently established the Mandel Institute for the Advanced Study and Development of Jewish Education, located in Jerusalem. "We reached that willingness to invest," Mandel has explained, "because we became convinced that the Jewish community was in a war without really recognizing it -- a war for the hearts and minds of future generations of Jews. I have become convinced that with the right support and leadership, Jewish education can be much more successful, and can make a huge difference. If we can accomplish this, it will be a magnificent gift to our children and grandchildren."

In addition to his contributions to Jewish education, Mandel has occupied many of the highest leadership positions in the North American Jewish community, including the presidencies of the Council of Jewish Federations and JWB (currently, the JCC Association). He is also a past president of the Jewish Community Federation of Cleveland and the United Way of Cleveland. He has received numerous awards and honors, including honorary degrees from Brandeis University, Hebrew Union College, and Gratz College.

Mandel is the first recipient of the Mesorah Award, which was established by the Board of Directors of JESNA last Fall. "Mesorah" is a Hebrew word for "tradition," and comes from a root meaning "to transmit." "This is what Jewish education is about: transmitting our tradition from generation to generation," stated Greenbaum. "Through this award, we intend to draw attention both to the men and women who have made a difference to Jewish education and to the fact that leadership in Jewish education merits the highest honor and approbation that we can provide." The Award will be given annually to honor a lay leader (or leaders) who has made an outstanding contribution to Jewish education, locally, continentally, or internationally.

Serving as the organized Jewish community's continental planning, coordinating and service agency for Jewish education, JESNA provides a broad range of services and informational resources for local communities, working with federations and central agencies for Jewish education. Across North America JESNA works in cooperation with national agencies and denominational bodies, and internationally represents the organized Jewish community in relationships with Israeli and world educational institutions.

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Facsimile Transmission

To: Virginia Levi Date: 6/12/91  
From: Amette Hochster No. Pages: 10  
Fax Number: \_\_\_\_\_

Dear Ginny,

This is an article for Jewish Education Magazine - a response to some 14 articles about the Commission. Could you kindly distribute it today to MCM, HCL, SHH and SRE - with VFL first.

DISW J72W

Amette

✓MLM  
SHH  
H22

Mandel  
Associated  
Foundations

5732 177

22a Hatzfira St., Jerusalem, Israel

Fax No.: 972-2-699951,

Tel: 972-2-668728

To: <u>Ginny Levi</u>	Date: <u>6/12/90</u>
	Urgent <u>                    </u>
From: <u>Jim BERINSON</u>	Regular <u>                    </u>
Fax No.: <u>216-361 9962</u>	Time Sent: <u>                    </u>

Message

Dear Ginny,

1. Attached is the copy of an article on the Commission that appeared in the Jerusalem Report of 6 December.
2. To date, 168 copies of the book have been distributed.

Regards,  
Jill

## RESPONSE

by

Annette Hochstein and Seymour Fox

*Mandel Institute for the Advanced Study and Development of Jewish Education*

The timing of this symposium on the Report of the Commission on Jewish Education in North America is particularly appropriate, as the process initiated by the Commission has now entered into a new phase. From the beginning, the Commission explicitly viewed its mission as

- a) to study the problems of Jewish education,
- b) to develop strategies for addressing them,
- c) to issue a report, and then
- d) to see to the implementation of its recommendations.<sup>1</sup>

At this juncture, the first three phases have been completed, and we have moved forward to the stage of large-scale implementation.

In this paper, we will briefly review the status of this implementation process, and then respond to some of the important ideas and issues raised by our colleagues.<sup>2</sup>

Implementation work is presently underway on all five of the Commissions recommendations.<sup>3</sup>

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1 "From the outset, all the Commissioners shared the determination to make a concrete impact on Jewish life. We agreed that we would not conclude the work of this Commission without beginning the implementation process the very day we issued our report." (*A Time to Act*, p. 22.)

2 The first annual progress report of the Council for Initiatives in Jewish Education will be published in January, 1992.

3 See summary of recommendations, (*A Time to Act*, pp.17-18).

↑  
ed. please give correct reference in Magazine.

**Specifically:**

- The Council for Initiatives in Jewish Education has been created,<sup>4</sup> to serve as the implementing authority for the recommendations of the Commission.
- The Lead Communities Project is now in the process of recruiting 3-5 communities for participation. Detailed plans for the improvement of Jewish education in those communities are being designed. The emerging plan involves each community in multiple simultaneous efforts, affecting the two key building blocks of personnel and community support, as well as youth trips to Israel.<sup>5</sup> These multiple programs are designed to complement each other, based on the assumption that a cumulative impact is likely to lead to significant change.
- In preparation for the Lead Communities Project, a program has been launched to identify and characterize best practices in key areas of Jewish education.<sup>6</sup>
- A monitoring and evaluation program has been initiated, designed to offer continuous feedback to educators and planners staffing the various projects, facilitating ongoing improvement, change, and fine-tuning of implementation. This program will require a definition of the desired outcomes of projects, as well as the development of indicators for the objective assessment of Jewish education. It is reasonable to expect this effort to yield tools that will equip the Jewish community to engage in systematic analysis and planning for Jewish education.
- Foundations are preparing themselves to fund elements of the implementation program in areas of interest to them, first in Lead Communities and then throughout North America. Thus, it is hoped that Lead Communities will become testing grounds for new and experimental programs which can subsequently be diffused to communities across the continent.
- The Mandel Associated Foundations have allocated major grants to Yeshiva University, the Jewish Theological Seminary of America, Hebrew Union College-Jewish Institute of Religion, and the Jewish Community Center Association of America for the development of their personnel training programs.<sup>8</sup>
- The Commissioners, early in their deliberations, insisted that all investment, innovation, and experimentation be accompanied by research and evaluation, so that impact could be carefully considered. A plan is being designed for the development of a research capability

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4 Staff includes Steve Hoffman, acting Executive Director, Dr. Shulamith Elster, Education Officer, Henry L. Zucker and Virginia F. Levi.

5 Dr. Jacob B. Ukeles, Columbia School of International and Public Affairs, President of Ukeles Associates Inc. is planning the recruitment and selection of the Lead Communities.

6 Project director: Dr. Barry Holtz, Co-Director, the Melton Research Center for Jewish Education, The Jewish Theological Seminary of America.

7 Evaluation consultant: Dr. Adam Gamoran, associate professor of sociology and educational policy studies at the University of Wisconsin, Madison.

8 Morton L. Mandel initiated, guided and led this entire project and the Mandel Associated Foundations have now awarded grants of \$750,000 each to Yeshiva University, The Jewish Theological Seminary, and the JCCA; a grant for Hebrew Union College-Jewish Institute of Religion is currently in the planning stages.



in North America, to ensure that the field of Jewish education will consistently operate according to an adequate theoretical and practical knowledge base.<sup>9</sup>

It is significant that the implementation of the Commission's recommendations comes at a time when additional foundations are taking important steps on behalf of Jewish education. The CRB Foundation, in its program of Youth Trips to Israel; the Wexner Foundation, in the recruitment of personnel, training grants, and institutional planning grants; the Crown Foundation, in its Covenant Program grants; and others are together showing a new receptivity and creating a new momentum that make this an opportune time for undertaking the Commission's program.

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Participants in this symposium have raised several important issues concerning the Commission's work. Four major themes run through the various comments; therefore we have chosen to organize our response according to these four questions:

1. *Why does the report not present a definition of the goals of Jewish education?*
2. *What is new or different in the report of the Commission as compared to other reports that have been issued in the area of Jewish and general education?*
3. *Why did the Commission choose to concentrate its efforts on those options it termed enabling—the shortage of qualified personnel and the mobilization of community support—rather than on programmatic areas such as the preparation of curriculum materials or the development of family education?*
4. *What is the strategy for the improvement of Jewish education adopted by the report, and why did the members of the Commission believe that it could succeed and make a difference?*

### *1. The Goals of Jewish Education*

The Commission on Jewish Education in North America carefully and consciously avoided dealing with the goals of Jewish education in its report, for several reasons:

- a. The composition of the Commission reflected the diversity within the North American Jewish community. It would have been more than surprising if such a variegated group of educators, rabbis, heads of foundations, and community leaders, representing the entire spectrum of religious and ideological viewpoints, had reached agreement on a joint conception of the goals of Jewish education. The papers included in this very symposium clearly demonstrate that even among a distinguished group of Jewish educators there is no consensus on goals.

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<sup>9</sup> Principal investigator: Dr Isa Aron, associate professor of Jewish education at the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles.

- b. The Commissions diverse composition was designed to support a broad range of views on Jewish education. If this pluralism were to have been replaced by a uniform definition of goals — something of a party line — much of the vitality of the Commission and its ability to consider the complex realities of the Jewish community and of its educational system would have been lost.
- c. We believe that the goals of education are of theoretical and practical concern, worthy of serious and systematic attention. However, the definition of goals requires a long-term, systematic process of collaborative effort between scholars in Jewish thought and in Jewish education and practitioners. Such an application of talent and energy in an intensive, long-term, joint effort may offer definitions of goals that could inspire and guide the field. Currently such efforts are weak in general education<sup>10</sup> and practically non-existent in Jewish education.<sup>11</sup>

*2. What is new or different in the work of this Commission? Only the future will tell what this Commission will contribute to the field of Jewish education and what impact its work will have. We would only like to point here to some aspects of the work of the Commission which distinguish it from other such endeavors:*

a. Composition:

The Commission was a private-communal partnership: though convened by one foundation,<sup>12</sup> it brought together in a joint study and decision-making effort — for the first time on the subject of Jewish education — educators, scholars, rabbis, heads of the institutions of higher Jewish learning, outstanding community leaders, major philanthropists, principals of family and private foundations, and heads of major communal organizations. The underlying assumption was that this joint effort of the communal and private leadership of the Jewish community would be able to muster the human and financial energy necessary for implementation of change. This approach contrasts with individual efforts and links private efforts to communal priorities and values. In the words of the report, "enormous power can be marshaled when the different sectors of the Jewish community join forces, develop a consensus, and decide on a plan of action."<sup>13</sup>

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10 See Arthur G. Powell, Eleanor Farrar, and David K. Cohen, *The Shopping Mall High School*, Houghton, Mifflin Co., Boston, 1985, pp. 305-308.

11 At the Mandel Institute for Research and Development of Jewish Education in Jerusalem, we have undertaken a long-term project aimed at formulating alternative conceptions of the Educated Jew. Participants in this effort include scholars such as Professors Menachem Brinker, Seymour Fox, Moshe Greenberg, Michael Rosenak, Israel Scheffler, and Isadore Twersky, and educators such as Ami Bouganim, Dr. Howard Dietcher, Beverly Gribetz, Annette Hochstein, Daniel Marom, Dr. Marc Rosenstein, and Debbie Weisman. This is a collaborative project with the Philosophy of Education Research Center at Harvard University.

12 Convened by the Mandel Associated Foundations of Cleveland, Ohio, JCCA and JESNA in collaboration with CJP.

13 *A Time to Act*, p. 21.

b. High stature of leadership:

There are outstanding examples of lay leaders working for Jewish education. However, in the past, only a few of the top leaders in the organized Jewish community treated the field of Jewish education as a high priority; most tended to choose for themselves other areas of endeavor. This Commission placed Jewish education at the top of the agenda for the highest level of communal leadership.

c. Method:

The Commission chose a thoughtful, planning-based process for its work, based on the careful gathering of data, on the polling of experts, the commissioning of research, and an intensive ongoing dialogue among Commissioners, scholars, and staff. Each of the six well-attended plenary meetings of the Commission was the culmination of extensive preparatory work: Before and after each meeting a staff member spoke with each commissioner to discuss progress and consider next steps. Frequent exchange of views occurred through letters, telephone conversations, and individual meetings of commissioners with scholars and staff, thus engaging all involved in a joint learning process. This process was deemed an essential part of the work of the Commission.

The initial commitment of the Commission that its work would lead to implementation, and that implementation was to start the day the report was published, required that each suggestion, recommendation, and alternative offered for discussion be considered according to the twin criteria of likely impact in achieving the desired change and feasibility. This, as explained below, led to decisions concerning the content (e.g., the specificity of the personnel and community components), to the conclusion concerning the need for a local and community-based setting for implementation (Lead Communities), and to the need for an intermediary organization charged with implementation<sup>14</sup> (the CIJE).

The work of the Commission was accompanied by an extensive data-collection and research program, aimed at providing commissioners with a knowledge base useful for their decisions. Several research papers produced for the Commission have already been published.<sup>15</sup> To the best of our knowledge, this was the first time that such systematic methods were applied by a commission in the field of Jewish education. Indeed, even in the larger context of general education, which has known many commissions and reports during the past decade, the link of the commissions' work to specific proposals and to a mechanism charged with their implementation is unique, as is the conception of a Lead

14 Intermediary organizations are conspicuously absent from the field of education. They have played an important role in major social reform programs over the past decades.

15 Walter Ackerman, "The Structure of Jewish Education in North America," 1990; Isa Aron, "Towards the Professionalization of Jewish Teaching," 1990; Aryeh Davidson, "The Preparation of Jewish Educators in North America: A Research Study," 1990; Joel Fox, "Federation-Led Community Planning for Jewish Education, Identity, and Continuity," 1989; Joseph Reimer, "The Synagogue as a Context for Jewish Education," 1990; Bernard Reisman, "Informal Education in North America," 1990; Henry L. Zucker, "Community Organization for Jewish Education—Leadership, Finance, and Structure," 1989. Also, see in this issue "A Time to Act: A Research Perspective," by Prof. Stuart Schoenfeld.

Community as a setting where major systematic change can be introduced and systematically monitored.<sup>16</sup>

c. Content:

A review of the recent reports on general education in the United States, or of past reports on Jewish educational renewal reveal the extent to which their recommendations are general, often failing to present a clear, specific agenda of required changes. This Commission has attempted to avoid this pitfall by focussing on the specific areas of personnel and community support, detailing not only what needs to be done, but also how it should be done. In particular, the unique content of the Commissions work can be characterized by two major themes:

- i. Specific ideas and detailed recommendations;<sup>17</sup>
  - ii. Comprehensive, coordinated treatment of personnel and community.
- i. Already at the second meeting of the Commission, the Commissioners addressed the need for specificity, challenging themselves and the Commission staff to spell out, in detail, what would be involved in creating change in the areas of personnel and community support. As a result, at its meeting of June 14, 1989, the Commission considered a large number of suggestions, including:
- programs for the recruitment of key leadership to the area of Jewish education; encouragement of the establishment of additional local commissions for Jewish education;
  - specific communications programs aimed at creating more understanding, knowledge, and support for Jewish education in the community at large;
  - the recruitment of Judaic studies majors for the field of Jewish education;
  - the expansion of in-service training opportunities and the recruitment of the institutions of higher Jewish learning to offer more in-service programs;
  - the establishment of new positions for professors of Jewish education;
  - the recruitment of Jewish professors in university departments of education, psychology, philosophy, and sociology, to teach in the education programs of institutions of higher Jewish learning;
  - the development of portable benefits packages for both full-time and part-time teachers;

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16 Marshall S. Smith and Jennifer O'Day, *Systemic School Reform, Politics of Education Association Yearbook*, 1990, pp. 233-267.

17 "The Report is impressive . . . in its specificity: no other major reform document that I can think of indicates clear-cut and short-term changes along with the long-term and more abstract goals. One has only to compare *A Time to Act* with "America 2000" (President Bush's recent education manifesto) to appreciate the specificity of the former." (Personal correspondence, Dr. Adam Gamoran, associate professor of sociology and educational policy studies, University of Wisconsin, Madison, May 6, 1991).

- the development of career ladders in Jewish education which are not simply linear, offering options other than advancement to administrative positions;
- the development of additional networks of collegiality: publications, meetings, conferences, and computerized networking.

Each of these recommendations has been linked to a specific framework for implementation, and efforts are being made to secure appropriate funding.

- ii. After considering the specific ideas suggested, the Commission concluded that dealing effectively with the shortage of qualified personnel for Jewish education requires that recruitment to Jewish education, training, profession-building, and retention be addressed simultaneously, as none of these can be separated from the others, and no one factor is the limiting factor. Clearly, a multidimensional approach—not a simple solution—is in order. Similarly, the Commission learned that for Jewish education to benefit from the resources necessary for appropriate development, it must become a major priority of the community. This will only happen if outstanding community leaders take positions in support of such priority, and if members of the community understand and support these efforts. Thus, the Commission decided that a strategy needed to be developed to deal with both personnel and community in a comprehensive fashion. Moreover, the Commissioners realized that personnel and the community were interrelated, each being dependent on the other for success. For Jewish education to attract talented and dedicated Jews to the field, these individuals must believe that the Jewish community will give them the support and resources necessary to make the difference. The community, on the other hand, will only mobilize for the cause of Jewish education if it believes that a highly qualified profession of Jewish educators is being developed. It is therefore necessary to develop a program that includes simultaneous treatment of both the shortage of personnel and the community's support for Jewish education.

### *3. Why did the Commission choose to concentrate its efforts on those options it termed "enabling"?*

There are so many aspects of Jewish education that urgently need attention that the task of choosing among them was an exceedingly difficult one. In August, 1988 the Commissioners listed as many as 27 areas on which the Commission's work could concentrate, each important enough to warrant a commission of its own. Between August and December, 1988, staff and consultants developed a methodology to analyze each of these areas.<sup>18</sup> This methodology required that the best available information on each area be gathered and analyzed in terms of several criteria of importance, feasibility, benefits, cost, and time involved for implementation. The outcome of this analysis revealed the difficulty of assigning relative priorities to programmatic areas. All are important and it is difficult to rank the benefits that would accrue from investment in each. The analysis, in the end, did not provide guidance in selecting any particular populations, age levels, or institutional settings for intensive work; the Commission

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<sup>18</sup> See Commission on Jewish Education in North America, Background Materials for the Meeting of December 13, 1988.

was left with the question of how to decide set priorities for action, among all the competing claims. Ultimately, the criterion of "importance"—both relative and absolute—helped the Commission reach a decision.<sup>19</sup> The critical questions turned out to be: "Are there any areas of Jewish education on which improvement in many or all areas depends? Is there any area without which improvement in many or all areas is not likely?" Analysis revealed that almost all other areas need personnel and community resources as conditions for improvement. It became clear that for across-the-board improvement in the field of Jewish education to occur at this time, a heavy investment in educational personnel and a major effort to mobilize community support is required. The Commission reached the understanding that the key to change lies in developing a feasible strategy for addressing these building blocks of Jewish education.

