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**MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.**

Series D: Adam Gamoran Papers. 1991–2008.

Subseries 2: CIJE Meeting and Planning Files, 1991–1999.

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Box  
64

Folder  
1

Minutes, correspondence, and notes. Workplan drafts,  
January 1996-October 1996.

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*Chair*  
Morton Mandel

January 3, 1996

*Vice Chairs*  
Billie Gold  
Ann Kaufman  
Matthew Maryles  
Maynard Wishner

Adam Gamoran  
University of Wisconsin  
2444 Social Science  
Madsion, WI 53706

*Honorary Chair*  
Max Fisher

Dear Adam:

*Board*  
David Arnow  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
John Colman  
Maurice Corson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
David Hirschhorn  
Gershon Kekst  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Marvin Lender  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Melvin Merians  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
William Schatten  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

I am delighted that you were able to attend the November CIJE Board meeting. As you know, the meeting's centerpiece was the critical role of leadership in revitalizing Jewish educational institutions. In 1996, CIJE will expand our current work and initiate new programs in this essential area. The minutes of that meeting are enclosed.

Building on the success of our 1994 leadership institute, CIJE and Harvard University will hold the next principals' leadership institute in March, titled "Leadership and Vision for Jewish Education." We are also entering the second year of our project, "Transforming the Supplementary School Educator," with the support of the Nathan Cummings Foundation. In Jerusalem this summer, we will begin an exciting collaboration with leading Jewish professors of education from American universities, enabling us to draw on cutting edge work in general education to benefit Jewish education and CIJE's work.

As all of us reflect on what makes a difference in deepening Jewish knowledge and commitment, the area of summer camping stands out in its importance and potential. Under the CIJE Goals Project, we will embark this year on a new initiative with the JCC Association in "vision-guided" Jewish camps. We will also publish, in early 1996, the latest volume in the CIJE Best Practices series, "Best Practices in JCC Jewish Education."

At the next Board meeting, we will report in greater detail on these projects and others. Please mark your calendar. The meeting will be held on Thursday, May 2, 1996, 9:30 a.m. to 3:30 p.m. Again, we will begin with a CIJE Board Seminar at 7:45 p.m. on the evening of Wednesday, May 1.

Best personal regards.



Morton L. Mandel--Chair

*Executive Director*  
Alan Hoffmann

enclosure

T. + E. and Summary of meeting [1/7/96]  
① review of plan

② Karen - g's abt are these really the  
g's we care abt

- if not ultimate g's, drop case studies

③ ADH - if Bill does obs case studies  
not worthwhile  
- if Ken does obs, may be worthwhile

{ need to reconstitute an advisory cmte }

Karen - summarize

① consult on cause/eff issues

② ~~after~~ review implem plan  
- after get Ken's rpt at end of Jan  
- see if Bill should do interviews

③ can we streamline to cut back  
on workload

④ set right person or cancel obs

ADH - TEL ch landscape of prof dev for cong ch

AG - this is focus of case studies

ADH - TEL creating a language for CJS to talk abt  
- need an eval of - Tel educator as not capre it + 2  
to have an impact

## II. Eval of other press / inits

(2)

EG- other inits not worth eval-es Harari  
- only poss- Melan lay leaders  
- should talk w/ Nessa & Dan  
- goals, outcomes

— no - not enough capacity - defer  
- wait til after strat plan

[Meltan Mini-Schl - grant from Cummings  
- Stodolsky eval impact on Meltan Mini-Schl  
to adapt to pro ded]

AMERICAN JEWISH  
ARCHIVES

## III Eval Institute

KB + Blaust \$ is sim or less than past,  
defer Eval Instit

ADH - Eval Inst. is imp, but should defer

- stopgap - create another not sup  
abt J ed eval

- to be avail to communities

KB - no new inits in this area til strat plan



## IV leading Indics

(4)

standing pt - Btlow/KB memo

- AG/EG req - ~~2~~ cons. lts

- one for ahead ind. cs

KB - start w/ es gr of 6

- second for optlz

- draft - then set under cons. lts

AG - start w/ outcomes indic. in strat plan

GD - set reacs to those outcomes

KB - ~~set~~ take R vision in strat plan,  
compare w/ results of Bethanier's  
research - have we captured the themes?

- then, have a cons. lts, or set reacs

- Get reacs from lay leaders - e.g. Rafter,

~~Sharenstein~~ Lynn Kroll

David Perrow  
ELR

Lester Palloff  
Dan Shapiro

① Bethanier - strat plan - compare

② small gr w/ a couple of methodologists

- broad thinkers

③ frame as indicators

④ prioritize

③ a) profess. ind. consultation - Jewish practitioners

b) lay leader consultation

④ medium-sized cons. lts w/ methodologists

~~⑤~~ ~~tense~~ ~~gr~~ ⑤ cons. lts w/ experts on each indic

after Bob Schur to top indic

Sail has list  
of lead. indic  
from cons  
w/ Mike Tuban

could integrate this process  
w/ Barbara Schneider memo

---

AG & EG will propose a timeline  
& a protocol for who does what

---

KB will have Bethamine's research  
sent to us

---

V. Cleveland

Guriga called Gail - how did you make  
common around documents  
- but answer had to do w/ research

ADH - we should respond on specific issues,  
not become general consultants

(6)

## VI Res Network

Q-should there be a CIJF sympos.,  
or should CIJF papers be integrated  
in other sess. ms?

Staff mtg will discuss



For TFI case studies

return to Prof Lives questions  
(+ respondents) as part of case studies

---

Bill - will not do <sup>observat</sup>~~interviews~~  
- either Ken will, or won't use



---

ADH - cause and effect in edc  
- need a consultation for Karen  
- could be part of Karen's memo



June 25, 1996

## Cleveland

- c:\cije\meet625.96



AG - November - plan submissions - 5-6 papers  
- for res-lan Hwa

MEF Aug mtg - Ellen should raise the research capex  
- what will CITE do at this time, 1997  
- think abt using professors  
- ~~think abt research network~~

cons. Itad. in w/ key people from training inst.  
- ~~implies~~ - results of study of educators  
- implies for training  
- AG, EG, CITE staff  
- Isa, Sara Lee, Hagan, Hye, etc.



From: **GAMORAN@ssc.wisc.edu**  
Date sent: **Thu, 08 Aug 1996 15:59:45 -0600 (CST)**  
Subject: **revised work plan**  
To: **agamoran@srv0.ces.ed.ac.uk**

From: •IN%"GOLDRIEB@ctrvax.Vanderbilt.Edu" 8-AUG-1996 14:11:43.18  
To: •IN%"gamoran@ssc.wisc.edu"  
CC: •IN%"74104.3335@compuserve.com"  
Subj: •Here is the material I will bring to NY, thanx for your input

Return-path: <GOLDRIEB@ctrvax.Vanderbilt.Edu>  
Received: from duncan.ssc.wisc.edu by ssc.wisc.edu (PMDF V5.0-6 #17630)  
id <01181AZ0I44GA3CASU@ssc.wisc.edu> for gamoran@ssc.wisc.edu; Thu,  
08 Aug 1996 14:11:38 -0600 (CST)  
Received: from ctrvx1.Vanderbilt.Edu by duncan.ssc.wisc.edu;  
(5.65v3.2/1.1.8.2/10May96-0433PM) id AA06168; Thu, 08 Aug 1996 14:13:39 -0500  
Received: from PATHWORKS-MAIL by ctrvax.Vanderbilt.Edu (PMDF V5.0-5 #11488)  
id <01181AZMLORG8XU08V@ctrvax.Vanderbilt.Edu>; Thu,  
08 Aug 1996 14:11:54 -0500 (CDT)  
Date: Thu, 08 Aug 1996 14:11:53 -0500 (CDT)  
From: GOLDRIEB@ctrvax.Vanderbilt.Edu  
Subject: Here is the material I will bring to NY, thanx for your input  
To: gamoran@ssc.wisc.edu  
Cc: 74104.3335@compuserve.com  
Message-id: <01181AZMLORI8XU08V@ctrvax.Vanderbilt.Edu>  
X-VMS-To: in%"gamoran@ssc.wisc.edu"  
X-VMS-Cc: in%"74104.3335@compuserve.com"  
MIME-version: 1.0  
Content-transfer-encoding: 7BIT

1997 WORK PLAN  
RESEARCH and EVALUATION  
Draft--August, 1996

Background: The original task of our project was to undertake monitoring, evaluation, and feedback in CIJE's Lead Communities. We carried out this work from August 1992 through December 1994, with a staff of three full-time field researchers working with the two part-time (3 days/month) project directors. With the reorganization of CIJE into four domains, one of which is Research and Evaluation, our assignment has shifted, and now consists of three major areas: Building a Research Capacity, Building an Evaluation Capacity, and Evaluating CIJE Initiatives. We now employ one full-time staff researcher along with the two

project directors.

As background to our 1997 work plan, we first provide a brief review of our work during 1996, indicating progress to date and plans for the remainder of 1996. Next we present an outline of our proposed work plan for 1997.

## RESEARCH AND EVALUATION: PROGRESS DURING 1996

### I. EVALUATING CIJE INITIATIVES

#### A. Evaluation of the Teacher-Educator Institute

1. Prepare a proposal for evaluation of the Teacher Educator Institute-COMPLETED
2. Implement the evaluation-ONGOING (see attached update).
  - a. Memo on aims and selection procedures in Teacher-Educator Institute-COMPLETED
  - b. Interview protocol for participants in Teacher-Educator Institute-COMPLETED
  - c. Survey of the current state of professional growth opportunities for teachers in selected communities-COMPLETED

(The TEI evaluation materials are available in a notebook that can be used as curriculum examples for other evaluation projects.)

- #### B. Planning of Seminar for CIJE: What have we learned from three years of MEF about:
- mobilizing communities?
  - creating and working as change agents?
  - conducting MEF in communities?

AFTER CONSULTATION WITH ADVISORS DURING 1996, THIS WORK WAS SET ASIDE

### II. BUILDING A RESEARCH CAPACITY

This aspect of our work is done by writing and releasing high quality research and policy papers.

- #### A. Research Papers- Teachers in Jewish Schools-COMPLETED; BEING PREPARED FOR DISTRIBUTION



Educational Leaders in Jewish Schools- DRAFT COMPLETED;  
PENDING FURTHER DELIBERATIONS WITH STAFF REGARDING  
REVISIONS AND DISTRIBUTION

B. Reports on Educational Leaders for each of three lead  
communities-COMPLETED; DISTRIBUTED AND RELEASED TO EACH  
COMMUNITY.

C. Publications: Levers for Professional Growth-ACCEPTED FOR  
PUBLICATION BY RELIGIOUS EDUCATION

Educational Leaders in Jewish Schools-WILL BE PUBLISHED  
IN THE PRIVATE SCHOOL MONITOR NEWSLETTER; THIS  
PUBLICATION IS A SUMMARY OF A PAPER PRESENTED AT THE  
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION.

D. Policy Brief-DRAFTED OUTLINE OF POLICY BRIEF FOR  
EARLY CHILDHOOD EDUCATION, PRESENTED TO STEERING  
COMMITTEE 6/96;

Policy Brief on Educational Leaders-NOT COMPLETED;  
PENDING STAFF DECISIONS

E. Papers on Teacher Power and Quality of In-Service  
Experience - THESE COMMISSIONED PAPERS HAVE NOT YET BEEN  
DELIVERED. WE RECOMMEND THAT THEY NOT BE CARRIED OVER TO  
1997

F. Draft a Proposal for the Blaustein Foundation-COMPLETED

G. Study of Informal Education- EXPLORATORY STUDY TO BE  
CONDUCTED IN ATLANTA, FALL, 1996

### III. BUILDING EVALUATION CAPACITY

A. Manual for Studying Educators in a Jewish Community-  
COMPLETED (INCLUDING CODING INSTRUCTIONS).

B. Proposal for Evaluation Institute-COMPLETED

C. Contracted external consultant to write a program  
evaluation manual-COMPLETED

#### IV. EXTERNAL CONSULTATIONS

- A. Consultations with communities doing evaluation work-ONGOING
- B. Working with external consultants on the evaluation institute and program evaluation manual-ONGOING

#### RESEARCH AND EVALUATION: PROPOSED 1997 WORK PLAN

##### I. EVALUATING CIJE INITIATIVES

- A. A major activity in our 1997 work plan is the ongoing evaluation of CIJE's Teacher-Educator Institute (TEI). During 1997 we will continue the observations and follow-up interviews in Baltimore and Atlanta, the case study sites. We will conduct a second round of interviews with Cohort I and II participants focusing on changes in their thinking and practice. Assuming that there will be a third cohort, initial interviews will be conducted.

##### Written Reports:

1. A base line report on the professional development programs being offered in each of the five communities by central agency and the supplementary schools (report of the survey).
2. An interim evaluation report based on the interviews with COHORT I Participants, focusing on where they are in their learning and its relation to their practice.
3. A base-line report on the professional development conceptualization and practices of COHORT II participants prior to their participation in TEI.

DRAFTS of these reports are underway and will be revised based on comments by winter, 1997.

