



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**  
A DIVISION OF HEBREW UNION COLLEGE – JEWISH INSTITUTE OF RELIGION

**MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980-2011.**

Series F: CIJE Accrual, 1981-2011, undated.  
Subseries 2: Dan Pekarsky, 1981-2011, undated.

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79

Folder  
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Lead communities project. Milwaukee. Milwaukee leadership conference, 1995 December – 1996 November.

For more information on this collection, please see the finding aid on the [American Jewish Archives](http://AmericanJewishArchives.org) website.

## VISIONING

### Jonathan Woocher's Article

#### Families

- o All families engage in ongoing Jewish learning activities
- o All families celebrate Shabbat and Jewish holidays
- o All families participate in retreat experiences
- o Every synagogue/congregation offers a "family learning experience" program -- ongoing activities for the entire family
- o JCC has a viable Jewish family education program
- o All homes have a computer hooked up to a continental Jewish satellite program for families

#### Adults

- o All adults are engaged in ongoing Torah study

#### Teens

- o All teens participate in ongoing Jewish education activities -  
- formal and informal
- o All teens ages 15-18 participate in organized activities in Israel -- trips/organized learning activities

#### Teachers

- o All teachers participate in organized learning experiences in Israel
- o All teachers participate in continental teams focusing on particular curriculum/subject matter; team meetings are held during the summer time to improve curriculum, discuss common concerns and develop creative approaches to teaching

#### Financial Support

- o Jewish Education is the highest priority for all Jewish foundations.

RC/nm  
8/13/93

## VISIONING

### Steering Committee Meeting - December 14, 1992

#### Communal Opportunities

- o Institutions that compliment one another
- o An organization that manages the overall structure
- o Funding
- o A variety of institutions serving different age groups such as high schools, day schools, preschools, adult education and synagogue schools
- o An opportunity to come together in a Jewish communal setting
- o An opportunity for every person to experience Israel
- o A diversity of programs that respond to different needs in the community
- o A desire for the pursuit of excellence
- o Qualified personnel in all settings
- o Education that is both affordable and accessible
- ~~o Supplemental opportunities to public schools~~
- o Support for Jewish Education in the community and a general feeling that holds learning in high esteem
- o Opportunities that engage people throughout their lifetime

### Commission Meeting - June 16, 1993

- o All children involved in Jewish day schools
- o Teachers receive respect as role models
- o Everyone would speak Hebrew
- o Everyone feels comfortable with who they are Jewishly
- o There will be a menu of family experiential components

- o Tracked high school for children from different backgrounds
- o Ladder of Jewish education from early childhood throughout college
- o Viable synagogue community with mutual respect for everybody
- o Coffeehouse with art and good books
- o Goals for Jewish education are clearly defined
- o Lifelong learning opportunities are available
- o Standards/minimum requirements for all educational programs are clearly defined
- o Community nurtures and develops its own "home grown talent"
- o Jewish study and Jewish knowledge is the highest value for the community
- o Children are involved in Jewish communal activities
- o No financial barriers to Jewish education

#### Strategies for Moving the Community Forward

- o Rabbis in community would work together to mobilize community support for education
- o Enable every Jew to visit Israel
- o Expand day schools
- o Reach out to unaffiliated, uncommitted and intermarried
- o Broaden the base of givers and volunteers
- o Advocate for the profession of Jewish Education salaries, benefits
- o Develop teacher training programs in education, Hebrew and Judaica
- o Training programs would be available for all Jewish personnel
- o Develop an integrated Hebrew/Judaica program for day schools
- o Establish a community high school

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- o Develop a retreat center
- o Scholarship and Jewish learning will become the criteria for community leadership
- o Establish an endowment for Jewish education
- o Advocate for the establishment of Hebrew programs in area high schools

RC/nm  
8/13/93

DRAFT

MILWAUKEE LEAD COMMUNITY PROJECT STRATEGIC PLAN OUTLINE

I. A Community Vision

A. Statement of Need - What are the reasons for creating the Lead Community Project?

B. Statement of a Community Vision

Proposed: Phase I - Pre-visioning with a national scholar (i.e., Jonathan Woocher, June 1993)

Phase II - Commission retreat, August 1993

NOTE: See yellow handout - SUMMARY NOTES.

C. Statement of Mission - What do we hope to accomplish through the Lead Community Project?

II. Statement of the Problem

A. Critical Issues in Jewish Education

Examples:

1. National issues - Identified by CIJE as the most critical issues.

a. Personnel issues

b. Mobilization of leadership (e.g., support, active participation, funding)

2. Local issues - Identified by the local commission as high priority issues.

a. Family education

b. Teens education/post Bar/Bat Mitzvah education

c. Financial barriers to Jewish education

d. Commitment (community, family, individuals)

e. Community wide planning

**NOTE: Refer to Pages 24-25 in the planning guide for a suggested classification of issues.**

### III. Organizational Structure

- A. Steering Committee - Managing the process; oversee plan development; serve as liaison to Federation and participating organizations.
- B. Commission - Identifying issues; setting priorities; building consensus; approving strategic plan; monitoring process; liaison to participating organizations.
- C. Task Forces - Gathering data; addressing specific issues; developing action plans.
- D. Ad Hoc Committees - Investigating special issues; working out program implementation details; conferring with end users to ensure receptivity to program.

### IV. Information Gathering/Studies

- A. Educators Survey - Spring 1993
- B. Other Studies - To be determined

### V. Goals and Measurable Objectives

**NOTE: See blue handout - Goals vs. Objectives.**

### VI. Priorities and Strategies for Action

### VII. Programs and Initiatives

- A. Guidelines and criteria for Lead Community Project's selection - Strategic Idea Concept
- B. Connections to Best Practices and the Educated Jew Project

### VIII. Resource Development

Page 3

IX. Time Lines and Yearly Implementation and Action Plans

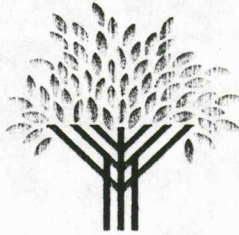
X. Evaluation Process

RC/nm

4/15/93

Janet - 414 - 963-9196  
Fax 963-9535

Louise - 352-3140  
- 1080 (Fax)



MILWAUKEE JEWISH FEDERATION

MEMORANDUM

TO: Shmuel Wigoda  
Fax # 011 972 2 619-951

FROM: Ruth Cohen  
Fax # 001 414 271-7081

DATE: July 26, 1993

RE: Lead Community Calendar

The following are some important dates for future Lead Community activities:

<u>Date</u>	<u>Time</u>	<u>Activity</u>
August 19	7:30 p.m.	Visioning exercise for Federation officers and senior professional staff.
September (date to be established with Dr. Danny Pekarsky)	?	First meeting of the Personnel Development Task Force.
October 10	1:00 p.m. - 8:00 p.m.	Commission retreat. Continuation of our visioning process.*

\* We are trying to identify a national speaker/facilitator for the retreat; a person of vision who can inspire our Commission, provide a model of a rich vision and guide the development of shared vision for our local community.

In order to effectively plan this activity, we need to finalize all details as soon as possible, especially identifying our key note speaker.

We would appreciate your suggestions and creative ideas.

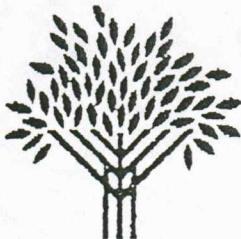
Shmuel Wigoda  
Page 2

Please share this information with Danny Pekarsky and give him my regards.

Le' hitraot.

RC/nm

P.S. The October retreat is in lieu of the retreat originally planned for August.



MILWAUKEE JEWISH FEDERATION  
MEMORANDUM

TO: Shmuel Wigoda  
FROM: Ruth Cohen  
DATE: July 26, 1993

Dear Shmuel:

I enjoyed talking to you on Monday, July 26. Per your request, I am listing the topics we would like to address during our meeting in Baltimore.