*4. What is the strategy for the improvement of Jewish education adopted by the Commission?*

The need to deal with personnel and to mobilize community support has been stated many times in the past, without this articulation leading to significant change. This Commission, several of its members wise from the lessons of the past, took steps to plan a strategy for change. This strategy was developed with two questions in mind:<sup>20</sup>

1. What should be done concerning personnel and the community; and
2. How should it be done?

We have dealt above with the first question: we now turn to the second. The core of the Commission's plan is to infuse Jewish education with a new vitality by recruiting and training large numbers of talented and dedicated educators. To succeed, these educators need to work in a congenial environment, supported by a Jewish community that recognizes Jewish education as the most effective means for insuring Jewish continuity and creating a commitment to Jewish values and behavior. The Commission recognized the enormity of the task. Thousands of educators, working in scores of institutions, are involved. In addition, the field is beset by doubt and skepticism. Therefore, the Commission decided to include demonstration as a major element in its strategy. Demonstration provides a means to develop solutions, to demonstrate feasibility, and to allow for results within a reasonable period of time. Moreover, education takes place locally, within communities, in schools, centers, and synagogues. The most recent literature on educational change points to the need to link educational change to community-wide processes.<sup>21</sup> Thus, the cornerstone of the Commission's strategy is the setting up of several Lead Communities, followed by the diffusion of innovations shown to be successful, throughout the continent. At the same time, however, systemic change requires continental efforts. Matters such as salaries and benefits are of concern for all communities in North America, and answers to the financial and organizational issues involved require continental policies. Similarly, though some training can be done locally, much will have to be

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<sup>19</sup> Ibid.

<sup>20</sup> Commission on Jewish Education in North America, Background Materials for the Meeting of June 14, 1989.

<sup>21</sup> Smith and O'Day, *Systemic School Reform*, pp. 233-267.

done in major centers in North America and Israel. And candidates for the profession will have to be recruited on a continental basis.

The Commission adopted a strategy for change which posits two criteria for evaluating possible actions:

- a) the likelihood of having broad systemic impact on the field of Jewish education; and
- b) the likelihood of implementation.

Hence, the central foci of the Commissions work:

- personnel, since the shortage of qualified professionals affects every area of educational endeavor;
- community support, since leadership, moral support and material resources are vital to change;
- major local efforts (Lead Communities) since this is where education takes place (a bottom-up approach);
- the need for a continental, multidimensional perspective and effort, based on the recognition that problems, programs, and communities cannot be dealt with in isolation (a top-down approach).

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In conclusion, we would like to thank the editor of *Jewish Education Magazine*, Dr. Alvin Schiff, for inviting us to participate in this symposium. As a member of the Commission on Jewish Education in North America, he made a significant contribution to its work. By organizing this symposium, he has helped to disseminate its findings and recommendations and to stimulate further discussion on the issues that the Commission considered.



*Jewish Issues  
in Higher  
Education*

P.R.  
2675 Tambridge Circle  
Pensacola, FL 32503

November 27, 1991

*answered 12/30/91  
refer to JCEWA,  
CJFE.*

Dr. Shulamit Elster  
Executive Director  
Council for Initiatives in  
Jewish Education  
5800 Nicholson Lane  
Apt. 508  
Rockville, MD 20852

Dear Dr. Elster:

I am writing to you on the advice of Dr. Eduardo Rauch of the Melton Research Center and hope to interest you in a proposal I consider to have significant merit.


Several years ago, a good friend of mine resigned from the U. S. Air Force, to devote full time to a periodical he had developed. The publication, Black Issues in Higher Education, has quickly become a respected and critical source of information for the higher education community.

As far as I have been able to determine, no such periodical serves the Jewish community. So, if you are interested in Church-State issues, college and university racial and religious admissions quotas, discrimination in hiring and promotion in educational institutions, the status of and innovations in Judaic and Holocaust studies, or Jewish studies around the world, multiple sources must be accessed and reviewed. No single publication addresses all these issues nor provides an opportunity for vendors of programmatic materials or institutions with position vacancies to directly reach their intended audience/market.

Obviously, I am convinced a publication of this sort would find a substantial market. I am approaching you on the possibility this is an endeavor you might be willing to undertake and/or underwrite.

I would appreciate whatever thoughts you may be willing to share with me regarding this proposal.

Sincerely,

  
Roger G. Goldberg



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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*Honorary Chair*  
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*Chair*  
Morton L. Mandel

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Stephen H. Hoffman

*Chief Education Officer*  
Dr. Shulamith Elster

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FOR IMMEDIATE RELEASE

Contact: Virginia Levi  
(216) 391-8300

Deborah/Jerry Strober  
(212) 734-5656

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION (CIJE) ISSUES FIRST ANNUAL REPORT; RELEASES EDUCATION FINDINGS OF 1990 NATIONAL JEWISH POPULATION SURVEY

NEW YORK--January 16, 1992.....The Council for Initiatives in Jewish Education (CIJE), an entity formed to implement the recommendations of the Commission on Jewish Education in North America, which concluded two years of deliberations in November 1990, issued its first annual report today, at a meeting in New York of the organization's Board of Trustees, Senior Policy Advisors, and members of the community concerned with Jewish education. The CIJE Board today agreed to embark on a project to improve Jewish education continentally through work in local communities. The CIJE also released a study of the education findings suggested by the data of the 1990 National Jewish Population Survey, undertaken by Dr. Seymour Martin Lipset, Professor of Sociology at Stanford University.

In implementing the recommendations of the Commission, CIJE has six basic roles to fulfill--initiating action on the Commission's specific recommendations on personnel and community

development; advocacy on behalf of Jewish education; forging new connections among communities, institutions and foundations; establishing a new research agenda; helping to facilitate synergism within the emerging foundation community; and energizing new financial and human resources for Jewish education.

Commenting on the annual report and the Lipset study, CIJE Chairman Morton Mandel, the Cleveland Industrialist and former President of the Council of Jewish Federations, who served as Chairman of the Commission on Jewish Education in North America, stated: "In its first year, CIJE has served as a catalyst, bringing together national agencies with funders and local communities, and has started the process of providing expertise in educational planning and community organization. In its work, CIJE has followed the pattern of the Commission, of working in partnership with JESNA and JCCA, and in collaboration with CJF.

"Professor Lipset's study suggests that those North American Jews with the best experiences in Jewish education are more likely to strengthen their own Jewish identity and transmit their values to their children. This conclusion adds urgency to CIJE's mission."

In its first year, CIJE has focused particular attention on developing the Lead Community project, recommended by the Commission, and is now in the process of recruiting three to five Lead Communities for this joint continental-local collaboration for excellence in Jewish education. The purpose of the project is to demonstrate that Jewish education can be

improved in local communities through the combination of leadership, program, resources and planning. Dr. Lee Shulman, Professor of Education at Stanford University and President of the National Academy of Education, has endorsed the Lead Community approach as "an effective and promising model for significant change in education."

In his study, Dr. Lipset observes: "To a considerable degree, what the Jewish community of the future will look like occupationally, culturally, and Jewishly, will be a function of education, Jewish and non-Jewish.... The NJPS data confirm the assumption that the more exposure to Jewish learning, the more likely the recipients are to be involved in the community and to pass the commitment on to their children. The justified concern for Jewish continuity focuses on Jewish education as the major facility available to the community to stem the hemorrhaging which is taking place."

CIJE's thirty-member Board of Trustees includes representatives of the foundation community, community lay leaders, prominent Jewish educators and leading Jewish academicians. A group of twenty Senior Policy Advisors, formed from the ranks of the continental organizations and institutions, provides ongoing professional guidance.

During the first year of operation, Stephen H. Hoffman, Executive Vice President of the Jewish Community Federation of Cleveland, has served as CIJE's Acting Director. A full-time director and a planner will be selected this spring. They will join Dr. Shulamith Elster, who assumed the position of CIJE's Education Officer in July 1991.

*Strober*

Fax Memorandum

TO: Steve Hoffman  
216-566-9084

FROM: Shulamith Elster 301-230-2012 *se*  
Council for Initiatives in Jewish Education

DATE: January 20, 1992

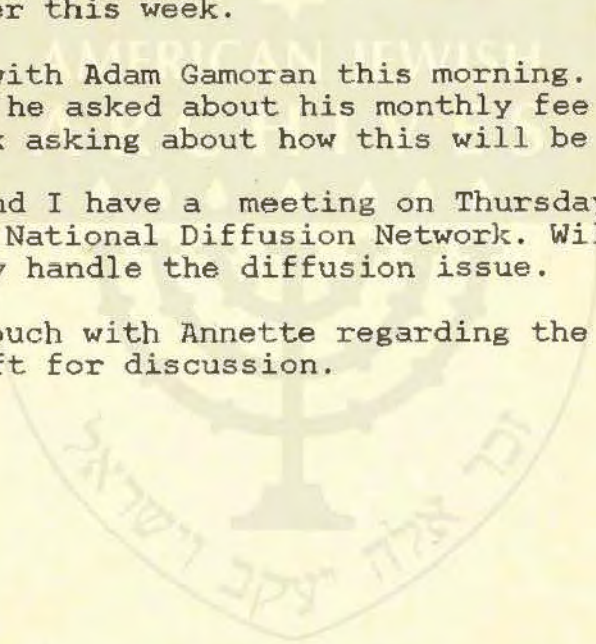
Spoke to Jerry Strober. He agreed to three releases- two additional- for the \$2,000 fee. He's already sent you a bill for \$750 which he would like you to pay and then he'll bill for the others accordingly. I will speak with Jerry and send him materials later this week.

I also spoke with Adam Gamoran this morning. In the course of the conversation he asked about his monthly fee. I suggested that he send you a fax asking about how this will be handled.

FYI: Barry and I have a meeting on Thursday with the Department of Education National Diffusion Network. Will be interesting to learn how they handle the diffusion issue.

I'll get in touch with Annette regarding the proposal for CRB and then do a draft for discussion.

Regards!





*Strober*

Fax Memorandum

TO: Virginia Levi  
216-361-9962

FROM: Shulamith Elster 301-230-2012 *Se*  
Council for Initiatives in Jewish Education

DATE: January 20, 1992

1. I spoke with Adam who will do his best to come to Cleveland. He can rearrange his schedule if this will be the only Tuesday or Thursday meeting we schedule for the next few months. I urged him to come and to plan to leave Cleveland as late as possible on Tuesday evening.
2. I sent a fax to Jack and one to Barry about the request to leave Cleveland as late as possible.
3. Spoke to Jerry Strober. He agreed to three releases- two additional- for the \$2,000 fee. He's already sent Steve a bill for \$750 which Steve should pay and then he'll bill for the others accordingly. I will speak with Jerry and send him materials later this week.
4. I'll let Steve know about Strober.

Regards.

Do not release  
until —



# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

---

1750 Euclid Avenue  
Cleveland, Ohio 44115  
216/566-9200 Fax 216/861-1230

Temp. ...

---

*Honorary Chair*  
Max M. Fisher

*Member* ... Mandel

*Acting Director*  
Stephen H. Hoffman

*Chief Education Officer*  
Dr. Shulamith Elster

---

FOR IMMEDIATE RELEASE

Contact: Ukeles Associates, Inc.  
(212) 260-8758

Deborah/Jerry Strober  
(212) 734-5656

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION INVITES PROPOSALS FOR PARTICIPATION IN LEAD COMMUNITIES PROJECT

CLEVELAND--February 4, 1992....The Council for Initiatives in Jewish Education (CIJE) today invited Jewish communities in North America to become "lead communities." They will demonstrate how to develop successful programs for Jewish education. Communities ranging in Jewish population from 15,000 to 300,000 were invited to submit initial proposals. In August, the Board of CIJE will select up to three communities as the first participants in the project. At the November meeting of the Council of Jewish Federation's General Assembly, Dr. Lee Shulman, Professor of Education at Stanford University and President of the National Academy of Education, endorsed the lead community approach as "an effective and promising model for significant change in education."

CIJE, an entity formed to implement the recommendations of the Commission on Jewish Education in North America, is an independent body working as a catalytic agent in advocacy on

behalf of Jewish education. Its board includes leaders representing national and local Jewish organizations, foundations, and the education community.

The Lead Communities Project results from a year of planning and intensive consultation between CIJE staff and board members and a panel of experts who serve as CIJE advisors. The project seeks to develop new approaches to Jewish education based on the notion that positive change requires involvement of the entire local community.

To facilitate this process, CIJE, with the cooperation of the Council of Jewish Federations, will conduct a Satellite Teleconference on February 24, 1992 at 3:00 P.M. EST for communities that plan to submit a proposal or are considering such action.

In announcing the lead communities selection process, CIJE Chairman Morton Mandel, a Cleveland volunteer leader who also chaired the Commission on Jewish Education in North America, stated: "We are delighted to seek North American communal participation in a bold and visible experiment to create communities of educated Jews. We believe the launching of the project is a significant step in helping to insure Jewish continuity. In beginning the Lead Communities Project, CIJE is making a major first effort in fulfilling its mission of helping to energize Jewish education in North America."



For the purpose of the project, a "community" is an urban or metropolitan geographic area with a communal structure and decision-making system in place. A lead community is expected to:

- enlist key local leadership representing all aspects of the community;
- build a community-wide coalition involving Federation, congregations, educational and other institutions;
- devise innovative programs that cross traditional boundaries of age, setting or subject area;
- commit additional financial resources to Jewish education;
- base its programs on a serious planning effort;
- show results after several years of intense activity;
- help other communities benefit from its successes.

CIJE will initiate and coordinate continental support for each lead community including: leadership, financial resources, program and planning expertise. It will identify funders and help obtain financial support; develop links to continental resource agencies; provide leadership recruitment assistance; convene lead communities for ongoing seminars; and develop a monitoring, evaluation and feedback system.

For further information contact:

Council for Initiatives in Jewish Education  
c/o Ukeles Associates, Inc.  
611 Broadway, Suite 505  
New York, New York 10012

(212)-260-8758

*Pres Sept 10*

**MORTON L. MANDEL**

4500 EUCLID AVENUE • CLEVELAND, OHIO 44103

---

March 16, 1992

Dear Hanan:

It was very thoughtful of you to write me a few weeks ago,  
about the material sent out by the CIJE about Lead Communities.

It was certainly a pleasure to read your kind words, and I am  
hopeful that this project will have very high potential.  
Certainly, that is what we all want.

Warmest regards.

Sincerely,

MORTON L. MANDEL

Dr. Hanan Alexander  
Dean for Academic Affairs  
University of Judaism  
15600 Mulholland Drive  
Los Angeles, CA 90077-1599

cc: Dr. Shulamith Elster ✓



UNIVERSITY  
OF JUDAISM



ACADEMIC AFFAIRS  
OFFICE OF THE DEAN

FEB 18 1992

FEB 21 1992

February 11, 1992

Mr. Morton L. Mandel  
Council for Initiatives in Jewish Education  
1750 Euclid Avenue  
Cleveland, Ohio 44115

Dear Mort:

I have just received in the mail from Shulamith Elster a copy of the promotional materials you have provided concerning the Lead Communities Project of the Council for Initiatives in Jewish Education.

I wanted to take a moment to congratulate you and your staff for a very impressive launching of this important and imaginative project in Jewish education. If the professionalism and thoughtfulness of the materials that were sent out to the public for the Lead Communities Project is any indication of what we have to expect from the Council as an outgrowth of the Commission on Jewish Education in North America, then we have much to look forward to indeed.

Thanks so much for continuing to keep me informed about your progress in these areas. If I can be of any assistance, please feel free to call on me.

Sincerely,

Hanan Alexander  
Dean for Academic Affairs

cc: Shulamith R. Elster

# Council for Initiatives in Jewish Education

To:

*Annette Hochstein*

Company Name:

*Mandel Institute*

Phone Number:

Fax Number:

*011-972-2-619951*

From: Shulamith R. Elster

Description:

*MLM asked to see draft of talk piece today so Ginny read Draft #2 to him. He made comments and the attached reflects his suggestions. MLM wants your reactions to it. Also he thinks we do not have to communicate with Board members, committee members*

Number of pages (including cover):

*2 except*

Date sent:

*4/21*

Time sent:

*10pm EDT*

*Rather, Senior Policy Advisors and Communities. Call me at your*

*Convenience after 8<sup>30</sup> am.*

If there are any problems receiving this transmission please call:

**301-230-2012**

**Council for Initiatives  
in  
Jewish Education**To: Angie LeviCompany Name: PremierPhone Number: 216-391-8300Fax Number: 216-361-9962From: **Shulamith R. Elster**

Description:

Attached fax cover sheet/memo sent  
to Att at 10pm this evening -Number of pages (including cover): 2Date sent: 4/21/92Time sent: 10<sup>00</sup> pmIf there are any problems receiving  
this transmission please call:**301-230-2012**



*Lead Community*

*P.R.*

## LEAD COMMUNITY

A Lead Community (LC) is at once a concept, a process, and a place: a community engaged in planning and achieving comprehensive, far-reaching, and systematic improvement of its Jewish education.

In the initial phase of CIJE's work several lead communities will be established. Each selected community will enter into a partnership with CIJE, and will commit itself to develop and implement a specific plan of programs and projects to be carried out in the community. The plan will identify goals, anticipated outcomes, and financial resources to be allocated (beyond those already committed to Jewish education). The plan must include components designed to address key areas as identified by the COJENA: professional growth programs for all formal and informal educators, recruitment and involvement of top lay leadership, enhanced utilization of trips to Israel as an educational experience. The LC will also prepare and undertake a number of programmatic initiatives most suited to meet its needs and resources, and likely to have a major impact on the scope and quality of Jewish education in the community.

CIJE will provide support to the community in a variety of ways (see 2a. below), including the preparation of a "menu" of possible programs representing "best practices" in Jewish education, from which the LC may wish to draw in designing its plan. The partnership between the LC and the CIJE will be formalized in a negotiated agreement specifying the expectations for each partner, and terms for insuring that the development plan is formulated and implemented with a broad scope and high standards. Implementation of the plan will be carefully monitored and evaluated, and feedback provided on an ongoing basis.

# Council for Initiatives in Jewish Education

To: \_\_\_\_\_

Company Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Fax Number: \_\_\_\_\_

From: Shulamith R. Elster

Description: \_\_\_\_\_

ATH's suggested text. Ariel  
you please have retyped for me to  
review. I think it is too specific.  
Specially #5 and too much new #3.  
Number of pages (including cover): 3 Call me

Date sent: 4/22

Time sent: 8:10 am

when you've read it,  
please.

I'll have your minutes to you  
by 9 am - S.