4. A one-year follow-up report of TEI-Spring-Summer, 1997
5. Interim report of case study communities- Summer, 1997

##### II. BUILDING RESEARCH CAPACITY

- A. We propose to embark on a major planning initiative to seriously consider building an infrastructure for a National Center for Research and Evaluation in Jewish Education. The goal of this planning activity would be to



explore both the intellectual agenda and the financial bases of such a center. This would involve the following steps in 1997:

1. Convene major consultations with scholars in general and Jewish education, lay leaders, and leaders of major Jewish organizations.
2. Discuss and plan an initial project-- A CIJE sponsored longitudinal study. The initial phase of the deliberations would center around a major question, such as "WHAT ARE THE EFFECTS OF VARIOUS EXPERIENCES OF JEWISH EDUCATION ON LONG-TERM JEWISH PRACTICES AND IDENTITY?"
3. Engage in deliberations about a CIJE sponsored study of THE CONTENT OF JEWISH EDUCATION IN JEWISH SCHOOLS--WHAT IS REALLY TAUGHT AND WHAT DO STUDENTS KNOW?

This would be greatly enhanced by the participation of some of the professors from the summer seminar.

#### B. Research Papers and Policy Briefs

1. Release of TEI evaluation updates for external audiences
2. Complete Policy Brief on Early Child Education
3. Complete Policy Brief on Educational Leaders in Schools
4. Release Three Community Educational Leaders Report

### III. BUILDING EVALUATION CAPACITY

Our work in 1997 will be to serve as major consultants to two projects: The Evaluation Institute, and the Writing of the Evaluation Program Guide. We will work to plan and develop the Evaluation Institute and serve as reviewers of all drafts of the Evaluation Program Guide.

From: IN%"GOLDRIEB@ctrvax.Vanderbilt.Edu" 22-AUG-1996 15:01:53.21  
To: IN%"gamoran@ssc.wisc.edu"  
CC:  
Subj: Second document prepared during staff meetings

Presented at Steering Committee-Aug, 1996

RESEARCH AND EVALUATION: September, 1996-December, 1997

I. 1996

Evaluation of CIJE's Teacher-Educator Institute (TEI).

Write Three Reports on TEI:

- A base line report on the professional development programs in five communities
- An interim evaluation report based on the interviews with COHORT I participants
- A base-line report on the professional development conceptualization and practices of COHORT II participants prior to their participation in TEI.

II. 1997

Ongoing evaluation of CIJE's Teacher -Education Institute.

Write two reports on TEI:

- A one-year follow-up report of TEI
- Interim report of case study communities

Consultations to consider building an infrastructure for a National Center for Research in Jewish Education:

- Become involved in planning National Jewish Population Study
- Engage with academic opinion research centers about including Jewish issues in ongoing longitudinal data studies

Complete Policy Brief on Early Child Education.

Complete Policy Brief and Report on Educational Leaders in Schools.

Continue planning of Evaluation Institute

III. Not In 1997

Evaluation of other CIJE pilot projects and initiatives.

IV. Issues

How to use documents, data, and information from research and evaluation for maximum impact?

As we strategically plan, how can we move comprehensively to evaluate progress toward our vision of success?



From: IN%"GOLDRIEB@ctrvax.Vanderbilt.Edu" 22-AUG-1996 15:00:58.12  
To: IN%"gamoran@ssc.wisc.edu"  
CC:  
Subj: Revised workplan from staff meetings

Revised -8/96

RESEARCH AND EVALUATION: PROPOSED 1997 WORK PLAN

I. EVALUATING CIJE INITIATIVES

- A. A major activity in our 1997 work plan is the ongoing evaluation of CIJE's Teacher-Educator Institute (TEI). During 1997 we will continue the observations and follow-up interviews in Baltimore and Atlanta, the case study sites. We will conduct a second round of interviews with Cohort I and II participants focusing on changes in their thinking and practice. Assuming that there will be a third cohort, initial interviews will be conducted.  
ADAM, ELLEN BILL-KEN Z.

Written Reports:

1. A base line report on the professional development programs being offered in each of the five communities by central agency and the supplementary schools (report of the survey).
2. An interim evaluation report based on the interviews with COHORT I Participants, focusing on where they are in their learning and its relation to their practice.
3. A base-line report on the professional development conceptualization and practices of COHORT II participants prior to their participation in TEI.

DRAFTS of the above reports are underway and will be revised based on comments by winter, 1997.

4. A one-year follow-up report of TEI-Spring-Summer, 1997
5. Interim report of case study communities- Summer, 1997

WORK ON WRITING REPORTS WILL BE DONE BY ADAM, ELLEN AND BILL INITIALLY-- WE SEE INVOLVEMENT BY KEN Z. AS OUR CONSULTANT, ADVISOR AND REVIEWER, AND PERHAPS WRITING AS WELL. SIMILAR ROLE FOR SUSAN STODOLSKY IF NEEDED.

REPORTS WILL BE SHARED WITH THE TEI TEAM FOR INPUT, COMMENTS, REVISIONS, ETC.

TO BE DECIDED: DISSEMINATION PLAN BEYOND FEEDBACK FOR TEI IMPLEMENTATION TEAM--

TO BE DECIDED: USE IN COMMUNITIES FOR MOBILIZING FOR CHANGE--MY SUGGESTION WOULD BE TO INCLUDE THE COMMUNITY REPORTS ON PROF. DEVELOPMENT AS A SESSION IN TEI ON HOW TO USE THEM IN THEIR OWN COMMUNITIES AND SESSIONS ON BEING A CHANGE AGENT IN THE COMMUNITIES. KAREN, GAIL, AND ELLEN

TELLING THE STORY TO THE LAY LEADERS--WHAT IS HAPPENING IN PROF DEVELOPMENT AND WHAT ARE SOME POWERFUL STORIES OF TEI-NESSA



## II. BUILDING RESEARCH CAPACITY

A. We propose to embark on a major planning initiative to seriously consider building an infrastructure for a National Center for Research and Evaluation in Jewish Education. The goal of this planning activity would be to explore both the intellectual agenda and the financial bases of such a center. This would involve the following steps in 1997:

1. Convene major consultations with scholars in general and Jewish education, lay leaders, and leaders of major Jewish organizations--
  - 1) CONSULTATIONS-- JANUARY - JULY 1997 .  
ACADEMIC COMMUNITY-ADAM AND ELLEN, BARBARA S.  
LAY/COMMUNITY/JEWISH ORGANIZATIONS NESSA/ALAN/KAREN  
WITH JOINT MEETINGS AND INTEGRATION
  - 2) Engage with NORC about including Jewish issues in ongoing Longitudinal data studies--ELLEN, ADAM, BARBARA S. NESSA --JANUARY JULY 1997
  - 3) Become involved in the planning of National Jewish Population Study--Barry, Alan???
  - 4) Write up results of consultation and deliberations with recommendations regarding a National Center--  
AUGUST DECEMBER-1997 ELLEN, ADAM, NESSA (ALAN, KAREN)

## B. Research Papers and Policy Briefs

1. Release of TEI evaluation updates for external audiences (SEE NOTE ABOVE)
2. Complete Policy Brief on Early Child Education--ADAM, ELLEN, BILL, NESSA, FRAN JACOBSON -DATE DEPENDING ON IF BASED ON CURRENT INFO AND DRAFT OR NEW INFO
3. Complete Policy Brief on Educational Leaders in Schools--ADAM, ELLEN, GAIL, JOSH, NESSA- FALL, 1997??
4. Release Three Community Educational Leaders Report  
NESSA, GAIL, ADAM, ELLEN - JANUARY 1997??

## III. BUILDING EVALUATION CAPACITY

Our work in 1997 will be to serve as major consultants to two projects: The Evaluation Institute--BARBARA NEUFIELD, SUSAN S, ELLEN, ADAM-- ???

Writing of The Evaluation Program Guide--ADRIANNE BANKS, ELLEN, ADAM--JANUARY 1997

ADAM, when we talk I will share with you comments that will be important for our meeting with Karen

#1 3-SEP-1996 08:49:32.24  
X-VMS-Cc: in%"74104.3335@compuserve.com"  
MIME-version: 1.0  
Content-transfer-encoding: 7BIT

NEWMAIL

In my next e-mail I'm sending to you the expanded workplan that Alan has requested. It can be up to three pages, so if there is any place you would like to expand, explicate, please let me know.

In addition, the only thing that I know I have left out is under Building the Infrastructure...I have left out consultations with community organizations, academics, etc. I think (Bill am I right) that at this point the two specific projects was all that was suggested in our staff meetings. Plus, to b honest, those types of consultations are very time consuming, lots of travel etc.

I need your comments by Thurs, the latest, as Friday I'm very busy.  
Thanx Ellen

MAIL>





Note: Tasks assign to persons other than A, E, B reflect our hopes, not their commitments

From: IN%"GOLDRIEB@ctrvax.Vanderbilt.Edu" 3-SEP-1996 08:50:53.07  
To: IN%"gamoran@ssc.wisc.edu"  
CC: IN%"74104.3335@compuserve.com"  
Subj: WORKPLAN for Sept 6

RESEARCH AND EVALUATION: September, 1996-December, 1997

fr. 4) back intro from egypt?

#### I. 1996

1. Evaluation of CIJE's Teacher-Educator Institute (TEI).  
During 1996 we collected survey data of professional development programs and interviewed participants of cohorts I and II of TEI.

Write Three Reports on TEI:

- A base line report on the professional development programs in five communities
- An interim evaluation report based on the interviews with COHORT I participants
- A base-line report on the professional development conceptualization and practices of COHORT II participants prior to their participation in TEI.

ADAM, ELLEN, BILL, KEN Z.-- DECEMBER, 1996

2. Consultants to the writing of the Evaluation Program Guide  
-ADAM, ELLEN, BILL- DECEMBER, 1996

#### II. 1997

1. Ongoing evaluation of CIJE's Teacher-Education Institute.  
During 1997 we will continue observations in the case study sites, Atlanta and Baltimore, and do follow-up interviews of Cohort I and II participants.

Write two reports on TEI:

- A one-year follow-up report of TEI
- Interim report of case study communities
- Finalize reports from 1996

ADAM, ELLEN, BILL, KEN Z. OR SUSAN S. - SUMMER, 1997

2. Using the report on professional development survey and 'best practices' for mobilization and change.  
Present community reports to TEI participants  
-ELLEN (OR BILL/ADAM) AND GAIL-WINTER, 1997

Send to lay leaders-What is happening in Professional Development and telling powerful stories of TEI-NESSA, ????

3. Building an infrastructure For a National Center for Research in Jewish Education:

Become involved in planning National Jewish Population Study -ALAN, NESSA, BARRY THEN ADAM, ELLEN, BARBARA S. JANUARY-JULY, 1997

Steve Cohen

Engage with academic opinion research centers about including Jewish issues in ongoing longitudinal data studies  
ADAM, ELLEN, BARBARA S. JANUARY -JULY, 1997

4. Complete Policy Brief on Early Child Education  
-ADAM, ELLEN, BILL, FRAN J., NESSA ????

Nov 97

Content? lawsuit study?



5. Complete Policy Brief and Report on Educational Leaders in Schools  
ELLEN, ADAM, BILL, GAIL, NESSA-????? NOV 97
6. Consultants to the planning of the Evaluation Institute  
-ELLEN, ADAM, BILL, SUSAN S, BARBARA N.-????  
(ALAN-WHERE ARE WE WITH THIS??)
7. Consultants to communities engaging in the educators' survey  
-ADAM, ELLEN, BILL -ONGOING

III. Not In 1997

Evaluation of other CIJE pilot projects and initiatives.

IV. Issues

How to use documents, data, and information from research and evaluation for maximum impact?

As we strategically plan, how can we move comprehensively to evaluate progress toward our vision of success?



To: Ellen and Adam

From: Bill

Re: Thoughts after the staff meetings

The following thoughts, concerning CIJE and the work of Research and Evaluation, are an attempt to expand upon two ideas that were mentioned during the August staff meetings:

- Ellen's presentation of restructuring our staff relations into a matrix-type structure in which we consider explicitly how cross-domain teams can work together on CIJE initiatives (i.e., TEI, Goals Project, Building the Profession, etc.).
- Nessa's description of the lack of correspondence between our official mission and elements of an implicit mission contained in often mentioned statements. Based on these statements, she constructed a revised (draft) mission statement. [I don't have her document on this or else I would have provided the statements.]

For Adam:

In both cases, the ideas were moved to the side so that we could focus on delineating our 1997 domain-specific work plans. Nevertheless, the ideas kept returning in the presentations and discussions, though not in a consistent manner.

For Adam:

Based on Karen's suggestion, the CIJE staff and Steering Committee may be undertaking a vision-driven process in which

1. we will set forth a vision of the North American Jewish (educational) community in 25 years (i.e., the Emerald City);
2. we will determine how best to achieve this vision (our view of the "change process");
3. we will determine CIJE's role (mission) in this change process for the next 10 - 15 years; and then
4. we will set forth a strategic plan for CIJE for the next 5 years.

*I have wondered what would CIJE look like if...*

we raise to the level of explicit discourse **our implicit understandings** of our strategies (the work we already do), the mission of CIJE, and basic elements of the "change process", in conjunction with taking Ellen's matrix idea seriously. Karen's process is primarily(!) a deductive approach that starts with the 25 year vision, though our implicit assumptions will come into the deliberations. The following is primarily inductive. In the educational change literature, Karen's idea focuses on "creating vision" and the following focuses on "taking stock." [Ultimately, both are needed.]