1. The definition of "A Lead Community Project".
2. Definition and clarification of the concept "systematic change".
3. Some strategic ideas for moving from institutional planning done in isolation, to a collaborative, community planning; how to change the existing routine of individual organizations/agencies developing their own plans and trying to "establish their own niche" to a more global outlook -- planning in consultation and collaboration with other organizations, considering overall community goals, etc.
4. Goals definitions and implementation both on the community level and the institutional level.
  - a. What kind of assistance can we expect to receive from CIJE consultants, the Educated Jew project staff, etc.?
  - b. What are some creative ideas for initiating the process of identification of substantive goals on both the community and institutional level?

Give my regards to Seymour, Annette and Danny Pekarsky.

Le'hitraot,

Ruth

RC/nm

FAXED  
7-15-93

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M E M O R A N D U M  
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\*CONFIDENTIAL\*

DATE: June 22, 1993  
TO: Seymour Fox  
FROM: Daniel Pekarsky  
RE: Impressions of Milwaukee in aftermath of 6/16/93 visit

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1. The preeminence of the enabling options seems by now to be clearly understood by the key figures (like Jane Gellman and Louise Stein), and both they and Woocher stressed their over-riding importance at the "Visioning Session" that Woocher led on Wednesday, June 16.
2. In an interesting development, Milwaukee's core-leadership group (Gellman, Stein, and Ruth Cohen) seem to be disengaging from a "Family Education" think-tank that they had established. There seem to be two reasons: a) MAJE has launched its own effort in Family Education, and the Lead Community core-group does not think it makes sense to muddy the waters at this stage by strongly promoting an independent effort, and b) the core-group feels that this "think-tank" wants to prematurely leap after 2 sessions to programmatic initiatives in the area of family education--without doing sufficient preliminary thinking. The core-group feels that it should not launch or endorse a strong programmatic initiative in this area except in the context of an overall plan of action, which has yet to be designed. The latter, the development of a thoughtful plan, they assert as their first priority.
3. A dinner-session that included Woocher, myself, Louise Stein, Jane Gellman, Ruth Cohen, as well as both the president and executive director of Federation focused on MAJE's relationship to the Lead Community Process. Much to my surprise, and possibly because of the setting and the composition of the group, the issue was presented as much less troubling than I had been led to believe it was prior to the meeting. The majority view seemed to be:
  - a.) that MAJE has already been re-defined as a service agency whose focus should be training personnel for congregational schools (as opposed to being a central planning agency);
  - b.) that with a few exceptions the agency's professional and lay leadership have accepted that re-definition; and

c.) that through a variety of piecemeal strategies MAJE could be brought on board.

I was-and continue to be-skeptical that this is the whole story. Subsequent conversations with Roberta Goodman, Ruth Cohen, and Louise Stein have confirmed this skepticism. Here are my impressions.

Whether it's bad news or good, I'm not sure, but my sense is that a good deal of the problem between MAJE and the Lead Community Project has as much to do with the personalities of the participants as it does with structure. On the surface, structural issues do seem critical, with MAJE feeling that the Lead Community Project is trying to control its already drastically narrowed sphere of activity and therefore offering up resistance. But beneath the surface, it is beginning to seem to me that much of this tension could be diffused if Ruth Cohen could approach her work in a different spirit. Although she is beginning to recognize the desirability of "taking the high road" with MAJE's acting director (Ina) by including her more than she has in the Lead Community process, she does so with a measure of inner resistance, exhibiting a reluctance to recognize MAJE's acting director as a serious (much less full) partner in the enterprise. She is, for example, extremely resistant--for reasons that are not altogether clear to me--to the idea of including Ina in her core-planning group.

Ruth's behavior, in part, may just be a function of her personality, of her need to be, and be perceived, as fully in control, of an unwillingness to share power with other professionals. Certainly a number of others--including Roberta Goodman and Louise Stein--experience her as somewhat overbearing and overly-authoritative. But if, as is likely, personality is a significant factor, it is exacerbated by local circumstances: in the first place, her appointment is only for a year, and I am told that she is anxious about being re-hired. Hence, a need to exhibit her unique expertise. In the second place, it has been said that she feels that down the road there will be room for only one chief education officer in Milwaukee, and Ruth may be concerned that she (rather than Ina, the acting director of MAJE) be the person selected for this role. Hence an additional reluctance to offer Ina a significant role in the Lead Community process, for this would serve to empower and legitimize Ina beyond what Ruth feels to be in her own interest. (I want to stress that these are fairly preliminary perceptions, but I thought them worth sharing.)

Before leaving the subject of Ruth, I want to add another circumstance that may be influencing her conduct, and that is the nature of her relationship as the Lead Professional with Gellman and Stein as the Lay leaders. My sense is that these lay leaders are more than typically involved on a day-to-day basis, and Ruth might be feeling that her professional role is being encroached upon. There may be a need for them to develop greater clarity

concerning their respective roles in the process.

When Louise informed me of her concerns relating to Ruth's authoritativeness, I suggested that she not duck the issue but find a way to address it with Ruth. When I last spoke with her, she was giving thought to the possibility of discussing this matter with Ruth's supervisor, Federation's Planning Director, but I don't know if she did so.

One last comment: Roberta Goodman, with whom I shared some of these perceptions, cautioned me against under-emphasizing the structural issue: her feeling, and I suspect she is wise about this, is that the Lead Community team has yet to work out with other agencies (MAJE and the JCC included) any agreement concerning the coordination of their respective planning efforts. If Roberta is correct, this needs attending to very soon.

4. Prior to the Woocher-led visioning session, we had a long preliminary discussion in which Woocher discussed what he planned to do in his session. Essentially, people are asked to do two things:
  - a.) to envision what they would like to see in the area of Jewish education in Milwaukee in the year 2020;
  - b.) to suggest steps to be taken in the next five years to get there.

When asked about the purpose of this exercise, he stressed its motivational aspect, but also reminded us of the importance of having a vision if one is to bring about real institutional change. To this I added my own sense that, having articulated their own visions, the community needs to have a chance to reflect on and struggle with the visions of Jewish educators who have thought more about such matters than they have, visions that go beyond what they might come up with on their own. Put differently, the community needs to avoid being unduly limited by its own perhaps too modest vision of the future. This point was taken very seriously, and they began asking who could present the community with a richer vision of the future. They are eager to bring such a person in for an event early this fall, and they asked me to inquire of you concerning possible guests.

5. The Woocher-led visioning session was somewhat disappointing. Attendance was lower than expected (with some 40 of the 60-member commission attending), and at least some key-figures didn't attend. More importantly, the level of enthusiasm and excitement did not seem to me particularly high. The session ended with an inconclusive, poorly organized discussion of when to hold their August retreat for the Commission. No date was decided on, and at this point I think momentum towards an August program has dissolved. In fact, I think there is a general lack of momentum right now; whether this reflects the fact that we are mid-summer or some more serious problem, I am not sure.

6. In the core-group meeting that included Jane, Louise, Ruth, Howard, Shulamith, Woocher, and myself, the strategic planning process was discussed. Again, they asserted a strong need for help with this process. When I asked whether Howard (their Federation Planner) could facilitate the planning process, the response was negative for two avowed reasons: a) his busy-ness, and b) their shared sense that in principle they need "an outsider" to facilitate this process (rather than the insider like Howard, whose perspective may be limited by his position in the communal structure).

In my conversation you (Seymour) about this matter, you suggested a "Gurvis-like person" for this role. I asked Mark informally whether he might be interested in offering some help in this area, and he seemed interested, though he indicated that a lot would depend on how much time/how many visits would be required. My own sense is that, given his experience with Cleveland's educational planning and implementation process over the last five or six years, he might be well-suited to this project if he has the time. Conceivably he and I could work together to help articulate a meaningful process. Should he be approached more formally?

