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Early development of MEF. "Planning Documents."
Correspondence and notes, 1992.

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LEAD COMMUNITIES

A Project of the
AMERICAN JEWISH
ARCHIVES
Council for Initiatives in Jewish Education

Document #1:

RATIONALE

January 2, 1992

The Lead Communities Project is a joint continental - local collaboration for excellence in Jewish education. The purpose is to demonstrate that it is possible to significantly improve Jewish education, both formal and informal, in communities in North America with the right combination of leadership, programs, resources, and planning.

Three to five communities in North America, each with a Jewish population of between 15,000 and 300,000, will be invited to join with the Council for Initiatives in Jewish Education in carrying out the Lead Communities Project.



Why a Lead Communities Project

Improving Effectiveness

The heart of this effort is a commitment to help Jewish education in North America improve its effectiveness.

Jewish education involves not only acquisition of knowledge but also the development of skills, shaping of values and influencing behavior. It can take place in a day school, a supplementary school, summer camp, congregation or Jewish community center; on a trail in the Galilee or in a living room in Iowa. It happens through study of text, a lecture, film, or discussion.

However it happens, Jewish education must be compelling -- emotionally, intellectually and spiritually. It must inspire greater numbers of Jews, young and old, to remain engaged, to learn, feel and act in a way that reflects an understanding of and commitment to Jewish values.

To achieve this objective, Jewish education must be nurtured, expanded and vastly improved. Both the CIJE and the lead communities will set goals for "improvement." These will take a concrete form, such as:

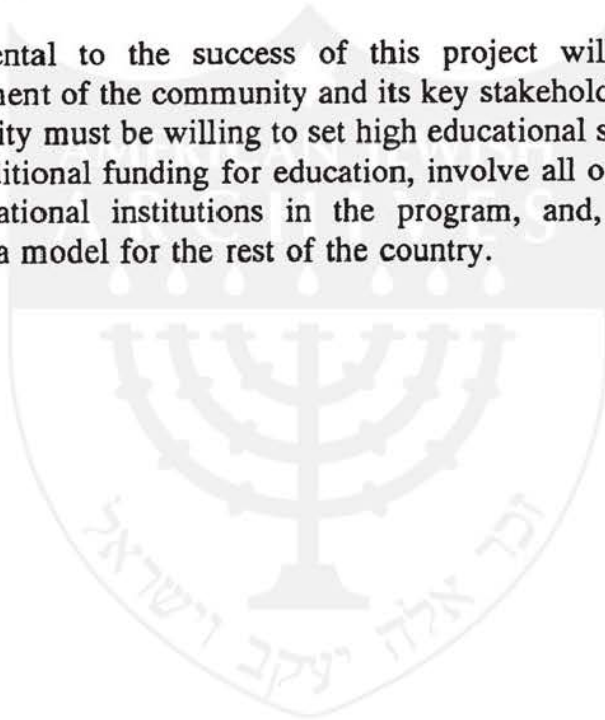
- More and better Jewish education programs and services;
- Greater participation in Jewish education; and
- Better outcomes (related to Jewish knowledge, skills, behaviors, and values).

The central thesis of the Lead Communities Project is that the best way to generate positive change at the continental scale is to mobilize the commitment and energy of local communities to create successes that stand as testimony to what is possible.

"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 visionary 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.



Definition of Community

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 300,000¹.

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.



¹The 57 communities within this range account for about 3,500,000 out of about 5.5 million Jews nationally. These figures are based on data from the Council of Jewish Federations.

What Makes a Lead Community

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 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.

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. CIJE 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 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. Examples of other programs that could be undertaken as part of a Lead Communities program include:

- Replicating good schools and/or establishing model schools;
- Intensifying and improving early childhood programs;
- Designing programs in adult and family education;
- 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 insure high standards of excellence.

Financial Resources

A program of breadth, depth and excellence will require new monies, primarily because the endeavor has long been underfunded. The economic recession and substantial resettlement needs make communal fund-raising more challenging. Nevertheless, a lead community will point a direction in this area as well -- substantially upgrading the local investment in Jewish education. Increased funding will come from federations, private foundations, congregations, tuition and other sources.

An important part of CIJE's role is to mobilize private foundations, philanthropists, and other continental resources to match the financial efforts of local communities.

Planning

The plan for each lead community will include: an assessment of the state of Jewish education in the community at the present time; an analysis of needs and resources; the development of a strategy and priorities; the design of programs; and the preparation of a multi-year integrated implementation plan for improving educational effectiveness. CIJE can help focus the resources of national agencies -- JESNA, JCC Association, training institutions, and religious movements -- on the needs of local communities.

How will we know the lead communities have succeeded in creating better outcomes for Jewish education? On what basis will the CIJE encourage other cities to emulate the programs developed in lead communities? Like any innovation, the Lead Communities Project requires evaluation to document its efforts and gauge its success. In addition, each lead community needs to know how well it is doing as a basis for making change along the way. CIJE will design and implement a consistent monitoring, evaluation and feedback system for use in each lead community to help answer these questions.

Lead Communities: A Continental Enterprise

Improving Jewish education throughout the continent is the ultimate goal of the Lead Communities project: to re-energize Jewish education, and to demonstrate and validate successful approaches to Jewish education that can be found in and replicated by communities throughout North America.



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Document #2: GUIDELINES FOR POTENTIAL PARTICIPANTS

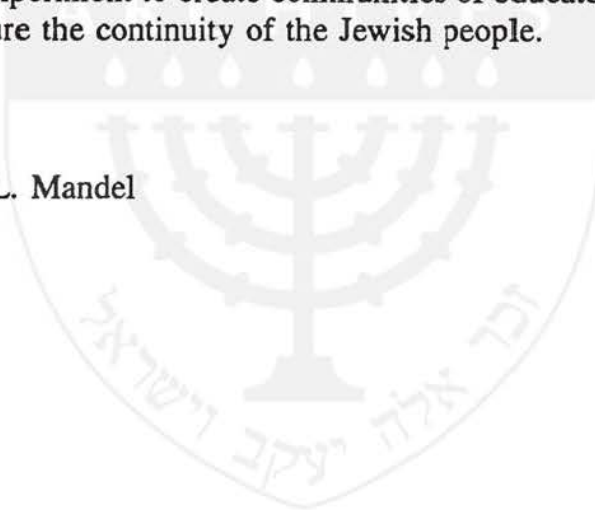
January 2, 1992

A Message from the
Chairman, CIJE

The Council for Initiatives in Jewish Education was established as an outgrowth of the Commission on Jewish Education in North America in November 1990. CIJE brings together distinguished educators, professionals, lay leaders and philanthropists of the continental Jewish community.

The Lead Communities Project is intended to demonstrate that it is possible to significantly improve the effectiveness of Jewish education by joining continental and local forces. We invite you to apply to become a participant in a bold and visible experiment to create communities of educated Jews to help insure the continuity of the Jewish people.

Morton L. Mandel
Chair



These guidelines are designed to help communities answer the questions:

- Should we seek to become a lead community?
- How do we apply?



What and Why a Lead Communities Project?

The Lead Communities Project is a joint continental - local collaboration for excellence in Jewish education. The purpose is to demonstrate that it is possible to significantly improve Jewish education, both formal and informal, in communities in North America with the right combination of leadership, programs, resources, and planning.

Three to five communities in North America, each with a population of between 15,000 and 300,000 will be invited to join with the Council for Initiatives in Jewish Education in carrying out the Lead Communities Project.

The central thesis of the Lead Communities Project is that the best way to generate positive change at the continental scale is to mobilize the commitment and energy of local communities to create successes that stand as testimony to what is possible.

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.

What is a Lead Community Expected To Do?

A lead community is expected to:

- enlist top local leadership representing all aspects of the community;
- mobilize stakeholders from all sectors of the Jewish community in improving programs;
- create programs of educational excellence;
- commit additional financial resources to Jewish education;
- base its programs on a serious planning effort; and
- show results after several years of intense activity.

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, including leadership, financial resources, program and planning expertise. CIJE will work with lead communities to:

- identify funders and help obtain financial support;
- replicate successful program ideas and experience through the "Best Practices Project";
- obtain professional assistance for planning and action;
- develop links to continental resources agencies (e.g., JESNA, JCC Association, universities, national training institutes, denominational movements);
- develop a monitoring, evaluation and feedback system;
- provide leadership recruitment assistance; and
- convene lead communities for ongoing seminars during the project.

Who is Eligible

Any central communal entity within a city or metropolitan area (as recognized by the Council of Jewish Federations) with a Jewish population between 15,000 and 300,000 is eligible. This includes any combination of the following:

- A Federation
- A Federation and a central educational agency
- A Federation and a council of congregations
- A community-wide coalition involving Federation, congregations, educational and other institutions



How to Apply

To be considered a potential lead community, a central communal entity should submit a four to seven (4 - 7) page preliminary proposal to the CIJE. This should include:

- A cover letter signed by an authorized representative of the central entity. It should identify a committee to guide the project; indicate the criteria for naming a major communal leader to chair such a committee (or provide a name if a chair has already been identified); and briefly describe the probable size and composition of the projected (or actual) committee. The letter should also address the issue of probable (or actual) professional leadership for the project (e.g. do you contemplate a Lead Community Director?).
- A 1 or 2 page statistical profile including Jewish population; number of individuals receiving various types of Jewish education, both formal and informal; a listing of Jewish educational agencies and programs, both formal and informal; current spending on Jewish education; and the number and type of people involved in Jewish education.
- A 1 or 2 page description of current or recent studies of community needs and resources or plans for Jewish education. Please cite examples of innovative efforts in Jewish education already undertaken in your community.
- A 1 or 2 page essay describing the overall approach to educational improvement that your community might use if selected as a lead community. The essay should make the case for why you think that your community would make an outstanding lead community.

Preliminary proposals must be in the CIJE office by March 31, 1992. Proposals received after that date cannot be considered.

Review Criteria: Preliminary Proposals

Preliminary Proposals will be assessed to confirm eligibility and evaluated using three criteria:

- Community Preparedness. Is the community positioned to move forward by virtue of its involvement of key institutions and constituencies, leadership, previous planning and improvement efforts in Jewish education?
- Commitment. How clearly and convincingly has the community expressed its commitment to the improvement of Jewish education?
- Vision. How well has the community articulated its view of the content of Jewish education? Does the community have the beginnings of an improvement strategy?

CIJE seeks the best proposals, reflecting a range of regions and types of communities.

Full Proposals

Proposals (submitted by those communities selected to be finalists) should include the following elements:

- A 2 to 3 page summary description or copies of previously prepared documents that address the current view of the educational needs of the community.
- A 2 to 3 page analysis or copies of previous prepared documents that address the community's capabilities for meeting the commitments outlined in the preliminary proposal.
- A 3 to 5 page description of the strategy that the community would like to use in implementing its vision of Jewish education. This strategy should address approaches to meeting the personnel needs of Jewish education in the community; increasing community support; and enhancing the role of the Israel experience. It should address both informal and formal education. It should identify priority population groups (e.g. pre-school children; pre-bar/bat mitzvah children; post-bar/bat mitzvah students; college age and young adults; and adults and seniors) and educational settings (e.g. supplementary, day school, college/university degree programs).
- A 2 to 3 page description of the anticipated planning resources that will be committed if the community is selected to be a lead community.
- A preliminary projection of the scale or size of the project (e.g. in dollars) and possible local sources of funding.