If there are any problems receiving  
this transmission please call:

**301-230-2012**



DRAFT #2: TALKPIECE

Status Report on the CIJE Lead Communities Project  
April 21, 1992

1. Twenty-three North American Jewish communities responded to the call for proposals for the Lead Communities Project. Together the communities represent 1.5 million Jews - about 26% of the Jewish population of North America.

Fifty-seven communities were eligible on the basis of the population guidelines - that is, Jewish communities with populations of between 15,000 and 300,000.

2. While a substantial response to the recruitment process was expected, the Steering Committee was impressed with both the number and quality of proposals actually received.

3. In order to provide time for serious consideration of our approach in light of the quality and quantity of proposals, a decision was made to temporarily "hold" the review process. Several modifications to the Lead Communities Project were considered in light of the historic opportunity suggested by the commitment to Jewish education contained in these preliminary proposals.

4. At this time, the CIJE will proceed with the selection of finalist communities. Three communities will be selected during the next four months, as originally planned. The review panelists - educators and professionals many of whom are Senior Policy Advisors - will be asked to resume their work immediately as to be prepared to advise the Lead Communities Committee of the Board.

5. This information will be communicated to CIJE Board, Steering Committee, advisors and consultants and to the applicant communities.

6. (The following is to be included in discussions with CIJE consultants and sponsors and members of the Lead Communities Committee of the Board).

At a planning meeting now scheduled for May 3rd the CIJE Steering Committee, staff and consultants, and the professional and lay leadership of sponsoring organizations (JCCA, JCF, JESNA) will meet to discuss a plan for involving all applicant communities - and perhaps additional interested communities - in an initiative to improve Jewish education in areas described as "enabling options" in the work of the Commission on Jewish Education in North America.



Share excitement

Variety of ways to profile 23 com - 1,562,325

Geographic -

call attention to list of the respondents

~~anonymity~~ - concern

Simultaneous + unique

population trends - stable

institutions / corps. personnel profiles

com funding

trial program

com - rates of affiliation

resources

collaboration

experience -

inter-marriage

- Landis commission
- work underway
- track record

regional approach

enrollment

personnel

initiative →

- named lay chairs =
- prof leadership

depressed areas -

ready for challenges

As you see list of 23 con.  
represented.

5 Canadian  
18 U.S.

East Coast  
~~Metro center~~

Boston  
~~Dallas~~  
Atlanta

Metro West  
Washington  
Baltimore  
Suffolk Co.

Mid West  
west  
Milwaukee.  
Kansas City.  
Columbus.

Upstate NY  
Rochester

East Coast

Rhode Island  
Hartford

Florida

CA  
★  
Oakland  
San Diego  
P.A.  
Palm Beach  
Pai P.

Dallas  
Denver



301 E. 57<sup>th</sup> St. // Vancouver  
Winnipeg  
Toronto  
Montreal  
Ottawa

---

Canadian cities:

Population growth:

Ottawa < double pop in past decades

San Diego < triple last 20 years

Carpenter: Kansas City.  
South Palm Beach.  
beg: 1992 - Winnipeg

Palm Beach

Com funding: 96% increase in Fed  
funding in past 5 years  
Toronto

High rates of syn affiliates:

Atlanta  
Hartford 60%  
close collaborations Boston

Intermarriage - 36% (Vancouver)

Regional approaches: Atlanta  
Rhode Island (state)  
Winnipeg - outreach to  
smaller communities

Collaborative - IDEA Atlanta

Atlanta CAC Ulexen

Oakland CAC

enrollment

1220 enrollment

4,000: Vancouver  
20% of pop under 15 -  
only 1/3 enrolled in day or  
sup school.

Toronto: more children enrolled in  
formal programs than pop of other cities

Initiatives:

Ottawa: Ariel / before & after  
Lis.

Providence: absent formal training  
novice teachers program.

Depeled area / Suffolk County.  
more mid Amer than us.

Rapel: Wash DC [94] (pre-  
school day)  
Rochester [105] teachers.  
in midst of strike.  
Rhode Island [188] 200 teachers]  
Vancouver [75] teachers  
Toronto 1200

Teacher Training

New York  
Rhode Island

Go off to Israel

Israel

Well-developed

Alumni Bd - Fair Deal

Participat. 40% of family children 10-18  
Toronto have children been to Israel

Resources: Boston / HTC / Brandeis  
<Training> → to

We have knowledgeable people -

Washington

Bathmore

=

Providence  
h.s. students  
no formal program



(2)

San Diego

energy communities -  
est Rail Ring optimization  
Fund for Jew Cut - can  
meet expected costs

Cost Diversify / Profit  
Net.

triple last 20 years

8.7% of capital (yables)

50% involved in identity  
in any way -

needs \$ / feed back

Post

track record

fed - corp

partially  
strong ties to intl.  
mon't

inter of program

local funding

local resource - HTC,  
Brady



## Palm Beach

<sup>Directly</sup>  
Steering - auto in place

Israel Alumni  
Board  
of con just started

COM-7 umbrella  
plan cor

permitted  
9-11 funded

~~96% of the money  
in the fund is past  
5 years -~~

(check on letter)

Rhode Island  
State

total # part - to prog  
of the segment

188 teachers formal  
to pre-school

considering R.S. teacher training;  
once teacher program

no teacher training public  
formal (programs)

Rochester



105 teachers!

in midlife study -

Vancouver

20% of pop under age of

4000

15-

only 1/3 enrolled in  
day or sup school

~~75% literate~~

36% rate of literacy -  
highest in Canada

\* steady train  
at ed

Some to school

New York

Suffolk

F.M.H.S

"depressed area of NY -

More closely represent mid Africa.

day care - pre-school / gateway

Healed  
family ed  
interfaith outreach.

Strengths - NY -  
get new  
swing

Kaiser Family -

Barthru

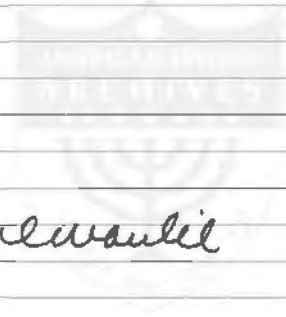
Dallas



Montreal

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Milwaukee





# Toronto

Chedoke enrolled  
in formal programs  
larger than total pop  
con -

\$60 million →

1270 teachers

70% of local dollars  
to ed.

40% of families <sup>chld</sup> 10-18  
have chld  
w/into school

## Ottawa

double population  
past decade -

37% of annual campaign

↳ 50% depends how you  
figure.

recent initiatives

Arise/Before + after school  
prototype

infrastructure

new initiatives -

all day Ls.  
parent parallel

Atlanta

High rate of syn affiliated  
close to  
1000 in per - below

KEVA Study

Internal state plans

Regional

Vilna of South

CLAL

Alexander

Carpus Four-Pace  
Beard  
25 m carpus  
10 sq miles -

DL

SS Pumped + as Drail  
days = (94)

of ?

101 Kdr cation of Success

Referral to Kaps -



Metformin

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Kauso C

Carpus

Oakland

Handwritten: Handwritten  
instructive  
pleasure  
(clot)

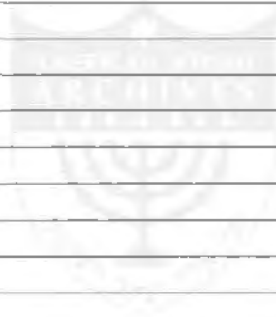
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2,300  
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Denver

Columbus

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Winnipeg

18m. cages

begin 4/9~

out/earl snakes con



LC Project P.R.  
Status Report on the CIJE Lead Communities Project  
April 21, 1992

1. Twenty-three North American Jewish communities responded to the call for proposals for the Lead Communities Project. Together the communities represent 1.5 million Jews--about 26% of the Jewish population of North America. A number of other communities indicated a keen interest in the process, but felt they were not ready to apply. Fifty-seven communities were eligible on the basis of the population guidelines--that is, Jewish communities with populations of between 15,000 and 300,000.
2. While a substantial response to the recruitment process was expected, the Steering Committee was surprised with both the number and quality of proposals actually received.
3. In order to provide time for serious consideration of our approach in light of the quality and quantity of proposals, a decision was made to see whether any revisions in our review process were indicated. Several modifications to the Lead Communities Project were quickly considered in light of the historic opportunity suggested by the commitment to Jewish education contained in these preliminary proposals.
4. After thinking it through, it was decided to proceed as originally scheduled and resume the process to select finalist communities as originally planned. Three communities will be selected during the next four months. The review panelists--educators and professionals--many of whom are Senior Policy Advisors--will be asked to resume their work immediately.
5. The unusually strong response will be communicated to CIJE Board, Steering Committee, advisors and consultants and to the applicant communities.
6. (The following is to be included in discussions with CIJE consultants and sponsors and members of the Lead Communities Committee of the Board.)  
At a planning meeting now scheduled for May 3rd, the CIJE Steering Committee, staff and consultants, and the professional and lay leadership of sponsoring organizations (JCCA, CJF, JESNA) will meet to rethink the implications of this high quality response, if any.



*insert*

Status Report on the CIJE Lead Communities Project

[Original paragraphs 1 and 2 -- unchanged.  
Then insert:]

3. In order to provide time for serious consideration of our approach in light of the quality and quantity of proposals, a decision was made to consider whether revisions in the entire project were indicated. Clearly the North American Jewish community is now ready to undertake a great deal of the Commission's agenda. Several modifications to the Lead Communities project were considered in light of the historic opportunity suggested by the commitment to Jewish education contained in these preliminary proposals.

4. Both we and the other players will need time to gear up and devise an appropriate response to this opportunity. We will approach our partners (CJF, JESNA, JCCA); purveyors of programs (CAJE, the training institutions, CLAL, etc.); and Foundations to design an appropriate response.

5. Though we decided to continue with the selection of Lead Communities at this time as planned, the three weeks pause has allowed for a significant contribution to the project:

a. we are now refining the criteria for the final selection of Lead Communities.

b. the thinking about the content of Lead Communities has been broadened and deepened as a result of a careful reading of the proposals and the reality they present as regards both level of organization for Jewish education and specific content areas of interest to communities.

c. challenging issues about how to choose wisely, even in the first phase of choosing, will have to be considered by the panelists.

6. As great as the assignment is, we are confident that by May 3rd we will be able to take preliminary decisions on what steps can be taken to engage all 23 communities that have responded to the Lead Communities project.

7. We these new inputs in mind, the panelists -- educators and professionals many of whom are senior policy advisors -- are being asked now to resume the reading and assessment of the proposals. Three communities will be selected during the next four months as planned.

Original paragraphs 5. and 6. inserted here as 8. and 9. -- without the last two words ("if any").

from : CIJE

PHONE No. :

Apr. 21 1992 9:06PM F22

APR 21 '92 15:35 PREMIER CORP. ADMIN.

PAGE.02

Status Report on the CIJE Lead Communities Project  
April 21, 1992

1. Twenty-three North American Jewish communities responded to the call for proposals for the Lead Communities Project. Together the communities represent 1.5 million Jews--about 16% of the Jewish population of North America. A number of other communities indicated a keen interest in the process, but felt they were not ready to apply. Fifty-seven communities were eligible on the basis of the population guidelines--that is, Jewish communities with populations of between 15,000 and 300,000.
2. While a substantial response to the recruitment process was expected, the Steering Committee was surprised with both the number and quality of proposals actually received.
3. ~~In order to provide time for serious consideration of our approach in light of the quality and quantity of proposals, a decision was made to see whether any revisions in our review process were indicated. Several modifications to the Lead Communities Project were quickly considered in light of the historic opportunity suggested by the commitment to Jewish education contained in these preliminary proposals.~~
4. ~~After thinking it through, it was decided to proceed as originally scheduled and resume the process to select finalist communities as originally planned. Three communities will be selected during the next four months. The review panelists--educators and professionals--many of whom are Senior Policy Advisors--will be asked to resume their work immediately.~~
5. The unusually strong response will be communicated to CIJE Board, Steering Committee, advisors and consultants and to the applicant communities.
9. (The following is to be included in discussions with CIJE consultants and sponsors and members of the Lead Communities Committee of the Board.)  
At a planning meeting now scheduled for May 3rd, the CIJE Steering Committee, staff and consultants, and the professional and lay leadership of sponsoring organizations (JCCA, CJF, JESNA) will meet to rethink the implications of this high quality response.



# Revised talkpiece for ULM Review

1. Twenty-three North American Jewish Communities responded to the call for proposals for the Lead Communities project. Together the communities represent 1.5 million Jews -- about 26% of the Jewish population of North America. A number of other communities indicated a keen interest in the process but felt they were not ready to apply. Fifty seven communities were eligible on the basis of the population guidelines -- that is, Jewish communities with populations of between 15,000 and 300,000.

2. The response to the recruitment process was an enormous source of encouragement to us, and a further indication of the impact of the work of the Commission on Jewish education in North America.

3. In order to provide time for further consideration of our approach -- in light of the quality and quantity of proposals, CIJE staff decided to consider whether revisions in the ~~final~~ review process were indicated.

4. It was decided to proceed with the process to select finalist communities as originally planned. Three communities will be selected during the next four months. The review panelists -- educators and professionals -- many of whom are Senior Policy Advisors -- will be asked to continue their work.

5. In order to consider these various developments, Mr Mandel is convening a senior advisory group consisting of our partners (CJF, JESNA, JCCA), Mr Chuck Fatter (Chairman of the CIJE Lead Communities Committee), and staff. The group will convene on May 3rd to review our plan and rethink implications of the large number and high quality of proposals.

\* reviewed by AHH & SPE  
4/23/92

Lead Com -  
P.R.

DRAFT: discussed with and reviewed by Annette

TO: CIJE Steering Committee  
FROM: Shulamith Elster  
RE: Communications  
DATE: April 23, 1992

-----  
The purpose of this memorandum is to make assignments regarding the communication of information (the talk piece) regarding the status of the Lead Communities Project.

I. CIJE Consultants and Sponsors: (individual phone calls)

SE to Jon Woocher and Woocher to Neil Greenbaum  
SF to Art Rotman and Rotman to Lester Pollack  
SHH to Marty Kraar, discuss with SHH who should speak to Charles Goodman

AH to Adam Gamoran  
SE to Jack Ukeles and Jim Meier  
SF to Barry Holtz  
SE to Isa Aron

II. CIJE Senior Policy Advisors:  
wait until after May 3rd except those who are review panelists

III. All Review Panelists:  
SE and Jim Meier in relation to resuming work on proposals

IV. Lead Communities Committee:

~~MLM~~ or SHH to Charles Ratner

c: communicate

MEMORANDUM

To: Steve Hoffman

From: Jack Ukeles *Josh*

Date: March 10, 1992

Subject: Response to Marvin Schick article in Jewish World

cc: Shulamith Elster

=====

Upon further reflection, I believe that it would be inappropriate for anyone professionally involved in CIJE to respond -- including me. We should either let it pass --commenting would only keep it alive; or get someone in the orthodox community to respond -- e.g. Alvin Schiff or Josh Fishman.

If you decide to go the latter route, I would be happy to discuss the approach to a response with the person that you ask.

P.S. I will fax a revised proposal within the next day or two.





# The Coalition for the Advancement of Jewish Education

261 West 35th Street, Floor 12A  
New York, NY 10001 • 212-268-4210  
Fax • 212-268-4214

TO: Shulamit Elster  
Ginny Levi  
Steve Hoffman

MAR 16 1992

FROM: Eliot G. Spack  
DATE: March 12, 1992  
RE: Schick article

You may indeed have seen the enclosed article which appeared in The Jewish World (NY) in its Feb. 28- March 5 issue. To say the least, it is not a friendly story.

I am well aware of Marvin Schick who has been a regular gadfly to the non-Orthodox Jewish community for many years. He has "taken on" many Jewish institutions and causes over the years. It is fair to report that CIJE is in good company.

Best regards.

enc.

ללמוד וללמד

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*Program Chair* Shirley Barish  
*Development Chair* Leon Weissberg  
*Membership Chair* Carol Folkerth  
*Treasurer* Elliott Kleinman  
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*1993 Conference Chair* Gordon Fuller  
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*Program Coordinator* Ronni Strongin  
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*Office Administrator* Ronnie W. Parker

COUNCIL FOR INITIATIVES  
IN JEWISH EDUCATION

---

1750 Euclid Avenue  
Cleveland, Ohio 44115  
216/566-9200 Fax 216/861-1230

(Temporary Address)

---

Honorary Chair  
Max M. Fisher

Chair  
Morton L. Mandel

Acting Director  
Stephen H. Hoffman

Chief Education Officer  
Dr. Shulamith Elster

---

March 17, 1992

Mr. Eliot G. Spack  
CAJE  
261 West 35th Street  
Floor 12A  
New York, NY 10001

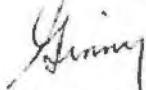
Dear Eliot:

Thank you for sending the Schick article. It is important that we know the bad news as well as the good.

As it happens, we had seen the article and had decided that no response was in order. We appreciate knowing that we are in good company.

It is always good to hear from you. I hope all is well with you.

Cordially,



Virginia F. Levi

cc: Shulamith Elster

## PERSPECTIVE

# Old failures in new clothing are not educational reform

By MARVIN SCHICK

Educational reform is always problematical because those who are entrusted with the responsibility of bringing about improvement invariably are the people who were in authority when things went wrong. Sooner or later—usually sooner—the supposed reformers revert to their old ways, which is to say that they rely on stale and sterile bureaucratic arrangements and rhetorical formulas which have very little to do with the success of any educational mission. Project-this replaces—or, more likely, supplements—project-that, and while there is an excess of claims about wondrous achievements, it is readily apparent that putting new clothing on old failures is not a recipe for meaningful improvement.

So it is with the current batch of purveyors of American Jewish educational reform. They talk a good game and I suppose that they are earnest. But they delude themselves and us when they peddle their own wares and want us to believe that the times are a-changing.

Mandel Commission, a much-ballyhooed educational-reform initiative that had the ardent blessings of our bloated establishment. Apart from many other intellectual and operational disabilities, our establishment is remarkably ignorant on the subject of Jewish education. As it turned out, the Mandel Commission was high on public relations and devoid of ideas. After two years and the expenditure of funds sufficient to run a couple of large day schools for a couple of years, the 50 community members who comprised the commission came up with a banal report entitled "A Time to Act," which breathlessly declared that we had to do more to provide Jewish educational opportunities to Jewish children.