7. My own role as consultant remains unclear both to them and to me, as I expect it will remain at least until the CIJE national staff has been announced and begins to develop ongoing relationships to the three Lead Communities. Any suggestions you may have concerning how I should procede would be appreciated. In the meantime, I feel like I am beginning to know some of the key players.
8. About Fred Newman: Fred is German-Jewish, very assimilated, and as best I can tell, utterly uninvolved in anything Jewish. He is very, very bright, a work-a-holic, very thoughtful and methodical in his approach to things, and not particularly warm (although probably a person of integrity). As a scholar, he is very well respected. As a professor at Harvard many years ago, he wrote, with Don Oliver, a very fine and influential essay entitled "Education and Community", which was published in the Harvard Educational Review. Let me know what other kinds of information you might want; it would be pretty easy to gather it.

By the way, Newman is inadvertantly responsible for my coming to Wisconsin. He was given a copy of my vita by David Purpel at the time EPS was launching a search for what became my position. Newman passed this vita on to Kliebard, who invited me for an interview. So, although Newman and I are not close friends, I owe him a debt of gratitude.

I will be at the Ariel Hotel as of July 7th. The phone number there is 719-222 and I will be in touch soon after arrival. Until then, all the best.

Recruitment / Debate / Enhancement

Commission on Visions and Initiatives in Jewish Education

Personnel Issues  
Professional Development Task Force

Susan Jona, Co-Chair  
Jody Kaufman Loewenstein, Co-Chair

Dr. Ruth Cohen, CIJE  
Ina Regosin, MAJE

Dr. Steven Baruch  
Harriet Blumberg  
Jeff Conn  
Merzy Eisenberg  
Annette Evans  
Mike Fefferman  
Larry Gellman  
Howard Karsh  
Richard Miller  
Amy Neistein  
Jim Ross  
Rabbi Isaac Serotta  
Bonnie Shafrin  
Devorah Shmotkin  
Dr. Doris Shneidman  
Karen Sobel  
Karen Torem  
Judy Werlin

Oct. 12  
Personnel  
Issues

Interpret the survey

- 1 Information needs
- 2 Critical Issues
- 3 Selfing priorities
- 4 Recommendations

- 1 change critical issues structure
- 2 state of field issues
- 3 Robotics

Commission on Visions & Initiatives in Jewish Education  
Wednesday, June 16, 1993  
7:30 p.m.

**ANNOTATED AGENDA**

I. Welcome/Announcements

Due to the early beginning of the school year, we are considering the following dates for the retreat:

Wednesday, August 18, 1993  
Thursday, August 19, 1993

II. CIJE Report - Louise

A CIJE planning seminar was held in Cleveland in May. It was attended by representatives from the Lead Communities and CIJE consultants. The seminar was intended to clarify the Lead Communities concept and to enhance the partnership between CIJE and the communities and among the three communities.

Milwaukee has received a \$30,000 grant from the Mandel Foundation to cover the cost of administrative start up of the project.

A CIJE consultant will visit Milwaukee every 4-6 weeks. Milwaukee will also have access to consultants in national training institutes and other academic settings.

Enabling options - The commission on Jewish Education in North America had concluded that the basic elements necessary to upgrade the quality of Jewish education are personnel and community mobilization. These two elements have been identified by the Commission as "enabling options", i.e., options which enable the implementation of any, or all, other educational programs. Communities are encouraged to look at local educational problems from these perspectives.

III. Visioning

Introduce Dr. Jonathan Woocher (see bio sketch) - Jane

RC/nm  
6/14/93

Lead Community Project

A Tentative Definition

1. Process - Has to fit within plan defined by local CIJE Commission (addresses a community need).
2. Content - Has to fit within enabling options or community priorities.
3. Scope - Has to be strategic with potential for long term impact (no drop in programs)
4. Quality - Has to fit within goals of Lead Community Project; needs to have a built in evaluation component.

LS/RC/nm  
6/14/93

Fax #: 001 216 464-5827

From: Shmuel Wygoda  
Mandel Institute , Jerusalem  
Fax #: 011 972 2 619-951

Re: Jonathan Woocher visit to Milwaukee

Date: June 15th 1993

Dear Danny,

As per Seymour's request I sent you the following . I hope everything will go well.

Desired outcomes:

a) This visit should reinforce the ideas set forth during the May seminar in Cleveland, and further developed during SF and your visit to Milwaukee later in May.

Most particularly the concepts of " enabling options " seem critical at the present time, given some of the tensions which exist in the community ( see your memos)

b) This visit should smoothen some of the above mentioned tensions in the Community, particularly between the Lead Community project leaders and MAJE.

c) Avoid as much as possible different concepts of Goals and Visions.

Documents attached:

1) Fax by S.Elster with Jonathan Woocher outline of his session in Milwaukee on June 16th.

2) Goals for Jewish Education in Lead Communities

P.S. Seymour asked me to sent to J. Woocher the document on Goals attached. He got it yesterday.                   בהצלחה



MILWAUKEE JEWISH FEDERATION

**MEMORANDUM**

TO: Participants in the Meeting held on May 21  
FROM: Dr. Ruth Cohen, Project Director  
DATE: June 11, 1993

I was pleased with the meeting held in Milwaukee on May 21, 1993 and hope you share my view that this meeting helped to clarify concepts and enhance the partnership between CIJE and Milwaukee. Enclosed are the summary notes of this meeting.

RC/nm

enclosure

Meeting with Dr. Seymour Fox and Dr. Daniel Pekarsky  
Friday, May 21, 1993

**SUMMARY NOTES**

**ATTENDANCE:** Dr. Seymour Fox, Jane Gellman, Betsy Green, Dr. Daniel Pekarsky and Louise Stein. Staff: Dr. Ruth Cohen, Rick Meyer, and Howard Neistein.

**I. The Nature of the Partnership**

**A. CIJE's contributions/responsibilities**

**B. Milwaukee's contributions/responsibilities**

CIJE will not give money to the Lead Communities. The \$30,000 grant is a one time contribution to support the communities' initial planning and their data collection efforts. CIJE will act as an intermediary between the foundations that express an interest in supporting Jewish education pilot projects in the Lead Communities. CIJE is planning to hire staff to work with the foundations. Milwaukee would like to receive a list of foundations with whom CIJE has established contact and have indicated an interest in supporting projects in the Lead Communities. We would also like to know what grants have already been made, or are being proposed, to the project.

CIJE will also help local leadership to interpret the project to their community. It will also pay for "brain power" and the development of the content of seminars and research. This will include the following:

1. Research - The Monitoring, Feedback and Evaluation project is paid for by CIJE.

The Educator's Survey planning and conceptualization was done by the community with assistance from CIJE consultants. The Lead Communities will be responsible for data gathering. The analysis of the data will be done by CIJE's consultants. Milwaukee will cover the cost of coding the data and developing the preliminary statistical report. The estimated cost for Milwaukee is \$8,000 (based on 300 questionnaires).

2. Seminars - CIJE will develop the content of seminars and will assemble the consultants and facilitators. The Lead Communities will be responsible for the cost of travel and accommodations for their representatives attending these seminars.

3. Consultants - CIJE will assign consultants to work with the Lead Communities. A CIJE consultant will visit the community 2-3 days per month. The cost of bringing these consultants will be covered by CIJE. CIJE is planning to hire three new staff members:

- o A Director of CIJE
- o Education Director
- o Another educator whose title is not yet clear

These individuals will be available to work with Milwaukee. Other consultants will be available when needed (e.g., consultants for the planning and implementation of the Goals Project and Best Practices). The training institutes are prepared to work with the Lead Communities. The financing of this assistance is not clear yet.