Review Criteria: Full Proposals

Full proposals will be evaluated in the same terms as preliminary proposals, but with greater depth on the basis of more substantiation. One additional criterion will be employed: the capacity of the community to carry out its commitment and vision.



Technical Note

Proposals (preliminary and full) should be typed or printed on letter size paper, double-spaced using a full-size type face and normal margins. Please do not submit appendices or supplemental materials to the preliminary proposal. If reviewers need additional information, they will ask for it. Faxed proposals will not be accepted.



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LEAD COMMUNITIES



Document #3: **TIMETABLE OF THE PROCESS**

January 2, 1992

The creation of the Lead Communities project will proceed according to the following timetable.

<u>Month</u>	<u>Benchmark</u>	<u>CIJE Board Role</u>
Mid-January 1992	Approve lead communities project plan	CIJE Board
End-January	Announce the project & distribute guidelines to local communities ¹	
March	Receive preliminary proposals (4 weeks to prepare)	
April	Select finalists	Lead Communities Committee ²
May	Receive finalist proposals (4 weeks to prepare)	
May and June	Visit sites and evaluate finalist proposals	
June	Recommend communities	Lead Communities Committee
July	Select and announce Lead Communities	CIJE Board
September	Hold first seminar for Lead Communities	
October	Agree on each CIJE/community joint program; Project begins	
November 1992- July 1993	Lead Communities develop plan and pilot action program	
September 1993	Lead Communities begin full-scale implementation of action program	

¹Copies of the guidelines will also be circulated to national agencies with local constituents (e.g. religious movements).

²Lead Communities Committee of CIJE Board of Directors.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Adam —

The attached from yesterday's
Annual Meeting.

Are you available to come to
Cleveland for the day - Tuesday,
February 4th?

Aeymour is ready to review
your paper. You'll be seeing him
on the 24th or fax to him at
Mayflower Hotel (212-265-5098).
Also send a fax copy to me, please.
Give me a call & we'll talk
about the above.
A.

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.

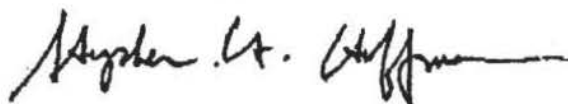
Recognizing the importance of research, the Commission report called for the development of a research agenda. The goal is a true research capability for Jewish education. Our consultant Dr. Isa Aron, associate professor of Jewish education at the Rhea Hirsch School of Education at Hebrew Union College, 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
Chair



Stephen H. Hoffman
Acting Director

1/16/92

Education Findings from the Jewish Population Study

Executive Summary

by Seymour Martin Lipset

The data of the 1990 National Jewish Population Survey (NJPS) suggest serious problems for the future of American Jews. They are less likely to marry than others with similar backgrounds; they have a smaller birthrate than other groups in the population; they have a higher divorce rate; and their rate of intermarriage is high and increasing steadily. These behavioral traits mean, immigration apart, the Jewish population in America is likely to steadily decline.

Education is obviously the principal mechanism to socialize succeeding generations to be Jewish, and to stimulate adult Jews and Gentile spouses to foster the religious and secular interests of the community. To a considerable degree, what the Jewish community of the future will look like occupationally, culturally, and Jewishly, will be a function of education, both non-Jewish and Jewish.

Educational achievement has been one of the great prides of American Jewry. The survey data indicate it is justified. Among those adults 18 and over who identify themselves as Jewish in religious terms, only 23 percent do not have any college education, 51 percent are college graduates, while close to one-third, 32 percent, have gone beyond college to some form of post-graduate education. Ironically, Jewish education achievements may be a major source of the long-term trends that are undermining Jewish continuity. A major source of the extremely high rate of intermarriage is the almost universal pattern of attendance by Jews at colleges and universities, with universalistic norms.

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.

Approximately 60 percent of the 2441 respondents in the 1990 National Jewish Population Survey had, at some point, been involved in some formal Jewish education. The content most of these Jews were exposed to, however, was not intensive. More than half, 51 percent, of those that had attended, or 30 percent of the whole sample, took part in part-time programs, followed in magnitude by those who had been to Sunday school, 17 percent. Significantly fewer, 7 and 5 percent, had participated in day schools or private tutoring.

Given the much greater emphasis in traditional Judaism on Synagogue attendance and religious study by men than by women, it is not surprising that men are more likely than women to have had some Jewish education. Close to two-thirds, 64 percent, of day schoolers and part-timers are male. The gender picture reverses sharply, however, for Sunday School, the least stringent form of training.

Assimilation to American society affects Jewish education. Length of family residence in America indicates that temporal distance from immigrant background is inversely associated with exposure to Jewish education. The relationship to national origin is greatest among third or more generation Jews. Slightly over half of the respondents report no grandparents born in the United States. They are the most likely to have had a Jewish education. Those with four native-born report the lowest involvement by far.

Intermarriage is a more decisive variable. The likelihood of having had a Jewish education is greatest when both parents are Jewish, true for roughly two-thirds of the respondents. Four-fifths of these had gone to Jewish schools, compared to 29 percent of those from religiously mixed families.

Denomination of family of origin obviously affects propensity for Jewish education, though less than might be anticipated. Those from Orthodox families show by far the most intense and lengthiest exposure. Four-fifths had some Jewish education, over one-fifth in day school. Surprisingly, a larger proportion from Conservative families had never had any formal Jewish learning than among those of Reform background. Conservative offspring, however, were much more disposed than scions of Reform to have attended day school or afternoon classes. Close to two-thirds, 65 percent, of those of an ethnic secular background had no Jewish education.

Considering the different variables -- gender, denominational background, parental, religious, and communal origins, community of residence -- a clear picture emerges of the factors associated with Jewish educational enrollment. The most likely candidate has the following profile: a male, having foreign born parents and grandparents, a born Jew of practicing non-intermarried parents, raised in one of the three major denominations, preferably the Orthodox, who was born and presumably grew up in the Northeast.

The Consequences of Formal Jewish Education

In the previous section, measures of Jewish education, whether ever involved or not, type of school, number of years studied, serve as dependent variables, behavior to be related to or explained by independent factors, gender, generations in America, denomination of family, etc. The educational items may also be looked at as independent variables, that is, in relating Jewish education to various attitudes and activity. These indicate that the more education achieved, the more committed the respondents are with respect to a wide range of attitudes and behavior: philanthropy (especially Jewish), involvement in Jewish organizations, synagogue attendance, intermarriage, attachment to Israel, attitudes regarding Jewishness, children's Jewish education, and adult Jewish learning.

A good example of these relationships is furnished by the responses to the question "How important is being a Jew for you?" Only 23 percent of those who had never taken to any Jewish schooling replied "very important." The same answer was given by 72 percent of those who had been to day school, 56 percent of the privately tutored, 52 percent of the former students at part-time/afternoon classes, and 37 percent of respondents whose experience was limited to Sunday school.

The findings from the NJPS challenge the often voiced assumption that most Jews, regardless of their background, are deeply attached to the Jewish state. Only 29 percent said they are "extremely" or "very" attached. Measures of commitment to Israel correlate strongly, however, with intensity of Jewish educational background. Almost half of those without any Jewish education said they felt no attachment.

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 reduces 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 less, and only 8 percent among those without any formal Jewish education.

The 1990 National Jewish Population Survey includes parental reports on children's education. The questions dealing with education for those under 18 differ from those for adults, reported in the previous sections, in that the former inquired whether the children had received formal Jewish education in the past year, while adults were asked whether their offspring had ever received some. Parents who did not report offspring enrollment were then queried as to whether they expected to register their children in the future.

Given the emphasis on bar/bat mitzvah at age 13, the natural expectation is that enrollment peaks at age 12. It does in fact do so. Almost half, 47 percent of the 12 year olds, are receiving some sort of Jewish education, 12 percent more than among the 11 year old group and eight percent higher than the 13 year old cohort.

What is perhaps most striking is that at every age from six to 13 a majority are not obtaining any form of Jewish training. Further, only two-fifths, 39 percent, of parents with children under 6 years of age said they expect to enroll their children. Almost as many, 37 percent, said no, they do not intend to not send the children to Jewish schools, while the rest were uncertain.

The major factors associated with children's actual or planned attendance are as expected from our knowledge of the correlates of parental education. Family Jewish education background, denomination, Jewish identity, intermarriage, all are strongly associated with whether the children in the households canvassed by the Population Study are involved, or are intended to be sent for, Jewish religious training.

The effects of intermarriage and the nature of Jewish identity are extreme. The proportion attending or intended for enrollment is greatest by far when both parents are Jewish by religion. Among children aged 6 through 13, it rises to an astronomical 90 percent. The percentage falls to 25 in school and 13 expected to be so next year for

intermarried families in which the Jewish parent is religious. They decline much further for mixed marriages involving an ethnic secular Jew, down to five percent enrolled and an equal percentage expecting. The situation is only slightly better when one parent's identity is religious and the other is ethnic secular -- 15 percent enrolled and 20 percent planning to do so. Having two ethnic secular Jewish parents produces a worse outcome than intermarriage between a religious Jew and a non-Jew, 14 percent and seven percent. Single parent Jewishly religious households are more likely to educate their offspring than all other combinations of family backgrounds except for the two Jewish parent ones.

How do the religiously identified explain non-attendance? The most common response by far is lack of interest, either by the parent (11 percent) or by the child (34 percent). Relatively few complain that Jewish schools are too expensive (four percent), too far away (eight percent), or of poor quality (one percent).

Reason analysis, however, is not best done through asking respondents why they do or do not do some things. It is more fruitful to compare indicators of behavior or position which logically may affect propensity for Jewish education. The survey permits examination of some relationships such as region of country lived in, geographic mobility and family income, which are rarely if ever mentioned by respondents. A preliminary analysis suggests recent mobility has a negative effect on enrollment. When the respondent has moved from another community since 1984, the children are less inclined to attend Jewish schools. Similarly to the parental generation, children living in the West and South are less likely to be enrolled than those in the Northeast and Midwest.

Finally, it may be noted, that the evidence indicates that in spite of what the respondents say, economic factors appear to play a role in determining parental behavior and plans with respect to their children's attendance at religious schools. Cost of Jewish education is rarely given as a reason for not sending children to a Jewish school, but more children attend at the higher income levels. Two-thirds of those with a family income of under \$40,000 a year neither send nor expect to send their offspring for Jewish education. Conversely, three-fifths of those with annual incomes of \$80,000 or more do. These findings hold up even when depth of Jewish identity or ritual commitment is held constant.

Conclusion

The preliminary findings reported here point up both the weakness and power of Jewish education. The weakness refers to the fact that most youth in the sample are not exposed to any form of Jewish education, and even when those whose parents report plans to educate them in the future are included, the figures still do not add up to a majority.