One of the curiosities of the Mandel Commission is that among its two-score and ten experts on Jewish education not a single one represented the yeshiva world or the National Society of Hebrew Day Schools, the representative body of the day school movement. Those who had spoken the truth all along about Jewish

flame of tradition alive were excluded from a group that presumed to deal with Jewish education and Jewish continuity.

I am told that when the hypocrisy of the votaries of pluralism was exposed, some saw the error of their ways and pledged not to continue to discriminate against those Orthodox whom they conveniently label as right-wing and fundamentalist.

I was skeptical about these pledges of penitence, not because I thought that they were insincere, but because anti-Orthodoxy is deeply ingrained in American Jewish life. I did not believe that our establishment could or would cease to discriminate merely because its wrongdoing was exposed by a single writer. There is too much ideological baggage, too much history and too much anti-Orthodox sentiment underpinning the systematic and deliberate exclusion of mainline Orthodox.

Even as they are sterile, bureaucracies beget. The Mandel Commission has given birth to a new org-

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Council for Initiatives in Jewish Education. I regret to say that my expectations have been realized. The council's board has 30 members and, rather predictably, anti-Orthodox apartheid is still practiced. There is no taint of even minimal participation by the yeshiva world. There are also 25 or so "senior policy advisors," they being people who are supposed to be knowledgeable about Jewish education. This collection also does not have anyone from the yeshiva world in its ranks, although there is the tiniest tinge of tokenism, for an official of the National Society of Hebrew Day Schools is listed as an invitee.

Like blacks in the Old South, we Orthodox can now sit in the back of the bus. Perhaps we should applaud this smallest of victories. I won't, because discrimination is wrong and hypocrisy is wrong and it is doubly wrong to countenance discrimination against religious Jews.

I hope that the great men (and women) of our establishment will ease up. We Orthodox of the yeshiva world are why you are still in business and why you acknowledge—after decades of denying it—the legitimacy and centrality of Jewish education. As difficult as it may be for you to believe, some of us can think and write and organize. Some of us even have notable achievements under our belt. Some of us—and maybe many of us—can contribute to the success of what you now claim to support.

There isn't much right now that we can do about establishment ignorance and the bigotry that always accompanies ignorance.

Apart from the issue of composition, it's a fair question whether the Council is needed. We are awash in organizations, in a billion dollar bureaucracy that has presided over and contributed to the collapse of much of the religious and social structure of American Jewish life. The educational arm of this bureaucracy is itself vast and it is especially vulnerable to criticism because it has corrupted the sacred mission entrusted to it, while it has mastered and packaged the art of doing foolish things that are marketed to our community as legitimate educational products.

More bureaucracy is the intuitive response to failure. As it is, our ineffective, failure-ridden bureaucracy is bloated. We spend tens of millions of dollars on sending our functionaries to a steady stream of conferences and other meaningless get-togethers. This gives them the opportunity to party at communal expense and to come up with stillborn and sterile ideas. When our bureaucrats are challenged, their response is to create more organizations, launch more projects, schedule more meetings, name more task forces and issue more reports.

Old failures in new clothing.

In fairness, the Council for Initiatives in Jewish Education has an annual budget of several hundred thousand dollars, which hardly qualifies it for the minor leagues in the crazy world of American Jewish organizational life. But it is also a quick learner, for its first initiatives are called "lead communities" and "best practices," bureaucratic terms which sound like Great Society rejects. The

council is already in the business of ordering new clothing for old failures.

One old failure is the supplementary school movement. Council members strongly agree "on the centrality of the supplementary school to any project focusing on Jewish education." Admittedly, it's impossible to ignore supplementary schools, despite their nearly century-long record of failure in providing either a meaningful Jewish education or for Jewish survival. Many of our children attend these schools and their parents will not consider anything that is more intensive. To give them priority, however, is irresponsible in two ways: resources are being committed to an approach that doesn't work, and they are being denied to the day schools, which are the best bet that we have.

In its first annual report, the council notes that the frightening statistics of the 1990 National Jewish Population Survey have added "to the urgency of our mission." Seymour Martin Lipset, the noted sociologist, has analyzed the NJPS data for their implications to Jewish education and

*'Those who had spoken the truth all along about Jewish education ...were excluded from a group that presumed to deal with Jewish education and ...continuity'*

in a brief paper prepared for the council, he reports:

"The NJPS data confirm the assumption that the more exposure to Jewish learning, the more likely the recipients are to be involved in the community, and to pass the commitment onto their children. The justified concern for Jewish continuity correctly focuses on Jewish education as the major facility available to the community to stem the hemorrhaging-out which is taking place."

And, "Depth of Jewish training acts as a barrier to intermarriage, but not strikingly so, except for those

with more than 15 years of schooling, presumably largely dedicated Orthodox. For the rest, more school years reduce their willingness to accept or support intermarriage by their children, but still only minorities are opposed: 31 percent in the 11-15 years of education group, 22.5 percent among the 6-10 years one, 14 percent for the 5 years or less, and only 8 percent among those without any formal Jewish education."

Unless we do somersaults with the English language, Professor Lipset is saying that Jewish education isn't enough to stem the tide of advanced assimilation and intermarriage. Minimalist education, which is to say Jewish schooling that is short-lived and non-intensive, results in social outcomes which aren't much different from little or no Jewish education. As a practical matter, this is a way of saying that supplementary schools are of little efficacy. Day school education—especially when it extends through the high school years—is the only approach that has a decisive impact on the determination to remain a practicing Jew.

This finding confirms what people in yeshiva and day school education have always known. It is the reason why first the Conservative movement and then the Reform have established day schools, despite their strong commitment to public education, their large investment in supplementary schools and their longstanding opposition to parochial schools. By giving first priority to an arrangement that does not work, the council is turning back the clock and it is also trying to peddle goods that are stale and unreliable.

Why CIJE has so decidedly started off on the wrong track with respect to its composition and program is an interesting question that does not have an easy answer. I believe that the explanation probably lies in a combination of anti-Orthodoxy and bureaucratic inertia. The American Jewish educational establishment is nearly entirely controlled by people who are Jewishly illiterate and who neither believe in nor practice the teachings which comprise true Jewish education.

There will be another National Jewish Population Survey, probably in 20 years. On the basis of what we see today and what is on the horizon, there is no reason to believe that the statistics of year 2010 will be better than those of 1990. It will be a cause for celebration if the situation does not deteriorate further.

We are experiencing the destruction of much of American Jewry and we are aware of what is happening. All that we can do is to dress old failures in new clothing. □

COUNCIL FOR INITIATIVES  
IN JEWISH EDUCATION

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1750 Euclid Avenue  
Cleveland, Ohio 44115  
216/566-9200 Fax 216/861-1230

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Acting Director  
Stephen H. Hoffmann

Chief Education Officer  
Dr. Shulamith Elster

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March 17, 1992

Mr. Eliot G. Spack  
CAJE  
261 West 35th Street  
Floor 12A  
New York, NY 10001

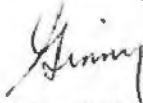
Dear Eliot:

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Gordially,



Virginia F. Levi

cc: Shulamith Elster







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TIME:

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TO: FAX NO. ( 212 ) 570 - 2910

Name Jerry Strober

Company

Street Address

City

State

Zip

Country

FROM: FAX NO. ( 216 ) 361 - 9962

Name Shulamith Elster

Company

Tele. No. ( ) Ext.

Enclosed materials are for your information in developing next press release for Lead Communities.

I'll be in Madison, Wisconsin Sunday through Tuesday.

Howard Johnson Hotel  
525 W. Johnson Street  
Madison, WI 53703

phone: 608-251-5511  
fax: 608-251-4824

You can fax or leave message and I'll call.

Jim Meier (212-260-8758) at Ukeles Associates has been working with me on this project.

6/12/92

To Jerry Strober

From Shulamith Elster

For your information

In February fifty-seven North American Jewish communities, eligible on the basis of their Jewish populations of between 15,000 and 300,000, were invited to participate in the CIJE Lead Communities Project by submitting preliminary proposals. Twenty-three Jewish communities responded--representing 1.5 million Jews in North America. Both the number and quality of proposals actually received were far greater than we had anticipated, prompting us to consider the historic opportunity suggested by the commitment to Jewish education contained in these preliminary proposals.

A list of these twenty-three communities is appended for your information.

Twelve experienced and distinguished educators and professionals served in an advisory capacity to the Board Committee. The Lead Communities Committee of the CIJE is chaired by Charles Ratner. Committee members include: Charles Bronfman, Thomas Hausdorff, David Hirschhorn, Mark Lainer, Melvin Merians and Lester Pollack. Arthur Rotman is serving as the staff for the Committee.

The selection of finalist communities was made by the Committee on June 5th during its deliberations. The following North American communities have been informed that they are to be finalists:

Atlanta	Columbus	Oakland
Baltimore	Metro West	Ottawa
Boston	Milwaukee	Palm Beach

Finalist communities will be visited during the month of July by Committee members, staff and educational consultants.

Work is proceeding on the identification of Best Practices to be integrated into the Lead Communities. Under the direction of Dr. Barry Holtz, working educator groups have identified criteria for supplementary and early childhood programs and discussions are under way with the JCC Association to identify and document the exemplary Jewish educational programs within the center movement.

The Monitoring, Evaluation and Feedback Project being developed by Dr. Adam Gamoran is concentrating efforts at this time on the development of the field research component of the Lead Communities Project.

5/20/92

LEAD COMMUNITIES: PRELIMINARY PROPOSALS

Atlanta  
Baltimore  
Boston  
Columbus  
Dallas  
Denver  
Hartford  
Kansas City  
Metro West (NJ)  
Milwaukee  
Montreal  
Oakland  
Ottawa  
Palm Beaches  
Rhode Island  
Rochester  
San Diego  
So. Palm Beach  
Suffolk Co. (NY)  
Toronto  
Vancouver  
Washington  
Winnepeg



6/18  
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Hart/Strober Associates  
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New York, New York 10028  
212-570-2910

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stationery. We're going  
to mail, when we get  
the labels. S*

June 18, 1992

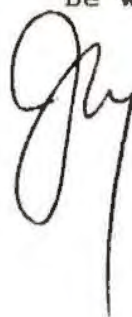
To: Ginny Levi  
From: Jerry Strober

Here is the Lead Communities release.

I am trying to come up with labels but may not have  
word on this until tomorrow.

I have listed Shulamith as contact. Should there also be  
a Cleveland contact?

Be well.



THIS FAX CONSISTS OF 3 PAGES INCLUDING THIS COVER PAGE.

CONTACT: Shulamith Elster  
(301) 230-2012

FOR IMMEDIATE RELEASE

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
ANNOUNCED FINALISTS FOR LEAD COMMUNITIES PROJECT

CLEVELAND--June 19, 1992....The Council for Initiatives in Jewish Education(CIJE), an entity formed to implement the recommendations of the Commission on Jewish Education in North America, today announced nine finalists for the organization's Lead Communities Project. On August 25, three Lead Communities will be chosen from the nine finalists. The finalist-communities, selected on June 5 by the CIJE's Lead Communities Selection Committee, include: Atlanta, Baltimore, Boston, Columbus, Metro West, Milwaukee, Oakland, Ottawa and Palm Beach. These communities will be visited during the month of July by committee members, staff, and educational consultants.

Commenting on the selection process, CIJE Chairman Morton Mandel, the former President of the Council of Jewish Federations who served as Chairman of the Commission on Jewish Education in North America, stated: "I am delighted at the progress our Lead Communities Selection Committee is making under the chairmanship of Charles Ratner. The Committee has reviewed preliminary proposals from twenty-three of the fifty-seven North American communities eligible to participate in the project. The number of communities submitting proposals was far greater than we had anticipated and suggests significant interest in the Lead Communities concept."



Jun. 17 1992 2:21PM P01

2

The purpose of the Lead Communities Project is to demonstrate that Jewish education can be improved in local communities through the combination of leadership, program, financial resources and planning. CJE will act as a catalyst to help identify funders and to obtain financial support. It will also offer examples of good programs and experiences through a "Best Practices Project."

In its work, the CJE has followed the pattern of the Commission, of working in partnership with JESNA and JCCA, in collaboration with CJF.

In addition to Mr. Rainer, Lead Communities Committee members include Charles Bronfman, Thomas Hausdorff, David Hirschhorn, Mark Lanier, Melvin Merians and Lester Pollack.

LAINER

faxed to SE 6/17. Incorporates  
revisions recommended by MLM, AR, VFL.  
AH didn't submit any revision

DRG

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
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**2**

The purpose of the Lead Communities Project is to demonstrate that Jewish education can be improved in local communities through the combination of leadership, program, financial resources and planning. CJJE will act as a catalyst to help identify funders and to obtain financial support. It will also offer examples of good programs and experiences through a "Best Practices Project."

In its work, the CJJE has followed the pattern of the Commission, of working in partnership with JESNA and JCCA, in collaboration with CJF.

In addition to Mr. Ratner, Lead Communities Committee members include Charles Bronfman, Thomas Hausdorff, David Hirschhorn, Mark Lanier, Melvin Merlans and Lester Pollack.



### **Expectations of a Lead Community**

A lead community will:

- enlist top local leadership representing all aspects of the community;
- build a community-wide coalition involving federation, congregations, educational and other institutions;
- mobilize stakeholders from all sectors of the Jewish community in improving programs;
- create programs of educational excellence;
- devise innovative programs, for example, that cross traditional boundaries of age, setting or subject area;
- commit additional financial resources to Jewish education;
- base its programs on a serious planning effort with ongoing monitoring and evaluation;
- show tangible results after several years of intense activity; and
- help other communities benefit from its successes.

In short, a lead community is committed to improving Jewish education and to translating its commitment into action.

### **CIJE's Role in the Lead Communities Project**

CIJE will initiate and coordinate continental supports for the benefit of each lead community. CIJE will:

- identify funders and help obtain financial support;
- offer examples of good programs and experiences through the "Best Practices Project," and help translate them to lead communities;
- provide professional assistance for planning and education;
- develop links to continental resource agencies (e.g., national training institutions, JESNA, JCCA, denominational movements, universities);
- develop a monitoring, evaluation and feedback system;
- provide leadership recruitment assistance; and
- convene lead communities for ongoing seminars during the project.



## "Models" as a Strategy for Positive Change

Local efforts that are working well need to be reinforced. Local communities have to be connected to the pockets of excellence across the nation that too often have worked in isolation. Positive change will require a vehicle to encourage inspired approaches and to support innovation and experimentation. This project makes it possible to evaluate, improve and try out a variety of approaches for Jewish education throughout the community, and prepare the groundwork for adoption and expansion of good ideas elsewhere.

Fundamental to the success of this project will be the commitment of the community and its key stakeholders. The community must be willing to set high educational standards, raise additional funding for education, involve all or most of its educational institutions in the program and, thereby, become a model for the rest of the country.

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### Definition of Community

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For the purposes of this project, a "community" is an urban or metropolitan geographic area with a communal organization structure and decision-making system in place. The initial focus is on communities with a Jewish population of 15,000 to 300,000.\*

A cornerstone of the Lead Communities Project is the emphasis on the entire local community, rather than the individual school, program or Jewish camp. The evidence is growing in general education as well as Jewish education that lasting educational reform involves the interaction of school, family and community because there is a continuing interplay among them. One needs to affect the entire system, not just a single setting, program or age group.




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### What Makes a Lead Community

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A lead community will be characterized by four areas of community commitment: **leadership, programs, resources, and planning.**

#### Leadership

A lead community is expected to chart a course that others can follow. The most respected rabbis, educators, professionals, scholars and lay leaders will serve on community-wide steering committees to guide the project in a specific community. All sectors of the community -- congregations, schools, community centers and federations -- will need to be involved. Recruiting top community leaders to the cause of Jewish education and involving all sectors of the community will help raise Jewish education to the top of the communal agenda.

Lead community leadership, both professional and lay, also will participate in the ongoing effort to define and refine the project as it is extended to other communities.

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*\* The 57 communities within this range account for about 3,500,000 out of about 5.5 million Jews. These figures are based on data from the Council of Jewish Federations.*

## Programs

Each of the lead communities will engage in the process of redesigning and improving Jewish education through a wide array of intensive programs. The programs of the lead community need to reflect continental as well as local experience and ideas.

Lead communities will benefit from successful experiences across the continent. CUE is undertaking a systematic effort to identify the best examples of specific programs, projects or institutions in North America, called the “Best Practices Project.” In preparing action plans, lead communities will have access to the inventory of the most promising programs.

The report of the Commission on Jewish Education in North America recommends that lead communities concentrate on personnel and broadening community support as critical “enabling options.” They are necessary for the significant improvement of Jewish education. A promising programmatic option is study and travel in Israel, which has proven to be a very effective motivator for young and old alike. Thus, personnel, community support and educational travel by youth to Israel will be important ingredients in the community’s plan of action.

Local initiatives may include improvement or expansion of existing programs or the creation of new ones. It is anticipated that communities will devise new programs that cross traditional boundaries of age, setting or content. Examples of other programs that could be undertaken, separately or combined in an imaginative way, as part of a lead communities program include:

- Replicating good schools and/or establishing model schools;
- Developing outstanding programs at Jewish community centers;
- Intensifying and improving early childhood programs;
- Designing programs in adult and family education;
- Creating cooperative programs between the community and local college campuses;
- Developing new models of post bar-mitzvah or bat-mitzvah education;
- Developing strategies for outreach;
- Raising the level of Jewish knowledge of communal leaders;
- Integrating formal and informal education (e.g. camping/study programs); and
- Using new technology (video and computers).

Lead community projects are expected to address both scope and quality: they should be comprehensive enough to make an impact on a large segment of the community; and focused enough to ensure standards of excellence.

Sent to:

6/22/92

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✓ SRE

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Dr.  
Gerald Nagel

USA

99 Park Ave.

NY, NY 10016

As per your comm. w/JS.  
Date Recd.

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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216/566-9200 Fax 216/861-1230

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*Honorary Chair*  
Max M. Fisher

*Chair*  
Morton L. Mandel

*Chief Education Officer  
and Acting Director*  
Dr. Shulamith Elster

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## FOR IMMEDIATE RELEASE

For information contact:  
Shulamith Elster (301) 230-2012

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In addition to Mr. Ratner, Lead Communities Committee members include Charles Bronfman, Thomas Hausdorff, David Hirschhorn, Mark Lainer, Melvin Merians and Lester Pollack.



## Fax Memorandum

TO: Arthur Rotman/JCCA  
FROM: Shulamith Elster 301 230 2015  
RE: CIJE/Public Relations  
DATE: July 29, 1992

The enclosed article appeared in the Palm Beach Jewish World. The memorandum you requested regarding the JTA is attached. Regarding communications, thank you for your comments on my memorandum to the steering committee. They were helpful and I will incorporate them into the next draft.

