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October 10, 1991

8:50 am - 10/23/91

Thelamith Elster Steve Hoffman

Mr. Steve Hoffman
The CIJE

301/230-2012

Dear Steve,

Here are some thoughts that you might want to consider for the report to the meeting on January 16th.

You will have to decide on what kind of introduction is appropriate. It might include two parts:

1) a report on the CJF census connecting it to the importance of Jewish education. Here Lipset's work would be helpful. If it is not available, we would be willing to make some suggestions.

2) a description of the North American Jewish community marshalling its resources for Jewish education. This could include the work of the foundations, the local commissions on Jewish continuity, JESNA, JCCA and others. Obviously, CIJE's role in all of this would be featured.

You might decide then to proceed and describe the establishment of the CIJE, a list of its board members, the staff that has been engaged, leaving a report on its activities to later in the report.

I suggest that you then report on each of the Commission's recommendations.

* Building the profession:

1. Developments in the training institutions -- MAF grants, developments in other institutions such as Graetz, Cleveland College, etc.

2. The contribution of training institutions to other areas of the work of the Commission, e.g., lead communities and in-service training.

3. A preliminary report on a portable benefits program for the field of Jewish education -- HLZ's idea.

4. Specific programs of the foundations in this area -- Wexner, Gruss, etc.

* Mobilizing Community Support:

1. A summary of what is taking place in key communities, e.g., Baltimore's \$10 million campaign, etc.
2. A report on the G.A.
3. The impact of the work of the foundations, preparing them for an announcement of a set-aside, if it is going to take place.
4. The work being done in local commissions, JESNA, JCCA, others.

* Establishing Lead Communities: This should be the central emphasis of the report.

1. A description of the lead community (based on existing documents and Ukeles' work).
2. A progress report indicating that we are now ready to accept requests for communities to become lead communities.
3. The elements that are being worked on for lead communities, emphasizing the CIJE's contribution, e.g. the "best practice" project, Gamoran's project, training institutions in lead communities.
4. The benefit to those communities who are not lead communities, e.g., conferences, publications, etc.

* Developing a Research Capability:

1. An update on Isa's work.
2. A report on what others are doing, e.g., the organization of researchers (I've forgotten their name).
3. The involvement of "stars" from general education, e.g., Schulman, Scheffler, Gamoran, etc.
4. A projection of what a research capability for North America would look like and its impact.

* The CIJE:

I believe this should be reported on as a specific recommendation and the way this would be handled would depend on how the CIJE had been described in the report previously.

As I write this letter, I realize a great deal has been done. There is always the danger that those of us that are working at

it day-by-day take it for granted and forget that even CIJE board members would benefit from having it all put together. In other words, I think the challenge is to tell the story in as clear and moving a way as possible.

We are available to help in any way you think we should.

Sincerely,


Seymour Fox


Annette Hochstein



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
1991 ANNUAL REPORT

The Commission on Jewish Education in North America concluded two years of deliberations in November 1990 with the publication of its report: A Time to Act. This report is a call to the Jewish community of North America to improve Jewish education in the belief that education is the chief means of encouraging the continuity of Jewish values, beliefs and behavior for future generations.

The Commission identified a range of problems in Jewish education and developed strategies for addressing them. It concluded that the two basic needs to address are the need to upgrade personnel engaged in Jewish education and to build a profession of Jewish education; and to mobilize community support for Jewish education and develop top-level community leadership for the field.

It created the Council for Initiatives in Jewish Education (CIJE) to implement the recommendations in A Time to Act. This is the first annual report of the CIJE. It reflects the steps taken this year to bring to practice the ideas generated by the Commission.

The CIJE is to be a small organization. The work of its professional staff members is designed to complement and enhance the work of other continental agencies and institutions by providing a planning capability and expertise in education and community organization. The CIJE will serve as a catalyst, bringing together the continental agencies with funders and with local communities. The CIJE will follow the pattern established by the Commission of working closely with JESNA, JCCA and the CJF, as well as with other major organizations and institutions.

The CIJE has six basic roles to fulfil -- 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.