The power of education is reflected in the finding that those who have been trained Jewishly are disposed to seek to transmit their heritage through formal education of their children. The Achilles' heel in this latter generalization is the growth in rates of intermarriage and secularization. Ethnic secular parents appear to create almost as great a problem for Jewish continuity as the intermarried.

There are two "solutions" to these developments. The first is a reduction in the rate of intermarriage, an outcome which has a low probability. Better Jewish education, tuition grants and increased and improved Hillel facilities at institutions of higher education may help. The two most recent national surveys, however, indicate that the great majority of college and graduate students do not participate in Jewish communal or educational programs, facts which attest to their limits as barriers to intergroup dating and mating. The second "solution" is increased efforts to convert non-Jewish spouses and the offspring of Jews who are not Jewish according to *halacha*, as well as outreach programs for the ethnic seculars. Thus far, however, the community is reluctant to engage in large scale conversion efforts, devotes too little attention to college students and does not know how to stimulate the identity of the ethnic-seculars.

at Fed, am
5:00 Gladden

if g's, call Jim Meyer

Jim, Jack

Benny

A & S

Gunny

Mark G

AG

SE

MM??

Am Kline??

kg: key concerns
outcomes of IC

what need to do to seal up

goals

- of eval
- role of advisory grp

prob of outcomes

baseline survey?

process of field research

~~con~~ - what to look at

- common mobilizat
- networks, linkages - present

- profilz

- catalog of teachers
- meaning of posits

staff recruitment

- f.r. (ctr)
- outcome paper
- baseline survey

University of Wisconsin—Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY
SOCIAL SCIENCE BUILDING
1180 OBSERVATORY DRIVE

TO CALL WRITER DIRECT
PHONE (608) 262-1498

January 19, 1992

Professor James Coleman
Department of Sociology
1126 E. 59th St.
Chicago, Il 60637

Dear Jim,

In preparation for our meeting this Friday, I'm sending the documents I've written for the CIJE evaluation project. Actually I thought you had already seen the main one, but I just received word from Annette Hochstein that I should send it along.

The main item is a proposed description of the monitoring, evaluation, and feedback project I have been asked to direct. In addition, I'm sending drafts of a job announcement and job description for the position of chief field researcher in the project. Last is a short paper that compares the Casey Foundation's New Futures Initiative to the CIJE's lead communities project.

For the portion of our meeting that will focus on the evaluation project, I have in mind the following topics of discussion:

- goals of the evaluation project
- the problem of ambiguous outcomes
- the question of a baseline survey
- the process of field research

These topics are subject to revision if other matters come up, and of course I am eager to hear any general comments you may have on the project.

I haven't received instructions on where the meeting will be, but I made a reservation for myself at the Ramada Inn Lakeshore for Thursday night, Jan. 23. I am assuming we will start on Friday morning and that I will return home Friday late afternoon.

Best,



Adam Gamoran

~~#~~
5848 University St.

Green #110

Sec'y 702-8696

9:15 AG & JU

until 1:00

role of Coleman committee

- look at whole picture

- MEF

- post msg

- with guidance, respond

staff responsibility

- E.R.

- outcomes

- baseline survey

bring

NFI examples

- site rpt
- AFIS paper

NFICISE copies

drafts of job d, pos ann

orig proj descs

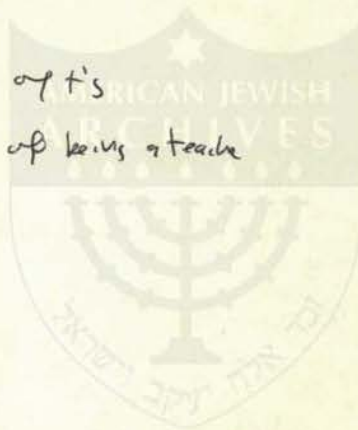
think about evalat ratings

- community collab

- profz

- catalog of t's

- meaning of being a teacher



DRAFT: January 30, 1992

FOR INTERNAL USE ONLY

LEAD COMMUNITIES

A Project of the

Council on Initiatives in Jewish Education

PROPOSED REVIEW PROCESS

Introduction

The outline that follows describes a two-stage process for selecting Lead Communities:

- 1) Short preliminary proposals: these are read and discussed by review panels for input into the decisions on finalists; decisions on finalists are made by the Lead Communities Committee of the CIJE Board; and
- 2) Final proposals: evaluation teams read proposals and visit each of the finalist cities; final decisions on lead community selections are made by the full CIJE Board, based on recommendations by its Lead Communities Committee.

Lead community selections will be announced by August 21, 1992. Based on the release of the guidelines by February 3, the entire process covers 6 1/2 to 7 months.

The process allows:

- ▣ 8 weeks for applicants to prepare preliminary proposals
- ▣ 8 weeks for finalists to prepare final proposals
- ▣ 5 weeks for preliminary proposal review and decisions
- ▣ 6-7 weeks for finalist review and decisions

Release of Guidelines and Preliminary Proposal Preparations

<u>What</u>	<u>Who</u>	<u>When (End date)</u>	<u>How Long</u>
1. Guidelines for proposals released	CIJE staff/consults	Jan 31 (Fri)	
2. Satellite teleconference	CJF Satellite network	Feb 24	2 hours
3. Review panel members selected and briefed	CIJE staff/consults	March 3 (or before teleconf. if possible)	
4. Review schedule finalized: panelist, LC committee members and panelists CIJE Board members notified	CIJE staff/consults and panelists	March 10	
5. Preliminary Proposals due	LC Applicants	March 31 (Tues)	8 wks

Preliminary Proposal Review

NOTES AND ASSUMPTIONS:

- Assumes between 15 and 20 respondents to RFP.
- Each of 3 panels will read 8 to 12 proposals.
- Each panel includes 4-5 people:
 - 2 educators
 - 1-2 communal professional/planner/national organizations
 - 1-2 CIJE staff/consultant

CIJE pre-appoints chair of each panel.

- CIJE executive director chairs overall review process.
- Each panel confers and develops recommendations during single teleconference.
- CIJE staff and consultants consolidate recommendation for lead community committee of CIJE Board.

<u>What</u>	<u>Who</u>	<u>When (End date)</u>	<u>How Long (wks)</u>
1. Mail proposals to reviewers	CIJE staff/consults	April 6 (Mon)	Overnight
2. Checklist review • Notify communities of gaps	CIJE staff/consults	April 7 (Tue)	1 week
3. Brief written status report mailed to LC committee of CIJE Board	CIJE staff/consults	April 10 (Fri)	
4. Panel members complete reading of proposals	Panelists	April 13 (Mon)	1 week

<u>What</u>	<u>Who</u>	<u>When (End date)</u>	<u>How Long (wks)</u>
5. Members forward by fax score sheets/comments to CIJE for compilation. Includes: · Recommendeds, ranked with concerns/issues · Rejects (with reasons)	Panelists	April 13 (Mon)	
6. CIJE compiles score sheets /comments.	CIJE staff/consults	April 14 (Tues)	1 day
7. Teleconferences w/each of 3 panel	CIJE/panel	April 14 & 15	2 hours/each
NOTE: Pesach April 18-25 (Sat - Sat)			
8. CIJE staff ranks proposals and forwards recommendations to LC committee of CIJE Bd	CIJE staff/consults	April 22 (Wed)	1 week Overnight
9. LC committee meets and makes decisions on finalists	LC committee (Team leaders attend as resource)	April 29 (Wed)	
10. Announcements of finalists	CIJE staff/consults	May 5 (Tues)	

Final Proposal Preparation

<u>What</u>	<u>Who</u>	<u>When (End date)</u>	<u>How Long (wks)</u>
1. Notification forwarded to each finalist (by phone, follow up with letter)	CIJE staff/consults	May 5 (Tues)	
Rejection letter to others.		May 6 (Wed)	
Cite specific gaps, issues, concerns; forward to each finalist	CIJE staff/consults	May 14 (Thurs)	
NOTE: Shevuot June 7-8 (Sun - Mon)			
2. Site visit evaluation teams organized & scheduled	CIJE staff	June 18 (Wed)	
3. Final proposals due	LC finalists	June 30 (Tues)	8 weeks

Final Proposal Review

NOTES:

- Members of review panels for preliminary proposals will serve as core members of site visit teams to lead communities finalists.
- Mix and match teams for finalist site visits; site visit evaluators as a rule will visit 2 or 3 sites. Each site evaluation team includes 3 people. At an average of 2 to 3 sites/person means 10-12 people. A CIJE staff person/consultant will serve on each team. CIJE appoints team chair.
- Others may be added based on specific characteristics or claims of individual finalists.

QUESTION: Is there a site visit to every finalist community?

<u>What</u>	<u>Who</u>	<u>When (End date)</u>	<u>How Long (wks)</u>
A. Proposal Review			
1. Checklist review <ul style="list-style-type: none"> . Identify gaps, concerns, issues . Notify LC of gaps 	CIJE staff	July 7 (Tues)	1/2 week
2. Mail proposals with CIJE comments to site evaluation teams	Mailed by CIJE staff July 7		Overnight
Site visit protocol included with packet	Core panelists read all materials;		
	Other site evaluators review for their sites		
3. Teleconference prior to site visit. Site visits begin.	Each site visit team	July 14 (Tues)	1 week

NOTE: Shiva Asar B'Tammez July 19 (Sun)

<u>What</u>	<u>Who</u>	<u>When (End date)</u>	<u>How Long (wks)</u>
B. Site Visits			
4. Visits to LC finalist sites completed	Evaluation teams	July 24 (Fri)	2 days/each 2 weeks for all
5. Prepare site visit reports (Mostly checklist format) with recommendation	Team Leader	July 27 (Mon)	End of visit

C. Deliberations/Decisions

6. Core panel review, at CIJE offices . Recommendeds, ranked with concerns/issues . Rejects (with reasons)	Core panel, CIJE staff/consults	Aug 3-4 (Mon-Tues)	(2 day review meeting)
7. CIJE compiles recommendations /comments, and forwards to CIJE board	CIJE staff/consults	Aug 6 (Thurs)	Overnight

NOTE: Tisha B'Av Aug 9 (Sun)

8. LC committee meets to review recommendations	LC committee	Aug 11 (Tues)	
9. Recommendation package forwarded to CIJE Board	CIJE staff/consults	Aug 13 (Thurs)	
10. CIJE Board makes final decisions	CIJE board	Aug 19 (Wed)	
11. Announcements/award notifications	CIJE staff/consults	Aug 21 (Fri)	

[GINNY:

HERE IS A LETTER THAT I SENT TO THE SENIOR POLICY ADVISERS
PLEASE CIRCULATE TO STEERING COMMITTEE

THANKS

Barry

February 7, 1992

Dear ,

I am writing to you in your role as a Senior Policy Adviser for the Council for Initiatives in Jewish Education (CIJE). I have a specific request to ask of you, but let me first describe some of my recent work for the CIJE. As you know, I have been asked by the CIJE to head up the Best Practices Project, "an inventory of best educational practices in North America," as it was described in A Time to Act.