*Requid*

*Total: 3 paps.*



## Memorandum

TO: Art Rotman  
FROM: Shulamith Elster  
DATE: July 29, 1992  
RE: JTA/Press Release

Jerry Strober arranged for a press release on the lead communities selection process - with emphasis on the nine finalist communities to be sent to the Anglo-Jewish press, including the JTA. My name was mentioned as the contact person for the CIJE and I received calls from reporters from Atlanta, Baltimore, Milwaukee, and Palm Beach.

Debra Cohen of the JTA tracked me down in Oakland during the site visit to Oakland. I spoke with her on the phone from Oakland regarding the project and subsequently sent her portion of the Guidelines particularly those describing the rationale and the mutual expectations of communities and the CIJE. In addition, I placed several calls to her office to follow-up. As these were not returned, I assured she had no additional questions.

I was very surprised to see the specific reference to the CRB Foundation. While I did discuss with Debra- as I have with others- the hope that foundations will become increasingly active with the project, I do not recall discussing the participation of the CRB Foundation or the other foundations with whom we are having discussions.

The Lead Communities Project is of great interest to the North American community and we have had some fine coverage. I am hopeful that we will have positive responses from the press.

Memorandum

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Mrs. Ruth Segal Bernards, Chair  
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Dear Mrs. Bernards,

On behalf of the Council for Initiatives in Jewish Education, I write to thank you for the very fine discussions of our work that appeared in the most recent issue of the Journal. I was pleased to have had the opportunity to report on the progress made since the publication of the report of the Commission on Jewish Education in North America.

The alumni and faculty of the Seminary are active participants in the work of the CIJE and I am certain that the various articles - each with a unique perspective - were of interest to your readers.

As a member of a three-generation Seminary family with ties to the Teachers Institute that go back to the 20's, I was honored to have been asked to contribute to the Journal and I thank you again for the opportunity to inform colleagues and friends of our important work.

Cordially,

Shulamith Reich Elster



## **COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

Mailing address: 163 Third Avenue #128 • New York, NY 10003  
Phone: (212) 532-1961 FAX: (212) 213-4078

### **FOR IMMEDIATE RELEASE**

For information contact:  
Shulamith Elster, (212) 532-1961

### **COUNCIL FOR INITIATIVES IN JEWISH EDUCATION ANNOUNCES SELECTIONS FOR LEAD COMMUNITIES PROJECT**

NEW YORK, NY, August 27, 1992. . .The Council for Initiatives in Jewish Education today announced that it has extended an invitation to three communities -- Atlanta, Baltimore, and Milwaukee -- to join with it in a bold new venture to demonstrate that improved education models could produce dramatic results in terms of strengthening Jewish communities regardless of size or location.

The purpose of what is being called The Lead Communities Project is to demonstrate that Jewish education can be improved in local communities through the combination of leadership, program, financial resources and planning. CIJE will act as a catalyst to help identify funders and to obtain financial support. It will also offer examples of good programs and experiences through a "Best Practices Project."

Commenting on the selections, CIJE Chairman Morton L. Mandel, former President of the Council of Jewish Federations and former Chairman of the Commission on Jewish Education in North America, said: "We believe that fundamental to the success of the Lead Communities Project will be the commitment of the communities selected and their key stakeholders. Atlanta, Baltimore and Milwaukee have demonstrated to us that they are willing to give increased priority to Jewish education by setting high educational standards, involving all or most of their educational institutions in this project, and raising additional funding for the achievement of that goal."

Continued...

The Lead Communities Selection Committee, chaired by Charles Ratner, initially reviewed preliminary proposals submitted by twenty-three of the fifty-seven North American communities eligible to participate in the Project. Nine of the communities were selected as finalists and were visited during the past three months by CIJE leadership, educational consultants, and staff.

In making the final recommendations to the Board, the Committee evaluated each community's level of support and participation in Jewish education and the quality and extent of its Jewish education network; human and institutional resources, including participation in prior collaborative educational efforts and the qualifications and commitment of professionals; programs, including a record of innovation and a vision for Jewish education; planning, with emphasis on clarity and priorities; and the capacity to marshal financial resources.

In its work, the CIJE has followed the pattern of the Commission on Jewish Education in North America of working in partnership with JESNA and JCCA , and in collaboration with CJF.

In addition to Mr. Ratner, CIJE Board members who visited the finalist communities included Charles Bronfman, John Colman, Thomas Hausdorff, David Hirschhorn, Mark Lainer, and Lester Pollack

\* \* \*

**CONCIL FOR INITIATIVES IN JEWISH EDUCATION  
PRESS RELEASES**

August 27, 1992      CIJE announces selection of 3 Lead Communities  
Faxed to:      M. Corson, M. Fisher, C. Goodman, A. Green, L.  
                    Jesselson, H. Koschitzky, N. Lipoff, S. Lipset, M. Maryles,  
                    I. Schorsch  
                    Robin Slutsky, Atlanta Federation  
Mailed to:      125 religion editors  
                    (It was decided that the article which appeared in the  
                    8/27/92 issue of the JTA would get better pick up from the  
                    Anglo-Jewish press than the press release, so the release  
                    was not distributed to that group.)

Sept. 3              Faxed to: Nancy Kutler, The Associated  
ept. 8              Faxed to: Jim Meier, Ukeles Associates

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Mailing Address:

163 Third Avenue #128, New York, NY 10003  
Phone: (212) 532-1961 • Fax: (212) 213-4078

---

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Max M. Fisher

Chair  
Morton L. Mandel

Vice Chairs  
Charles H. Goodman  
Neil Greenbaum  
Matthew J. Maryles  
Lester Pollack

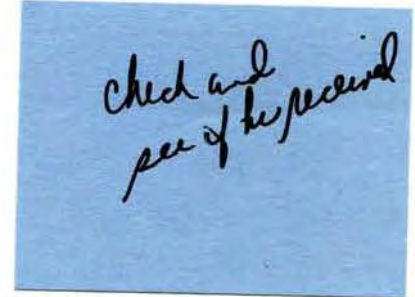
Executive Director  
Arthur Rotman

Chief Education Officer  
Dr. Shulamith R. Elster

---

August 28, 1992

Mr. Charles H. Goodman  
222 North LaSalle Street  
Chicago, IL 60601



Dear Corky:

We had a most interesting meeting of the CIJE Board on August 25 and I'm sorry you could not be with us. I believe you would have really loved the meeting. It was felt by all to be one of the most satisfying meetings we have ever had. More than one member chose to comment publicly to that effect.

I am enclosing a copy of our press release announcing the selection of the Board for our three Lead Communities: Atlanta, Baltimore and Milwaukee.

We plan to hold our next Board meeting in February 1993 on a specific date yet to be determined.

Warmest personal regards.

Morton L. Mandel  
Chairman

Enclosure



15 EAST 26th STREET • NEW YORK, NY 10010-1579 • PHONE (212) 532-4949 • FAX (212) 481-4174

*CISE  
file*

November 19, 1992

To: Mort Mandel

From: Art Rotman

The reporter of the Chronicle of Philanthropy called. He was at the GA and was intrigued with what he heard of the establishment of the CIJE.

I filled him in on the background of the Commission and the CIJE's current activities and sent him appropriate material.

There might be a story published.





# **COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

Mailing address: 163 Third Avenue #128 • New York, NY 10003  
Phone: (212) 532-1961 FAX: (212) 213-4078

## **MEMORANDUM**

To: Stanley Horowitz

Date: December 15, 1992

From: Arthur Rotman

Thanks for taking the time to connect me up with Mort Yarman. It was a helpful meeting and you played your role as a "catalyst" well.

With warm regards.

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Phone: (212) 532-1961 FAX: (212) 213-4078

## MEMORANDUM

To: File Date: December 15, 1992

From: Arthur Rotman Re: CIJE Public Relations

Further to our meeting held during the summer with Stanley Horowitz, Seymour Fox and MLM, I met today with Stanley Horowitz and Mort Yarman, retired Public Relations Director of the American Jewish Committee.

Yarman puts out a "Insider Letter" which goes to about 1,000 of the top leadership of AJC nationally and, in addition a "Recent and Upcoming Events" which is apparently an annotated listing of such events.

It was suggested in the course of the conversation that we consider hiring a part-time PR person and/or engaging one of them on an ad hoc basis as the need arose:

- Richard Weiner 315-8000
- Jerry Strober, who has done work in the past for CIJE and
- Richard Cohen 758-6969 who does work for the President's Conference

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128 • New York, NY 10003

Phone: (212) 532-1961

FAX: (212) 213-4078

*cc: NM*

## MEMORANDUM

To: File

Date: December 17, 1992

From: Arthur Rotman

Re: Public Relations

MLM approved \$1,000 per month to Strober or to Yarman as a retainer to PR.

J - for our files  
- publicity on  
CISE?  
PR/CISE



March 18, 1993

Ginny:

Please forward one  
copy to Mort. The  
other is for your  
use.

A handwritten signature in black ink, reading "Stephen H. Hoffman".

**STEPHEN H. HOFFMAN**  
**EXECUTIVE VICE-PRESIDENT**

communities. While intermarriage rates varied widely among the communities, there was a common pattern of sharply rising rates among the younger age cohorts. According to the Brandeis survey, mixed-married families—where the non-Jewish partner did not convert—were far less likely to identify Jewishly than families where the non-Jew converted. The latter, in fact, behaved in many respects like inmarried Jewish families. Unfortunately, conversion rates had dropped just as intermarriage rates were rising. Like Egon Mayer, the Brandeis researchers called for greater stress on outreach. Gary Tobin, who directed the study, called on the community “to make conversion more accessible.”<sup>1</sup>

On November 15, the Council of Jewish Federations (CJF) issued a summary of the findings of a far more extensive study, its new national Jewish population survey.<sup>2</sup> The immediate response of the community was confusion, largely because the research team that conducted the study utilized several different categories to identify Jews and estimate the size of the Jewish population: Jews by birth or by choice, whether religious or secular; people raised as Jews or having Jewish parents but who now follow a different religion; and a category for non-Jews living in households that contain at least one Jew. CJF research director Barry Kosmin acknowledged that interpreting the survey would not be easy: “You can take out of this net whatever fish you’re after,” he noted. Thus, the CJF press-release headline optimistically announced “Increase in U.S. Jewish Population”; the headline in the Jewish Telegraphic Agency Daily News Bulletin (November 16) read, more soberly, “Slight Growth, But Downward Trend”; and a full-page ad in the New York *Jewish Week*, sponsored by an Orthodox outreach organization (December 21), warned ominously of “600,000 American Jews Lost to Other Religions.”

Since many American Jews considered Jewish education an important element of a strong Jewish identity, considerable interest surrounded the release, in November, of the report of the Commission on Jewish Education in North America that had been organized in 1988 and funded by Cleveland businessman Morton Mandel. The picture emerging from the report was bleak, showing that almost 60 percent of Jewish children received no Jewish education, and that the educational programs that did exist suffered from “deficiencies in educational content; an underdeveloped profession of Jewish education; inadequate community support; and the absence of a research function to monitor results, allocate resources, and plan improvements.” None of this came as any surprise. “I don’t think it required two years and this much money to get to this point,” commented one educational specialist.

Amid this mood of pessimism—and just before the release of the 1990 CJF Jewish population survey—the eminent Harvard sociologist Nathan Glazer noted that all branches of Judaism, even the Orthodox, hardly spoke of faith or theology. He wrote that “the Jewish religion, Judaism, has become the religion of survival,” little more

<sup>1</sup>See “Jewish Identity in Conversionary and Mixed Marriages,” elsewhere in this volume.

<sup>2</sup>See “Profile of American Jewry: Insights from the 1990 Jewish Population Survey,” elsewhere in this volume.



J - Could you please take care  
of mailing the attached  
press release to the following  
on Wed.? Thanks,  
L

Wis. J. Chronicle

Milwaukee address

1360 W. Prospect Ave  
Milwaukee WI 53202

Mr. Andy Muchin

mailed 8/18/93

cc: Elaine Pouliot  
Comm. Dir. (Fed.)

Balt. J. Times

2104 North Charles St.

Balt. 21218

Attn: Barbara Pash

cc: Chaim Batimunkin

Atlanta Jewish Times

1575 North Side Dr., NW

Suite 470

Atl, GA 30318

cc: Lauren Azoulai

Jewish Telegraphic Agency

~~We have address somewhere on Hudson street~~

330 Seventh Ave., 11th FL

NY, NY 10001-5010

Attn: Deborah Nussbaum Cohen

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

---

P.O. Box 94553, Cleveland, Ohio 44101

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

## *Chair*

Morton Mandel

## *Vice Chairs*

Charles Goodman

Neil Greenbaum

Matthew Maryles

Lester Pollack

**DO NOT RELEASE UNTIL  
AUGUST 27, 1993**

Contact: Virginia F. Levi  
(216) 391-1852

## *Honorary Chair*

Max Fisher

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION ANNOUNCES STAFF APPOINTMENTS

## *Board*

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Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Irwin Field

Alfred Gottschalk

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David Hirschhorn

Henry Koschitzky

Mark Lainer

Norman Lamm

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

CLEVELAND--August 27, 1993....The Council for Initiatives in Jewish Education (CIJE) yesterday announced the appointment of Alan D. Hoffman as Executive Director. Other staff members include Dr. Barry W. Holtz and Dr. Gail Dorph. This trio will work to implement the recommendations of the Commission on Jewish Education in North America, announced in November, 1990.

Alan Hoffmann has been the Director of the Melton Centre for Jewish Education in the Diaspora at the Hebrew University, Jerusalem since 1986. As director, he developed training programs in formal and informal Jewish education that resulted in the placement of some 60 graduates in key positions in North American communities. Hoffmann also has been responsible for curriculum development and supervision of a comprehensive research program in Jewish education, and has consulted with schools and educational networks throughout North and South America.

- more -

Gail Dorph has served as Director of the School of Education at the University of Judaism in Los Angeles since 1984, where she has been responsible for teacher education and in-service education. She has extensive experience in the preparation of educational materials and has served as a consultant to Jewish communities throughout the United States. Dorph assumed the position of CIJE Education Officer on August 15, 1993.

Barry Holtz has served as Co-Director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary, New York City, since 1980. He has been responsible for their program in curriculum development and teacher education. He is a well-known author whose publications include: *Back to the Sources* and *Our Way*. Having served on a part time basis as Program Officer for CIJE's Best Practices Project, Holtz joined the CIJE staff full time as of July 1, 1993.

Commenting on the appointments, CIJE Chair Morton L. Mandel, former President of the Council of Jewish Federations and former Chair of the Commission on Jewish Education in North America, said: "We are excited at the prospect of working with such outstanding professionals on behalf of Jewish education. Along with an exceptional group of consultants, they will enable CIJE to be an important catalyst for improving the quality and impact of Jewish education in North America."

Mr. Mandel also expressed his gratitude to Dr. Shulamith R. Elster for the important contribution she has made to CIJE over the past two years. He

reported that Dr. Elster has accepted the position of Professor of Jewish Education at the Baltimore Hebrew University, and stated, "We look forward to working with her in her new capacity."

CIJE is engaged in the Lead Communities Project with three communities -- Atlanta, Baltimore and Milwaukee. The project is aimed at demonstrating how Jewish education can be improved in local communities through strong and comprehensive support for innovation. Work in the Lead Communities thus far has also included CIJE's Best Practices Project. In addition, CIJE has launched a process of monitoring and evaluation.

Since its formation, CIJE has worked closely with JESNA, JCCA, and CJF.

\* \* \*

Strober - Strober

ADH -

M/FL  
Ad  
VFL

Deborah Hart Strober  
Gerald Strober  
25 East End Avenue  
New York, New York 10028  
(212) 734-5656

① copy for  
Neeka  
Raffaport  
② c. p. like:  
- Public  
Relation

March 15, 1994

To: Alan Hoffman  
From: Jerry Strober/Deborah Hart Strober

We have enclosed a proposal for your consideration.

THIS FAX CONSISTS OF 3 PAGES INCLUDING THIS COVER PAGE.







Deborah Hart Strober  
Gerald Strober  
25 East End Avenue  
New York, New York 10028

March 15, 1994

To: Alan Hoffman  
From: Jerry Strober/Deborah Hart Strober  
Subject: Public Relations Program for CIJE

Introduction:

Having been involved in the release of A TIME TO ACT and then, sporadically, in developing and disseminating press releases related to the initial activities of CIJE, we have some understanding of both the organization's current state of visibility and its public relations requirements.

We believe that CIJE has the potential for significant media coverage, funding, and for a strong identity as a major educational force within the Jewish communities of North America.

The basic problem-as we see it-is that after a successful beginning, CIJE's efforts at media relations and communication with potential constituencies have ground to a halt. Thus, there is a need to play catch-up and to project a positive image of CIJE as a functioning, dynamic organization which lives up to its promise of implementation of the findings and recommendations of the Mandel Commission.

The initial focus of our activity would be the Lead Communities and what the project entails: the communities, organizations and individuals involved, progress achieved thus far, and prospects for the near and middle-term future.

The Lead Communities will provide a starting point with general and Jewish media.

We will, of course, publicize and promote other aspects of CIJE's current program.

The Plan:

Hart/Strober Associates will, for an initial three to six month period, design and implement a comprehensive media relations plan involving the following elements:

Mr. Alan Hoffman

-2-

1. Creation and distribution of a CIJE Press Kit;
2. Generation and placement of articles and feature stories;
3. Press briefings in Lead Communities to provide up-dated information on progress;
4. Editorial preparation of a quarterly newsletter, and consultation on graphic design;
5. Coordination of interviews for CIJE lay and professional leaders in communities they visit on CIJE-related business;
6. Development of mailing lists for CIJE communications- i.e. Press Releases, Newsletter, Reports- to the following constituencies: Jewish and general media; CIJE's current constituency; Jewish educators, Jewish leaders in North America;
7. Production of a six-to-ten minute video describing CIJE- its mission, goals, activities and initial success. The video could be utilized for individual and small group solicitations, as well as a resource for conferences and meetings, and as an introductory vehicle for media.

Budget:

We would work on a \$3000.00 a month retainer basis.

We will cover our local and long-distance telephone calls, as well as local, out-of-pocket expenses. We will clear in advance all expenses over \$100.00.

The cost of a newsletter will depend on size, format, print run and mailing mode.

We estimate the cost of a video including location shooting, travel and editing at between \$15,000-20,000.

There will also be some cost involved in collecting mailing lists.