A Board of Trustees has been established to govern the CIJE. Its thirty members include representatives of the foundation community, community lay leaders, Jewish educators, and Jewish academicians. A group of twenty Senior Policy Advisors was formed to provide ongoing professional guidance. (Lists of these groups are attached to this report.)

Stephen H. Hoffman, Executive Vice President, Jewish Community Federation of Cleveland, has served during the year as Acting Director. Effective July 1, 1991, Dr. Shulamith Elster assumed the position of Education

Officer. Building on the experience and expertise of Professor Seymour Fox and Annette Hochstein, who have been advising this work since the inception of the Commission, an outstanding team of consultants has supported the CIJE's efforts. The staff is involved in ongoing consultations with a wide range of lay and professional leaders in the fields of Jewish education and Jewish communal service, to ensure that the agenda of CIJE reflects the concerns of the denominations, professional organizations, and training institutions.

A search committee has been established and is working now to identify a full-time director. Our goal is to conclude this search by spring, 1992. The addition of a planner will complete the staff.

With the goal of generating positive change for Jewish education at the continental scale, CIJE has concluded that the best approach is to mobilize the commitment and energy of local communities. Thus, CIJE has focused its programmatic efforts on developing the Lead Communities Project, and is now in the process of recruiting 3-5 communities for this joint continental - local collaboration for excellence in Jewish education. Its purpose is to demonstrate that it is possible to improve significantly formal and informal Jewish education in communities through the right combination of leadership, programs, resources, and planning. Detailed plans have been developed by our consultant Dr. Jacob Ukeles, Ukeles Associates, Inc., for the selection of the Lead Communities and launching of the Lead Communities Project.

The Lead Communities Project was the basis for a CIJE presentation at CJF's General Assembly in Baltimore last November. 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.

In preparation for the Lead Communities Project, a program has been launched to identify and characterize best practices in key areas of Jewish education. Dr. Barry Holtz, Co-Director, Melton Research Center for Jewish Education at the Jewish Theological Seminary of America, directs this project and, working with experienced colleagues in the field, has developed a means to identify best practices. The goal is to develop an inventory of Best Practices for adaptation and experimentation in Lead Communities.

A monitoring and evaluation program has been initiated, designed by our consultant Dr. Adam Gamoran, associate professor of sociology and educational policy studies at the University of Wisconsin. Through the work of field researchers in each of the Lead Communities, the project will offer continuous feedback to educators and planners staffing the various projects, thus 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. This effort will yield tools to equip the Jewish community to engage in systematic analysis and planning for Jewish education.

One of the most exciting new developments in Jewish education is the serious entry of strong private foundations into Jewish life. A number of foundations have indicated interest in the work of the CIJE and, particularly, in funding 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.

Recognizing the importance of research, the Commission report called for the development of a research agenda. The goal is a true research capability for Jewish education. Our consultant Dr. Isa Aron, associate professor of Jewish education at the Rhea Hirsch School of Education at Hebrew Union College, is designing a plan for the development of a sophisticated research capability for Jewish education in North America. Once this effort is under way, the North American Jewish community will begin to have information and data on which to base decisions regarding Jewish education.

At the same time as the Commission issued its recommendations, noting the centrality of Jewish education for Jewish continuity, CJF issued its 1990 Demographic Study, showing a marked decline in the commitment of North American Jews to their heritage and values. Subsequent analysis of the CJF data for the CIJE by Dr. Seymour Martin Lipset, Professor of Sociology at Stanford University, suggests that those North American Jews with the best experiences in Jewish education are significantly more likely to strengthen their own Jewish identity and transmit their values to their children. This information adds evidence to the urgency of our mission.

We look forward to a year of mounting activity as Lead Communities are identified and launched, the staff is completed, and additional funders are identified to support these efforts. Cooperation already evidenced among the many organizations involved is encouraging as we work to develop coalitions within local communities and bring the strengths of our continental agencies to bear on their efforts. We look forward to continuing progress in the years ahead.

Morton L. Mandel

Morton L. Mandel
Chair

Stephen H. Hoffman

Stephen H. Hoffman
Acting Director

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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.