As you'll recall the primary purpose of this inventory is to aid the future work of the Council, particularly as it helps to develop the Lead Communities as "local laboratories for Jewish education." As the Lead Communities begin to devise their plans of action, the Best Practices inventory would offer a guide to successful programs and sites which could be adopted for use in particular Communities. The Best Practices inventory would become a compendium of Jewish educational excellence to which the Council staff could refer as it worked with the various Lead Communities.

As I reported at the last meeting of the Senior Policy Advisers, the Best Practices Project has begun its work by trying to locate examples of successful supplementary schools.

Last month I held a meeting with a group of our colleagues to help me think through the issue of best practices in regard to the supplementary school. The following people were part of the group:

Dr. Isa Aron, professor at Rhea Hirsch School of Education,
Hebrew Union College, Los Angeles

Dr. Sherry Blumberg, a professor of Jewish education at
Hebrew Union College, New York City

Ms. Gail Dorph, director of the Fingerhut School of Education
at the University of Judaism in Los Angeles

Ms. Carol Ingall, a member of the Commission and the former
director of the Providence BJE

--2

Ms. Vicky Kelman, long-time curriculum writer for the Melton Research Center

Dr. Samuel Heilman, professor of Sociology at Queens College, the leading anthropologist of contemporary Orthodox Jewry

Dr. Joseph Reimer, a professor of Jewish education at Brandeis University, who was ill at the time of the meeting, contributed an important memo outlining some of his recent research in this area.

Our goal in this meeting was to develop a set of criteria that could be used for locating examples of "best practice" in the area of the supplementary school. Through the lens of this set of criteria, we should be able to identify specific sites.

One of the important issues that emerged out of the meeting was the discussion of whether one could find best practice in a school that was not a "good" school. Are we looking for examples of good programs or examples of structures and systems in supplementary schools/synagogues? By and large the group strongly took the view that best practice is a term that should refer to examples of successful supplementary schools and that therefore the whole system of the school-- its personnel, its leadership, its commitments to inservice education, its working relations, and its connection to the synagogue in which it is housed-- is a major, if not the major factor in identifying an example for our inventory.

However, our group also wanted to recognize the fact that examples of good programming-- some of which might be very "translatable" to a Lead Community-- existed in schools that we might not deem "good". (For example, the supplementary school that runs a wonderful tzedakah program, but has lots of other problems in dealing with Jewish knowledge or content.) We would like such examples to appear in our inventory. Thus we would like to identify examples of best practice in the schoolwide sense and good programs in the localized sense we're using it here.

Here are some of the criteria that emerged out of our meeting and out of subsequent discussions, such as at the Senior Policy Advisers meeting last month:

A "best practice" supplementary school should be a place...:

I. Systemic Issues

- a. --with well articulated educational and "Jewish" goals
[What are those goals and by what means are they articulated? Meetings? Publications? Sermons?]
- b. --where stakeholders (such as parents, teachers, laypeople) are involved in the articulation or at least the validation, of these goals in an ongoing way
[What is the process by which this articulation and involvement happens?]
- c. --with shared communication and an ongoing vision
[How do we see this in the day to day life of the school?]
- d. --where one feels good to be there and students enjoy learning
[In what way do you see this? What is the atmosphere in classes? The nature of student behavior and "discipline"?]
- e. --where students continue their Jewish education after Bar/Bat Mitzvah
[Does the school have actual data about this?]

II. Curriculum and Instruction Issues

- a. --which takes curriculum seriously and has a serious, well-defined curriculum
[Is it a written curriculum? Do they use materials published by the denominational movements? By commercial publishers?]
- b. --and in which, therefore, students are learning real "content"
[Do you have a sense of what the students learn? About Jewish religious life and practice? Moral principles? History? Hebrew language? Israel, etc. In what way, if any, does the school monitor student progress?]
- c. --in which one sees interesting and "strong" teaching
[Is there a particular style of teaching that you see in the school? (Discussions? Lectures? Group work? etc.)
Who are the teachers? What is their Jewish educational background and preparation? What is their relationship to the students?
What is the stability of the staff over time? What does the school do to help new teachers enter the school?]

- d. --in which one sees attention given to "affective" experiences for children
[Is there occasion for "practice" in Jewish living or values? For example, is there a tzedakah project, an Israel project, a mitzvah project in the school? Is there a Junior congregation or other opportunity for experiencing prayer? Are there programs in the arts--music, dance, etc? Is there a retreat or shabbaton program for children?
- d. --with family or parent education programs
[What does the school do in this area? Do they use any specific materials or programs? (which ones?) How often does this happen? Is there a retreat or shabbaton program for families? Are parents required to engage in some kind of adult learning? In what way?]

III. Supervision Issues

- a. --which engages in regular serious inservice education and/or supervision of teachers
[Who does the supervision? What is it like? How regular is it? Does the school use outside consultants for inservice? Are teachers sent to inservice sessions? Where and in what way does this take place? Is there a retreat or shabbaton program for teachers?]
- b. --with an effective principal who serves as a true educational leader
[In what way does the principal demonstrate this leadership? How do the teachers...the parents....the rabbi perceive him/her?

The group recognized that not every one of these items would be in place in every school. In that case we would have an "ideal" school and that, of course, is not our agenda here. But some significant constellation of the above should be in place for a school to make it on to the inventory.

Finally, it was our sense that we do not need to find hundreds of examples of good supplementary schools. Even a dozen would help advance the cause of the Lead Community Project immensely.

--5

In addition our group defined certain specific Program areas that are worthy of particular attention. These may be part of a "good school" or they may be "stand-alone" examples that could also be of use to the Best Practices Project in the manner discussed above:

- Teaching Hebrew
- Teaching Israel
- Bar and Bat Mitzvah programs
- Successful post-Bar and Bat mitzvah programs
- Family education Programs
- Junior congregation programs

Aside from keeping you up to date on the work of the Council and this particular project, I am writing to ask your advice and suggestions as to particular supplementary schools that you think might make sense for us to investigate.

We are following the counsel offered in the Senior Policy Advisers meeting and have decided that we cannot merely create a list, but that we must actually document (at least to a modest extent) these particular institutions. Otherwise, the Lead Communities will have little guidance. The task of documentation means that some suggestions will have to go on the back burner for the next "round" of investigation. But we hope that we can begin to build up that list for our future work. I can't promise that every suggestion will immediately be pursued, but I do believe that developing a list of "candidates" for the future is very useful for our work.

If you pass on such suggestions of places-- either in writing or by calling me-- with a bit of description of why you think they ought to be included or if you could tell us about any "stand-alone" programs (see page 3 above) that we should investigate, I would be most appreciative.

Thanks very much.

Best wishes,

Barry Holtz
Project Director
Best Practices Project

f r training

lc update - AG

review struc of CISE

- AR - SE - BH

EG - AG
fr's

- I feel collegial

- resp for budget | accountable!
- for perf of fr's

- but not the boss in a substantive sense

- bds - over \$200,000 - ~ 1/2 sal/benet

- key item - travel budget \$30,000

- equipment - must decide ~~by today~~ this week

- clerical - \$7000 total

what's the pro? M&F - proposal included

- note - this yr is yr 1
we are beginning yr 2

- process & outcomes

- move on process now - keep outcomes in mind

- vision
- measurement

how pres to lc's?

- monitor progress
evaluate progress
feedback to lc's

^{potential}
- lc's are pleased

current situation - site visits nearly complete

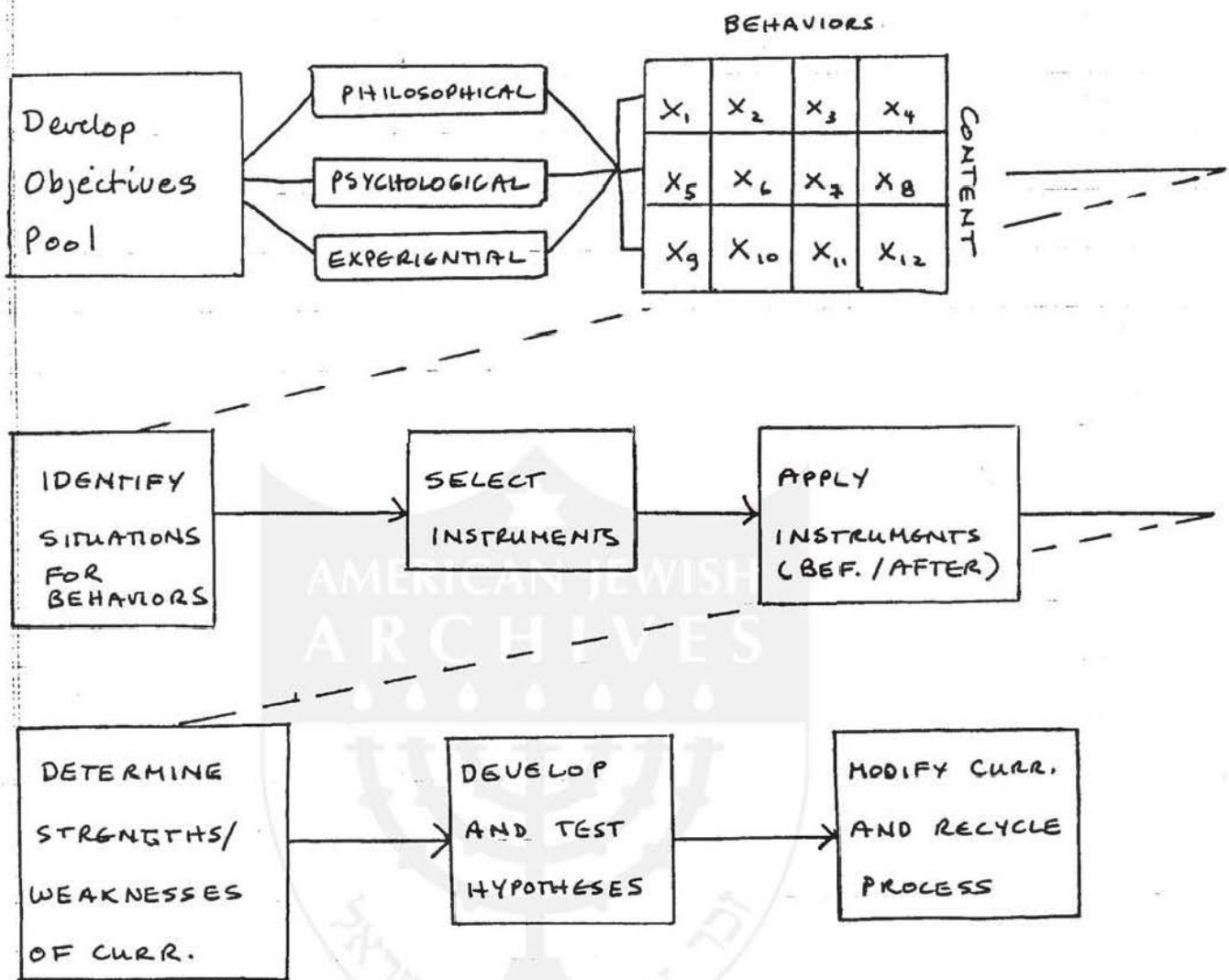
- you have prelim propos g's
(what think are strongest??)