*pk*

**Council for Initiatives  
in  
Jewish Education**

*P.R.*  
    

**Date sent:**

*3/31*

**Time sent:**

*3:05*

**No. of Pages (incl. cover):**

*6*

**To:**

*ADH*

**From:**

**Organization:**

**Phone Number:**

**Phone Number: 216-391-1852**

**Fax Number:**

**Fax Number: 216-391-5430**

**Comments:**

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## CIJE: A CATALYST FOR CHANGE

Launched in 1990, the Council for Initiatives in Jewish Education (CIJE) is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive, systemic reform. Through strategic planning and the management of organizational change, CIJE initiates reform by working in partnership with individual communities, local federations, continental organizations, denominational movements, foundations, and educational institutions. CIJE focuses on critical educational issues which, ultimately, will impact on the future of Jewish life, for Jewish education is a cornerstone of meaningful Jewish continuity.

## THE CIJE STRATEGIC AGENDA

CIJE was established to implement the recommendations of the Mandel Commission on Jewish Education in North America, a distinguished coalition of community and foundation leaders, scholars, educators, and rabbis from all the denominations. After deliberating for 18 months about how to "enlarge the scope, raise the standards, and improve the quality of Jewish education," the Commission concluded in June 1990 that educational reform depends foremost on the achievement of two vital tasks: Building the profession of Jewish education and mobilizing community support for Jewish education and continuity. These are the building blocks of the CIJE agenda.

### o Building the profession

Although there are many talented educators involved in Jewish education, the system suffers from a shortage of quality teachers, principals, educational directors, camp directors, and other professionals committed to the field, in both formal and informal settings. CIJE's efforts to enhance the Jewish educational profession are multi-pronged. On the local level, CIJE strategizes with communities to develop plans and initiate action to recruit new teachers and to offer better salaries and benefits, ongoing professional development programs, and career track opportunities. Simultaneously, CIJE serves as an intermediary with universities, training institutions, and continental agencies to create innovative programs to build an infrastructure for attracting excellent people to the field.

### o Mobilizing community support.

CIJE believes that Jewish education must become a central priority on the continental and local communal agendas. One essential element of community mobilization is significant new funding, another is leadership. CIJE promotes local efforts to attract a new generation of leaders committed to Jewish education and to recruit and build "wall-to-wall coalitions"--community leaders in tandem with educators, academic specialists, philanthropists, and rabbis, with all segments of the community represented--to support and sustain reform. CIJE also works to develop a cadre of leaders at the continental level who will be advocates for Jewish education.

To demonstrate these interrelated principles in concrete ways, CIJE established lead communities--laboratories for change, where CIJE staff works closely with lay and professional leaders. In these cities, CIJE seeks to showcase the positive results that emerge when personnel and community issues in Jewish education are taken seriously. Atlanta, Baltimore, and Milwaukee were selected in Fall, 1992 as the initial lead communities. CIJE's next step is to widen its efforts and form new partnerships, disseminating the lessons learned in the lead communities to communities across North America.

## REFORM THROUGH THOUGHTFUL ACTION

CIJE sees itself as an architect for reform--planning an innovative strategic design for Jewish education and working with others to implement it. If building the profession and mobilizing community support are the foundations of CIJE's plan, its support projects are the pillars:

### o Documenting Success--The Best Practices Project

Throughout North America are examples of successful Jewish education--outstanding early childhood programs, supplementary schools, day schools, summer camps, adult education, and other venues of Jewish education that do work. CIJE researchers are identifying and documenting successful models; the published guides based on their work analyze and explore how such models can be translated to other educational settings. Through the Best Practices project, CIJE is furthering the understanding of the components of excellence.

### o Building "Vision-Driven" Institutions--The Goals Project

The Goals Project is a CIJE initiative toward the development and actualization of visions and goals for Jewish educational institutions. Some educational institutions have underlying, but often unspoken, visions of what they seek to accomplish; many others need to generate a comprehensive vision of their mission. When visions and goals are clarified, communicated, and put into action, they can play a significant role in shaping the educational experience. Through the Goals Project, CIJE engages educational institutions and the local community in the process of learning, self-reflection, and analysis to define their institutional vision, understand its educational implications, and use that knowledge in setting priorities and planning. An important aim of the project is to create a climate in communities that encourages and supports serious attention to the mission of Jewish education.

### o Creating a Framework for Educational Research

Ongoing analysis and research informs and supports all of CIJE's efforts. A leader in bringing professional tools of monitoring and evaluation to Jewish education, CIJE is involved with research on two levels: building a comprehensive research agenda for Jewish education



and using cutting-edge techniques to evaluate its ongoing projects in the field. In its work with the lead communities, CIJE moves responsively from research to analysis to action.

#### CIJE AT WORK: A NEW VISION OF JEWISH EDUCATION

CIJE's staff of experienced educators, including full-time professionals and internationally-renowned consultants, bring the latest thinking in educational philosophy, research, Judaic studies, and community planning to the endeavor of Jewish education.

Engaged in efforts with communities across North America and with a wide range of communal organizations, foundations, universities, and the denominational movements, CIJE is bringing together a new alliance of talented people committed to its agenda of Jewish educational reform. CIJE is forging new connections, developing effective means to join forces towards a common goal. Through its innovative approach and strategic partnerships, CIJE seeks to demonstrate the significant breakthroughs that are possible when funding, planning, and leadership coalesce on behalf of Jewish education.

[back flap]

CIJE SENIOR STAFF

Alan D. Hoffmann, Executive Director  
Gail Z. Dorph, Senior Education Officer  
Seymour Fox, Consultant  
Adam Gamoran, Consultant  
Ellen Goldring, Consultant  
Roberta Goodman, Field Researcher  
Annette Hochstein, Consultant  
Stephen H. Hoffman, Consultant  
Barry W. Holtz, Senior Education Officer  
Virginia F. Levi, Associate Director  
Daniel Pekarsky, Consultant  
William Robinson, Field Researcher  
Julie Tammivaara, Field Researcher

Chair

Morton Mandel

Vice Chairs

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Seymour Martin Lipset  
Florence Melton

Melvin Merians  
Charles Ratner  
Esther Leah Ritz  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

(in formation)

[logo]

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
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216 391-5430 (fax)

New York Office  
15 East 26th Street  
New York, New York 10010-1579  
212 532-2360  
212 532-2646 (fax)



Do we have a file  
on PR?  
This all relates to  
policy brief, if that  
matters.  
RELATES TO  
POLICY BRIEF

*Chair*  
Morton Mandel

*Vice Chairs*  
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Matthew Maryles  
Maynard Wishner

*Honorary Chair*  
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Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

January 31, 1995

**TO: Steering Committee**  
**FROM: Nessa Rapoport**  
**RE: CIJE Media Coverage / Community Mobilization**

Attached is a chart showing CIJE media coverage for Fall 1994. The majority of these articles and citations focus on the Policy Brief, the GA Forum, and the implications of our study for Jewish education, locally and continentally. I have also included examples of editorials, features, and wire stories--both Jewish and general--to show the range of coverage we received. A full set of clips will be distributed at the Steering Committee meeting and, subsequently, to the Board.

The findings of the brief on the background and training of teachers in Jewish schools were covered in a wide range of Jewish and some general papers. (The brief's conclusions were also the subject of letters to the editor across the country.) In addition, CIJE, its chair, and executive director have been cited as sources of expertise in articles on Jewish education.

In March, a special supplement within Reform Judaism magazine (circulation: 400,000) will focus on the Jewish teacher and educational leadership in Jewish schools. Included will be an article distilling the findings of the CIJE Policy Brief, as well as an article by Barry Holtz on Best Practices in the supplementary schools.

As we discussed in October, the press is one important educating forum for "telling the CIJE story" and our distinct approach to revitalizing Jewish education.

## CIJE Media Coverage: September-December 1994

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
New York Jewish Week	New York, NY	110,000	Dec. 2	Feature
			Dec. 2	Excerpt of Data
			Dec. 2	Source
			Dec. 16	Source
B'nai B'rith Messenger	Los Angeles, CA	67,000	Dec. 2	Excerpt of Data
Intermountain Jewish News	Denver, CO	50,000	Nov. 11	Feature
Sentinel	Chicago, IL	46,000	Dec. 1	Jewish Telegraphic Agency (JTA) Feature
Jerusalem Report	Jerusalem, Israel	45,000 (bi-weekly)	Oct. 6	Cover Story Source
Long Island Jewish World	Great Neck, NY	32,063	Nov. 11	JTA Feature
Jewish Bulletin of Northern California	San Francisco, CA	29,000	Dec. 23	Front-page Feature
			Dec. 23	Editorial
Jewish Advocate	Boston, MA	27,500	Nov. 11	JTA Feature
Jewish Standard	Teaneck, NJ	25,000	Nov. 11	JTA Feature



<b><u>Publication</u></b> <b>-- <u>Jewish</u></b>	<b><u>Location</u></b>	<b><u>Circulation</u></b>	<b><u>Date</u></b>	<b><u>Category</u></b>
Jewish Journal	Fort Lauderdale, FL			
	•Palm Beach County (South Edition)	26,000	Nov. 15	JTA Feature
	•Dade County Edition	25,000	Nov. 17	JTA Feature
	•Palm Beach County (North Edition)	24,000	Nov. 15	JTA Feature
Jewish Times	Baltimore, MD	20,000	Nov. 11	Feature
Jewish News	Cleveland, OH	15,500	Dec. 2 Dec. 9	Letter Letter
Jewish News	Boston, MA	11,500	Nov. 24	JTA Feature
Jewish Tribune	Spring Valley, NY	10,000	Nov. 11	JTA Feature
Reporter	Vestal, NY	10,000	Nov. 24	JTA Feature
Melton Journal	New York, NY	10,000 (quarterly)	December	Staff Article
Jewish Times	Atlanta	9,700	Dec. 16 Dec. 16 Dec. 30 Dec. 30	Feature Editorial Editorial Letter
Texas Jewish Post	Fort Worth, TX	8,000	Dec. 15	JTA Feature
American Israelite	Cincinnati, OH	7,000	Nov. 24	JTA Feature

<b><u>Publication</u></b> <b>-- <u>Jewish</u></b>	<b><u>Location</u></b>	<b><u>Circulation</u></b>	<b><u>Date</u></b>	<b><u>Category</u></b>
American Jewish World	Minneapolis, MN	7,000	Nov. 18	JTA Feature
Wisconsin Jewish Chronicle	Madison, WI	6,000	Nov. 25 Dec. 9 Dec. 9 Dec. 9 Dec. 23 Dec. 30	Source Front-page Feature Front-page JTA Feature Editorial Letter Letter
CJF Newsbriefs	New York, NY	6,000 (monthly)	December	JTA Feature
Jewish Observer	Syracuse, NY	5,400 (bi-weekly)	Nov. 25	JTA Feature
Jewish News	Richmond, VA	4,100	Nov. 18	Front-page Feature
Sullivan/Ulster Jewish Star	Wurtsboro, NY	4,000 (monthly)	December December	Editorial JTA Feature
Jewish Chronicle	Worcester, MA	3,500 (bi-weekly)	Dec. 15	Feature
Hebrew Watchman	Memphis, TN	3,000	Nov. 10	Feature

<u>Publication</u> <u>-- General</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
New York Times	New York, NY	1,114,905	Oct. 13	Source
The Plain Dealer	Cleveland, OH	399,796	Nov. 24	Religion News Service (RNS) Feature*
Milwaukee Journal	Milwaukee, WI	205,411	Oct. 5	Source

**Total Circulation**

Jewish Press	647,263
General Press	1,720,112*
<hr/>	
Combined Circulation	2,367,375

\*[Note: This does not include other possible outlets of the RNS wire service story, which RNS does not track.]

*Chair*  
Morton Mandel

For Immediate Release  
November 3, 1994

Contact: Nessa Rapoport  
Telephone: (212) 532-2360, ext. 408  
Fax: (212) 532-2646

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**Major New Study of Jewish Educators  
Finds Serious Lack of Training Alongside  
Significant Commitment**

*Honorary Chair*  
Max Fisher

NEW YORK -- A new in-depth study of all the Jewish educators in

Atlanta, Baltimore, and Milwaukee reveals that classroom teachers have far less professional background and in-service training than is commonly expected of teachers in general education. And yet the majority of teachers in day schools, supplementary schools, and pre-schools are strongly committed to Jewish education as a career.

According to the policy brief on the "Background and Professional Training of Teachers in Jewish Schools," to be released formally by the Council for Initiatives in Jewish Education (CIJE) on November 17 at the General Assembly in Denver, the findings offer a powerful first step in the Jewish community's continuity crisis: investment in comprehensive in-service training for current Jewish educators.

"Now every Jewish community can know where to start and what to do," said Alan Hoffmann, executive director of CIJE. "This is a major opportunity for North American Jewry."

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*Executive Director*  
Alan Hoffmann

Among the findings:

**\* Over 80% of the teachers surveyed lacked professional training either in education or in Judaica--or in both.**

**\* Almost 30% of teachers in supplementary schools had no Jewish schooling after the age of 13.**

**\* Ten percent of the teachers in Jewish pre-school programs are not Jewish; in one community, the figure is as high as 21%.**

**\* Forty percent of Judaica teachers in day schools have neither a degree in Jewish studies nor certification as Jewish educators, yet they attend fewer than 2 in-service workshops a year on average. (This is one-sixth the requirement for state-licensed teachers in the state of Wisconsin, for example.)**

**\* And yet, almost 60% of the teachers view Jewish education as their career. Only 6% plan to seek positions outside Jewish education in the near future.**

The policy brief, the first of a series based on the CIJE Study of Educators, outlines a plan for action that every North American Jewish community can undertake to improve its teaching personnel.

The complete study, conducted by Dr. Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin, and Dr. Ellen Goldring, Professor of Educational Leadership and Associate Dean of Peabody College of Education at Vanderbilt University, will be available in 1995 from CIJE.

CIJE's chair, Morton L. Mandel, of Cleveland, Ohio, is a former president of the Council of Jewish Federations (CJF) and a leading



philanthropist in the field of Jewish education.

"Although some of these statistics correspond to what we may have suspected anecdotally," said Mr. Mandel, "there are also distinct surprises. We believe that Jewish communities should be able to replicate this research method, extrapolate from these conclusions, and begin to address the personnel needs of Jewish education in a meaningful way."

CIJE was established to implement the conclusions of the influential Commission on Jewish Education in North America (1988-90). The Commission's final report determined that the revitalization of Jewish education will depend upon building the profession of Jewish education and mobilizing community support for Jewish education.

In undertaking research with implications for communal policy, CIJE's goal is to be a catalyst for systemic change within communities by providing the hard data that will allow thoughtful planning for building the profession of Jewish educators. CIJE also initiates educational reform by working in partnership with a wide range of communal and continental organizations, foundations, universities, and denominational movements.

###

## **CIJE Media Coverage: Fall 1994-Spring 1995**

### **Total Circulation**

Jewish Press	1,248,063
General Press	1,720,112
<hr/>	
Combined Circulation	2,968,175

<u>Publication</u> — <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Reform Judaism	New York, NY	395,000	Spring 1995	Staff Article Staff Article
New York Jewish Week	New York, NY	110,000	Dec. 2 Dec. 2 Dec. 2 Dec. 16	Feature Excerpt of Data Source Source
B'nai B'rith Messenger	Los Angeles, CA	67,000	Dec. 2	Excerpt of Data
Intermountain Jewish News	Denver, CO	50,000	Nov. 11	Feature
Sentinel	Chicago, IL	46,000	Dec. 1	Jewish Telegraphic Agency (JTA) Feature
Jerusalem Report	Jerusalem, Israel	45,000 (bi-weekly)	Oct. 6 Mar. 9	Cover Story Source Source

<u>Publication</u> — <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Long Island Jewish World	Great Neck, NY	32,063	Nov. 11	JTA Feature
Jewish Bulletin of Northern California	San Francisco, CA	29,000	Dec. 23 Dec. 23	Front-page Feature Editorial
Jewish Advocate	Boston, MA	27,500	Nov. 11	JTA Feature
Jewish Standard	Teaneck, NJ	25,000	Nov. 11	JTA Feature
Jewish Journal	Fort Lauderdale, FL		Nov. 15	JTA Feature
	•Palm Beach County (South Edition)	26,000		
	•Dade County Edition	25,000	Nov. 17	JTA Feature
	•Palm Beach County (North Edition)	24,000	Nov. 15	JTA Feature
Jewish Times	Baltimore, MD	20,000	Nov. 11	Feature
Jewish News	Cleveland, OH	15,500	Dec. 2 Dec. 9 Feb. 17	Letter Letter Feature

<u>Publication</u> – <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
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<b><u>Publication</u></b> <b><u>-- Jewish</u></b>	<b><u>Location</u></b>	<b><u>Circulation</u></b>	<b><u>Date</u></b>	<b><u>Category</u></b>
Wisconsin Jewish Chronicle	Madison, WI	6,000	Nov. 25 Dec. 9 Dec. 9 Dec. 9 Dec. 23 Dec. 30	Source Front-page Feature Front-pageJTA Feature Editorial Letter Letter
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JTA Daily News Bulletin	New York, NY	2,000	Nov. 9	Feature

<u>Publication</u> -- <u>General</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
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Milwaukee Journal	Milwaukee, WI	205,411	Oct. 5	Source

\*[Note: This does not include other possible outlets of the RNS wire service story, which RNS does not track.]

# JTA STORY

All papers are weekly unless otherwise noted.

<u>PAPER</u>	<u>LOCATION</u>	<u>CIRCULATION</u>	<u>HEADLINE</u>
<b>Sentinel</b>	Chicago, IL	46,000	National: Survey finds Jewish educators are committed but not trained for field
<b>Long Island Jewish World</b>	Great Neck, NY	32,063	When commitment is not enough: Dedicated Jewish educators need training
<b>Jewish Advocate</b>	Boston, MA	27,500	Survey finds Jewish educators are committed, but not trained for field
<b>Jewish Standard</b>	Teaneck, NJ	25,000	Survey finds Jewish educators are committed, but not trained
<b>Jewish Journal</b> (Palm Beach County South Edition) (Dade County Edition) (Palm Beach County North Edition)	Fort Lauderdale, FL	26,000 25,000 24,000	Survey finds Jewish educators are committed, but not trained for field
<b>Jewish News</b>	Richmond, VA	4,100 (subscriptions) 12,000(readers)	Study Finds: Jewish Teachers Poorly Trained
<b>Boston Jewish News</b>	Boston, MA	11,500	Jewish educators committed but poorly trained
<b>Reporter</b>	Vestal, NY	10,000	Study finds serious teachers with poor training
<b>Wisconsin Jewish Chronicle</b>	Milwaukee, WI	6,000	Jewish educators underpaid, ill-trained, says study
<b>American Israelite</b>	Cincinnati, OH	7,000	There's good news-and bad-about state of Jewish education
<b>American Jewish World</b>	Minneapolis, MN	7,000	Survey says: Jewish educators are committed, but not trained
<b>Jewish Observer</b>	Syracuse, NY	5,400(bi-weekly)	Study finds Jewish educators view job as a career; cites 'huge opportunity' for Jewish communities



**CIJE** Council  
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Initiatives  
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Jewish  
Education

*file P.R.*

*See pp. 52-57*

*Chair*  
Morton Mandel

March 15, 1995

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Dear Mort:

Hot off the press: our latest coup. We suggested this section on the Jewish teacher to the editor of the magazine and then invited him to a meeting where we explained the CIJE approach to Jewish education and proposed ideas—ours and others'.