**WARNING:** The following musings are meant to be taken with a large grain of salt. They are based on my grasp of our shared understandings; thus, they are partial, biased, and incomplete. I don't expect us to act upon them. But, I do hope they will prod our thinking. Finally, as with my design sketch of the Evaluation Institute (done months before we decided upon it), perhaps this is somewhat predictive of where CIJE is moving.

**POINT #1** - the implicit strategic plan for CIJE (along with employing Ellen's matrix idea in order to make the form fit the function):

**Each domain** (Community Mobilization, Building the Profession, Research and Evaluation, Content and Program) **is both a question and a service.**

**Each domain is focused toward answering a BIG question (or two) that lies at the center of CIJE's understanding of the "change process."**

Community Mobilization:	<i>How can outstanding lay leadership be mobilized?</i>
Building the Profession:	<i>How can exceptionally capable professionals be found/developed/supported?</i>
Research and Evaluation:	<i>How can evaluation-minded communities be developed? How can capable professionals be mobilized to engage in research in Jewish education?</i>
Content and Program:	<i>How can institutions and/or communities that are driven by "big ideas" (visions) be encouraged?</i>

**Each INITIATIVE of CIJE is devoted to answering a part of a domain's question(s).** Thus, TEI is devoted to answering (addressing) the question (problem) of how to develop exceptionally capable professionals in a supplementary setting by working with educational leaders.

**Each domain provides a service (or two) that can be employed in each initiative.**

Community Mobilization:	<i>Mobilizing lay leadership (and publications?)</i>
Building the Profession:	<i>Developing professional capacity</i>
Research and Evaluation:	<i>Finding out what is and how we are doing</i>
Content and Program:	<i>Developing and clarifying "big ideas"</i>

Thus, in TEI, Research and Evaluation is engaged in evaluating the initiative. It was suggested that Community Mobilization should assist in developing lay support for the activities of the TEI participants in their own communities, and Content and Program should use Best Practices: Supplementary Schools to offer visions that could help mobilize those lay people. Not every initiative need use services from each domain. However, currently, each domain tends to work in isolation, or the participation of the other domains is temporary and not central to the planning of the initiative.



**POINT #2 - the implicit mission of CIJE (or the implicit role of CIJE in the larger change process):**

**The mission of CIJE is three-fold:**

- 1. to determine how the North American community can successfully address (answer) the above questions (problems);**
- 2. to demonstrate to the North American community how this can be done;**
- 3. to develop capable and willing institutions, which will provide the services necessary to address successfully these problems.**

In this formulation, the mission of CIJE is NOT to realize the 25-year vision. Instead, the mission of CIJE is to figure out how this can be done and demonstrate in practice how other institutions can do it.

The third part of the mission is qualitatively different than the first two parts and moves toward offering a direct service. In my understanding of CIJE, the third part of the mission is to be conducted in close conjunction with the Executive Director of the CIJE (being a "core" responsibility). It overlaps with developing the professional and lay capabilities of the CIJE, itself.

**POINT #3 - the implicit change process (i.e., how to get to the Emerald City):**

The domain questions stated above in point #1 (the strategies of the CIJE) derive from a set of shared and implicit assumptions as to the basic elements needed in any change process intended to create a revitalized Jewish community in 25 years (whatever the latter looks like). Thus, we may not know concretely what the North American Jewish community should look like in 25 years, but we do have a shared understanding (belief) as to what "building blocks" need to be in place in order to realize almost any positive vision of the future.

**These building blocks are:**

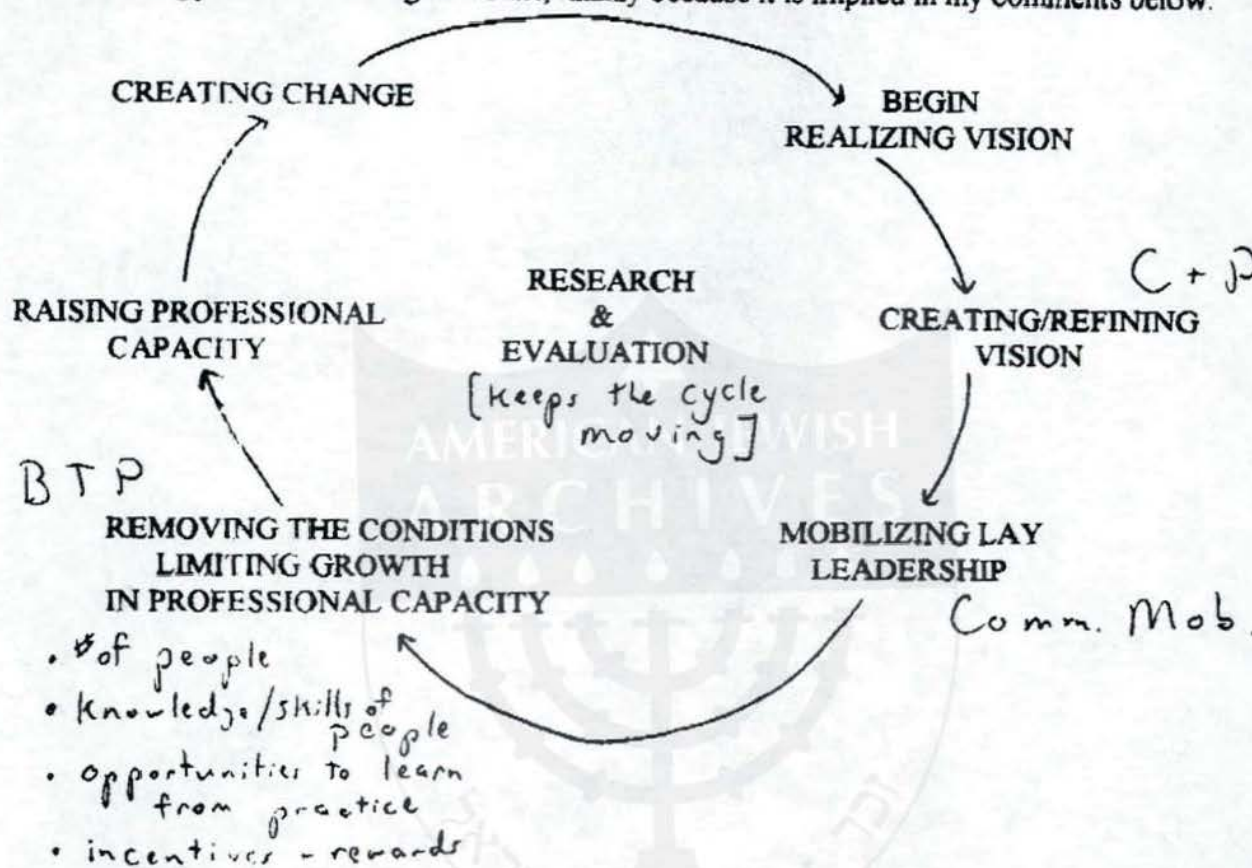
- **developing exceptional (educational) professionals** (a focused version of "building the profession")
- **mobilizing outstanding lay leadership** (a revised version of "mobilizing communities")
- **encouraging institutions and/or communities to be vision-driven** (CIJE's new building block)
- **developing evaluation-minded communities** (not yet considered a building block)
- **encouraging a continental culture of Jewish educational research** (not yet considered a building block)

Whether or not these five building blocks are actually necessary or sufficient to create long-term change is an open question that CIJE may want to address. If they are neither necessary nor sufficient, then the strategies of CIJE (delineated in point #1) may need to be changed. Moreover, as Nessa has raised, can each of these building blocks be considered separately. In other words, can we develop capable professionals without mobilizing lay leadership? Can we develop



evaluation-minded communities without offering lay leadership a compelling vision of why their efforts are vital? How do the building blocks fit together?

I don't think we have even an implicit understanding of how the building blocks fit together. But, I'd like to suggest the following as a start, mainly because it is implied in my comments below.



POINT #4: So what could this mean for the work of Research and Evaluation

[CAVEAT: Having not been party to your discussions with the Steering Committee or Annette, I may at times be treading over worn ground. My apologies.]

FIRST, it means considering carefully which initiatives (of other domains) we should be participating in and in what manner. [This is an old question!] We are already engaged in a formal evaluation of TEI. Notably, we are not working as part of a "team"; the evaluation of TEI is not considered as an integral part of the curriculum of developing capable teacher educators. Should we be working in the Goals Project or the Milwaukee (community mobilization) initiative? We need not engage in a formal evaluation. For instance, we (or another researcher working with us) could assist Nessa and Dan in figuring out how they will "learn" about lay mobilization in the Milwaukee initiative.



SECOND, it means considering how our strategies within an initiative fit with the mission of CIJE and our view of the change process. If the mission of CIJE is to figure out how to create change in certain areas (i.e., developing evaluation-minded communities and encouraging a continental culture of Jewish educational research), then are we taking the correct approach?

Concerning the initiative to "develop evaluation-minded communities," the problem is two-fold:

1. the importance of evaluation (to lay leaders) rests in large part on the importance of the (local) initiative they are seeking to evaluate;
2. to successfully evaluate an initiative, one must be able to articulate its goals (desired outcomes)

I suggest that developing evaluation-mindedness in communities that are not yet vision-driven is putting the cart before the horse [except with the process of taking stock (i.e., the Educators Survey) -- which is not actually evaluation]. In my view of the change process, evaluation-mindedness follows (closely on the heels of) the other building blocks.

Concerning the initiative to "encourage a continental culture of Jewish educational research," I have the following question: Is CIJE trying to decide if this is an important element of the change process OR (having decided this) is CIJE trying to figure out and demonstrate how this can be accomplished? If the latter, then consultations with others would focus on (1) presenting them with our vision of why this is important and (2) seeking their help in figuring out how to engage in an investigative initiative. This initiative could either focus on engaging capable researchers who are not yet engaged in Jewish educational research or expanding the capabilities of those already engaged in Jewish educational research (i.e., the Jewish Educational Research Network). We would need to decide which is the best approach. We would need to think about what would compel researchers to engage in Jewish educational research or what are the factors curtailing their engagement or a more capable engagement?

Concerning the Educational Leaders Report, I think one(!) of the problems with this report is that it has not been situated within a particular initiative.

- Is it a means to "encourage a continental culture of Jewish educational research?" If so, then it should probably be focused on raising compelling (research) questions and not offering answers; we should also disseminate it along with an invitation to selective researchers to use the 3 community (plus?) data base (to begin answering those questions)
- Is it a means of mobilizing lay support for building JEWEL? If so, it should be briefer, glossier, and tell a story that says why JEWEL is needed; we should also disseminate it with a vision of what could (should?) be.
- Is it both? Then we need two reports.

THIRD, it means considering carefully which other domains can provide vital services within our initiatives.

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Mtg w/ KB & SS - 9/17/96

I. Mobilization - what have we learned from  
LC's abt cond. for ch >

A. Leadership

- 1. - by now a truism w/ in CIST
  - 4 top US - leadership, up, power, met
  - Fed Exec
  - Fed staff
  - lay champion

2. - 2 concerns

- a. - untested hypothesis (assumptions, not a tactic)
  - what leverage do they have?
  - Cleveland would be the counter
    - lots of progress in Cleveland!
    - leadership goes beyond "lay champion"
  - eval in progress will help

6. more imp - need to figure out ch w/o the trial

- cultivating leadership
- creating incentives for ch
  - little attn in CIST to incentives
- I'm sure it's clear - most incentives are against ch
  - partic fed staff
    - see this on countless occasions
    - Baltimore - master
    - Atl - stall - marginalize
    - even Milwaukee - marginalize, compartmentalize change actors



~~B.~~ B. Brings us to g of what leadership needs  
to be cultivated

1. Why the fed?

- notion of the "central address"

2. Given the fed - where do educators fit in?

a. principals councils - mobilized not

b. incentives ~~problems~~ brought in until late

- financial

- normative

3. w/ current focus on educators  
- what abt systemic reform?

4. failure of strategic planning to bring abt ch  
in any of the cities

page  
of  
ch



## II. Directions for R+T

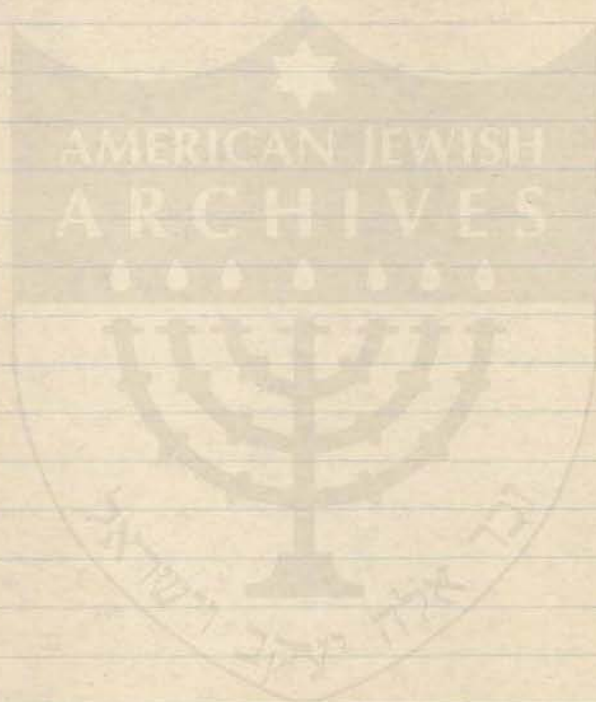
### A. Res Agenda

1. J ed research - medicine

a. basic vs applied  
- why need both?