The following CIJE staff/consultants will be available to assist Milwaukee:

1. Ginny Levi - Administrative matters.
2. Dr. Daniel Pekarsky - Matters regarding the educational content of projects.
3. Dr. Barry Holtz - May function as our interim lead liaison until a new Education Director is appointed. Dr. Fox will let us know in the near future whether we should channel our requests for assistance to Dr. Barry Holtz or to Dr. Daniel Pekarsky.

CIJE will cover the cost associated with consultation provided by all CIJE assigned consultants.

The Mandel Institute in Jerusalem offered to provide a one day educational seminar to Milwaukee's community mission. The cost of this seminar will be covered by CIJE.

C. CIJE's relationship with the Bader Foundation

In working with Daniel Bader, CIJE is trying to accomplish the following:

1. Enhance Daniel's understanding of CIJE.

2. Increase the Foundation's contributions to Jewish education in Milwaukee.

## II. The Scope of the Project

### A. CIJE's focus - The concept of "enabling options"

The two enabling options are:

- o Developing the profession of Jewish education.
- o Mobilizing the community - recruiting leadership, securing funding, and developing appropriate structure.

Because these two areas have implications for all other areas, they can be considered the "building blocks" of Jewish education, upon which major improvements of the entire Jewish educational system rests.

The "Lead Community" and the "enabling options" concept are derived from the five recommendations of the Commission on Jewish Education in North America. These recommendations include:

1. Building a profession of Jewish education
2. Mobilizing community support
3. Establishing three to five Lead Communities
4. Developing a research capability
5. Creating the Council for Initiatives in Jewish Education

The Best Practices project is a support project for personnel. It provides the curriculum for what personnel will learn. The central theme of the Best Practices Project is training personnel and monitoring their progress.

Best Practices helps practitioners articulate what they are doing well and teach personnel in other communities about the practice, foster a dialogue among practitioners from various communities, provide opportunities for educators to observe successful programs in order to decide if these programs are applicable to their own community.

The community's options will be implemented by educators; if personnel are not trained or not excited about the program, there is no chance of success.

The Lead Community Project is a partnership between the intercontinental players and the local community.

The community will have to address the two enabling options. CIJE is open for a dialogue with the community about the implementation of other programmatic options.

The Lead Community Project needs to develop a comprehensive program to educate lay leaders. The Best Practices Project can assist the community in developing training programs for lay leaders.

The challenge for the Lead Community Project is developing leadership, building the profession of Jewish education, and defining goals.

Community resources should be invested in development of lead educators. CIJE will help Milwaukee identify educational leadership and develop programs for their training.

The Melton Institute will set aside a number of places in their Jerusalem training institute for Milwaukee fellows.

Scholars from Chicago and Madison could be recruited to work with Milwaukee on program planning and implementation.

RC/nm  
6/11/93

Roberta Louis Goodman, R.J.E.  
President  
National Association of Temple Educators  
149 Nautilus Drive  
Madison, WI 53705-4329 U.S.A.  
608 231-3534/FAX 608 231-6844



6/11/93

Daniel,

Sorry this took so long to get to you. I hope the three items are intelligible. The one is really an outline and not written in narrative form.

I look forward to seeing you in Milwaukee. Mazal too on the first class of Fellows to graduate.

B'Shalom,

Roberta

Much has happened since we last spoke. I'll try to fill you in when I see you.

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**MEMORANDUM**  
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June 3, 1993

**TO:** Sally Klein-Katz  
011-972-2-664-925

**FROM:** Daniel Pekarsky

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**RE:** Miscellaneous matters  
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Well, July feels like it's right around the corner, and my own excitement and that of the Fellows grows day by day. I've reviewed the detailed itinerary and it looks very fine. I can hardly wait! Below are a bunch of questions, responses, etc.

1. Kashrut: I discussed with Olgin the question of his eating at the Kibbutz that does not have the Kashrut certificate. He was uncomfortable with the idea and felt that Spira would be as well. I believe we need to honor their sensibilities in this area. Is there any way this could be done consistently with staying at this Kibbutz? Any ideas? If not, we may need to give up this option - regretfully!
2. If there are medical/dental problems while in Israel, who will they see?
3. Federation, which pays our bills, reluctantly paid out the \$15,000 we were asked to pay because there was no itemized breakdown of expenses. They are pretty insistent that they need a detailed breakdown from Da'at, from Melitz, from Melton, of what they have been/are being billed for before laying out more money. Can you facilitate this?
4. Any more information on swimming pool possibilities with the Diplomat Hotel? If not, are there alternatives?
5. Whoops! Bales will not be staying at the hotel on the free Shabbat weekend. Please cancel!! But it turns out that a number of the others do want to stay at the Ariel on these two days. I will up-date with details as soon as possible.. Let's not worry about the budgeting impact until I have clearer information.

6. I am still a bit confused about the categories of individual bills that will go to non-Fellows. There are:
  - a. Hotel bills
  - b. Expenses per person for family days activities. Is this the \$100.50 you refer to in the recent fax?
  - c. Then, there is the cost for a non-Fellow like Harry Lader of Jill Spira to come along with us as members of the group. In Jill's case, she intends to participate in everything. In Harry's case, it will be everything but the trip up north. What will their bills be--over and beyond the \$100.50 referred to in "b." Are there additional categories? If so, please clarify.
  
7. The Fellows' Israel mini-course is about a week long. It includes three days given over to reading a variety of background materials and 4 days devoted to introducing a range of issues. See attachment for details.

The sessions themselves are loosely tied to the readings. We have chosen to emphasize the following themes: a) Zionist ideologies and the relationship between Israel and the Diaspora; b) Arabs and Jews in the land of Israel; c) Religious Divides and d) Integration of immigrants into the life of Israel.

In each case, our intent is not to provide in-depth knowledge but to help generate questions and flexible frameworks that will guide their observations and reflections in Israel.
  
8. We will be working together towards the Yad Va-Shem memorial service and the Shabbat program and songster.
  
9. A local rabbi (Daniel Roberts) and his wife will be in Jerusalem for a few days in July and have inquired about the possibility of staying with us at the Ariel for two nights at our group rate. The dates are July 22-24. (Leaving on July 25.) Is this possible?

I look forward to hearing from you. Thank you for all your help!!

SOME READINGS ON ISRAEL IN ANTICIPATION OF OUR MINI-COURSE AND OF OUR TRIP TO ISRAEL, JUNE 1993

This packet of readings is intended to offer a number of perspectives on a variety of questions relating to Zionist ideals and Israeli realities. It is in two critical respects not comprehensive: first, it only addresses a few of the many issues that might be considered; and, second, it does not offer the full range of views on those issues that are represented. Still, the packet is a start in our efforts to get ready for the trip to Israel. Some of the materials relate directly to themes that will be discussed in the mini-course; others are independent of the mini-course. All of them should be read during this pre-trip period.

The readings grouped under the heading "Zionist Visions and Visionaries" should be read prior to Monday's class. The readings relating to specific issues, particularly those concerned with religious tensions, with the relationship between Arabs and Jews in the State of Israel, and with the relationship between different cultural groups should be read for our Wednesday and Thursday classes.

ZIONIST VISIONS AND VISIONARIES: TWENTIETH CENTURY BEGINNINGS

1. Selections from Hertzberg's, ed., THE ZIONIST IDEA, including essays by Hertzl, Ahad-Ha-am, Berditchevsky, Gordon, and Ha-Rav Kook.
2. Selections from Amos Elon, THE ISRAELIS: FOUNDERS AND SONS.