As a result, this special section offers a summary of the policy brief and an article on Best Practices. (Both tell readers how to get copies; we have already received our first request.)

These 400,000 readers bring our count for Jewish audience exposure over the million mark. Not that we Jews believe numbers tell the whole story, of course, but they certainly don't hurt!

Naturally, we'll include the two pieces in our packet of policy brief press coverage that will be sent to the Board.

Talk to you soon.

*Nessa*

Nessa Rapoport

*Executive Director*  
Alan Hoffmann

## The Jewish Teacher Demystified

**A statistical profile of Jewish teachers in three cities yields some surprising results.**

**T**he Jewish community of North America is facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals, and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism...now rests primarily with education.

—A Time to Act

In November 1990, the Commission on Jewish Education in North America released *A Time to Act*, a report calling for dramatic change in the scope, standards, and quality of Jewish education on this continent. It concluded that the revitalization of Jewish education will depend on building the profession of Jewish education and mobilizing community support on its behalf.

The Council for Initiatives in Jewish Education (CIJE), established to implement the Commission's recommendations, has been working since 1992 with three communities—Atlanta, Baltimore, and Milwaukee—to create models of systemic change in Jewish education. As CIJE believes that policy decisions must be informed by solid data, the communities engaged in a pioneering, comprehensive study of their educational personnel in day schools, supplementary schools,

and pre-schools.

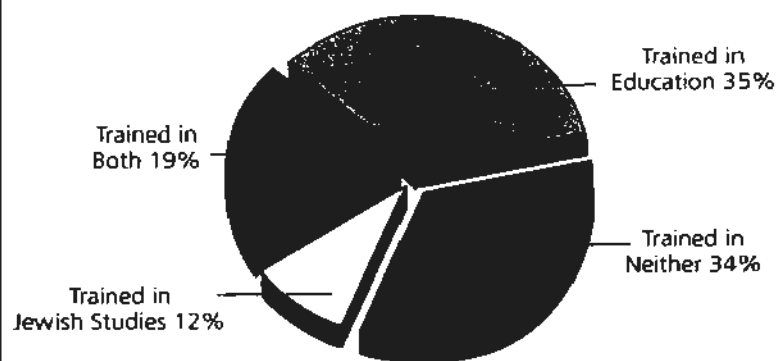
The study's initial results serve as a catalyst for reexamining the personnel of Jewish education throughout North America. Despite the differences among these communities, the profiles of their Jewish educators, as presented here in a question and answer format, are similar and likely to resemble those of many other communities.

### Are teachers in Jewish schools trained as Jewish educators?

Most are not. Over 80% of the teachers surveyed lacked professional training either in education or in Judaica—or in both. (In the study, training in education is defined as a university or teacher's institute degree in education; training in Jewish studies is defined as a college or seminary degree in Jewish studies, or, alternatively, certification in Jewish education.)

In supplementary schools, close to 80% of the teachers have neither a degree in Jewish studies nor certification as Jewish educators. Pre-school teachers are the least prepared in Jewish content when they enter their positions. Moreover, 10% of these teachers are not Jewish; in one community the figure is as high as 21%. Even in day schools, 40% of Judaica teachers have neither a degree in Jewish studies nor certification as Jewish educators.

### PROFESSIONAL TRAINING OF TEACHERS IN JEWISH EDUCATION



SOURCE: CIJE STUDY

### What Jewish education did the teachers receive as children?

Almost all the teachers received some Jewish education as children, but for many the education was minimal. Before

NESSA RAPOPORT

age 13, 25% of supplementary school teachers and 40% of pre-school teachers attended religious school only once a week; 11% of supplementary school teachers and 22% of pre-school teachers did not attend at all. After age 13, even greater proportions received minimal or no Jewish education.

### Do the present levels of in-service training for teachers compensate for their background deficiencies?

No. Most teachers attend very few in-service programs each year. Day school teachers attend fewer than 2 in-service workshops a year on average—far less than the requirement for general studies teachers in the same schools. (Jewish day school teachers in Wisconsin, for example, engaged in about 29 hours of workshops over a five-year period—less than one-sixth of the 180 hours required for state-licensed teachers.)

Supplementary school teachers reported an average of 4.4 workshops in a two-year period, with some variations across communities. But since most supplementary school teachers had little or no formal Jewish training after bar/bat mitzvah and only about 50% were trained as educators, the current status of professional development for these teachers is of pressing concern.

Although early childhood educators have more

staff development opportunities because of state-mandated licensing requirements, these opportunities are not sufficient to compensate for the teachers' limited backgrounds.

Even those who teach only a few hours a week can be nurtured to develop as educators through a sustained, sequential program of learning. Currently, in-service training tends to be infrequent and sporadic, particularly for day and supplementary school teachers. Experienced teachers may be offered the same workshops as novice teachers; teachers with strong backgrounds in Judaica but little training in education are sometimes offered the same opportunities as teachers with strong backgrounds in education but little Judaica training.

### Are teachers in Jewish schools committed to the profession of Jewish education?

Yes. The profession of Jewish teaching is not the "revolving door" many have assumed. Rather, the study shows that teachers, both full- and part-time, are strongly committed to Jewish education as a career. They are enthusiastic and devoted to working with children and to contributing to the Jewish people. There is also considerable stability: 38% of the teachers have taught for more than 10 years; only 6% were teaching in their first year. And only 6% of the teach-

## Thank You, Teacher

by STUART M. MATLINS

As a child I attended an Orthodox Yeshiva. We translated *Chumash* from Hebrew into Yiddish, then Yiddish into English. As an adult, I remembered Torah study as something dry, boring, irrelevant.

Despite this background, I found myself eagerly attending the Shabbat morning *Chevrach Torah* led by Rabbi Sheldon Zimmerman at Manhattan's Central Synagogue. I had only intended to try out this Reform congregation as a place to go for the High Holy Days, but the warmth and caring of the *Chevrach* regulars, ranging in age from mid-teens to mid-eighties, kept me coming back. The provocative, gentle, intellectually demanding, and loving spirit of Shelly's teaching inspired and empowered us to educate ourselves and each other. As we discussed the *parasha hashevua*, Shelly guided us to talk about ourselves, our day-to-day behavior and, as I came to understand, the ultimate Jewish question: What does God want us to do with our lives?

During that time, I had been in constant conflict with my teenage son and had little hope for reconciliation. I began to study the Torah passage about how Jacob became Israel after wrestling with an angel. Shelly talked about Jacob in a way I had never even imagined.

At first it seemed disrespectful, almost blasphemous. The Jacob he described was not the *avenu* model ancestor from my childhood memories. He was a difficult and not very honorable guy. But in a transformative moment of encounter, Jacob became Israel.

Our discussion then focussed on transformative moments. I sat there quietly, despondent. I thought about my son. Suddenly, I realized that if Jacob, who I now saw with the eyes of an adult, could change and become Israel, surely there was hope for my child and for our relationship. The text came alive, speaking of the need for endless patience in the knowledge that "turning" is always possible. The text said to me that one's character can change, that with faith everything is possible. Shelly emphasized that if God can forgive us and accept our turning, who are we not to forgive one another? My understanding of this wisdom profoundly changed my attitude toward my son and redeemed our relationship, which has improved ever since. □



Stuart Matlins, student.



Rabbi Sheldon Zimmerman, teacher.

Stuart M. Matlins, a management consultant by profession, is founder and publisher of Jewish Lights Publishing in Woodstock, VT. He served as chair of the Board of Overseers of HUC-JIR in New York and is on the Board of Governors of the College-Institute.

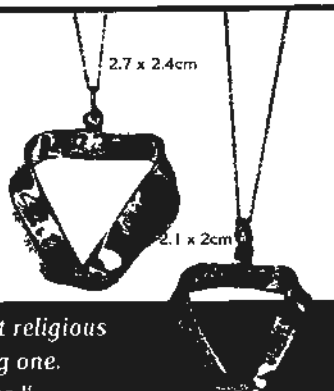


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ers plan to seek positions outside Jewish education in the near future.

This finding presents a compelling argument for addressing a central problem identified by the study: the insufficient preparation of teachers. Research in the field of education indicates that carefully crafted in-service training can indeed improve the

**The profession of  
Jewish teaching  
is not the  
"revolving door"  
many have  
assumed.**

quality of teaching. The teachers' acute lack of training alongside their intense commitment offers a powerful argument for an investment in teachers as a concrete—and achievable—first step toward improving Jewish education.

The Jewish people has survived and flourished because of a remarkable commitment to the centrality of teaching and learning. We need to bring the same high expectations to Jewish education as we do to general education, for the sake of our unique inheritance. □

This summary of The CJE Policy Brief on the Background and Professional Training of Teachers in Jewish Schools was prepared by Nessa Rapoport, the Council's leadership development officer. The study was conducted by Dr. Adam Gamoran, professor of Sociology and Educational Policy Studies at the University of Wisconsin, Madison; Dr. Ellen Goldring, professor of Educational Leadership and associate dean of Peabody College of Education, Vanderbilt University; and field researchers Roberto Louis Goodman, R.J.E., president of N.A.T.E.; Bill Robinson; and Dr. Julie Tammivaara. The authors are grateful for the active participation of the Jewish communities of Atlanta, Baltimore, and Milwaukee.

The Council for Initiatives in Jewish Education, chaired by Morton L. Mandel, is an independent organization dedicated to the revitalization of Jewish education through comprehensive, systemic reform in partnership with local and continental organizations, foundations, colleges and universities, and denominational movements. For copies of the complete policy brief, which includes a plan for action, contact CJE, 15 E. 26th St., 10th floor, New York, NY 10010, (212) 532-2360.

## Schools That Succeed

### A study of the "best practice" Jewish schools reveals their secrets.

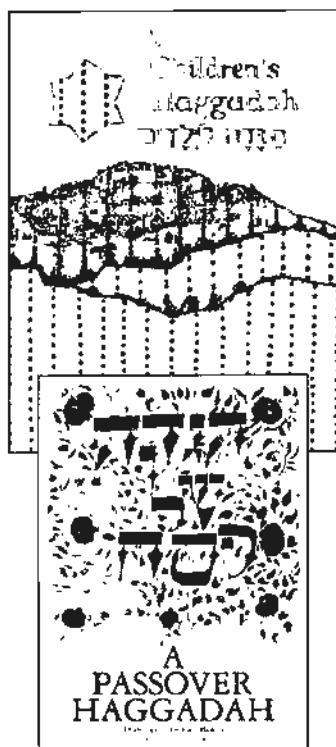
**I**magine a congregational school where the children are learning serious Jewish content, where a vast majority of the students continue after their bar or bat mitzvah, where the pupils actually enjoy their Hebrew school experience. This is no fantasy. There are supplementary religious schools that fit this description.

BARRY W. HOLTZ

In order to improve the field of Jewish education, the Best Practices project of the Council for Initiatives in Jewish Education (CIJE) enlisted a team of experts to study and document the "best practice" institutions, the most successful schools and educational programs in North America. Research began with an exploration of exemplary supplementary schools within congregations. This is what they found.

#### The School/Synagogue Partnership

A best practice school fits into the overall orientation of the congregation, reflecting the values of the synagogue:



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the synagogue, in turn, confers a significant role and status to the school. A school that is viewed as central to the mission of the synagogue has a greater chance for success.

How does the supplementary school become a valued institution? The key player is the rabbi of the congregation. In virtually every best practice site, the rabbi invests the congregational school with prestige by demonstrating strong interest and sustained involvement.

The lay leadership represents a second critical element in ensuring school success. The synagogue stakeholders must be involved in an ongoing conversation about the school's mission. Best practice schools have a clear sense of their vision and continually involve

the temple leadership in discussions about goals.

Finally, best practice schools see themselves as part of a larger context: the synagogue as an educating community. They are also more likely to integrate their formal program (the "school") with a variety of informal programs, such as camps; *shabbatonim*; family retreats; trips to Israel; and holiday, *tzedakah*, or arts programs.

### The Educational Leaders

All of the best practice schools have effective educational leaders, usually educational directors (or occasionally the rabbi), who, among other tasks, provide continuity, build morale, and

work with rabbis and lay leadership on issues of status and vision. Their primary role is educational, not administrative or organizational. Some focus on supervision and in-service education; others serve as inspirational or spiritual models; still others concentrate on creative programming and curricular improvements.

### The Successful Classroom

Schools ultimately succeed or fail because of what happens in the individual classroom. The best practice schools all emphasize the key role of the teacher in involving and inspiring students. Each of the best schools responds to the three fundamental dimensions of school staffing: recruitment, retention, and professional growth.

Many of the best practice schools have no recruitment problems. In general, good schools tend to perpetuate themselves because their reputations are well-known in the educational community; when openings appear, they have no difficulty in attracting teachers. Other schools have found innovative ways to recruit staff, such as training parents to serve as teachers.

Finding ways to retain outstanding teachers is a crucial component of success. Best practice schools have stable staffs. The key components in retaining teachers are fair pay and, more importantly, a sense of being appreciated by the educational director, the rabbi, and the community as a whole. In congregations where education is highly valued, teacher esteem tends to be high.

An ethos of professional growth and teacher education characterizes all the best practice schools. Professional growth opportunities advance both the quality of teachers and their sense of being valued. Training areas tend to focus on three areas: a) increasing teachers' subject knowledge with sessions on Bible, Hebrew, or Jewish holidays; b) increasing classroom teaching skills such as discussion leading, curricular implementation, or classroom management; c) raising teachers' personal Jewish commitment.

The best practice schools use denominational organizations (such as

## Thank You, Teacher

by JAMIE ROWEN

Having attended Hebrew school at University Synagogue in Los Angeles, I learned to respect the Jewish holidays. But when I turned 10, I started feeling that Judaism had no real meaning for me, and decided I would not have a bat mitzvah.

The Torah troubled me. I didn't like what it said about women or homosexuals. I discussed this with my rabbi, Allen Freehling, who told me not to take it so literally, and to come up with my own interpretations. That helped me, but it wasn't enough. I still felt that the Torah was sexist and prejudiced. Also, I thought that there was no way God could have performed all those miracles.

One day my religious school teacher Joelle Keene suggested we discuss the week's Torah portion. I questioned her about the sexism in the story of Adam and Eve. I thought it unfair that the woman was made out of the man, and that she was

blamed for eating the forbidden fruit and getting them thrown out of Eden. Ms. Keene said that we didn't have to look at it that way. Instead of woman being made out of man meaning that men are higher than us, we could interpret the story as saying that men were not complete without us. Instead of the woman eating the forbidden fruit because she was bad, we could say that she did not

want to accept her situation blindly. I still don't agree with Ms. Keene's explanation, but it made me realize that there are many ways to understand the Torah.

I have since celebrated my bat mitzvah and have continued my Jewish education. Rabbi Freehling and Ms. Keene helped me understand what being Jewish means, and because of that, I plan to lead a more committed Jewish life than my parents have. □

Jamie Rowen is an eighth grade student at University Synagogue in Los Angeles, CA.



Jamie Rowen, student.



Joelle Keene, teacher.

the UAHC), local central agencies, and, at times, commercial Jewish textbook publishers for teacher education sessions. Teachers are also sent to conferences, including those sponsored by the Coalition for Alternatives in Jewish Education and those connected to meetings of denominational educational organizations, such as the National Association of Temple Educators.

### Family Involvement

Family involvement, another important factor in best practice schools, helps support the goals of the school (and probably the quality of discipline in the school), reinforces what children learn in school in the home, gives children a sense that Judaism is not "just for Hebrew school," and empowers

**The key  
components in  
retaining teachers  
are fair pay and a  
sense of being  
appreciated.**

parents by assisting them in home-based informal education, which has been a feature of Jewish life for generations. Family involvement may include adult learning, family retreats, school-teaching by parents, and an entire curriculum focused on family education.

The CIJE Best Practice study indicates that congregational education can work, and that studying exemplary practice can help us improve the educational settings of today and build the institutions of tomorrow. □

Barry W. Holtz is director of the Best Practices Project of the Council for Initiatives in Jewish Education (CIJE). To receive a copy of the 100-page CIJE report on "Best Practices in the Supplementary School," send a check in the amount of \$4.00 (for photocopying and postage) to the Council for Initiatives in Jewish Education, 15 East 26th Street, 10th Floor, New York, NY 10010.

## Reform Teacher Training Opportunities

The UAHC Education Department offers many training opportunities for teachers in affiliated Reform congregations. In 1994 alone, more than 500 teachers participated in seminars and workshops held at UAHC regional biennials, at teacher education days organized by local boards and bureaus of Jewish education, in conjunction with teacher conferences and conventions, and at individual congregations. Workshops are usually attended in large cities by as many as fifty teachers, and in smaller congregations by as few as three or four. Several UAHC regions also have engaged professional or volunteer educators to organize workshops and consult with congregational schools.

The National Association of Temple Educators (NATE), celebrating its 50th anniversary, and the Hebrew Union College-Jewish Institute of Religion (HUC-JIR) take an active role in Reform teacher training. HUC-JIR offers advanced courses for teachers and M.A.s in Jewish education at both its New York and Los Angeles campuses. NATE provides teacher advocacy, produces guidelines for professionalization, and conducts certification programs for Reform religious schools. NATE members volunteer as teacher trainers for small Reform congregations throughout North America.

In conjunction with NATE, the UAHC Department of Education assists in ongoing teacher education. The Department offers guides for teaching special concerns,

such as spousal abuse, AIDS, sensitivity to the disabled, Jewish competency development, and Holocaust studies. In addition, the Department issues classroom management and literacy development guides on storytelling, lesson plans, defining instructional objectives, student/teacher contracts, and setting goals for literacy. These materials are available to UAHC congregations upon request. To aid teachers with lesson planning, the Department also prepares teacher guides for all of its major textbooks.