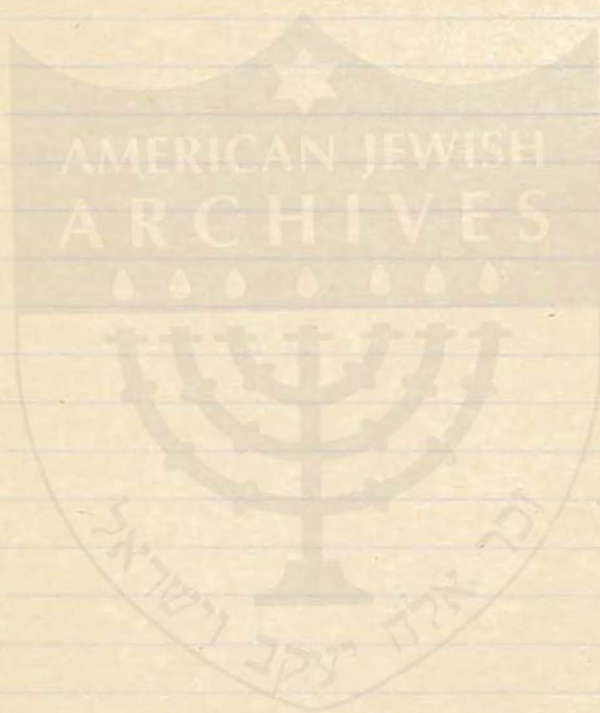
b. infrastructure for basic - none

2. ATA called for "res capab. 1"  
- is this on CITE's agenda?



## For December SC

- 2 - page summary of what I've found from LCs
- KB will send list of pts
- Frame in the positive
  - "commun." is in pt - ~~letter~~ commun. <sup>would have helped</sup>
  - eg interview, never heard...





CIJE Meeting on Research and Evaluation

Chicago, Sept 17, 1996

Participants: Karen Barth, Adam Gamoran, Ellen Goldring, Susan Stodolsky

Tentative Agenda

I. Focus on Community Mobilization: What we learned from Lead Communities

- AG  
AG
- A. Leadership -- beyond the "trinity"
  - B. Who needs to be mobilized? Balancing efforts among federation staff, lay leaders, and educators
  - C. The pace and process of change in the Lead Communities
  - D. The uses of monitoring, evaluation, and feedback in community change

II. Directions for Research and Evaluation

- AG
- A. The Research Agenda
    - i. Current state of Jewish educational research
    - ii. Developing a research capacity -- is it our goal?
  - B. The Evaluation Agenda
    - i. Efforts so far in developing an evaluation capacity
    - ii. The evaluation institute
  - C. Evaluating the success of CIJE
    - i. Evaluation of specific initiatives
    - ii. Evaluation of a targeted indicator
  - D. Evaluating change in North America
    - i. Change in Lead Communities
    - ii. Leading indicators of Jewish education
    - iii. Study of content in Jewish education
    - iv. Longitudinal study of Jewish children

-ECLS



RESEARCH AND EVALUATION: September, 1996-December, 1997

Note: Tasks assigned to persons other than Adam, Ellen, and Bill reflect our hopes, not their commitments.

Background: The original task of this project was to undertake monitoring, evaluation, and feedback in CIJE's Lead Communities. We carried out this work from August 1992 through December 1994, with a staff of three full-time field researchers working with two part-time (3 days/month) project directors. With the reorganization of CIJE into four domains, one of which is Research and Evaluation, our assignment has shifted, and now consists of three major areas: Evaluating CIJE Initiatives, Building a Research Capacity, and Building an Evaluation Capacity.

This Work Plan is organized in four sections: Sept-Dec 1996; Jan-Dec 1997; work not in 1997; and unresolved issues.

I. 1996

A. Evaluating CIJE Initiatives:

Evaluation of CIJE's Teacher-Educator Institute (TEI).

During 1996 we collected survey data of professional development programs and interviewed participants of cohorts I and II of TEI.

1. Write Three Reports on TEI:

- a. A base-line report on the professional development programs in five communities
  - b. An interim evaluation report based on the interviews with COHORT I participants
  - c. A base-line report on the professional development conceptualization and practices of COHORT II participants prior to their participation in TEI.
- ADAM, ELLEN, BILL, KEN Z.-- DECEMBER, 1996

B. Building a Research Capacity

1. Produce paper on teachers in three communities (already written and edited, needs final polishing and production)  
ADAM, ELLEN, BILL, NESSA -- OCTOBER 1996
2. Revise paper on educational leaders in three communities (drafted, needs revision)  
ELLEN, ADAM, BILL, NESSA -- NOVEMBER 1996
3. Commissioned papers on teacher power and teacher professional development -- Last chance for these papers to be delivered from Tammivaara and Goodman -- if they don't come now, we will drop them from our work plan.  
ADAM

C. Building an Evaluation Capacity

1. Consultants to the writing of the Evaluation Program Guide  
ADAM, ELLEN, BILL- DECEMBER, 1996
2. Community consultations: Ongoing consultations with Atlanta, Milwaukee, Baltimore, Cleveland, Columbus, Chicago, Kansas City KS, Madison WI.  
BILL, ADAM, ELLEN

## II. 1997

### A. Evaluating CIJE Initiatives:

Ongoing evaluation of CIJE's Teacher-Education Institute.

1. During 1997 we will continue observations in the case study sites, Atlanta and Baltimore, and do follow-up interviews of Cohort I and II participants.
2. Write reports on TEI:
  - a. A one-year follow-up report of TEI
  - b. Interim report of case study communities
  - c. Finalize reports from 1996

ADAM, ELLEN, BILL, KEN Z. OR SUSAN S. - SUMMER, 1997

### 3. Dissemination

- a. Using the report on professional development survey and 'best practices' for mobilization and change.  
Present community reports to TEI participants  
ELLEN (OR ADAM), BILL, GAIL -- WINTER, 1997

( b. Send to lay leaders-What is happening in Professional Development and telling powerful stories of TEI  
NESSA, ????

Another policy  
brief on  
Profess.  
Development  
↓  
6. X Brief:  
on comm-  
state app  
not for 97

### B. Building a Research Capacity

1. Building an infrastructure for a National Center for Research in Jewish Education

a. Become involved in planning National Jewish Population Study  
ALAN, NESSA, BARRY THEN ADAM, ELLEN, BARBARA S. - JAN-JULY, 1997

b. Engage with academic opinion research centers about including Jewish issues in ongoing longitudinal data studies  
ADAM, ELLEN, BARBARA S. JANUARY -JULY, 1997

2. Complete Policy Brief on Early Childhood Education

ADAM, ELLEN, BILL, FRAN J., NESSA - NOVEMBER 1997

3. Complete Policy Brief and Report on Educational Leaders in Jewish Schools

ELLEN, ADAM, BILL, GAIL, NESSA - NOVEMBER 1997

### C. Building an Evaluation Capacity

1. Consultants to the planning of the Evaluation Institute

ELLEN, ADAM, BILL, SUSAN S, BARBARA N.-????  
(ALAN-WHERE ARE WE WITH THIS??)

2. Community consultations: Ongoing consultations with Atlanta, Milwaukee, Baltimore, Cleveland, Columbus, Chicago, Kansas City KS, Madison WI.

BILL, ADAM, ELLEN

## III. Not In 1997

Evaluation of other CIJE pilot projects and initiatives.

Informal education.

Content in Jewish schools.

#### IV. Issues

How to use documents, data, and information from research and evaluation for maximum impact?

As we plan strategically, how can we move to comprehensive evaluation of progress towards our vision of success?





DOMAIN Research + Evaluation, Oct. - Dec. 1996

Projects	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam	Bill
Prof. Dev. Report	1	1	1				3	3	12
Cohort I Report	1	1	1				3	3	20
Cohort II Report	1	1	1				3	3	20
TEI data collection + analysis							1	1	10
Teacher Paper	2						1	1	1
Leaders Paper	4						3	2	2
Tammirana/Goodman papers	—						—	—	—
Evaluation Guide							3	1	3
Community Consultations							1	3	26

DOMAIN Research + Evaluation, Oct. - Dec. 1996

[illegible]



SEP. -10' 96 (TUE) 16:07 C. I. J. E.

TEL: 532 2646

P. 002

DOMAIN \_\_\_\_\_

[illegible]

Harvard seminars have

"learning objectives" and that  
to how we evaluated them  
at the end -

BA - they don't have an  
explicit "implementation"  
action - expectation ~~to~~  
an objective

- ① creating demand + raising  
expectation for serious  
pd. for ed leaders
- ② building community  
- fighting isolation of pd.  
leaders
- ③ piloting programs +  
building faculty resource  
bank for pd. for ed-  
leaders



Colman, Futz, MLM

need to build eval component  
into Harvard seminars

- mixed eval is not enough
- need eval impact

— lets hire someone to evaluate  
the impact of CITE's work  
w/ educ leaders  
~~extension~~  
- ?

implicit

why are we evaluating impact of  
TEI but not eval impact  
of Harvard leaders seminars.

— Harvard is not a pro w/  
defined outcomes like TEI

— purposes:

- ① do something! establ cred. bldg
- ② encourage collab w/in comm-ty
- ③ encourage profess soc. l2, network

— evaluate would not have payoff  
like TEI eval



## Lee Hender - Noah

- ① Tells us what happens when things go wrong.
- ② What do we do with personal private knowledge?
  - we to save selves - Noah
  - or trying to save others
- ③ Why is this my favorite B.B. story?  
Why a child's story?
  - because that's what we do when a story scares us - turn it into a fairy tale
  - not ready to read whole story of Noah
  - why are we silent when God says all animals etc. will fear man?
  - need to accept respons. b. l. i. d. for being made in God's image

DOMAIN Research + Evaluation, 1997

Projects	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam	Bill
TEI data collection + analysis							5	5	90
One-year followup report							4	4	20
Case studies report							4	4	20
Finalize 1996 reports							3	3	20
Dissemination	2	2	2		2		3	1	10
Pol Brief - Prof Rev							5	5	15
NJPS			2	2			2	2	5
Longitudinal data							2	2	5
Policy Brief - Early Childhood	10	2	2	2	2		5	5	15
Policy Brief - Leaders	10	2	2	2	2	2	5	5	15
Evaluation Institute							2	2	30
Community Consultations							3	9	20



### Domain: Publications

Projects	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam	Bill	Ttls
Leaders Report	12	1	1				2	2		18
Current Activities	5									5
Annual Report	20									20
Hartman	8									8
Hoffman	3									3
Pekarsky	12					15				27
Pekarsky/Fox	12					15				27
Prof. Dev. P.B.	12	8	16				5	5	15	61
TEI Story	12	10	2							24
Marom	6									6
April Board Semnr	3									3
Best Prac. Dissem.	3		4							7
Database/Dissem.	10									10
<b>Totals</b>	<b>118</b>	<b>19</b>	<b>23</b>	<b>0</b>	<b>0</b>	<b>30</b>	<b>7</b>	<b>7</b>	<b>15</b>	<b>219</b>

### Domain: Community Mobilization

Projects	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam	Bill	Ttls
CJF/CIJE (incl. GA)	7									7
Luncheon Semnr	7									7
Board Semnr	4									4
<b>Totals</b>	<b>18</b>									<b>18</b>

### Domain: Research and Evaluation

Projects	Nessa	Gail	Barry	Alan	Karen	Dan	Ellen	Adam	Bill	Ttls
TEI Data Collection							5	5	80	90
1-yr Follow-up rpt							4	4	15	23
Finalize 1996 Rpts.							3	3	15	21
Dissemination		(1)	(1)				3	1	10	14
Prof. Dev. P.B.							(5)	(5)	(15)	0
NJPS			2	2			2	2	5	13
Longitudinal Data							2	2	5	9
Evaluation Inst.							2	2	20	24
Community Consult.							3	9	20	32
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>28</b>	<b>170</b>	<b>226</b>

Board Mtg 10/17/96  
Milwaukee Lay Leadership Proj

Louise

protz, mobilz, vision

plans, materials, locale, implem

→ devel lay leaders to become  
instrum for ch

→ bldg blocks

AMERICAN JEWISH  
ARCHIVE

→ J commun

work for  
2 yr coming  
for lay leaders

powerful J ideas  
powerful skills

- goal - promote syst ch in J ed  
to strengthen fabric of J life

interconnects

- creative synergy of lay + prot



what will it take to change  
the leadership climate in Milwaukee

- one approach

- inst. to name & individuals targeted based on criteria
- come in teams from ed setting
- mix from sup, dg, occ
- bring in profs at key pts
- degree to make a diff
- need opps for growth, lns
- "connecting the dots"

- content of evidence

- what ideas & experts will inspire

---

CR - need to write up what's  
happened in Milwaukee

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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# MASTER SCHEDULE CONTROL

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 8/9/96

--- 1996 --- / --- 1997 ---															
ELEMENT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1. Steering Committee 9:30 AM - 4:00 PM	N.Y. 10/16		N.Y., 12/5		N.Y. 2/6		N.Y. 4/9		N.Y. 6/26		N.Y. 8/7		NY 10/13		N.Y. 12/3
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/16						N.Y. 4/9								
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 3:30 PM	N.Y. 10/16 - 17						N.Y. 4/9 - 10								N.Y. 12/3 - 4
4. Sub-Committees:															
A. Building the Profession	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
B. Community Mobilization	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
C. Content & Program	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
D. Research & Evaluation	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4





*Chair*  
Morton Mandel

*Vice Chairs*  
Billie Gold  
Ann Kaufman  
Matthew Maryles  
Maynard Wishner

*Honorary Chair*  
Max Fisher

*Board*  
David Arnow  
Daniel Bader  
Mandell Berman  
Charles Bronfman  
John Colman  
Maurice Corson  
Susan Crown  
Jay Davis  
Irwin Field  
Charles Goodman  
Alfred Gottschalk  
Neil Greenbaum  
Lee M. Hendler  
David Hirschhorn  
Gershon Kekst  
Henry Koschitzky  
Mark Lainer  
Norman Lamm  
Marvin Lender  
Norman Lipoff  
Seymour Martin Lipset  
Florence Melton  
Melvin Merians  
Lester Pollack  
Charles Ratner  
Esther Leah Ritz  
William Schatten  
Richard Scheuer  
Ismar Schorsch  
David Teutsch  
Isadore Twersky  
Bennett Yanowitz

*Executive Director*  
Alan Hoffmann

## MEMO

**To:** CIJE Steering Committee Members  
**From:** Nessa Rapoport  
**Date:** October 4, 1996  
**Re:** Report on CIJE Publications

---

### ***Best Practices: Jewish Education in JCCs:***

In April, CIJE published 5000 copies of this volume in our new format. We have already distributed 4000, most upon request.