ZIONIST VISIONS: MORE RECENT PERSPECTIVES

3. Michael Rosenak, "The Land of Israel: Its Contemporary Meaning."
4. Eliezer Berkovitz, "The Spiritual Center?"
5. David Hartman, "Zionism and the Continuity of Judaism"
6. Shlomo Avneri, "Zionism as a Permanent Revolution"
7. Melitz, ed. "Israel: A Jewish State? A State for Jews? Or?"

SOME ISSUES IN THE LIFE OF ISRAEL: GENERAL

8. Smooha, "Internal Divisions in Israel at Forty"
9. Galnoor, "Israeli Democracy in Transition"

JEWS, ARABS, AND THE STATE OF ISRAEL

10. Gorny, "The Hundred Year Confrontation"
11. Selections from Shipler, ARAB AND JEW: WOUNDED SPIRITS IN A PROMISED LAND.

RELIGIOUS DIVIDES

12. Halevi, "An Uneasy Alliance"

MULTICULTURAL ISSUES

13. Morag-Talmon, "The Integration Processes of Eastern European Jews."

GENDER IN ISRAELI SOCIETY

14. Alice Shalvi, "Equality for Women in Today's Israel: Still an Ideal."

MEMO TO: Seymour Fox  
FROM: Daniel Pekarsky  
RE: Some summary impressions  
DATE: May 26, 1993

The longer document summarizes most of my perceptions. Here I want to stress only a few points:

1. I felt the meeting was extremely valuable. They entered with a number of anxieties, and I felt that these were addressed in a very helpful way. Much greater clarity was achieved concerning the role of CIJE, concerning the place of consultants in the process, concerning costs, and concerning the relationship between programmatic and enabling options. I try, in the accompanying document, to summarize my understanding of how these issues were addressed. I hope my recollections square with your own; please let me know if they don't.

2. I would characterize the Milwaukee team as energetic and thoughtful, but also naive with respect to the process they're embarked on. They are, however, aware of some of their naivete and are looking for thoughtful outside input in developing and implementing their plan. #s 3. and 4. below identify two areas in which assistance would be particularly valuable.

3. HIGH PRIORITY: As noted in the attached document, I think they are crying out for help in developing a sensible planning-process, and I think it would be invaluable to offer them substantial and fairly immediate help with this matter. No doubt, with or without CIJE's help they will come up with some planning process, but they are more likely to come up with one that makes good sense sooner if they get some timely help. How to orchestrate the planning process, who should be involved in the process, what are the critical issues that need to be addressed-- all of this could use some thoughtful outside input. I see this as very important.

4. HIGH PRIORITY: As also noted in the longer document, the relationship between the lead community project and existing educational structures in Milwaukee is very unclear. There is mixed support for the project in MAJE, and MAJE was not actively involved in developing the proposal. It is, I believe, vital to address this issue early on in the process. There is a danger of projects that are redundant or at cross-purposes. A good example of the kinds of problems to be anticipated is a series of programs on the subject of family education that MAJE has developed and announced for the coming year, without, to my knowledge, any consultation with the lead community professional and lay leadership.

5. Note that it was left unclear in the meeting whether, at this moment in time, they would contact Holtz or Pekarsky when they wished to communicate needs, requests, or questions to CIJE.

6. Related to 5, whoever the point-person is, it is very important that lead communities be communicated with in a timely way. I sensed some frustration on their part in this area, a feeling that it takes CIJE too long to respond to queries, to deliver on things it says it will do, to pass on important pieces of information, etc. I think they may feel that a lot is happening at the national and international levels that they're not being informed of. From the standpoint of morale as well as of effectiveness, timeliness and clarity of communication is probably very important at this stage.

7. I will be in Israel during the month of July and will be back in Wisconsin in August. I probably could make some time available in August to come to Milwaukee. As we've discussed, I am hopeful that we'll be able to discuss these matters further while I'm in Israel.

I hope you find this helpful.

**FROM THE FAX OF**

NAME Abraham Daniel Pekarsky  
FAX (216) 464-5827 PHONE (216) 464-4050

**TO THE FAX OF**

NAME Jenny Levi  
COMPANY \_\_\_\_\_  
FAX ( ) 391-5430 PHONE ( ) \_\_\_\_\_

**MESSAGE**

*Please see attached*

Transmitting a total of 6 pages including this page. If you do not receive all the pages, please contact us immediately at 464-4050.

CONFIRM RECEIPT OF THIS FAX \_\_\_ YES \_\_\_ NO \_\_\_ BY PHONE \_\_\_ BY FAX

MEMO TO: Seymour Fox

FROM: Daniel Pekarsky

RE: SOME IMPRESSIONS BASED ON OUR CONVERSATIONS IN MILWAUKEE, MAY 21, 1993.

DATE: May 23, 1993

Viewed as an attempt to further clarify a) what it means to be a lead community, and b) the relationship between CIJE and Milwaukee, this meeting was very successful. The level of concern, which was very high when we walked in to the meeting seemed considerably reduced by the time we left in the middle of the afternoon. This was due to several inter-related circumstances: a) the attainment of greater clarity concerning heretofore unclear matters; b) resolution of these matters in a direction that was comfortable for the participants; c) their growing sense that, via Pekarsky, Holtz, and others, they would have help with their efforts to develop and implement their plan.

Below a) I summarize some of the major issues raised, along with the responses that were offered, and b) I suggest some matters that need to be addressed in the near-future.

#### 1. THE DANIEL BADER FOUNDATION

The Milwaukee team knew that Seymour was to meet with Daniel Bader. They stressed their own local dependence on his foundation's philanthropic generosity and expressed their concern that Seymour might refocus his philanthropic energies away from local and towards national concerns. Seymour reassured them in no uncertain terms that he had no such intention.

#### 2. THE PLACE OF ENABLING AND PROGRAMMATIC OPTIONS IN THE CIJE PROJECT.

This discussion was a continuation of the conversation in Cleveland the week before. At the Cleveland meeting, some of the lead community representatives seemed caught by surprise by the statement that lead-communities were to be primarily concerned with enabling options (personnel, mobilization of community support). A week later in Milwaukee, this matter was further clarified. Relevant points include the following:

a) It was agreed by everyone that if there was confusion on this matter, it was in part due to some of the CIJE literature on lead-communities, some of which seemed much more focussed on programmatic than on enabling options.

b) Over the last several months, Milwaukee has sensed very great interest in the family education area, as measured, in part, by the willingness of rabbinic and other leadership to find time to meet around this issue. They sense that family education is an area that will engage the energies of local lay leaders and professional educators -- much more so, they feel, than other areas like "personnel." For this reason, and in the absence of clear information from CIJE that programmatic options were not central to the enterprise, the Milwaukee team has moved in the direction of making family education an important component of its lead community efforts. For pragmatic and possibly other kinds of reasons, they are - whether wisely or not I'm not sure - resistant to the idea of giving up this focus.

c) Against the background of a) and b), there was a very fruitful discussion of the way enabling and programmatic options fit together in the CIJE conception: The enabling option remain primary because in a variety of respects they are the foundation, prerequisites to the success, of all programmatic options. Consider, for example, all the curricula that have failed because of the unavailability of the right kind of personnel.

HOWEVER, this emphasis on the enabling options should not be interpreted as lack of support for the development of programmatic options. For attention to programmatic options will inevitably, and desirably, play a critical role in the concrete development of enabling options. EXAMPLES:

1. although there may well be some general characteristics that one would want to nurture in educators, no matter what their particular domain or approach, specification of a particular programmatic area (e.g. early childhood education, family education, etc.) and attention to effective programmatic strategies in that domain may well help to guide the direction of a community's efforts at personnel development. It may help to bring into focus the kinds of theories, skills, and personality characteristics the desired educator should have.
2. Some programmatic options may well have the capacity to generate the kind of community support for, and engagement in, Jewish education that CIJE believes so critical.