- you also have 1 eg of packet prior to site visit

- still on schedule to announce Aug 25
- think in terms of traveling there for init mtgs shortly after

TYLER (1949)

OBJECTIVES



X = OBJECTIVES



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MEMO TO: Seymour Fox, Adam Gamoran, Mark Gurvis, Annette Hochstein,
Barry Holtz, Ann Klein, James Meier, Jack Ukeles

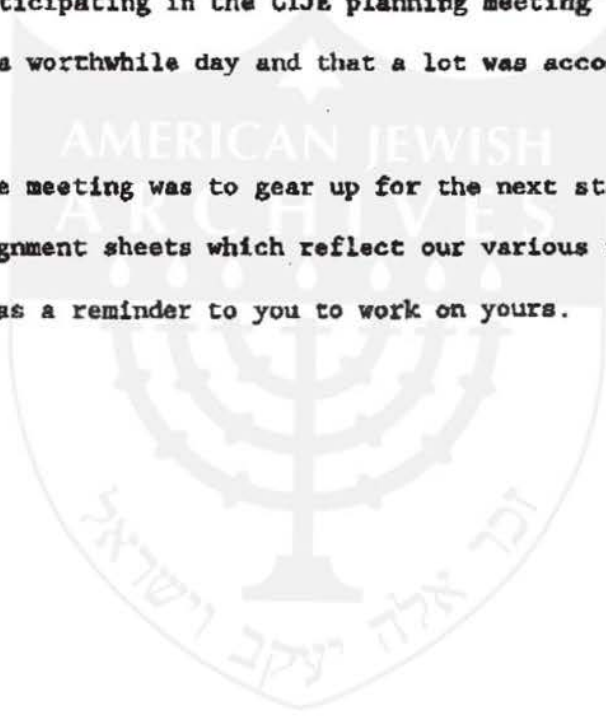
FROM: Shulamith Elster, Virginia Levi

DATE: February 12, 1992

COPY TO: Stephen H. Hoffman, Morton L. Mandel, Henry L. Zucker

Thank you for participating in the CIJE planning meeting last week. We feel that it was a worthwhile day and that a lot was accomplished.

The purpose of the meeting was to gear up for the next stages of our work. Attached are assignment sheets which reflect our various responsibilities and should serve as a reminder to you to work on yours.





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SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		SE	2/4/92	2/14/92	
2.	With VFL, review list of journals that received press release and follow up with a select number to encourage publication.		SE	2/4/92	2/14/92	
3.	With JM and JU, prepare an outline for the satellite telecon, including key messages we wish to communicate.		SE	2/4/92	2/18/92	
4.	Develop and circulate a list of proposed panelists for assignment to lead community review teams.		SE	2/4/92	2/18/92	
5.	Contact senior policy advisors and selected others from the denominations to encourage communities to participate in the telecon and apply to be lead communities.		SE	2/4/92	2/21/92	
6.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		SE	2/4/92	2/28/92	
7.	Contact campers to follow up on January 16 board meeting, solicit reactions to lead community materials and suggestions of communities to apply, and update on best practices.		SE	2/4/92	2/28/92	
	a. Bill Berman b. Gerald Cohen c. Irwin Field d. Arthur Green e. Neil Greenbaum f. Thomas Hausdorff g. Henry Koschitzky h. Mark Lainer i. Norman Lipoff j. S. Martin Lipset k. Matthew Maryles l. Florence Melton m. Melvin Merians n. Lester Pollack o. Bennett Yanowitz					



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CLJE STAFF

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
8.	Develop a preliminary plan to prepare seminars, continental agencies, and people at general universities to gear up to support lead communities.		SE	2/4/92	2/28/92	
9.	Discuss with SF and AH, the key elements for a paper on personnel in lead communities.		SE	2/4/92	3/6/92	
10.	With JM/JU, develop a first draft description of possible programs for implementation in lead communities and a cost range for each.		SE	2/4/92	3/16/92	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		SF	2/4/92	2/14/92	
2.	Send comments to AC on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		SF	2/4/92	2/28/92	
3.	Contact campers to follow up on January 16 board meeting, solicit reactions to lead community materials and suggestions of communities to apply, and update on best practices. a. Alfred Gottschalk b. David Hirschhorn c. Isadore Twersky		SF	2/4/92	2/28/92	
4.	With AH, prepare a brief paper outlining the content of lead communities.		SF	2/4/92	3/6/92	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE GAMORAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		AG	2/4/92	2/14/92	
2.	Incorporate suggestions into position description and announcement for field researchers, for final review by SHH.		AG	2/4/92	3/6/92	
3.	Talk with SE, SF, BH and JU about a test of basic Jewish literacy for use in establishing a baseline.		AG	2/4/92	TBD	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE GURVIS ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		MC	2/4/92	2/14/92	
2.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		MG	2/4/92	2/28/92	
3.	Prepare an update of the paper done for the Israel seminar on involving community in lead communities, based on the discussion at the 2/4 meeting.		MG	2/4/92	3/6/92	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		AH	2/4/92	2/14/92	
2.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		AH	2/4/92	2/28/92	
3.	Contact campers to follow up on January 16 board meeting, solicit reactions to lead community materials and suggestions of communities to apply, and update on best practices.		AH	2/4/92	2/28/92	
	a. David Arnow b. Charles Bronfman c. Ludwig Jesselson d. Norman Lamm e. Esther Leah Ritz f. Ismar Schorsch					
4.	With SF, prepare a brief paper outlining the content of lead communities.		AH	2/4/92	3/6/92	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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 FOR GUIDELINES ON THE COMPLETION
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

ORIGINATOR

VFL

DATE

2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		SHH	2/4/92	2/14/92	
2.	Contact campers to follow up on January 16 board meeting, solicit reactions to lead community materials and suggestions of communities to apply, and update on best practices.		SHH	2/4/92	2/28/92	
	a. Chuck Ratner					
3.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		SHH	2/4/92	2/28/92	
4.	With HLZ, SF, and AH, determine the funding CIJE will need to launch and support lead communities and how the funds will be raised. Consider the role of CIJE as "jump start" funder.		SHH	2/4/92	3/6/92	
5.	Begin to consider an agenda for the next CIJE board meeting and whether to include funding of lead communities.		SHH	2/4/92	3/16/92	
6.	In consultation with staff, draft an outline of planning assignments and a management plan for CIJE.		SHH	2/4/92	4/30/92	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73890 (REV. 10/90) PRINTED IN U.S.A.

SEE MANAGEMENT MANUAL POLICY NO. 5.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		BH	2/4/92	2/14/92	
2.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		BH	2/4/92	2/28/92	

AMERICAN JEWISH ARCHIVES





PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CLJE STAFF

SUBJECT/OBJECTIVE KLEIN ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		AGK	2/4/92	2/14/92	
2.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		AGK	2/4/92	2/28/92	

AMERICAN JEWISH
ARCHIVES



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

72890 (REV. 10/90) PRINTED IN U.S.A.

 SEE MANAGEMENT MANUAL POLICY NO. 6.5
 FOR GUIDELINES ON THE COMPLETION
 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review list of potential questions for the satellite telecon, suggest additional questions, and suggest responses to JM.		VFL	2/4/92	2/14/92	
2.	With SE, review list of journals that received press release and follow up with the select number to encourage publication.		VFL	2/4/92	2/14/92	
3.	Work with HLZ on the appointment of a chair for the board lead communities committee, followed by the appointment of the committee.		VFL	2/4/92	2/21/92	
4.	Talk with Art Rotman about resuming JCCA clipping service.		VFL	2/4/92	2/21/92	
5.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		VFL	2/4/92	2/28/92	
6.	Work to schedule board meeting for late summer.		VFL	2/4/92	TBD	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FOR GUIDELINES ON THE COMPLETION
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FUNCTION	CIJE STAFF
SUBJECT/OBJECTIVE	MEIER & UKELES ASSIGNMENTS
ORIGINATOR	VFL
DATE	2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With SE, prepare an outline for the satellite telecon, including key messages we wish to communicate.		JM	2/4/92	2/18/92	
2.	Develop concept of line of credit/talent bank for lead communities.		JM	2/4/92	2/28/92	
3.	Send comments to AG on the position announcement and position description for field researchers and suggest people and places to receive the announcements.		JM/ JU	2/4/92	2/28/92	
4.	With SE, develop a first draft description of possible programs for implementation in lead communities and a cost range for each.		JM/ JU	2/4/92	3/20/92	
5.	Design a performance management system for lead communities, including key indicators of progress, and develop a manual for how to evaluate progress.		JM/ JU	2/4/92	4/30/92	



PREMIER INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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SEE MANAGEMENT MANUAL POLICY NO. 8.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR

VFL

DATE 2/12/92

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact campers to follow up on January 16 board meeting, solicit reactions to lead community materials and suggestions of communities to apply, and update on best practices.</p> <p> a. John Colman b. Maurice Corson c. Max Fisher d. Charles Goodman </p>		HLZ	2/4/92	2/28/92	

Memorandum

TO: Annette Hochstein
FROM: Shulamith Elster
RE: Field Researchers: Monitoring, Evaluation and Feedback
DATE: June 5, 1992

In advance of the interviews (June 14 and 15), Adam and I want to discuss with you the following issues related to the terms of employment of the field researchers:

1. Length of employment
 - one year (or more) July 1st - June 30th? August 1 - July 31?
 - date by which decision will be made about continued employment *AM 15*
2. Compensation
 - base salary
 - customary benefits (health plan: What health plan can they join - Cleveland Federation? CJF? Premier Foundation? other?)
3. Vacation/ time off
 - Jewish and legal holidays
 - vacation: one month (?) *during summer*
4. Supervision
 - for whom do field researchers work
 - who is responsible for performance evaluation
 - Where do they work? Office and clerical support?
5. Expenses
 - reimbursement for specific items *travel, phone, copies*
 - how is this handled
6. Contract or letter of employment
 - who drafts
 - who signs
 - when issued: start date - July 1st?

IMPORTANT: The most promising of the candidates are not as "well-versed in the Jewish community and/or Jewish education" (Adam's words) as we would want. He has reviewed all of the files again to see if there are more candidates to place in the finalist group. At the moment, two of the more promising of the people we will see in June are not Jewish. I think it very important that we discuss this issue. *- request as solution*

Can we schedule a telecon for the three of us next week? Will you let me know some good times Tuesday or Wednesday or Thursday morning no later than 11 A.M./EST and I will clear them with Adam and get back to you.

S.

5/33 re: interviews

cc: Adam Gamoran

CROMBACH (1963)

DECISIONS

1. WHO ARE DECISION MAKERS?
2. WHAT DECISIONS DO THEY MAKE?
3. WHAT CRITERIA ARE USED?
4. HOW CAN REFINEMENTS OCCUR DURING PROCESS?