I met with Mark Charendoff of the JCCA to get a report on the 1200 copies which the JCCA ordered and distributed. These copies went to all executive directors of JCCs; JCC presidents; JCC Jewish educators; the JCCA national board; and the JCCA Jewish education committee.

Mark indicated that the volume is being used in two ways:

1. As a source of inspiration, to show people what is possible.
2. "But much more valuable," Mark says, "it's being used as a yardstick. People say to me: 'We want to be serious about Jewish education; who is doing a good job? What should we be comparing ourselves to?' In the past I have been able to give people very accurate statistics (How many JCCs have a full-time educator? How many are using this program?), but until this publication, I have not been able to place before them a picture of success."

Mark describes the use of the BP volume as "goal-setting"; that is, the volume helps to establish goals for Jewish education in JCCs. When Mark used to speak of goals at centers, people assumed he meant numbers: How many people attend the programs? Mark would say in response: "Numbers are part of the 'how.' Before the 'how,' you need to ask: Where do you want to get to?"

Mark reports that when people ask for an example of goals, this volume is invaluable.

"In terms of *tachlis* use," he says, "it's been a very important document. People have been telling us how to use it. Other than COMJEE II, I use *Best Practices: Jewish Education in JCCs* more than any other publication. It's been a great success."

The CIJE office has received requests for 60-100 copies from JCCs across the country who wish to distribute it to their entire board, as well as from many individuals.

### ***The Best Practices Series:***

The *Wexner Heritage Review* (distributed to all Wexner fellows and alumni) will describe and give information about all three redesigned Best Practices volumes. The newly revived journal of the Melton Center at the Jewish Theological Seminary will feature excerpts of the three volumes, with information about how to obtain them.

### ***The CIJE Manual for the Study of Educators:***

The CIJE Manual is now being used in five new cities, in addition to Atlanta, Baltimore and Milwaukee: Chicago, Cleveland, Columbus, Kansas City and Seattle.

### ***A Great Awakening:***

Among the more recent requests for this volume: Dr. Sara Lee, of HUC's Rhea Hirsch School of Education, requested copies of Jonathan Sarna's essay for 200 HUC students as curriculum for their introductory year in Israel.

The Milwaukee Lay Leadership Planning Team requested copies for each member of the team as inspiration for their challenge.

### ***Transforming the Aleph:***

Requests are coming in daily for Arthur Green's just-published essay. Our main distribution will take place shortly after the Board Meeting.

### ***Vision at the Heart: Lessons from Camp Ramah on the Power of Ideas in Shaping Educational Institutions:***

This essay by Seymour Fox with William Novak illuminates the centrality of vision to transforming Jewish education by offering a concrete example. The essay will be a joint publication of CIJE and the Mandel Institute in the late fall. In addition to its importance to the Goals Project, the publication coincides with the 50th anniversary of Camp Ramah, which provides a further opportunity.



### ***Reforming Jewish Education:***

Walter Ackerman's article, commissioned by CIJE, is the main feature of the forthcoming issue of JESNA's *Agenda: Jewish Education*, which reaches approximately 10,000 readers.

Among our most recent distributions: Kits of CIJE materials were sent with a cover letter from Alan Hoffmann to approximately 300 senior educators in North America, Israel and elsewhere. In addition, the CIJE staff was interviewed for an extensive article on day school education that will appear in *Moment*.

\*\*\*

For your interest, we have enclosed the following materials:

Rabbi Alvan Kaunfer's Yom Kippur Sermon at Temple Emanu-el in Providence; it prominently invokes the CIJE Goals Seminar in July.

"*Connector*," the newsletter of Jewish Educational Services in Atlanta, whose lead article features CIJE, Harvard and TEI (pp. 1, 6) with an additional full page devoted to *A Time to Act* and data from Atlanta's Educators Survey (p. 4).

An article in the *New York Times* that Gail Dorph distributed to the staff for the resemblance of these reported findings to the data in our Policy Brief.

Finally, I am pleased to enclose the paper that will be discussed at the first meeting of Year 2 of the CIJE Luncheon Seminar on October 21. This invitational seminar meets four times a year to bring together academics and policy-makers in the areas of Jewish education and continuity to reflect upon current research and thinking in the field.

***"Beyond Denomination: Emerging Models of Contemporary American Jewish Identity,"*** by Dr. Bethamie Horowitz, argues that by investigating the persistence of Jewish life in North America, rather than focussing exclusively on assimilation, we may learn new and interesting lessons about Jewish identity formation. Dr. Horowitz is intrigued by the disparity between the conventional sociological measures of American Jewish commitment (such as ritual practice and institutional affiliation) versus other less visible markers of connection and allegiance to Judaism (such as having a sense of shared fate with other Jews). Her paper is based on in-depth interviews with 90 people conducted as part of the "Connections and Journeys Study: Assessing Critical Opportunities for Enhancing Jewish Identity." The study is sponsored by the Jewish Continuity Commission of UJA-Federation New York, where Dr. Horowitz was Director of Planning and Research from 1992-96.

A PUBLICATION OF

JEWISH EDUCATIONAL SERVICES

ATLANTA, GA

FALL, 1996 / 5757

# the Connector

## THE NEW YEAR

### LOOKING BACK...LOOKING FORWARD

**T**he new year is always a time for reflection. At this season I am frequently reminded of how awesome and wonderful is the Jewish way. It is truly a time of *r'shuv*—return. We begin the process of return, sometimes in new directions and sometimes continuing on our paths.

It all involves great preparation. In the month of Elul the shofar is sounded each morning to remind us to wake up, take stock of our lives and our deeds. As we come closer to the high holy days we are expected to do more reflection. When the heavens open up on Slichot, God is ready to hear our penitent prayers. Judaism has withstood the test of time and has succeeded in sustaining us as a culture and a people as well.

Here at Jewish Educational Services we have been taking stock of our work. We have been assessing what we have done in the past and begun to look towards the future. An exciting Strategic Planning Committee has been meeting to determine both short and long term directions for the agency. In the next few months you will hear more about this. There are other exciting plans as well. As you look through the next few pages, you will get an idea of what is in store.

JES has been mandated by the community to enhance the capacity of Jewish educators through professional development. In cooperation with the Council on Initiatives in Jewish Education—CIJE—several innovative things have been happening and will continue to happen in Atlanta.

In the last two years 22 educational leaders from day schools, supplementary

schools and pre-schools were privileged to attend a week long seminar at the Harvard Principal's Center. In the first year the theme was "Building a Community of Learners: Creating a Shared Vision." As a follow-up to these two seminars, the participants have formed a Leadership Group which meets regularly to read articles and talk about their work. It is open to all of the educational leaders in the community.

This coming year there will be two similar seminars sponsored by the CIJE. Past participants will be invited for a two day retreat with lay leadership. Together they will discuss how to continue to create a vision for their institutions. Later on in the year, there will be another week long retreat.

Another CIJE sponsored project is the Teacher Education Institute—TEI. This is an intensive program designed to help educational leaders work with their staffs on teacher education. The Institute leaders are Dr. Gail Dorph, from CIJE; Dr. Sharon Feiman Nemser and Dr. Deborah Ball, both from Michigan State University. As a team they bring the latest information on integrating pedagogy with content to maximize a teacher's potential and growth.

*Continued on page 6*



*Janice P. Alper,  
Executive Director  
Jewish Educational  
Services*



**Jewish Educational Services**

**4549 Peachtree Dunwoody Road**

**Atlanta, Georgia 30338**

**(770) 677-9480**

**Fax (770) 677-9499**

**email: jes@netime.com**



## Jewish Educational Services

### Our mission:

*To enhance Jewish education in metropolitan Atlanta. This will be accomplished through the establishment of professional support, consultative services, and resources provided to educators, educating institutions and the community.*

### BOARD OF DIRECTORS

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An Agency of the  
Atlanta Jewish Federation

Affiliated with the Jewish  
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## PRESIDENT'S MESSAGE

As I enter into the second year of my presidency of Jewish Educational Services, I feel it is appropriate to reflect on this experience. Thus far, it has been a privilege to be part of such a vibrant, dynamic and valuable community agency.

Although the agency has only been in existence for three years, it has developed and matured at a furious pace. Entrusted with the responsibility of enhancing the delivery of education to Atlanta's Jewish community heightens our awareness of community needs.

The establishment of the Task Force for Children Who Learn Differently was a direct response to a vital community need. The expansion of this task force to include community classes, seminars and lectures for both lay and professionals continues to provide a meaningful and enriching program for our Jewish youth.

Our new facility has provided a beautiful and user-friendly home for HaMakor, the Jewish Community Library/Resource Center. The Center, now fully computerized and on line, offers reference and lending capability in both print and video.

JES is extremely proud to be the lead agency for professional development in our community. We continue to expand teacher

in-service programs for academic credit and provide region-wide Jewish education conferences. This fall we will initiate The Florence Melton Adult Mini-School for Jewish Teachers. This is an intensive two year content and pedagogic course for professionals. Atlanta is one of only four sites in the United States to offer this program.

Our agency continues to administer and coordinate numerous professional educator councils and networks. Our very competent and dedicated staff continue to provide the highest level of professionalism and the opportunity to work with them has been very gratifying.

The Atlanta Jewish Community has recognized Jewish education as a top priority. As the central agency responsible for this task, we possess the necessary expertise, skills and vision to provide the community with the best possible model to accomplish this. With the continued support of our Federation, the dedication and creative work of our board and our excellent staff, we can place the Atlanta Jewish Community on the cutting edge of Jewish education.

I invite you to join us in our meaningful work through your financial support and volunteer efforts. Come learn more and get involved with the agency responsible for improving and ensuring the highest quality of Jewish education for our community.

All the best for a happy, healthy and wonderful new year. May it be filled with joy and learning.

—Linda Bressler

## Who We Serve:

### PreSchools

AJCC, Le Keshet Academy  
AJCC, Sunshine School  
AJCC, Zaban  
Chabad-Chaya Mushkah PreSchool  
Congregation Beth Jacob  
Congregation B'nai Torah  
Congregation Etz Chaim  
Dunwoody Prep  
Greenfield Hebrew Academy  
Schiff PreSchool of Temple Emanu-El  
Temple Kol Emeth PreSchool  
Temple Sinai PreSchool  
The Epstein School  
The Gan—Congregation Shearith Israel

### Synagogue Schools

Ahavath Achim Congregation  
Atlanta Hebrew Schools  
Chattanooga Jewish Community Religious School  
Congregation Bet Haverim  
Congregation Beth Shalom  
Congregation B'nai Israel  
Congregation B'nai Torah  
Congregation Etz Chaim  
Congregation Or v'Shalom  
Congregation Shearith Israel  
Congregation Shir Shalom  
Congregation Temple Beth David  
Temple Beth Tikvah  
Temple Emanu-El  
Temple Kehillat Chaim  
Temple Kol Emeth  
Temple Sinai  
The Temple  
Tichon Atlanta

### Day Schools

The Davis Academy  
The Epstein School  
Greenfield Hebrew Academy  
Torah Day School  
N.E. Miles Jewish Day School  
Yeshiva Atlanta

AJYP—Atlanta Jewish Youth Professionals  
Hadassah—Training Wheels  
Day School Presidents Council  
Atlanta Area Jewish School Technology Network

and anyone who needs  
assistance with Jewish  
Education in Atlanta



# Chaverim – TASK FORCE FOR CHILDREN WHO LEARN DIFFERENTLY

## JES TASK FORCE

## Teacher Education Series 1996/1997

A Project of *Chaverim* – The  
Task force for Children Who  
Learn Differently



Linda Zimmerman,  
Special Needs  
Coordinator

As you can see, this Task Force has a new name, indicative of the many changes in the past year. Chaverim has developed into a strong voice in the community for children and adults who learn differently. In September, 1995 Linda Zimmerman was hired as the Special Needs Coordinator for JES. She has worked diligently with Sid Besmertnik and Abbe Tobin, the co-chairs of the Task Force to create opportunities for all children and adults in the community to receive a quality Jewish education.