It is, though, critical that the tail not wag the dog, and that lead communities not forget the pre-eminent importance of the enabling options. Negatively, this means not allowing any given programmatic option to replace the enabling options as the center-piece of the effort. Positively, it means looking at any given programmatic option with an eye towards its implications for the development of enabling options.

It emerged in this discussion that although certain programmatic options, for example, family education, have broad appeal, their very meaning and their educational merit are, at best

uncertain. In such cases, lead communities have the responsibility to subject them to critical examination, so as to uncover competing interpretations of the options, to understand the implications of each interpretation, etc. It is important to avoid prematurely jumping from rhetoric to implementation. The fact that such programmatic options have a broad intuitive appeal should not stand in the way of this kind of critical analysis. Indeed, inviting interested parties to reflect jointly on the meaning of a particular option (like family education) could inaugurate important conversations that will clarify their educational thinking and may offer them some criteria for assessing educational alternatives put before the community.

### 3. THE ROLE OF CONSULTANTS/EXPERTS IN THE CIJE PROCESS

While insistent that ultimately it is the local team that needs to decide which visions should guide them and which way to go, the Milwaukee team expressed a need to have the advice of outside consultants/experts. But it voiced considerable uncertainty concerning the place of such consultants/experts in the CIJE process. In response to questions posed and in the course of the discussion, the following points were made:

- a. Lead communities are not expected to pay for the educational and planning input that goes into their various projects. The time and energy of the CIJE professionals, of the Mandel Institute's staff and leadership and of other professionals (like Pekarsky) are made available to lead communities free of charge and on a regular basis. The human resources of the major denominations (who may prove invaluable to local communities in thinking about goals) will also be made available to lead communities free of charge. Also available free of charge are the results of Mandel Institute projects (like "the educated Jew" project) and the professional time of educators who will lead content-seminars. Other resource persons associated with the CIJE process (like Professors Greenberg and Brinker) may also be available to lead communities, though not on a regular basis. Still other consultants may be made available to lead communities based on a determination of special and specific needs.
- b. In general, lead communities will not be invited to identify and hire their own consultants, then passing the cost on to CIJE. Rather, in the typical case, the local community will identify a need and request help from CIJE in identifying an appropriate consultant.
- c. Milwaukee can count on the ongoing involvement of Pekarsky and Holtz in developing its project. Though no specific arrangements were decided upon, it was suggested that Pekarsky, being near-by, might come into Milwaukee two or three times a month, as well as be available for phone-consultations. Some possible roles envisioned for Pekarsky included the following: help with conceptualizing their

planning process; help with identifying strategies for addressing issues of goals/vision; help in thinking about structural issues (for example, the relationship between the CIJE process and the work of MAJE); help in thinking about personnel development; help in identifying resource-people who might be of value to Milwaukee, especially from within the UW community; and/or help in facilitating communication between the local community and the CIJE national and international staff.

d. It was noted that the University of Wisconsin may well be a source of valuable consultative help for the Milwaukee project.

## 5. COSTS

The discussion of consultants was connected to a discussion of costs to be incurred, respectively, by CIJE and lead communities. While it was noted that CIJE would be responsible for consulting costs as noted above, it was also stressed a) that local communities would be responsible for the cost of bringing its people to CIJE programs (e.g. meetings of lead community representatives, content-seminars, etc.), and b) that while CIJE will pay for the analysis of the Educator Survey, the local community is responsible for executing it.

It was stressed that CIJE's primary role is not to be a provider of money. Although CIJE will certainly absorb various costs, its primary role is a) to provide consultation and content seminars that can help interpret and guide the project; b) to be a matchmaker between foundations and local communities; c) to conduct a variety of pertinent research activities and to make their results available to local communities; and d) to offer lead communities the services of the CIJE professional staff on an ongoing basis.

## 6. PERSONNEL DEVELOPMENT

During this discussion, various strategies were discussed, including the following: a) finding a way of encouraging University of Wisconsin students into the field, either as career moves or for short-term assignments during or after college; b) identifying rising-stars in whom it would be wise to invest and developing appropriate educational vehicles for encouraging their growth; c) developing career ladders. In the course of this discussion, Seymour Fox discussed the possibility of allocating Melton funds towards study in Israel for promising lead community educators.

## 7. HELP WITH PLANNING

While eager to chart a path that reflects its own priorities, The Milwaukee team is open to and, indeed, solicitous of help from knowledgeable outsiders in areas that pertain to substance and to process. They especially expressed a very

immediate need for advice and guidance in conceptualizing and implementing their own planning process. Help in identifying the relevant issues, the partners to the planning process, and the structure of the process would be very valuable. Some concern was expressed that there may already have been some mis-steps in this area, e.g., through the creation of a possibly unnecessary committee.

8. RELATIONSHIP BETWEEN THE LEAD COMMUNITY EFFORT AND OTHER EDUCATIONAL EFFORTS/STRUCTURES IN MILWAUKEE

The relationship between Milwaukee's federation-based lead community project to other educational structures is, at best, unclear. Its relationship to the activities and personnel of MAJE and of the JCC probably require some fairly immediate attention. There is a danger of educational initiatives - for example, in the area of family education - that may be redundant and/or at cross purposes. There is a need to develop a coordination mechanism.

WITH  
ACTION

- 9. It is very important that lead communities be communicated ~~within~~ in a timely way. I sensed some frustration on their part in this area, a feeling that it takes CIJE too long to respond to queries, to deliver on the things it says it will do, to pass on important pieces of information, etc. From the standpoint of morale as well as of effectiveness, timeliness and clarity of communication is probably very important at this stage.



MEMORANDUM

JEWISH EDUCATION  
BRANCH OF  
NORTH AMERICA, INC.

חברה לפרוייקט חינוך יהודי  
צפון אמריקה

TO: Louise Stein, Jane Gellman, Ruth Cohen

cc.: Shulamith Elster

FROM: Jonathan Woocher

DATE: May 20, 1993

SUBJECT: Outline of Commission meeting on June 16

730 BROADWAY  
NEW YORK, NY 10042-9540  
Entrance 418 Lafayette Street  
(412) 529-2000  
FAX: (212) 529-2009

I'm looking forward to being with you all on the 16th. Here is a brief outline of what I propose for the session, which I'd appreciate your reviewing. If the broad framework is what you want, I'll go to work on filling in the details.

Commission on Visions and Initiatives in Jewish Education  
Meeting -- June 16, 1993

President  
Neil Cuenbbaum

Honorary Chair  
Mandell L. Berman

Vice Presidents  
Dr. Sidney Buzis  
Billie Gold  
James Schwartz  
L. William Spear  
Bernard K. Yankin  
Dr. Lois Zarchy

Secretary  
Indy Kaplan

Assistant Secretary  
Andrew Groveman

Treasurer  
Barton Z. Cowan

Assistant Treasurers  
Helene Rieger  
Richard Spiegel

Executive Vice President  
Jonathan S. Woocher

Life Members  
Robert Auer  
Arthur Brody  
Mark E. Schluskel  
Fried Sichel  
Bennett Yanowitz

7:30 - 7:45 pm

Progress report on the Commission's work;  
Introduction of the session (one of you)

7:45 - 8:00

Opening presentation: The importance of  
shared vision in transformational change

I will speak about how the visioning process is central to the attempt to initiate and sustain fundamental change in education and in contemporary Jewish life. I'll refer both to the experience in general education and to the thinking currently taking place about the so-called "continuity agenda" in Jewish life. The goal will be to affirm the importance of what they are doing as well as to clarify how a shared vision actually informs a change process.

8:00 - 9:15

Jewish Milwaukee 2020: What do we want to be  
and how do we get there

The bulk of the session will be devoted to a two-part activity. The first part will ask individuals and then small groups (the tables) to identify

what they hope a visitor to Jewish Milwaukee will see in the year 2020. I will push them to be as concrete as possible, and ask them to think in terms of both individual Jewish lives and behaviors and the institutional system.