Educational concerns in the Reform movement are addressed by the UAHC/CCAR/NATE Commission on Jewish Education in association with HUC-JIR. The Commission publishes *Compass* magazine, which is circulated free of charge to affiliated congregations, rabbis, and educators. Recent issues have focused on Jewish literacy, research in Jewish education, lifelong learning, and trends in Jewish teaching. The Commission also sponsors national Teacher Certification and a mentor program in Judaica, Hebrew, and pedagogy, offering teachers growth opportunities through course work and equivalencies.

For more information, contact the UAHC Department of Education, 838 Fifth Ave., New York, NY 10021, (212) 249-0100. □

—Seymour Rossel, Director  
UAHC Department of Education



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Alan Hoffmann

## M E M O R A N D U M

**TO:** Board Members and Invited Guests  
**FROM:** Alan D. Hoffmann, Executive Director  
**DATE:** April 6, 1995

Much has transpired since our last Board Meeting in October, when our consultants Dr. Adam Gamoran, of the University of Wisconsin, and Dr. Ellen Goldring, of Vanderbilt University, presented a preliminary report of **The CIJE Study of Educators**.

As you know, the initial findings of this study juxtaposed the severe lack of training of most teachers in Jewish schools with an unexpected degree of commitment and stability, making a strong case for far more comprehensive **in-service education** for teachers in the field than currently exists.

The first **CIJE Policy Brief**, which summarized these findings, was presented at the GA and has subsequently received widespread media attention. In preparation for the April Board Meeting, I am enclosing another copy of the policy brief and a selection of the articles and citations CIJE's work has received. The majority of our media coverage has focused on the policy brief, the **1994 GA Forum** that presented the study to the Jewish community, and the implications of the study for Jewish education, locally and continentally. In addition, CIJE, its chair, and staff have been cited as sources of expertise in articles on Jewish education.

At our October meeting, the Board Committee on Community Mobilization emphasized the importance of "telling the CIJE story" and of conveying our distinct strategic approach to revitalizing Jewish education. The chart that accompanies the press selections shows that the CIJE study was a subject of interest across the country, in large as well as smaller Jewish communities. We receive ongoing requests for the policy brief and have begun discussions with an increasing number of communities interested in conducting their own educators' study and **building the profession of Jewish education**. At the upcoming board meeting, I will report on our plans to expand our work to several new communities this year.

We are continuing to consult with our laboratory communities. Following the results of the educators' study, they have embarked on creating **Personnel Action Plans** built around the strengths and gaps in their educators' training.

In partnership with those communities, CIJE has begun a number of innovative pilot projects in the area of personnel that build on some pioneering work in general education on the most effective way to enhance the professional training of teachers and educational leaders in the field. **The CIJE-Harvard Leadership Institute**, held in the fall, was one such project; others, on **early childhood and the regional training of teachers for advanced degrees** will begin in 1995.

In the process of planning and implementing these projects, we have recognized the need for a systematic way to train **"mentor" educators**--those who are qualified to construct and oversee comprehensive teacher training programs in local communities. CIJE is committed to building a national capacity for such teacher trainers, so that communities who want to upgrade their educational personnel can call on outstanding expertise. Dr. Gail Dorph will discuss this in greater detail at the board meeting.

To complement the work in this area, CIJE will be publishing a brief on **Best Practices in In-service Training**, which will summarize current research in general and Jewish education on teachers' professional development, as a guide for local schools and communities committed to improving the knowledge and skills of their educators.

CIJE's platform for change depends on two conditions: the need to **build the profession of Jewish education**, with the training, career tracks, salary, benefits, and prestige that a true profession requires; and the corresponding need to **mobilize community support and create champions for Jewish education** who can be its advocates in their own communities and on a continental scale.

The North American Jewish community has entered a critical stage of reflection and analysis about its future. The sphere of Jewish education requires not only new approaches but also new formulations of purpose; not only "How can we create excellence in Jewish education?" but "Why must we?"

**The Goals Project** was designed to address, on an institutional and communal level, the question of: What kind of Jews do we want to create through Jewish education? Since the **Goals Seminar** in the summer of 1994, which brought together lay and professional leaders and educators from several communities to work together, CIJE has been involved in a series of seminars and training projects, under the direction of our consultant from the University of Wisconsin, Dr. Daniel Pekarsky, that will continue throughout 1995 and further. (One such seminar is the subject of an article in the enclosed packet.) I look forward to bringing you up-to-date on future goals work in the areas of **the communal high school and institutional and**



## **CIJE Media Coverage: Fall 1994-Spring 1995**

### **Total Circulation**

Jewish Press	1,248,063
General Press	1,720,112
<hr/>	
Combined Circulation	2,268,175

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Reform Judaism	New York, NY	395,000	Spring 1995	Staff Article Staff Article
New York Jewish Week	New York, NY	110,000	Dec. 2 Dec. 2 Dec. 2 Dec. 16	Feature Excerpt of Data Source Source
B'nai B'rith Messenger	Los Angeles, CA	67,000	Dec. 2	Excerpt of Data
Intermountain Jewish News	Denver, CO	50,000	Nov. 11	Feature
Sentinel	Chicago, IL	46,000	Dec. 1	Jewish Telegraphic Agency (JTA) Feature
Jerusalem Report	Jerusalem, Israel	45,000 (bi-weekly)	Oct. 6 Mar. 9	Cover Story Source Source

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Long Island Jewish World	Great Neck, NY	32,063	Nov. 11	JTA Feature
Jewish Bulletin of Northern California	San Francisco, CA	29,000	Dec. 23 Dec. 23	Front-page Feature Editorial
Jewish Advocate	Boston, MA	27,500	Nov. 11	JTA Feature
Jewish Standard	Teaneck, NJ	25,000	Nov. 11	JTA Feature
Jewish Journal	Fort Lauderdale, FL		Nov. 15	JTA Feature
	•Palm Beach County (South Edition)	26,000		
	•Dade County Edition	25,000	Nov. 17	JTA Feature
	•Palm Beach County (North Edition)	24,000	Nov. 15	JTA Feature
Jewish Times	Baltimore, MD	20,000	Nov. 11	Feature
Jewish News	Cleveland, OH	15,500	Dec. 2 Dec. 9	Letter Letter

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Jewish Times	Boston, MA	11,500	Nov. 24	JTA Feature
Jewish Tribune	Spring Valley, NY	10,000	Nov. 11	JTA Feature
Reporter	Vestal, NY	10,000	Nov. 24	JTA Feature
Melton Journal	New York, NY	10,000 (quarterly)	December	Staff Article
Jewish Times	Atlanta	9,700	Dec. 16	Feature
			Dec. 16	Editorial
			Dec. 30	Editorial
			Dec. 30	Letter
			Feb. 24	Feature
Texas Jewish Post	Fort Worth, TX	8,000	Dec. 15	JTA Feature
American Israelite	Cincinnati, OH	7,000	Nov. 24	JTA Feature
American Jewish World	Minneapolis, MN	7,000	Nov. 18	JTA Feature

<u>Publication</u> -- <u>Jewish</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
Wisconsin Jewish Chronicle	Madison, WI	6,000	Nov. 25 Dec. 9 Dec. 9 Dec. 9 Dec. 23 Dec. 30	Source Front-page Feature Front-pageJTA Feature Editorial Letter Letter
CJF Newsbriefs	New York, NY	6,000 (monthly)	December	JTA Feature
Jewish Observer	Syracuse, NY	5,400 (bi-weekly)	Nov. 25	JTA Feature
Jewish News	Richmond, VA	4,100	Nov. 18	Front-page Feature
Sullivan/Ulster Jewish Star	Wurtsboro, NY	4,000 (monthly)	December December	Editorial JTA Feature
Jewish Chronicle	Worcester, MA	3,500 (bi-weekly)	Dec. 15	Feature
Hebrew Watchman	Memphis, TN	3,000	Nov. 10	Feature
JTA Daily News Bulletin	New York, NY	2,000	Nov. 9	Feature

<u>Publication</u> <u>– General</u>	<u>Location</u>	<u>Circulation</u>	<u>Date</u>	<u>Category</u>
New York Times	New York, NY	1,114,905	Oct. 13	Source
The Plain Dealer	Cleveland, OH	399,796	Nov. 24	Religion News Service (RNS) Feature*
Milwaukee Journal	Milwaukee, WI	205,411	Oct. 5	Source

\*[Note: This does not include other possible outlets of the RNS wire service story, which RNS does not track.]



## **Press Release Update**

### **Atlanta**

Atlanta Jewish Times

Contact: Jason Green

Telephone: 404-252-1600

Update: **6/21** – I spoke to Jason; the press release is definitely running – either in next week's publication or that of the first week of July.

I also left a message on VM of Fran Memberg, Community Editor, per Jason's instructions and she will call back to confirm and send copies.

### **Boston**

The Jewish Advocate

Contact: Susan Rheingold

telephone: 617-367-9100

e-mail:thejewadv@aol.com; subject: susan rheingold

Update: 6/18/01 – I spoke to Susan and was told that someone in the office had misplaced the amended copy that we sent, so I re-sent the press release. Susan confirmed that she received the e-mail and, barring spatial constraints, would put it in the paper on which she is working.

**6/21/01** – I called and left voicemails for Susan and Brett Rhine, City Editor.

Brett Rhine called back and it is in the paper! We will be receiving copies in a few days.

### **Chicago**

Chicago Jewish News

Contact: Pauline Yearwood

Telephone: 847-966-0606

**6/21/01**: I spoke to Pauline and they are definitely running it; barring spatial constraints, it will be in next week's paper. It will definitely be run!

### **Cleveland**

The Cleveland Jewish News

contact: Margi Herwald, or Ellen Harris

telephone: 216-991-8300

Update: **6/21/01**—Margi Herwald is in a meeting; I left a voicemail for her stressing that I wanted to know when the pr would be in the paper and reminding her of the MF's location in Cleveland etc. Last we spoke, I was told it would be in the paper.

### **Los Angeles**

The Heritage

Contact: Dan Brin

Telephone: 818-576-9000

Update: **6/21/01** – Offices were closed; I left a voicemail message.

Rochester

Jewish Ledger

Contact: George Morganstern

Telephone: 716-427-2434

Update: **6/21/01**—Published in last week's publication.

Seattle

Jewish Transcript

Contact: Donna Blankinship

Telephone: 206-441-4553

Update: **6/21/01** – I left a voicemail message.

Insites:

FMAMS publication

Contact: Nancy Ozeri

Update: Contacted Ozeri on 6/14/01; waiting to hear back.

**6/21/01**- I e-mailed Betsy Dolgin Katz of the FMAMS, who gave us Ozeri's contact info and asked who else I could reach about Insites.

## **PR Contact List**

**The Chicago Jewish News**

Ph: 847-966-0606

Contact: Pauline Yearwood, Managing Editor

Send press release and photos attn: Pauline Yearwood

Chicago Jewish News

5301 West Dempster

Skokie, IL 60077

Press release can be written in any form. Photos can be color or black and white, just not in slide format.

**Jewish United Fund News**

Ph: 312-357-4848

Contact, Aaron Cohen, Editor

CITE: media and  
Tourism  
Education

Cite

**THE COMMISSION ON JEWISH EDUCATION  
IN NORTH AMERICA**

*AN ANSWER TO YOUR CHALLENGE*

## From The Special Report, "A TIME TO ACT"

"The core of the Commission's plan is to infuse Jewish education with a new vitality by recruiting large numbers of talented and dedicated educators."

We respectfully suggest that the corollary of this concept is to expand the use of the talented and dedicated educators that already exist. This can be done effectively and with great cost-efficiency by "cloning" the top educators and making their teaching skills available far beyond their normal reach, through the use of video.



From a report by Professor Isadore Twersky, 1990:

"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 the power and profundity of Jewish faith."

Elie Wiesel's Great Figures of the Bible illustrates these possibilities. In this six-video series, Elie uses the creative stories of the "midrashim," as the sources of biographies of Adam & Eve, Cain & Abel, Abraham & Isaac, Moses, Job and David.

The biographies themselves provide the point of departure to convey the ethical values of the Talmud. Such subjects within the Wiesel series include the importance of gratitude; the evil of humiliating another human being; the warning in Exodus of rejoicing at the death of God's children; the issue of faith as illustrated by Abraham and Isaac; the confrontation with suffering as conveyed in the story of Job; the evil that grows out of covetousness as seen in Adam and Eve. These and other moral issues and insights are imparted to the viewers in a presentation that is memorable and thought-provoking.

The reaction? In an unsolicited testimonial, Dr. Carol Diamant, Education Director of Hadassah, wrote "The video was beautifully made.... The Israeli landscape lent authenticity.... The great works of art from the world's finest museums helped enrich my understanding. Wiesel's view is quintessentially Jewish.

The result? The series was offered by the Book-of-the-Month Club to its 3,000,000 members, and is currently being sold overseas in foreign language versions.

## Some thoughts on the widespread dissemination of Jewish education through video -- facts, not theory!

- Our one-hour production for the Jewish Theological Seminary, I Ask For Wonder -- Experiencing God, was televised on the ABC-TV network on a beautiful Sunday afternoon in April in non-prime time when one would think everyone was on the golf course or at the beach. Nonetheless it was actually viewed by three million viewers. (As a benchmark, consider that a best-selling book may be read by 100,000 people.)
- Our one-hour TV special, Israel '88 -- The Dream At Forty, was distributed by our own company to commercial and TV stations across the United States, covering at least one half of all US TV homes. In addition the program received national attention in all editions of the *New York Times* which praised it as "a superior piece of work... brilliantly produced, directed and written."
- The low-cost of video replication -- approximately \$2 per video -- creates an extraordinarily cost-efficient means of distributing videotaped educators to Jewish day schools, synagogues and even -- in the case of productions such as the Wiesel series -- to universities and libraries.
- The marketing experience of Yale Roe Films creates the opportunity, as is being demonstrated with the Wiesel series, to distribute such productions throughout the world in various languages. At the most, this can expand Jewish education even further. At the least, inasmuch

as the goals of the Commission are confined to North America, it can create a special source of income.

- The Book-of-the-Month Club offering of the Wiesel series to its three million members is but one illustration of the opportunity to disseminate Jewish education on video through such organizations as well as through the many video catalogues, direct mail offerings and through specialty stores such as synagogues, gift shops and non-fiction video outlets.

## **Video and Television -- Some Thoughts About Today's Primary Media**

"Today's generation went to a school called Sesame Street -- and a high school called MTV." Television and video are their media.

Television sets are available in 95% of all US homes.

VCR's are available in 80% of all US homes.

To ignore these media is to ignore the institution that today's generation turns to for information!

To use these media is a means to reach the 300,000 Jewish students at colleges and universities who do not participate in Jewish education programs on college campuses.

To use these media is a way to reach the 88% of the total Jewish student population that do not attend Jewish day school.

Obviously, no video can replace sitting at the feet of a great Rav, or participating in the constructive tensions of Talmudic discourse, But we must acknowledge what video and television can do:

- It can bring the Rav to tens of thousands of people who would otherwise not have been exposed to him at all.
- It can teach the richness of the Jewish holidays by showing them as they are observed in Israel today -- the beauty and conviviality of Succot, the enchantment of Purim; the family bonding at Pesach -- illustrating, explaining and teaching the religious laws, traditions and observances that underscore all the holidays.
- It can convey the story of Israel today, showing through recollections of its citizens and through historical footage the dramatic rebirth of the country, and going on to show the vitality of the people today in Israel's museums and in its cafes, in its research laboratories and in its high-tech industries.
- It can portray the Biblical stories of our heritage, and convey the ethics of the Talmud, through the commentaries of Judaism's best teachers, enhanced and reinforced with rich visuals.



## From A Time To Act...

"There is no question that the print and broadcast media, and innovative forms of learning through the use of computers, museum exhibitions, films and videocassettes, offer tremendous opportunities for the future of Jewish education but this is still a virtually untapped field..."

Therefore, we must ask:

At a time when "Schindler's List" draws such large audiences, when the media programs at the Holocaust Museum compel such rapt attention, when as stated earlier a professionally produced television program on as serious a subject as Experiencing God shown in the middle of a Sunday afternoon, can still attract three million viewers, **why are these media virtually untapped?**

Clearly the time to utilize these media is now.

Clearly, if the Commission says there are not enough educators, it should not ignore the means by which the educators that exist can be exposed to still larger numbers of students. Furthermore, video and television can not only convey the integrity and wisdom of these educators but can enhance their teaching in so many ways as the subject dictates -- for example, with the visual and emotional experience of actually seeing the richness of Jewish holidays as they are observed in Israel, by conveying the history of the Jewish people through the rich archival footage that exists and the spellbinding stories still available in the words of Israel's pioneers of

whom so many are still living; and with the wisdom, teaching and tales of the Talmud that can be applied to today's social issues to show their relevance to today's problems, through the teachings of articulate and charismatic Jewish teachers.

## The Central Issue

The Commission report focuses on the compelling need for a greater number of talented and dedicated educators. But let's go beyond that. What is the *purpose* of these educators? Clearly, the answer is to further disseminate quality education. If there are great opportunities for achieving that goal, how can such opportunities be ignored? It does not take away from the importance of recruiting more and better educators to acknowledge that the underlying objective -- the teaching of the Jewish heritage -- can be tremendously broadened and enhanced by the dissemination on professionally produced teaching videos. Consider some of the obvious subjects:

- The Jewish Holidays
- The Wisdom of the Talmud
- The Lessons of the Prophets
- The History of Modern Israel
- Great Leaders of Israel (Herzl, Ben Gurion, Golda Meir, Moshe Dayan, Teddy Kollek)
- Jewish Ethics
- The World of Yiddish

All such subjects can be richly developed with full integrity of content through the medium of video utilizing appropriate methodologies such as archival footage, dramatic vignettes, visual aids, personal recollections, et al.

## Summary

If the goal is to disseminate Jewish education one answer *must* be the use of video because:

- It is the medium of today's generation.
- It is pervasive in reach.
- It is cost-efficient in terms of its long-life and inexpensive replication.
- It allows thousands of people who could never sit at the feet of a great teacher to be exposed to his wisdom.
- It is visual as well as verbal.
- It is memorable.
- It accomplishes the Commission's primary goal that is implicit in its dedication to increasing the number of Jewish educators - the extension of Jewish education by using video to more widely disseminate the wisdom of the teachers we already have.