One of the major changes was the Task Force reorganization. It is now made up of three committees, each with specific directions and goals.

The **Community and Family Education Committee**, chaired by Dr. Debra Wallerstein and Theresa Shartar, organizes the **Gesher Series**, a program designed to provide information and support to parents, teachers and professionals in the community who work with children and adults who learn differently. The 1996/1997 series is subdivided into three parts, each consisting of three monthly seminars on related topics. This year the topics will be: Fall — Community Resources, Winter — Planning Ahead and Spring — The Family That Lives Differently. Brochures detailing the series have already been sent out and can also be obtained from the JES office, or you can look on page 7.

The **Teacher Education Committee** chaired by Barbara Greenblatt and Phyllis Isenberg, has developed the **Teacher Education Series**. A survey was conducted of the 400 teachers of the Jewish Day Schools, Pre-Schools and Supplementary Synagogue Schools in the Atlanta area to determine teachers' educational needs. There was a

strong indication that teachers want to have training in basic strategies to use in the classroom in order to enable all children to reach their ultimate potential. Twelve topics are being offered the first year, including: Judaism's Approach to Education and Discipline, How to Deal With Problem Behavior in the Classroom, The Parent-Teacher Connection, What is a Learning Disability and How to Promote Social Skills in the Classroom.

The **Long Range Planning Committee**, chaired by Sheryl Falik and Marguerite Merlin, is assessing the special educational needs of the community. It is the responsibility of this committee to research sources of funding both in and outside the Jewish community in order for Chaverim to continue to provide quality services to children and adults with special needs.

In addition to these three committees and their programs, the Task Force has begun to publish a quarterly newsletter to inform the community of its programs and of other services available in Atlanta. Laurie Besmertnik is the newsletter coordinator. Annette Marcus is the Task Force publicity coordinator.

And last but certainly not least is **Yad B'Yad and Shomrim**. **Yad B'Yad** serves children in grades three through six who are currently enrolled in their synagogue's religious school program. It is designed to assist children in need of additional help in Hebrew and Judaic studies. The class provides for individualized and small group instruction in a weekly community based setting in addition to the synagogue's regular Sunday program. Our first year was a success and we are currently working on expanding the program for the coming year.

**Shomrim** is an educational program designed to instruct tenth grade students in how

*Continued on page 6*

- Judaism's Approach to Education and Discipline
- How to Deal with Problem Behavior in the Classroom — Strategies That Work
- The Parent-Teacher Connection
- What is a Learning disability: Behavior vs. Disability
- Conflict Resolution
- How to Promote Social Skills in the Classroom – Building Self-Esteem
- How to Better Serve Each Child – Making Modifications
- Student Evaluation Plan – How to Create and Implement a Plan
- The Role of Occupational Therapy in the Classroom
- Health Related Issues – How to Treat a Medical Emergency
- Early Intervention
- Documentation Skills – How to Document Behavior and Learning Styles Objectively

To arrange for a speaker, call Linda Zimmerman at JES at (770) 677-9483.



## From the Agency Administrator



Ginny Stebbins,  
Agency  
Administrator

JES has been in its new facility on Chamblee Dunwoody Road for a year now, and we feel most of the quirks of moving have been ironed out. Thanks for your patience. It is a real pleasure to work in a newly re-modeled and decorated building located at the Perimeter.

The Administrative Office is excited about the acquisition of two new Pentium PC computers and the upgrade of the entire office to Windows 95 and Microsoft Office Professional software. We are utilizing college and high school student resources for our office help on a part time as needed basis, together with any office volunteers we are able to recruit. Should you be able to volunteer in the office for any length of time, please do give me a call on Extension 481. Any help is greatly appreciated.

Please be sure to take a minute when you are out this way to stop by, say hello and introduce yourself to those in the office who are ready to assist you in your contacts with JES.

We hope you have enjoyed this edition of "The Connector." It serves as a keshet for the Jewish educational community in Atlanta. In order to continue our work, we need your support. Please send your contributions to:

Jewish Educational Services  
4549 Chamblee Dunwoody Road  
Atlanta, GA 30338

We also welcome your comments and suggestions.

## NOW IS THE TIME TO ACT

In 1990, the Commission on Jewish Education in North America released a report entitled *A Time to Act* which called for dramatic change in the scope, standards, and quality of Jewish education. It concluded that the revitalization of Jewish education will depend on building the profession of Jewish education and mobilizing community support for Jewish education. Thus, the Council for Initiatives in Jewish Education was established. Since 1992, CIJE has been working with three communities, one of which is Atlanta, to create models of systemic change at the local level. We engaged in a pioneering, comprehensive study of our educational personnel in day schools, supplementary schools, and pre-schools. The goal was to create a communal plan of action to build the profession in our community and thereby develop a model for North American Jewish communities that wish to embark on this process.

The survey indicated that only 19% of teachers in Jewish schools have professional training in both education and Jewish studies. Thirty-five percent have a degree in education but not in Jewish studies. Twelve percent have a degree in Jewish studies but not in education. It was also shown that present levels of in-service training do not compensate for the background deficiencies.

Atlanta offers a number of valuable in-service opportunities for its teachers. We have city-wide, one-day teacher conferences and a variety of workshops throughout the year. These often tend to be helpful, but isolated events, lacking the continuity of an overall system and plan for professional development.

JES is committed to helping the teachers in Jewish settings in our area to further their professional development. We are participating in various programs and workshops to address the individual needs of our directors and teachers.

*JES is committed to helping the teachers in Jewish settings in our area to further their professional development. We are participating in various programs and workshops to address the individual needs of our directors and teachers.*

One such program is the CIJE's Teacher Educators Institute in which five Jewish educators from Atlanta are participating. This group meets periodically in Cleveland, Ohio with 67 colleagues from all over N. America to deal with the following questions:

What kind of teaching and learning are we trying to foster in our institutions?

What kind of professional development opportunities are most likely to foster this kind of teaching and learning?

The goal of this program is to affect the education of the teachers through the trickle down method of educating the supervisors who in are in positions to create professional development opportunities for their faculties and communities.

A program that is coming this fall for the first time in Atlanta is The Florence Melton Adult Mini-School for Jewish Teachers. The curriculum focuses on a core knowledge of Judaism with a pedagogic component which will enable teachers to translate the knowledge gained into the classroom. It is an intensive two year joint pilot project of The Council For Jewish Continuity, Jewish Educational Services, and The Florence Melton Adult Mini-School Institute of Hebrew University, Jerusalem.

The Commission's report indicated that teachers in Jewish schools are highly committed to the profession of Jewish education. Sixty-nine percent of full-time teachers view Jewish education as their career. Even among part-time teachers, over half described Jewish education as their career. Given the commitment of the teaching force in Jewish schools, investment in well-designed professional development for teachers can yield rich results.



Donna Linder Jaffe,  
Professional  
Development  
Coordinator



# THE MARCH OF THE LIVING REVISITED

**T**his year JES was privileged to be the lead agency for March of the Living. This is an international program that brings teens and adults from all over the world to commemorate Yom HaShoah in Poland, then on to Israel for Yom HaZikaron and Yom HaAtzmaut. Below is a reflection written by one of Atlanta's participants, Nathan Alexander.

**Nathan is a graduate of the Galloway School and will be entering Florida State University in the Fall.**

**H**istory is so intricate and complex that even to study it for a lifetime is to gain only a partial understanding of what actually happened. On any given event in history, so many sides may be told that one could write many volumes on that single subject. For a history teacher, the job is to condense that information and present it in lectures, short, concise, but telling what needs to be told. For some subjects, however, the entire story may never be told. Certain subjects are simply not given the classroom coverage, in fact, the worldwide coverage that is needed. There are many people today who do not know enough about the Holocaust. There exists in this world a great number of people who do not know what the Holocaust was. And there is a percentage of the population that denies that the Holocaust even existed.

If it had been your people that was all but wiped out of central Europe, you too would be concerned about the public's knowledge of the events. It was my own concern, and my thirst for more knowledge, that led me to apply to go on a trip, an educational journey to the Nazi camps of Poland, and on to the green mountains of Israel. The March of the Living lasts for two weeks, and it takes 5,000 Jewish teens worldwide to see the harsh realities of the events commonly referred to as the Holocaust or the Shoah. I saw with my own eyes the camps of Auschwitz, Birkenau, Lublin-Majdanek, and Treblinka. I walked into gas chambers and crematoriums, but unlike so many others, I walked out alive.

Why? Why on earth would so many teenagers be interested in seeing all that? No one can say teenagers don't depress easily. Well, the experience wasn't depressing. It's an extraordinary feeling to be a Jew walking through the streets and countryside of Poland, a country where there was once such a strong Jewish presence. We were that presence, come back to show that we are still alive.

It's not easy to put into words what I experienced for two weeks in April. The March of the Living was a collage of feelings, thoughts, and images, but few words. During the two weeks of the trip, I bonded with the most remarkable group of people that I have ever had the pleasure to meet. After going through so much together, there were things that we knew without having to say anything. The March was about the life and culture and the endurance of the Jewish people throughout history. And after walking through hell in Poland, we made the symbolic and spiritual passage, from darkness to light, from bondage to freedom, from Poland to Israel.

Israel is like nothing I have ever seen before. People who had been to Israel before said that it seemed different, that they were seeing Israel through the lens of the Holocaust. Seeing the atrocities of what occurred in the 1930's and 40's in Europe made me and my group feel such a tie to Israel, the Jewish homeland. We realized the value of a thriving Jewish culture, and we knew that we were in the middle of it.

The strong contrast between Israel and Poland is what made my Israel experience so unique. The March of the Living was like two sides of a coin, opposite, but connected. Perhaps it took something as devastating as the Holocaust to make the world recognize the need for a Jewish state. I have learned so much, but I've only gained a partial understanding of what happened. I have learned that there is still much to learn.



*Rabbi Fred Guttman at the  
Rappaport Memorial in Warsaw*





## High Holiday Reading

The materials listed below are just a sampling of the resources available at HaMakor: The Jewish Community Library Resource Center. The library also has a variety of Mahzorim. Short story collections are also a good source of High Holiday reading:

### Adult:

Agnon, Shmuel Yosef. *Days of Awe: Being a treasury of traditions, legends and learned commentaries concerning Rosh Ha-Shanah, Yom Kippur and the days between culled from three hundred volumes ancient and new.* New York: Schocken Books, 1948.

A hidden treasure we found when moving the library by the noted Nobel Prize winner. The subtitle describes it well.

Goodman, Philip. *The Rosh Hashanah Anthology.* [1<sup>st</sup>, ed.] Philadelphia: Jewish Publication Society, 1971.

Rosh Hashanah in literature of all ages, in many lands—classical and modern. Also includes short stories and poetry to share with all the family as well as programming ideas.

Hoffman, Lawrence A. *Gates of Understanding 2 [Shaare Binah]: Appreciating the Days of Awe.* New York: CCAR, 1977-1984.

A commentary on *Gates of Repentance*, the High Holiday prayer book used by most Reform congregations.

### Children:

Goldin, Barbara Diamond and Jeanette Winter. *The World's Birthday: A Rosh Hashanah Story.* San Diego: Harcourt Brace Jovanovich, 1990. A story for young children about Rosh Hashanah, the birthday of the world.

Kimmel, Eric A. and Erika Weihs. *Days of Awe: Stories for Rosh Hashanah and Yom Kippur.* New York: Viking, 1991.

Three tales illustrate the concepts of repentance, prayer and charity

Ruthen, Gerald C. and Marlene Lobell Ruthen. *Daniel and the Silver Flute: an old Hassidic Tale.* New York: United Synagogue Commission on Jewish Education, 1986.

A touching story about a child who has difficulty reading the prayers but who communicates with God nevertheless. A wonderful story for all those young and old who have or have had difficulty following the service.

### Videos:

*The New Beginning.* Created by Rita Rosen. New York: Image Communications, 1994. 60 mins. Color.

Outlines the ancient origin, evolution, symbols, and traditions of the High Holy Days. Illustrates the holidays with prayer, song, art, literature, custom and ritual.

*New Year's Leave.* Produced by Telma Steklov. Teaneck, NJ: Ergo Media. 30 mins. Color. An American sailor spends his Rosh Hashanah leave experiencing life in Israel.

*The New Year continued from page 1*

One of the hallmarks of the work of JES is the Kallot, the day long conferences. Three years ago a kallah for pre-school and early childhood teachers was initiated. This has been enormously successful. Last year for the first time we co-sponsored a Yom Iyun—a Day of Learning—in cooperation with the Day School Council.

By the time you read this, the Pre-School Kallah will be over. Dr. Marilyn Gootman of the University of Georgia, as the keynote speaker, Q'ed everyone into integrating the Jewish Quotient into learning. Other outstanding presenters from many facets of the community also participated in this event including Janet Schatten, Dr. Judy Wolman, Rabbis Stanley Davids and Kalmen Rosenbaum, and Catherine Baer, among others.