After we have spent some time collecting (orally) and discussing the elements of their visions (looking for overarching themes and common elements, but acknowledging differences as well), the second task will ask them to identify three things that must be done (or at least begun) over the next five years if the vision is to have a chance of realization. This will start the process of translating vision into action elements. We will also collect and discuss these.

9:15 - 9:30

Translating vision into action: challenges and possibilities

I will wrap up the session by talking about the next steps in the change process. I believe there are two tracks along which to proceed: 1) a more rigorous planning effort to sift through the vision and identify the key elements and strategies for reaching them; and 2) a community mobilization effort to get people excited and engaged through a few pilot projects in areas that will clearly be encompassed within the overall change process. (It will need to be emphasized that pilot projects alone will not sustain the transformational process over the long run, but that they can generate both learning and momentum for the more fundamental and far-reaching changes that will be required.) I'll try to give a few examples of specific initiatives that point the way toward strategic change.

Please let me know your reactions. Thanks.

## GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

The Commission on Jewish Education in North America did not deal with the issue of goals for Jewish education in order to achieve consensus. However, the Commission knew that it would be impossible to avoid the issue of goals for Jewish education, when the recommendations of the Commission would be implemented.

With work in Lead Communities underway, the issue of goals can no longer be delayed for several reasons;

- 1) It is difficult to introduce change without deciding what it is that one wants to achieve.
- 2) Researchers such as Marshall Smith, Sara Lightfoot and David Cohen have effectively argued that impact in education is dependent on a clear vision of goals.
- 3) The evaluation project in Lead Communities cannot be successfully undertaken without a clear articulation of goals.

Goals should be articulated for each of the institutions that are involved in education in the Lead Communities and for the community as a whole. At present there are very few cases where institutions or communities have undertaken a serious and systematic consideration of goals. It is necessary to determine the status of this effort in the Lead Communities. There may be individual institutions (e.g. schools, JCCs) that have undertaken or completed a serious systematic consideration of their goals. It is important to learn from their experience and to ascertain whether an attempt has been made to develop curriculum and teaching methods coherent with their goals. In the case of those institutions where little has been done in this area, it is crucial that the institutions be encouraged and helped to undertake a process that will lead to the articulation of goals.

The CIJE should serve as catalyst in this area. It should serve as a broker between the institutions that are to begin such a process and the various resources that exist in the Jewish world -- scholars, thinkers and institutions that have deliberated and developed expertise in this area. The institutions of higher Jewish learning in North America (Y.U., J.T.S.A. and H.U.C.), the Melton Centre at the Hebrew University and the Mandel Institute in Jerusalem have all been concerned and have worked on the issue of goals for Jewish education. Furthermore, these institutions have been alerted to the fact that the institutions in the Lead Communities will need assistance in this area. They have expressed an interest in the project and a willingness to assist.

The Mandel Institute has particularly concentrated efforts in this area through its project on alternative conceptions of "The Educated Jew." The scholars involved in this project are: Professors Moshe Greenberg, Menahem Brinker, Isadore Twersky, Michael Rosenak, Israel Scheffler, Seymour Fox and Daniel Marom. Accompanied by a group of talented educators and social scientists, they have completed several important essays offering alternative approaches to the goals of Jewish education as well

as indications of how these goals should be applied to educational settings and practice. These scholars would be willing to work with the institutions of higher Jewish learning and thus enrich their contribution to this effort in Lead Communities.

It is therefore suggested that the CIJE advance this undertaking in the following ways:

1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead to an articulation of goals.

2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake community-based consultations.

3. Offer seminars whose participants would include Lead Community representatives where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer help and expertise.

The issue of goals for a Lead Community as a whole, as well as the question of the relationships of the denominations to each other and to the community as a whole will be dealt with in a subsequent memorandum.

Seymour Fox & Daniel Marom

(Draft #2)

Report to CIJE Staff on Milwaukee  
Monday May 10, 1993

Rationale for Focus and Emphasis:

- o Content should be responsive to requests of CIJE staff for specific information.
- o Content should address current status and illuminate context in a manner that extends the staff's current understanding.
- o Analysis should illuminate directions for CIJE-community partnership; and
- o Structure should contribute to dialogue not easily achieved through written words.

Approach and Rationale:

As with Julie, I have chosen to focus on an adapted version of a "critical incident." I use as my framework Milwaukee's development of an organizational structure for the Lead Community Project.

Milwaukee's Organizational Structure for the Lead Community  
Project

I. Getting Started

A. Where was Milwaukee was when they were accepted as a Lead Community?

1. Howard Neistein of the Federation coordinated the application process. Although MAJE consulted, agreement abounded that MAJE could not pull off this project. MAJE's leadership and role were in transition.

→ 2. Jewish Education Task Force, a Federation committee, existed consisting of educational agency presidents and Federation representatives to discuss MAJE's future.

o MAJE unable to bring together the parties under its own auspices to discuss its future

3. Rick Meyer clearly stated that Federation had no available staff to coordinate the Lead Community project.

o Received one year grant from the Bader Foundation for a staff member beginning January 1993.

## B. Setting Up a Structure for the Lead Community Project

i p o The Lead Community Project is the major educational planning effort for the Federation. For example, they see their planning efforts in terms of college campus youth in connection with the Lead Community project. The Core Planning Group decided whether or not the Federation should participate in the Bronfman Israel program.

o OUT OF SYNC  
2 PTS

o COLLEGE YOUTH → RUTH ASKED TO BE PART OF; NOT PUT ON THE COMMITTEE

1. Federation leadership picked two co-chairs with different styles and community affiliations to head the Lead Community Project. Both are considered major donors. o FUNCTION W/IN ALLOCATION SYSTEM

o FUNDRAISING CONNECTIONS

Louise: MAJE, Women's Division, Beth Israel (Conservative), Hillel Academy (communal-traditional)

Jane: JCC, Sinai (Reform), MJDS (communal-liberal), and Wexner

o ~~FEED~~ STRONG FED CONNECTION

4 PTS

2. The Jewish Education Task Force became the Steering Committee of the Lead Community Project with additions of: Ina, another Wexner graduate, Daniel Bader, and representative of the Principals Council

o EXAMPLE OF EXISTING STRUCTURE THAT DIDN'T FIT MANDATE

purpose of the Steering Committee is to keep the project moving

o only two congregational people are the rep from Principals Council and the rep from the Wisconsin Rabbis Association; they are "coincidentally" congregational people

o NO REAL CONGREGATIONAL REPRESENTATION

o Esther Leah Ritz who crashed the last meeting, felt that informal educational settings were underrepresented on the Steering Committee

o NOT FUNCTIONING TO MOVE PROJECT ALONG & COLLECTIVELY

o MORE EFFECTIVE INDIVIDUALLY - i.e. JUDY GOREN

4 PTS

3. Commission on Visions and Initiatives in Jewish Education is the wall to wall coalition (REP FROM ALL ED INSTIT)

INCLUDES TEACHERS QUA TEACHERS

purpose of the Commission is to reach consensus about direction for Jewish Education in Milwaukee

Louise, Jane and Howard went to all institutions with Jewish educational interest to ask who should represent them

o CORE PICKED WHO TO HAVE & FOLLOWED MANY OF THE RECOMMENDATIONS

first meeting some 50 - 60 people were introduced to Core Planning Group, Shulamith, me, and had opportunity to give input; asked which Task