SCRIVEN (1967)

1. FORMATIVE VS. SUMMATIVE
(IMPROVE) (JUDGE)
2. PROFESSIONAL VS. AMATEUR
3. GOAL ACHIEVEMENT VS. WORTH OF GOALS
4. PROCESS VS. OUTCOME
5. COMPARATIVE VS. NON-COMPARATIVE STUDIES

EISNER (1969)

METAPHOR

1. OBJECTIVES BASED ON METAPHORS

A. INDUSTRIAL

B. BEHAVIORAL

INSTRUCTIONAL

C. BIOLOGICAL

(developmental)

EXPRESSIVE

2. TYLER'S MODEL REFLECTS A AND B; TEACHERS ARE INFLUENCED BY C.

3. EXPRESSIVE OBJECTIVES NOT REDUCIBLE TO COMMON STANDARDS.

4. EVALUATION OF EXPRESSIVE OBJECTIVES REQUIRES REFLECTION TO REVEAL UNIQUENESS AND SIGNIFICANCE OF PRODUCT.

Method relies on credibility of evaluator
not clear what evaluator is supposed to do
reader can just dismiss the eval

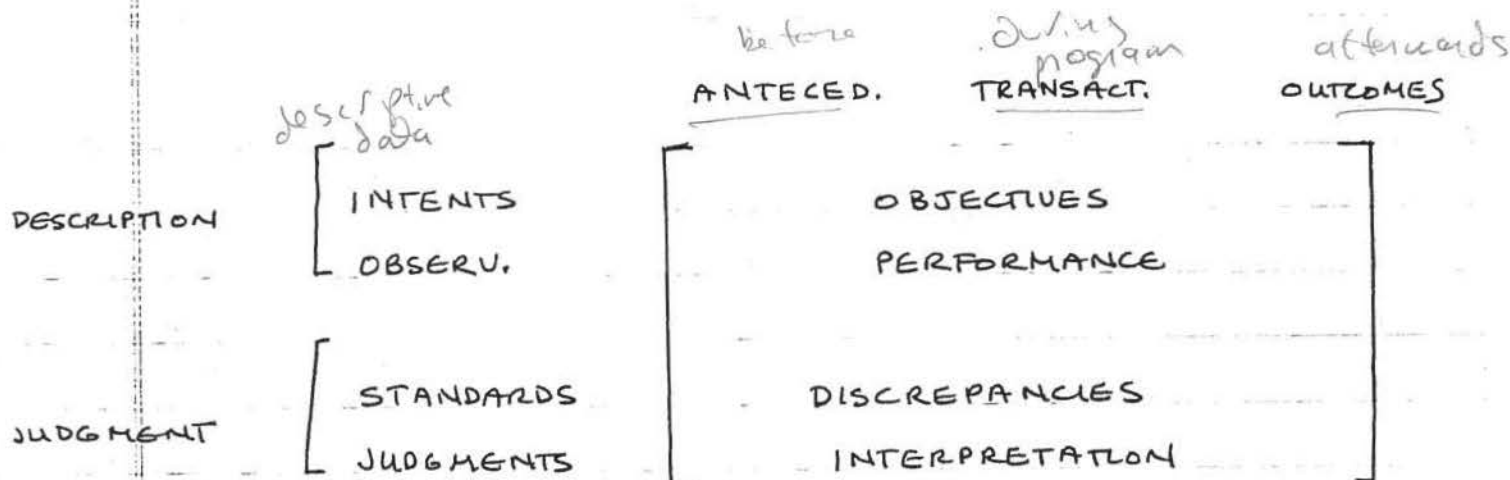
cultural issue

contributes to basis for reflection process

puts teacher center-stage - as a whole

STAKE (1967)

COUNTENANCE MODEL (OBJECTIVES)



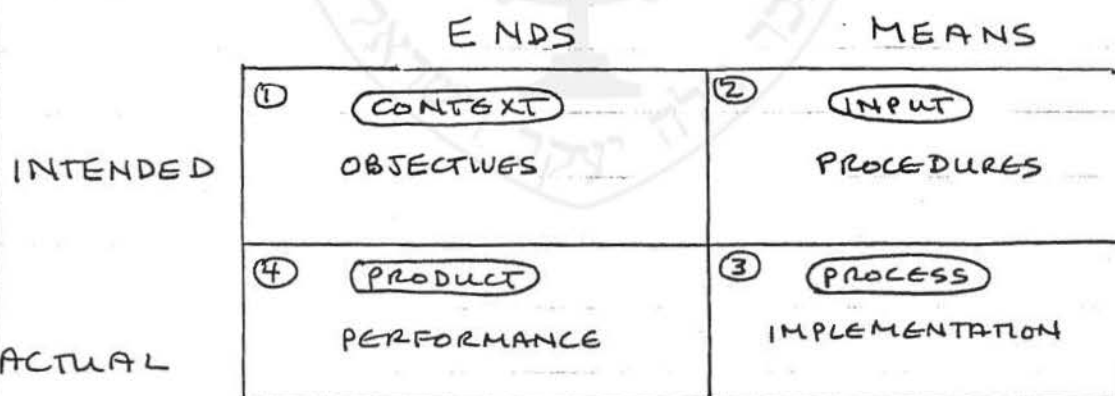
AMERICAN JEWISH
ARCHIVES

STUFFLEBEAM (1971)

CIPP

(DECISIONS)

- decision-based model



- ① OBJECTIVES DETERMINED THROUGH PLANNING DECISIONS
- ② INPUT EVAL. ASSESSES ALTERNATIVE MEANS
- ③ ACTUAL MEANS DETERMINED THROUGH IMPLEMENTING DECISIONS
- ④ ACTUAL ENDS LEAD TO RECYCLING DECISIONS

latest thinking - ass-mps of consensus are problematic

Questions on Being Jewish in North American Society

1. Is it lawful for Jews to marry more than one wife?
2. Is divorce allowed by the Jewish Religion? Is divorce valid when not pronounced by courts of justice by virtue of laws in contradiction with those of the French Code?
3. Can a Jewess marry a Christian and a Jew a Christian woman? Or does the law allow the Jews to marry only among themselves?
4. In the eyes of Jews, are Frenchmen considered as their brethren? Or are they considered as strangers?
5. In either case, what line of conduct does their law [Jewish law] prescribe towards Frenchmen not their religion?
6. Do Jews born in France, and treated by the laws as French citizens, consider France their country? Are they bound to defend it? Are they bound to obey the laws and to conform to the dispositions of civil code?
7. Who names the Rabbis?
8. What police jurisdiction do Rabbis exercise among the Jews? What judicial power do they enjoy among them?
9. Are these forms of Election, and that police-jurisdiction, regulated by law, or are they only sanctioned by custom?
10. Are there professions which the law of the Jews forbids them from exercising?
11. Does the law forbid the Jews from taking usury from their brethren?
12. Does it forbid or does it allow to take usury from stranger?

THE ALEF BET OF JEWISH EDUCATION

Jewish Educational Institutions

institutes of higher Jewish learning i.e. Cleveland College of Judaic Studies
BJE - Board or Bureau of Jewish Education (sometimes called a Central Agency of Jewish Education)
JESNA - Jewish Educational Service of North America (continental super-structure of the BJE)
supplementary or congregational schools (there are a few supplementary schools that are community based or cultural Judaism based)
o religious school, Sunday school and Hebrew school are names commonly used
day schools (affiliated with congregations, movement affiliated, communal)
Jewish pre-schools
Camp Ramah (Conservative camps throughout North America)
UAHC Camps (Reform camps throughout North America)
Zionist camps
Jewish Community Center camps
Jewish Community Centers
yeshiva or Kollel (Orthodox institutes for adult learning on Jewish Life - there is a Reform Kollel in Toronto)
Hillel (located on university campuses)

Institutions Granting a Degree in Jewish Education

HUC - JIR Hebrew Union College Jewish Institute of Religion (Reform)
Los Angeles - Rhea Hirsch School of Education
New York
University of Judaism in Los Angeles (Conservative)
JTS Jewish Theological Seminary in New York (Conservative)
Yeshiva University in New York (Orthodox)
Graetz College in Philadelphia
Boston Hebrew College
Spertus College of Judaica (Chicago)
Baltimore Hebrew College
Cleveland College of Judaic Studies
Brandeis University - Hornstein Program
Emory University (Atlanta)
Stanford University
McGill University (Montreal)

Professional Organizations

NATE National Association of Temple Educators (Reform)
education directors and other supervisors
JEA Jewish Educators Assembly (Conservative)
education directors and other supervisors
BJE Directors (heads of Bureaus and Boards of Jewish Education)
CAJE Coalition for the Advancement of Jewish Education
all educators defined as transmitter of Jewish education
Solomon Schechter Day School Directors (Conservative Day School
Directors)

Jewish Educational Materials Publishers in North America

KTAV
Behrman House
Torah Aura
A.R.E. (Alternatives in Religious Education)
UAHC Press (Reform)
Melton Center in NYC (Conservative)
United Synagogue Press (Conservative)
Torah U'Mesorah (Orthodox)
Reconstructionist Press
The Learning Plant
Kar-Ben Copies
Davka (computer software)

Journals

Melton Center Journal, Melton Center, NYC
Jewish Education News, CAJE (journal and newsletter)
Pedagogic Reporter, JESNA (Jewish Educational Service of North
America) - no longer in print
Compass, UAHC Press (Reform)
Jewish Education, Council for Jewish Education

Other Publications

Noah's Ark, independent, for primary grades
Shofar Magazine, independent, for fourth through sixth graders
Bikkurim, CAJE, collection of classroom activities and program
ideas
Curriculum on a theme, CAJE

Stimulus Probe #4: Teachers

These descriptions of teacher reflect the people who do teach in the Reform supplementary schools throughout North America. Read through the descriptions.

1. A university student majoring in Judaica, Daniel wants to teach in your school. He says it keeps him connected with the Jewish community. He did not much like his own religious school training but he was active in youth group. Now is his chance to change things. Besides, earning a little pocket money is desirable.
2. Sheila comes with a Bachelors Degree in Education. She has taught grade three in the public school system for 10 years. She attended a supplementary religious school through Confirmation. She never had a Bat Mitzvah and reads no Hebrew. She is a member of your congregation.
3. One of your best congregational volunteers, Debbie, comes to you about teaching in the religious school. She has been on the school committee, Board of Trustees, and served on numerous other committees. She is great at organizing programs. She has a wonderful rapport with people of all ages in a variety of situations. She has no formal educational background. Her enthusiasm for this task is evident.
4. Mark is a lawyer in his late twenties, early thirties. He feels that he wants to contribute something to the Jewish community and humanity other than being a lawyer. He is interested in the relationship between Jewish law and Canadian/American law. He did some work in this area in school. Other than having been a day-camp counselor, he has never worked with children.
5. Shoshie attended a community day school through grade 6. She attended a UAHC camp for ten years, including a year as a counselor in training. She had her Bat Mitzvah at a Reform congregation. She just had her first child. She wants to go back to doing some work. She has never taught. She is getting to like children more and more each day.
6. Susie works in the mornings at a reputable pre-school, but not a Jewish pre-school. She is a member of a traditional congregation. She has children ages 7 and 9. She attended a supplementary congregational school through age 13, although she never had a Bat Mitzvah.
7. Chedva is an Israeli who came to Canada two years ago. Her English is intelligible. She has no educational background. She does have a good rapport with people. She is enthusiastic and willing to learn.

8. Harriet has taught in your school for 20 plus years. She comes with no formal educational training, and minimal Judaic background. She does not like trying out new things in the classroom. She loves her "children." They are an important part of her life.