The next major kallah will take place on January 5 with Rabbi Sam Joseph as the keynote speaker. The Yom Iyun will be repeated this year on February 14 with Dr. Mel Levine, Director of the Clinical Center for the Development of Study and Learning at the University of North Carolina. At both kallot there will be time for teachers to network with each

*Chaverim — Continued from page 3*

to become effective tutors. It provides tutors for Jewish schools in the community by teaching young adults the importance of donating their time and resources to the community at large. The students attend a 12 week course offered through Tichon Atlanta that includes topics such as: The importance of Mitzvot, What is a Visual or Auditory Learner, How to Assist the Child with Learning Disabilities and How to Teach a Language. Dr. Sandra Schoickert is the Chaverim coordinator for these two programs.

The Special Needs Department of Jewish Educational Services is part of the Coordinated Network for Persons With Disabilities made up of the four Jewish communal agencies in Atlanta: Jewish Educational Services, Jewish Vocational Services, Jewish Family Services and the Atlanta Jewish Community Center.

**Chaverim mission statement:** *To create opportunities to enable every Jewish individual to receive a quality Jewish Education. It is enough that an individual is disabled, let us not disable him or her as a Jew as well.*

other and to study together.

In response to several meetings with directors and teachers of early childhood and pre-school programs, we will be initiating a program called "Opening the Text—The Early Childhood Torah Institute." Participants will be meeting bi-weekly to study Torah texts. The program is being facilitated by Janet Schatten.

Families are still the core of Jewish continuity and identity. To this end we inaugurated a Family Education Network. It is made up of teachers, directors and lay people. The group meets about four times a year to study, learn about the mechanics of family education and to share program ideas. Watch your mail for upcoming dates and times.

There is much more to tell and share with you. Many more highlights of the work of JES are featured here. In this season of *t'shuva*—return, I hope you will commit yourself to supporting Jewish education in our community and especially the work of Jewish Educational services.

I wish you and your family all the best for 5757. *Shana tova.*

## THE FLORENCE MELTON ADULT MINI-SCHOOL

### FOR JEWISH TEACHERS

Courses to be presented during the first year of a two-year program:

#### Rhythms of Jewish Living

The traditional pattern of observances connected with the cycle of the year and the life cycle.

#### The Purposes of Jewish Living

Essential Jewish beliefs and ideas as they unfold in the bible and other sacred texts.





## NEW BEGINNINGS

After the summer, something will be noticeable by its absence in the library. The card catalog will be gone! It will be replaced by our new OPAC or Online Public Access Catalog. To put it simply, it will be replaced by a computer.

We have spent the last year putting the catalog online, not a simple task. The process has paid many dividends. We have discovered some hidden treasures which had never been cataloged. It has also given us an opportunity to critically look at our collection and to weed out outdated books. We will have greater access to the materials both in the library and the resource center as we add games, posters, maps, and other instructional aids to our catalog. By entering a few key words a patron will be able to find a listing of all the various materials in a variety of media on a particular subject available at HaMakor.

How quickly the process of entering all the data into the computer and bar-coding the entire collection will proceed depends in large part on how many volunteers we have to help with the procedure. Volunteers who have some experience using a computer are needed for data entry and we welcome your assistance with this project. The sooner we complete this task the sooner the entire collection will be accessible to the public.

Down the road we also hope to have dial-up access to the HaMakor catalog so you can check from home whether or not the book or other material you need is in the library.

The library is currently on the internet and we can help you locate sources of Jewish information on the net. Check with us for the addresses of some particularly helpful websites.

This fall we are planning some exciting story hours for young children. Evi Reznick "Story Spinner & Story Snipper" will present a program of "Stories for the Sukkah" on Tuesday, October 10<sup>th</sup> at 10 a.m. for children ages 2-5. A program of "Noah Stories" will be presented in the Library/Resource Center for young children during the week of Parshat Noach, Oct. 18. We want to make HaMakor a fun place for children to visit and get them excited about books, particularly Jewish books. We are also planning some book talks and or book discussion groups that will particularly appeal to the retired in our community. If any particular topics or books interest you, call Paula Sandfelder, librarian, at 770-677-9487 with your suggestions. This is YOUR library and we want to serve YOU.

For our teachers, a variety of new children's books are currently on order and should be on our shelves before school starts. We have also recently acquired a number of children's books published in Canada about Jewish life north of the border as well as the two latest Sydney Taylor Award winning books, *Dancing on the Bridge of Avignon* and *Star of Fear, Star of Hope*.

## HAMAKOR

## HaMakor

### The place for Creative Problem Solving for Educators in Jewish Settings

*This resource center offers teachers and directors an opportunity to enrich their classrooms, lessons, and programs by taking advantage of a collection of a variety of games and activities. With the help of knowledgeable consultants such as Stacy Eskovitz who will be joining our staff this fall, an educator can spend time creating instructional aides that can be customized to fit his/her individual needs. The resource center staff works in conjunction with the library staff to offer a complete package of educational opportunities designed to enhance any Jewish setting.*

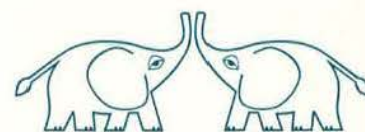
### Children's Stories

"Stories from the Sukkah" featuring Story Spinner and Story Snipper Evi Reznick and



her very special apron and magical scissors. Tuesday, October 1<sup>st</sup> at 10 a.m. Punch and cookies will be served in the

Sukkah after the story hour. All children ages 3 to 5 are invited. Free, but reservations are required. 4549 Chamblee-Dunwoody Rd. 770-677-9487.



Children's Story hour on Thursday, October 17<sup>th</sup> at 2 p.m. featuring "Noah Stories." After the story, and singing, children will make an animal puppet and enjoy animal crackers.

## The Gesher Series

The Community and Family Education Committee of chaverim has been busy planning the 1996/1997 Gesher Series. Each three part segment focuses on specific areas of interest to families and educators of children with special needs. The Fall series is an overview of available resources in the community for families and educators.

### Community Resources

Sept. 9, 1996

- Public School Resources for the Child Who Learns Differently
- Georgia Learning Resource System
- Early Intervention Services

Oct. 14, 1996

- Lekotek
- Parent to Parent
- CHADD
- Learning Disabilities Assn. of GA

Nov. 11, 1996

- Resources in the Jewish Community
- Day Schools, Respite, social Sports
- Coordinated Network: JES, JFS, JVS, JCC

All meetings will begin at 7:30 p.m. at JES.



## Linking the Present and the Future...

In one of the last Torah readings of the year cycle, Nitzavim, (Deut. 29:9-30:20) Moses reminds the people that the covenant they are making with God is not just for them who are standing at Sinai that day, but with all future generations. You have an opportunity to create a covenant with future generations through a generous endowment to Jewish Educational Services. Here are some of your opportunities:

### HaMakor—the Jewish Community Library/Resource Center

Endow a collection: \$40,000

Bible, Rabbinics and Liturgy; The Arts; Childrens Books; Israel; Modern Jewish History; Professional Resource and Reference Library

Your Name on the Resource Center:

\$100,000

The best place for all your creative solutions to teaching and learning

Your Name on the Library \$250,000

Early Childhood Kallah \$25,000

Region Wide Kallah \$35,000

Yom Iyun—a Day of Study

for Day School Teachers \$15,000

Chaverim—The Task Force for Children Who Learn Differently

Quarterly Newsletter \$10,000

Gesher Series—a monthly series of community programs about children with disabilities \$20,000

Early Childhood Teacher Institute \$50,000

Provides intense coursework in Judaica for teachers in early childhood programs and assists them with a learning experience in Israel.

## JES STRATEGIC PLANNING COMMITTEE

In the three years since JES was formed, the agency has made great strides in carrying out its mission of enhancing the delivery of Jewish education in metropolitan Atlanta. JES is providing professional support and consultation services to synagogue schools, day schools and preschools. The agency has developed teacher education programs, a community class for children who learn differently, and sponsored the March of the Living. The question is: where do we go from here?

It is time to review what we've done and what we've learned, to determine which of our programs were successes and which were not, to assess our strengths and weaknesses, and to set long and short term goals.

To accomplish this, the JES Board has formed a Strategic Planning Committee whose members have expertise in marketing, finance, education and business. Some committee members have been closely involved with JES. Others have not been directly involved but have experience with the Atlanta Jewish Federation or with other Jewish agencies.

Under the guidance of Robert Schwartz, a professor of business at Mercer University, the Committee held its first meeting on July 15<sup>th</sup>. We had a general discussion of all of the concepts that must be addressed in a strategic plan, including financial strategy, agency management, and competition in the educational environment.

The Committee also discussed an important issue which the JES Board has been debating for some time—who should the agency be serving? With our broad agency mission statement, we could be doing almost anything related to Jewish education, from providing classes in pedagogy for teachers, to assisting school directors with programming for family education, to working with youth group advisors. But with limited staff and

funds, we must be wary of overextending ourselves and must utilize our resources to have the greatest possible impact.

To help answer the important questions "What should JES do?" and "Who should JES do it for?" the Strategic Planning Committee will look at the many possible JES

constituencies. The Committee will assess the needs of each group, determine whether JES is addressing those needs, and, if JES is not addressing those needs, the Committee will advise the Board as to whether the agency should consider doing so.

To conduct this kind of assessment, the Committee will be seeking input from those involved in the various aspects of Jewish education, including teachers, parents, synagogue education boards and day school boards. Membership on the Committee will be expanded to include ultimate users of JES services. Anyone interested in working with the Strategic Planning Committee should contact Debbie Robinson at (404)364-4622.

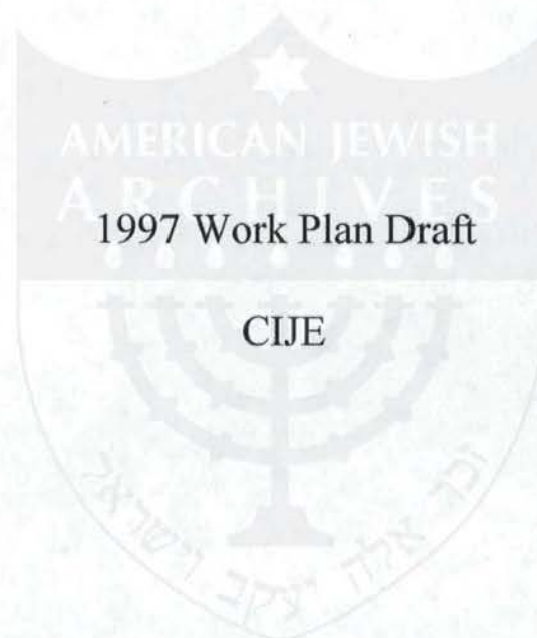
*It is time to review what we've done and what we've learned, to determine which of our programs were successful...to assess our strengths and weaknesses, and to set long and short term goals.*

Jewish Educational Services  
4549 Chamblee Dunwoody Road  
Atlanta, Georgia 30338

Nonprofit Org.  
Bulk Rate  
U.S. Postage  
Paid  
Atlanta, GA  
Permit No. 2934

For further information or inquiries regarding these endowments please contact Kevin King, Vice-President and Development Chair for Jewish Educational Services at 770-677-9480.

October 16, 1996



For Discussion October 13, 1996



## WORK PLAN HIGHLIGHTS

- Complete a five-year strategic plan for CIJE
- Continue to build and refine our training pilots for teacher educators and principals
- Expand the Goals Project and conduct several pilots
- Create an extensive array of publications designed to:
  - Tell the CIJE story
  - Seed the culture with powerful ideas
  - Support policy-making with research
  - Provide tools for change
- Continue to support our lead communities while preparing for a major new initiative in Community Mobilization (to be defined as part of the Strategic Planning process)
- Disseminate and utilize our Best Practice work
- Continue to expand capacity by adding to staff and by creating a cadre of General Education professors to help with our work
- Cut back on time devoted to core activities
- Do intensive planning for 1998 initiatives in:
  - Early Childhood
  - Senior Educational Leadership
  - Research and Development
  - Governance Structure

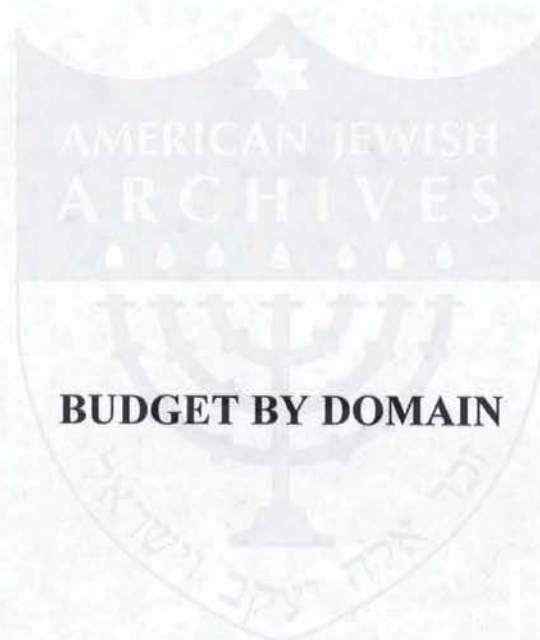
## WORK PLAN SUMMARY BY DOMAIN

DOMAIN	SUMMARY AND APPROACH
Building the Profession	Continue to refine and expand pilot training programs for teacher educators and principals; solidify the professors group; plan major initiatives for 1998
Community Mobilization	Maintain on-going relationships with lead communities, national organizations, and key lay leaders; Broadly rethink our strategy in this area
Content and Programs	Run several pilots of the goals project, while undertaking a planning effort in this area; Disseminate Best Practice materials and integrate them into our training institutes and programs
Monitoring, Evaluation, and Feedback	Continue rigorous monitoring and evaluation of TEI; use data from prior surveys to develop policy briefs; begin serious planning for building research and evaluation capacity
Publications	Develop an extensive array of publications; create a long term publications strategy; develop a database to support dissemination
Core	Complete a five-year strategic plan; rethink board strategy





## **TIME ALLOCATION BY DOMAIN**





## DOMAIN: BUILDING THE PROFESSION

Category	Description	Objective
TEI	Run 5 seminars for cohorts 1 and 2 Start Cohort 3 Set up a network of TEI participants Create 4 video packages Write the TEI story Complete 1st phase of TEI evaluation (community map)	Continue to refine and expand pilot project in teacher education while creating a cadre of teacher educators for congregational schools
Lay/Professional Leadership Seminar	2 short lay/professional leadership seminars	Experiment with cooperative lay/professional leadership development
Leadership Seminar for Principals	1 five-day professional leadership seminar	Continue to refine pilot project in Educational Leadership
Build Capacity/Professors	3 day seminar in January *5-day spring seminar <sup>1</sup> *Recruit new professors *Fold professors into CIJE work	Continue to grow the group and to solidify their relationship with CIJE and their interest in Jewish education
Planning	*National Center for Jewish Educational Leadership (JEWEL) *Senior Personnel Planning *Norms and Standards *Early Childhood	Develop plans for initiatives to be implemented beginning in 1998

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<sup>1</sup>\*Below the line

Consultations	Consultations on Professional development with: Brandeis, Torah Umesorah, Day School Training Initiative, Florence Melton Adult Mini-School, Melton Israel Short term program, Orthodox day school principals	Support the creation of new models in Professional Development
Professional Development Policy Brief	Combine what we've learned about Professional Development in General Education with what we know about Professional Development in Jewish Education to create a policy brief	Develop policies that can be adopted by communities to markedly improve Professional Development of teachers and educational leaders





## DOMAIN: COMMUNITY MOBILIZATION

Category	Description	Objective
Community Consultations	<p>Work on development of personnel action plans</p> <p>Support pilot projects in lead communities e.g. Milwaukee leadership, Beth Israel, Atlanta-early childhood</p> <p>Support evaluation efforts with lead communities</p>	Experiment with mobilizing communities around the importance of professional development, goals and evaluation
Relationships with National Organizations	Continue to meet with and maintain relationship with key national organizations (e.g. movements, federations, JESNA)	Build the reputation of CIJE and maintain relationships that enable us to work in partnership with others
Luncheon Seminars	Offer six luncheon seminars presenting "big ideas"	Build a community of academics and policy makers in Jewish education/continuity in the New York area
Board/Steering Committee Board Seminar	<p>Rethink how we use our Board meetings as a vehicle for community mobilization</p> <p>Touch base in a meaningful way with all of our Board members</p>	More effectively stimulate and energize lay and professional leaders to be informed advocates of Jewish education

## DOMAIN: CONTENT AND PROGRAMS

Category	Description	Objective
Dissemination of Best Practice Materials	Implement plan to further disseminate Best Practice materials	Build awareness of our work and ensure that people outside of CIJE can make use of the Best Practice work that we have done.
Use Best Practice materials in our work	Integrate learning from Best Practice work into TEI, Harvard Leadership, Milwaukee Leadership Project, and Professors project	Ensure that we are fully utilizing our Best Practice materials in all of our institutes and programs.
Goals Project	<ul style="list-style-type: none"> <li>-Milwaukee and Beth Israel Pilots</li> <li>-Goals Publications</li> <li>-Plan for future expansion of Goals Project</li> <li>*-Form a network of leaders engaged in building institutions<sup>2</sup></li> </ul>	Create models of change at community level; expand our understanding of the process of change; develop tools and case studies for use in change efforts, community mobilization and training

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<sup>2</sup>\*Below-the line



## DOMAIN: PUBLICATIONS

Category	Publication/Description	Objective
Telling the CIJE Story	Current Activities Annual Report TEI story	Let others in the Jewish community and the wider community know about CIJE and its work.
Seeding the Culture with Powerful Ideas	Hartman on Covenant and Community Hoffman on Synagogue Transformation April Board Seminar	Help create the cultural changes needed for further education revitalization
Research for Policy	Professional Development Policy Brief Leaders Report Early Childhood Policy Brief *Educational Leaders Policy Brief <sup>3</sup>	Provide the facts necessary to shape policy
Tools for Change	The Place of Vision in Jewish Educational Reform From Philosophy to Practice: Case Study of the Agnon School	Create tools for use in mobilizing communities and institutions for change, and for training professional leadership
Strategy	Develop a longer term strategy for CIJE publications	Clarify longer term approach to publications
Database	Develop dissemination database	Facilitate distribution of published material and other mailings

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<sup>3</sup>Below-the line

## DOMAIN: MONITORING, EVALUATION, AND FEEDBACK

Category	Description	Objective
Ongoing Evaluation of TEI	Observations and follow-up interviews Write one year report and interim case studies of communities Present to communities	Gather data that can be used to evaluate the effectiveness of the TEI pilot project and to provide evidence to support the spinoff of this project
Ongoing Community Consultations	Advise communities on evaluation issues as they arise	Continue to build evaluation into the culture of our Lead Communities
Build Research Capacity	Engage in discussions with opinion research centers about including new questions in planned research	Begin thinking about an infrastructure for Research in Jewish Education
Build Evaluation Capacity	Develop a plan for an Evaluation Institute	Create an implementable plan for building an evaluation capacity at the community and national level



## DOMAIN: CORE

Category	Description	Objective
Strategic Plan	Develop a five-year strategic plan to guide our future work, planning and decision making	Take a more vision-driven, more strategic approach to our work
Staff Meeting and Internal Planning	Continue to meet regularly with core staff only Start work planning in May/June	Improve the time-efficiency of meetings and planning activities
Fundraising	Create and adhere to a rigorous fundraising schedule	Complete 1997 fundraising by October 1

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**FOR DISCUSSION**


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**PLAN FOR BUILDING STAFF CAPACITY**

<b>NAME</b>	<b>PERCENT OF TIME</b>	<b>JOB POSITIONS FOR 1997</b>	<b>LONG TERM JOB DESCRIPTION</b>
Alan Hoffmann	Half time through August	Executive Director	Consultant/Advisor
Karen Barth	80%	Senior Consultant/Executive Director	Executive Director
Gail Dorph	100%	Senior Education Officer	Director of Building The Profession Domain
Nessa Rapport	100%	Director of Publications	Director of Communications
Barry Holtz	60% through August		Director of Content and Programs
Josie Mowlem	100%	Chief Administrator and Financial Officer	Chief Administrator and Financial Officer
Nellie Harris (new)	100% after August	Education Officer	Manager of all ongoing BTP Programs
Building the Profession (new)	100%	Education Officer	Assistant with building future programs
Community Mobilization	100%	Director of Community Mobilization	Director of Community Mobilization
Bookkeeper (new)	100%	Data entry and Reconciliations	Data entry and Reconciliations
Ellen Goldring	40-60 days	Consultant - Research and Evaluation	Consultant - Research and Evaluation
Adam Gamoran	40-60 days	Consultant - Research and Evaluation	Consultant - Research and Evaluation
Bill Robinson	100%	Field Evaluator	Field Evaluator



## JOB DESCRIPTIONS

### 1. Director of Communication

- Market CIJE, its work and its programs.
- Manage the writing, editing, design printing and disseminate of CIJE publications to be used for:
  - Telling the CIJE Story
  - Seeding the Culture
  - Supporting policy decisions
  - Supporting change programs in communities and institutions
- Assist all other domains and programs with editing and production of written materials.
- Help develop communication strategies for other domains and programs.
- Speak and write in support of CIJE's work.

### 2. Education Officer

- Member of consultation team
- Networking for TEI
- Create Day School initiative
- Member of planning team

### 3. Education Officer

- Manage network of professors and consultants
- Leadership Seminar for Principals
- Take charge of 1-2 planning projects with an eye towards managing implementation.
- Work on policy briefs

**CONFIDENTIAL**

**MINUTES:** CIJE STAFF MEETING

**DATE OF MEETING:** October 21, 1996

**DATE MINUTES ISSUED:** October 23, 1996

**PARTICIPANTS:** Karen Barth, Gail Dorph, Alan Hoffmann, Barry Holtz, Karen Jacobson, Josie Mowlem, Daniel Pekarsky, Nessa Rapoport, D'vorah Levy (secy.)

**CC:** Sheila Allenick, Adam Gamoran, Sarah Feinberg, Ellen Goldring, Joella Klinghoffer, Virginia Levi, Mort Mandel, Dalia Pollack

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**I. Review of Previous Minutes**

A. Minutes and assignments were not reviewed.

**II. Brandeis University Update**

A. BWH gave report on Brandeis meeting attended by ADH/MLM, Chuck Ratner and Esther Leah Ritz. BWH said it was a very good meeting.

**III. Staff Learning**

A. Will be on next staff meeting agenda

**IV. Agenda for Wexner Meeting-11/7**

Assignment A. KAB will speak with Larry Moses re: agenda for meeting.

**V. Update on Space**

A. KAB reported that the space configuration is not adequate for CIJE. Linda Kier Handman will design a floor plan based on CIJE's needs and the landlord is willing to gut and reconfigure. If CIJE decides against taking this space, KAB will continue to explore other possibilities.

Assignment B. Alan asked JM to investigate availability of cubicles in the present JCCA offices, so that CIJE consultants have work space including a telephone when they come into office.



## **XI. Barbara Schneider Memo**

- A. ADH feels CIJE staff should schedule a conversation regarding Barbara's memo.
- B. ADH had a conversation with Bethamie Horowitz today after re-reading Barbara's memo. ADH discussed the idea of the possibility of CIJE becoming the first to generate a major longitudinal study on "*Jewish Education and its Impact*". Bethamie and Barbara could work together on this together on this. ADH idea is as follows:
  - This project would need funding over 20 years.
  - Find a sponsor
  - Five books should be written
  - From this study CIJE would have qualitative samples, a statistical longitudinal study which could be followed over time.

Assignment C. KAB volunteered to keep this idea alive.

## **XII. Put Agenda for October 28 Staff Telecon**

- A. Phoenix School
- B. Publications Policy
- C. Aryeh Rubin
- D. Finalize list of interviewees
- E. Cohort 3

## **XIV. Dates to hold Open**

- A. Monday, December 9, 1996 10:00am-4:30pm "*Consultation on Jewish Educational Change*" to be held at the JESNA offices.
- B. March 2, 3, 4, 1997 for the Stern National Educational Symposium in Philadelphia: "*The Challenge of Jewish Secondary Day Schools*"

## **XV. Staff Calendar**

- Assignment A. KAB suggested staff have all day meeting re: strategic planning processes prior to next Steering Committee meeting. The date will be on Monday, November 25 from 10:00am-5:00pm at Wave Hill. KAB will arrange.
- B. KAB will make appointment to meet Dr. Ackerman at the University of Judaism, while she is in LA.

## CONFIDENTIAL

### CIJE ASSIGNMENTS

October 21, 1996

NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	JM investigate additional space in JCCA offices with telephones for our additional staff.	JM	10/21/96	11/4/96
2.	DNP to contact Danny Lehman re: meeting of Community day high schools	DNP	10/21/96	11/4/96
3.	KAB will speak with Larry Moses re: agenda for Wexner meeting of November 7	KAB	10/21/96	10/29/96
4.	GZD/JM will telephone and send thank you notes to guests who attended CIJE's board meeting	GZD/JM	10/21/96	11/4/96
5.	NR will monitor Aryeh Rubin project	NR	10/21/96	11/04/96
6.	KAB will make arrangement for staff meeting of November 25 at Wave Hill	KAB	10/21/96	11/4/96
7.	KAB will make a list of subjects for staff learning	KAB	10/14/96	11/4/96
8.	ADH will speak with Johnny Cohen, re: Jan/Feb Luncheon seminar	ADH	9/10/96	11/4/96
9.	KAB/GZD/BWH/JM/NR-to develop 3 topic agenda for November 7 Wexner meeting	Staff	9/10/96	11/4/96
10.	ADH will speak to MLM re: small presentation of Brandeis to Steering committee	ADH	9/16/96	10/7/96
11.	NR will follow up with Avi Decter-re: Abridged Annual Report	NR	09/25/96	11/04/96
12.	KAB will set up appointment with David Hirshhorn for sometime mid November re: Hirshhorn funding	KAB	09/25/96	10/7/96
13.	KAB will follow up with Michael Ben-Avi and Amy Gerstein re: summarizing literature on change in education	KAB	09/30/96	11/4/96



NO	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
14.	KAB/ADH will meet with Annette Hochstein in Israel in January re: Cape issues.	KAB/ADH	9/30/96	
15.	KAB will continue to negotiations re: space for CIJE	KAB	9/30/96	