X 9. Chaya is an Israeli who has lived in Canada for 15 years. She went through a teacher training programme in Israel. She has been in a synagogue sanctuary maybe five times since moving to Canada. She is stubborn, and some times outspoken in and out of the classroom.

[Turn on the tape recorder.]

[Say: "Referring to this list of teacher profiles as appropriate, answer these questions:"]

- o Select the three teachers whom you most want to hire for next year in your school? Why do you think these three would be the most desirable or effective teachers?
- o Select the three teachers whom you least like to hire for next year in your school? Why do you think these would be the least desirable or effective teachers?
- o List the criteria which are important to you in the selection of teachers.
- o What are important questions that you think all individuals wanting to teach should be asked in an interview?
- o Select the three teachers who most typify your present teaching staff. Why do you think these three most typify your teaching staff?

JEWISH COMMUNAL INSTITUTIONS

Federation

Goals:

- o raise money for Israel
- o raise money for Jewish communal life
- o plan for Jewish communal life
- o arrange for (sometimes implement) Jewish communal programs
- o be the Jewish address in and outside of the community
- o represent all the Jews of the community

Services:

- o annual fundraising campaigns
 - Women's Division
 - Professions
 - Super Sunday
- o allocate monies to Israel
- o allocate monies to communal agencies
 - o largest recipients:
 - Jewish Home for the Elderly
 - Jewish Community Center(s)
 - o day and overnight camps
 - Jewish Children and Family Services
 - Board of Jewish Education
 - o day schools
 - o other recipients of note:
 - Hillel Foundation
 - B'nai Brith Youth Groups
- o provide grants for special projects
- o create endowment funds
- o community relations council for work with non-Jewish world
- o Jewish newspaper
- o do community planning including demographic studies

Jewish Home for the Elderly

Goals:

- o to provide affordable housing for the Jewish elderly
- o to provide housing in a Jewish environment
- o to provide health care for the Jewish elderly

Services:

- o low income apartments
- o full nursing care
- o occupational therapy
- o religious services
- o Kosher food

Jewish Community Center

Goals:

- o to be a place where Jews from the community can gather and meet one another
- o to provide places for leisure time activities and recreation
- o to provide services to constituents of the Jewish community

Services:

- o recreational facilities like gymnasium, pool, tennis courts
- o physical therapy centers
- o fitness classes
- o meals and programs both educational and recreational for the elderly
- o Jewish pre-school
- o after school classes in art, theater, and sports
- o provide full day care for infants and children
- o adult education courses
- o workshops on the holidays for families
- o Israel day festival
- o house Jewish day school
- o run a summer day camp
- o run an overnight camp
- o plan community wide activities like plays, Jewish book fair, Israel Independence day celebration
- o host on stage Jewish musicians, dancers, plays, speakers
- o resettlement: English courses

Jewish Children and Family Services

Goals:

- o to provide for the physical and mental welfare of children and families

Services:

- o meals on wheels to the elderly
- o loans and cash for food, clothing and shelter
- o scholarships to attend Jewish camps and university

- o individual and/or family counseling
- o support groups for AIDS, widows, job lose, etc.
- o vocational counseling and placement
 - o head hunting
- o big brother/big sister programs
- o educational sessions on issues like dealing with aging parents, the homeless, etc.
- o pre-marital and marital counseling
 - o work with rabbis on conversion
- o resettlement of immigrants
- o advocacy
- o networking with other human resources

Board of Jewish Education

Goals:

- o To assist in professional/teacher development.
- o To monitor the quality of Jewish education in the community.
- o To provide educational resources both human and materials to the community.
- o To help coordinate Jewish educational efforts in the community.
- o To bring together Jewish educators with common needs and interests.

Services:

- o library
- o media center
- o teacher resource center
- o consulting
- o curriculum
- o community wide teacher training day
- o teacher training/professional development workshops
- o classes for children with special needs
- o community Hebrew high school
- o Education Director's council
- o community wide trips to Israel for teenagers
 - o scholarship funds for sending youth to Israel
- o funds for sending teachers to professional development opportunities in Israel such as the Melton Centre at Hebrew University and in the U.S. such as the annual CAJE conference
- o coordinating community wide activities for youth
- o programs for teenagers
- o community wide adult education courses

Synagogues

Goals:

- o To serve the spiritual, religious and life cycle needs of people.
- o To provide a Jewish education for children and adults.
- o To deepen commitment to living a Jewish way of life.
- o To make people feel members of the Jewish community.
- o To provide an opportunity for its members to embody the ideals of Judaism.

Services:

- o prayer services daily, Shabbat, and holidays
- o life cycle services
- o counseling especially related to the life cycles
- o supplementary or congregational school
- o courses in adult education
 - o courses for Jews by Choice (converts)
- o choir
- o clerical linkage to non-Jewish community
- o family education
- o pre-school education
- o child care
- o day school
- o cultural events
- o Sisterhood and Brotherhood
- o fundraising
- o social action in the community
- o youth groups
- o outreach to college students
- o support groups
- o programming for the elderly
- o social events
- o chavurot
- o retreats
- o summer day camp
- o summer and weekend overnight camp
- o young professionals group

Day Schools

Goals:

- o To provide quality Jewish education and secular education for children.
- o To enhance commitment to living a Jewish way of life - increase knowledge and affect practice.

(There is a difference between day schools which are affiliates of one of the movements and community day schools which favor no particular ideology.)

Services:

- o secular education courses
- o courses for Hebrew proficiency
- o courses in Judaic studies
- o courses aimed at affecting Jewish practice
- o prayer services
- o kosher eating facilities

Community Organizations

These generally fall into these categories with some overlap:

Israel organizations - fundraising and educational

Hadassah

WZO (World Zionist Organization)

Friends of Hebrew University

Women's organizations - fundraising, educational, social, social service

NCJW (National Council of Jewish Women)

B'nai Brith Women

ORT

Hadassah

Social Action organizations - fundraising, advocacy, education, direct service

JDC (Joint Distribution Committee) help Jewish refugees

AAEJ (American Association for Ethiopian Jewry)

NCJW (National Council of Jewish Women)

AJC (American Jewish Committee) create understanding between Jews and gentiles

ADL (Anti-Defamation League) monitor and deal with anti-Semitism

Mazon - foundation for ending world hunger

Youth Organizations - social and educational programming for youth

NFTY (National Federation of Temple Youth) - Reform

USY (United Synagogue Youth) - Conservative

Young Judea - secular Zionist

B'nai Brith Girls and Boys - social

Political Organizations

AIPAC (American Israel Political Action Committee)

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Aliyah Orgs.
Antiques & Antique Judaica
Apartments & Condominiums
Arbitration—see Bet Din
Architects: Synagogue
Archives & Archival Institutions
Arks: Tapestry
Army
Art Galleries & Art
Artists
Audiovisual Materials
- B**
Bakeries: Retail
Bakeries: Wholesale
Banks: Israel
Bath: Designers & Makers
Beauty Supplies
Bet Din: Jewish Courts & Arbitration
 Committees
Beverages
Big Brother/Big Sister Orgs.
Bikur Holim Societies:
 Visiting the Sick Societies
Blind Homes & Orgs.
Bnai Brith Hillel Foundations &
 Counselorships
Boards of Jewish Education
Boards of Rabbis
Bonds
Book Clubs & Services
Bookstores
Bookstores: Yiddish
Braille—see Blind Homes & Orgs.
Burial Societies
Butchers—
 see Meat Dealers: Retail
- C**
Calendars
Calligraphers
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Camps: Emotionally Handicapped
Camps: Israel
Camps: Tours
Candy
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Caterers
Chalav Yisroel—see Dairy Products
Charitable Orgs.: Israel
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Choirs & Chorales
Choreographers
Coins & Medals: Israeli
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- D**
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Dance: Israeli Folk Dancing
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Educators' Orgs.
Electrical Products
Employment Agencies & Services
Entertainment
Etrog—see Sukkot Supplies
- F**
Federations, Welfare Funds &
 Community Councils
Film Makers
Films: Yiddish
Food Co-ops: Kosher
Foods: Prepared
Foster Homes—
 see Children's Homes & Services
Free Clothes
Free Loans
Free Shelter
Freight
Fund Raising
Funeral Directors
- G**
Games & Toys
Genealogy
Genetic Diseases
Gift Services & Mail Order
Gift Shops
Graphic Artists
Greeting Cards
- H**
Hasidic Centers
Havurot
Health—see Nutrition & Health
Hillels—
 see Bnai Brith Hillel Foundations
 & Counselorships
Hevra Kadishas—
 see Burial Societies
Historical Societies
Hotels & Motels
Hot Lines
- I**
Information Bureaus
Investment: Israel
Invitations—see Printers
Israel Bonds—see Bonds
Israel Programs—see Aliyah Orgs.:
 Travel, Travel Programs,
 Tours & Tour Services
Israel-Centered Orgs.
- J**
Jewelry
Jewish Community Centers—
 see Community Centers
Jewish Family & Children's Services
- K**
Kashrut Supervision & Information
Ketubbot
- L**
Labor Orgs.—see Professional Orgs.
Law & Legal Services
Learning Disability Programs &
 Facilities
Lecture Bureaus
Libraries
Lulav & Etrog—see Sukkot Supplies
- M**
Macrame Designers
Mailing Service
Marriage & Family Counseling
Matzoh Bakeries—
 see Passover Products
Mausoleums
Meals on Wheels
Meat Dealers: Retail
Meat Dealers: Wholesale
Medals—see Coins & Medals: Israeli
Medical Centers
Memorial Information
Mikvehs
Milk—see Dairy Products
Minyanim
Monuments
Museums
Music
- N**
Needlepoint Designers
Newspapers: Anglo-Jewish
Newspapers: Hebrew & Israeli
Newspapers:
 Yiddish & Foreign Language
Newspapers and News Syndicates
Newspapers & Periodicals:
 Student & Young Adult
News Services & Syndicates
Nursing Homes, Rest Homes & Old
 Age Homes
Nutrition & Health
- O**
Old Age Homes—
 see Nursing Homes, Rest Homes
 & Old Age Homes
Orchestra
Overseas Aid
- P**
Painters
Parcels
Parchment Paper
Passover Products
Periodicals: English
Periodicals: Foreign Language
Periodicals: Historical & Scholarly
Periodicals:
 Israeli & Israel-Centered
Periodicals: Yiddish
Philatelic Orgs.—
 see Stamp Collector Orgs. &
 Exhibits
Photographers
Plaques
Plays
Poets
Poor / Elderly
Potters
Prepared Foods—see Foods:
 Prepared
Printers
Prisoners
Professional Orgs.
Publishers
Puppetry
- R**
Rabbinical Orgs.
Radio
Records & Sheet Music: Yiddish
Records & Tapes
Religious Gifts & Supplies
Religious Orgs.
Restaurants: Vegetarian
Restaurants & Delicatessens
Rest Homes—
 see Nursing Homes,
 Rest Homes & Old Age Homes
Retirement Homes
Retreat Centers & Sites
Rubber Stamps
- S**
Schools: Day
Schools: Special
Schools: Teacher Training
Scientific Orgs.
Scribal Artists—see Calligraphers
Sculptors
Sea Travel
Senior Citizens
Shatnez Labs
Shofars
Singles
Social, Communal / Fraternal Orgs.
Sofrim—see Calligraphers
Soviet Jewry Orgs.
Stamp Collector Orgs. & Exhibits
Stamps: Retail
Statistical Bureaus
Stemware
Stocks—see Bonds
Streimels
Storytellers
Student / Young Adult / Youth Orgs.
Sukkot Supplies
Synagogues
Synagogue Architects—
 see Architects: Synagogue
Synagogue Bulletins
Synagogue Exteriors—
 see Architects: Synagogue
Synagogue Interiors
- T**
Tallitot & Kippot
Tape Repair
Tapestry—see Arks: Tapestry
Teachers: Art
Tefillin Polish
Theater
Theater: Directors
Theater: Yiddish
Travel, Travel Programs, Tours &
 Tour Services
Typewriters
- V**
Vocational Services & Affiliated
 Agencies
- W**
Watches
Weavers
Wines & Spirits
Women's Orgs.
- Y**
Yeshivas
Yiddish & Ladino Orgs.

THE SECOND JEWISH CATALOG, SHARON AND MICHAEL
 STRASSFELD, JPS, 1976

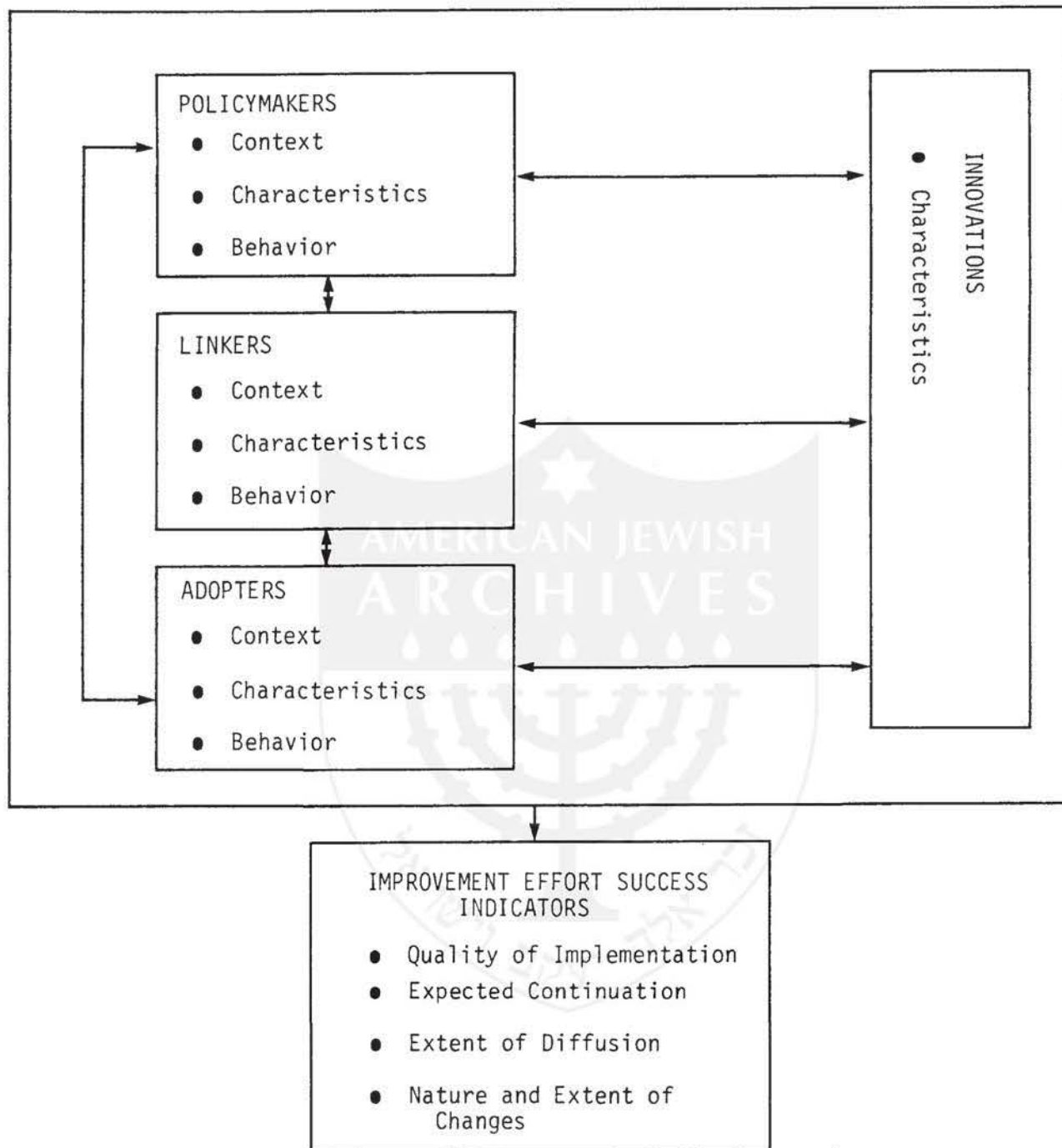


Figure 2a Conceptual Framework for a Study of the Dissemination of Educational Innovations

SOURCE: The Network, Inc. (1979). Reprinted by permission.

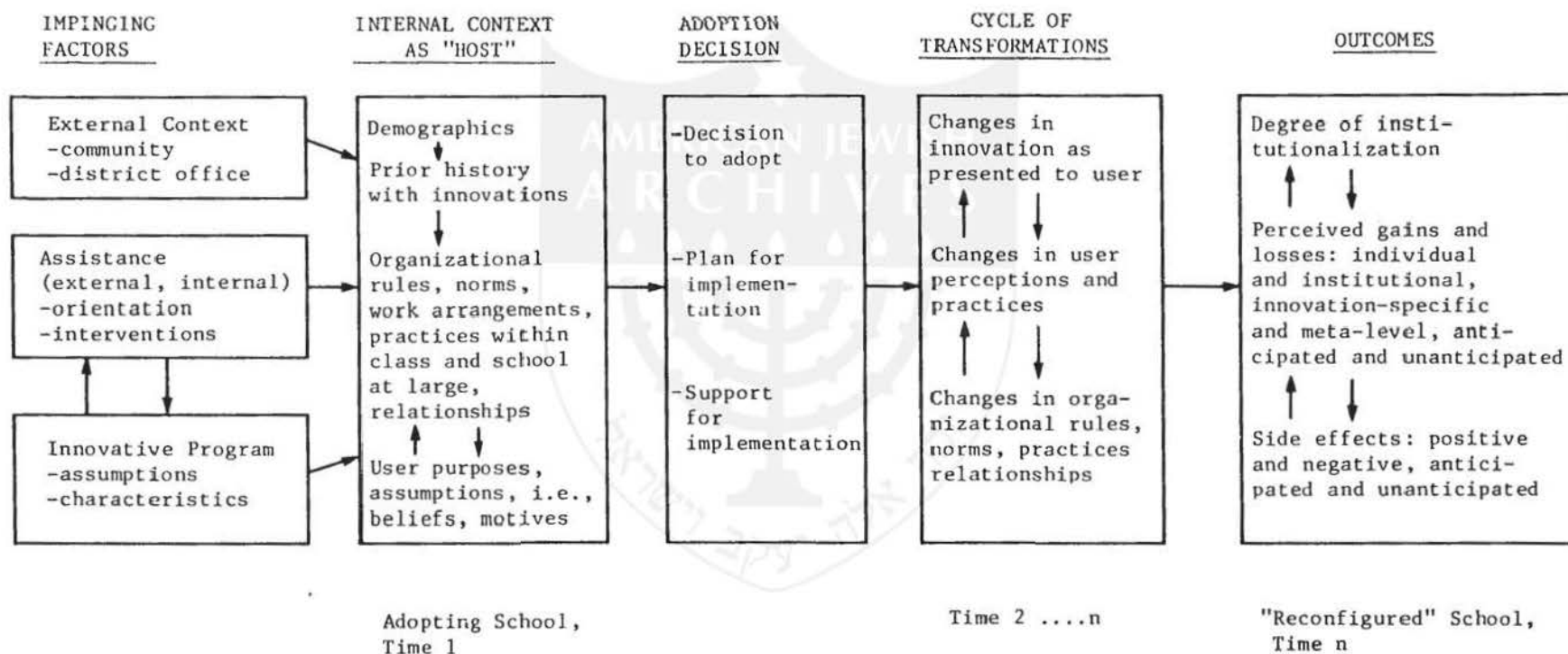


Figure 3 Conceptual Framework for a Multiple-Site "School Improvement" Field Study (initial version)

Friday afternoon, June 5th

Dear Adam, Barry and Isa,

I thought I would take a few minutes to bring you all up-to-date on the Lead Communities Project. I know that you've kept in touch with one another about your respective projects. I've had conversations with each of you about a wide range of CIJE business but I think it important to keep up informed of what is happening with this our "centerpiece" project.

This afternoon at 3 the Lead Communities Committee of the Board, chaired by Chuck Ratner and staffed by Art Rotman, will meet via telecon to identify the 8-10 finalist communities from the 23 applicants. The committee members are: Mel Merians, Lester Pollack, Mark Lanier, Tim Hausdorff, Charles Bronfman and David Hirschhorn. They have the results of the work of the 3 review panels, summaries of the proposals and additional information about each of the communities. Among the issues they will have to consider is the distribution of these communities- regions of the US and Canada, size of communities.

I was not certain how the review process would work out. Jim Meier and Jack developed a fine process, good materials and thus far it has worked very well. I've learned a good deal from them both. The panelists were just terrific. They worked thoroughly, thoughtfully and put in lots of time on the project. Panelists were: Sylvia Ettenberg, Sara Lee, Richard Joel, Alvin Schiff, Bob Abramson, Peter Geffen, Mark Gurvis, Mark Berger, Eliot Spack, Lonny Rubin, Jon Woocher, David Dubin.

The next step will be to ask the finalist communities to elaborate on their proposals, answer specific questions and concerns that emerge from the preliminary one and prepare for a site visit. I will visit each of the finalist communities with a member of the lay committee and an educator/professional.

The committee will meet next on August 24th the day before the Board meeting to determine the 3 communities. Obviously, there is alot to consider and do between now and August 24th.

I'll let you know as soon as I know about the finalist communities and will welcome your comments about people and programs with which you are familiar.

The enclosed article from Education Week did make me feel a little better about our progress.

AD. INVE CH NIP RE

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Honorary Chair
Max M. Fisher

Chair
Morton L. Mandel

Chief Education Officer
and Acting Director
Dr. Shulamith Elster

TO: Senior Policy Advisors
FROM: Morton L. Mandel
SUBJECT: Update on CIJE Activities
DATE: June 16, 1992

I am pleased to report on the fine progress the CIJE has made in the six months since our last meeting in January.

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.

I am appreciative of your participation and ongoing assistance to the staff and consultants of the CIJE. Your helpful suggestions and guidance have informed our work. Plans are now under way for a meeting of the advisors in mid-September.



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