2ND MEETING SCHEDULED FOR JUNE - VISIONING SESSION

o RUN BY CORE PLANNING GROUP

o ABLE TO PULL OFF PUTTING TOGETHER COALITION - PEOPLE TAKE PROS. SERIOUS

Forces want to serve on

- o not all the people present were known to members of the Core Planning Group - went beyond just the people they know
- o whereas Steering Committee is presidents of agencies, not comparable people from the congregations - no senior rabbis or congregational presidents; do have some synagogue educators and chairpeople of education committees
- + is have some educators and educational leaders in congregations
- don't have comparable power base to agencies and Federation
- o issue: 1) need reporting back mechanism; 2) need way of connecting the Commission to congregations and agencies

4. The Core Planning Group of the Lead Community Project consists of: Ruth, Louise, Jane and Howard

- 1 PT
  - o hired full time staff person who lives and breathes LC project
  - o shortcoming: one year contract and a questionable future (CAUSE \$ FROM BADER) (IMPLICATIONS OF RUNNING JEWED ORGRANTS)
  - o SHE'S IN CONSTANT CONTACT W/ MANY COMMUNITY MEMBERS
  - o Core Planning Group is where the majority of decisions are being made
- 2 PT
  - o meet weekly and more as needed
  - o all Federation people - RUTH REALIZES BIGGER THAN FED.
  - o no Jewish educational leadership
  - o Louise suggested that Ruth work with Ina as co-staff, Ruth rejected this
  - o CONSTANT CONTACT W/ VARIOUS PEOPLE
- 1 B/L PT
  - o no clear definition of who has what educational responsibilities i.e. Is LC project just planning as in long range planning? or does it affect direct services, planning family education programs?
  - o MAJE is struggling with its own future
  - o although LC doing lots of planning, is that going to be a function of Federation in the future?
  - o want to know about other arrangements for central agencies

4 PTS

- o struggling with how they keep the Steering Committee and Commission going - need better communication
- o overall struggling with how they keep interested individuals informed of what is going on **4) COMMUNICATION 5) INVOLVEMENT**
- o 1) Case of the Principal's Council - no longer feel left out, but they don't feel connected; 2) those most connected are the ones on the informal loop - the day school directors and agency heads; 3) pre-school directors, cong. educators, and teachers don't feel connected even though they have been involved/touched in some way - project is not involving them in a way they view as involvement

**TEACHERS ARE ABSENT**

|| MAIN PT  
EX. MAJE  
ASKED TO MAKE  
CHART FOR  
COMMISSION  
MEETING

3 PTS

- o Do LC community projects only come from planning group in the form of pilot projects?
- o tight planning structure: at times organizations told to wait for a communal plan to emerge (MAJE, hiring of an educator at JCC), but organizations don't stop while planning is in process
- o can standards of excellence be developed by which any project may be called a "LC project"

2 PTS

- o **DEVELOP CRITERIA SO ANY PROJECT POTENTIALLY CAN QUALIFY**
- o fairly recently the Core Planning Group decided to have a vision setting session with Jonathan Woocher and a retreat in late summer
- o the vision setting is interesting because it involves leadership training - hearing an experts views, as well as values clarification - sharing their own views
- o **SESSION DESIGNED BY CORE PLANNING GROUP**

5. Task Forces

1 PT

- o Strategic Planning Group
  - o only educator is Ina Regosin

6 PTS

- o Family Education Think Tank
  - o only one congregational educator (GIL) - MAINLY RABBIS
  - o problem: who do you invite?
  - o Ruth working more directly with Think Tank chairperson rather than the direction coming from the Core Planning Group as a whole +delegation of responsibility
  - o **ALMOST EVERYONE SHOWED**
  - o **LARGE REPRESENTATION FROM ORTHODOX SYNAGOGUES WHICH DO NOT HAVE SCHOOLS**
  - o **PEOPLE DIDN'T ALL KNOW ONE ANOTHER**
  - o **WIS. RABBINICAL COUNCIL IS WEAK -> THIS T.T. PEOPLE CAME FOR**

6. Best Practices

2 PTS

- o have had a round of formal presentations by Barry
- o confusion over the next steps: Milwaukee is expecting a menu of options to present to the rabbis
  - o how does a congregation make take the next step to get connected into Best Practices?

O NO MECHANISM

II. Questions

1) NEED: COMMUNICATION SYSTEM

A. What type of communication system needs to be established with the Steering Committee, Commission, and Task Forces? agencies? congregations? Principals Council and Wisconsin Rabbis Association? Jewish community-at-large?

B. How aware are the institutions of the role of their representatives in the process? What expectations should be outlined for how the representatives connect to their institutions? *2) FIT POWER STRUCTURE*

C. Is Milwaukee's structure helping to professionalize Jewish educators? How visible are Jewish educators, both administrators and teachers, in this process? Where are the teachers in this process? *1) PROF. EDUCATORS - BA 2) TEACHERS ARE NOWHERE*

*Stakeholders*

D. Are the decision makers and influential people in the congregations on board? If not, what needs to be done to attract these people? Or, what can be done to make certain that the Lead Community project is tied to the rhythm and system of the congregations? *1) NEED CONG POWER BASE*

E. What design will Milwaukee adapt in terms of a central agency/Federation allocation of roles and responsibilities for Jewish education? *1) MAJE / CJE / FED DESIGN*

*Structure*

F. Are the only Lead Community projects those initiated by this communal process? What criteria can be used to determine if something is a Lead Community project? Can standards of excellence be developed by which any project may qualify as and be called a "Lead Community project"? *1) WHAT IS A L.C. PROJECT? 2) CRITERIA FOR QUALIFY 3) STANDARDS*

*LC in Proj ~ Standards Roles*

G. WHAT IF YOU ARE NOT IN THIS STRUCTURE?

- 1) Stakeholders - Educators? Congreg. Leadership
- 2) L.C. Proj: criteria/Process
- 3) Structure - MAJE/Fed./Lead Comm etc
- 4) Communication system




PARTICIPANTS IN CIJE MEETINGS

May 10 - 12, 1993

Lauren Azoulai  
Senior Planning Associate  
Atlanta Jewish Federation  
1753 Peachtree Road, N.E.  
Atlanta, GA 30309  
Phone: 404-873-1661  
FAX: 404-874-7043

Chaim Botwinick  
Associate Exec. Vice Director  
Board of Jewish Education of Baltimore  
5800 Park Heights Ave.  
Baltimore, MD 21215  
Phone: 410-578-6943  
FAX: 410-466-1727

Ruth Cohen  
Director  
Milwaukee Lead Community Project  
Milwaukee Jewish Federation  
1360 North Prospect Ave.  
Milwaukee, WI 53202  
Phone: 414-271-8338  
FAX: 414-271-7081



Shulamith Elster  
Chief Education Officer  
CIJE  
6424 Needle Leaf Dr.  
Rockville, MD 20852  
Phone: 301-230-2012  
FAX: 301-230-2012

Seymour Fox  
President  
The Mandel Institute for the Advanced Study &  
Development of Jewish Education  
22a Hatzfira St.  
Jerusalem 93102 Israel  
Phone: 0119722 618 728  
FAX: 0119722 619 951

Adam Gamoran  
Center for Educational Sociology  
University of Edinburgh  
7 Buccleuch Place  
Edinburgh EH8 9LW Scotland  
Phone: 0114431 650-4186  
FAX: 0114431 668-3263

Jane Gellman  
Co-Chair  
Commission on Visions & Initiatives in Jewish Education  
Milwaukee Jewish Federation  
1360 North Prospect Ave.  
Milwaukee, WI 53202  
Phone: 414-271-8338 . 963-9196  
FAX: 414-271-7081

Ellen Goldring  
Peabody College  
Vanderbilt University  
Dept. of Educational Leadership  
Box 514  
Nashville, TN 37203  
Phone: 615-322-8037  
FAX: 615-343-7094

Annette Hochstein  
Director  
The Mandel Institute for the Advanced Study &  
Development of Jewish Education  
22a Hatzfira St.  
Jerusalem 93102 Israel  
Phone: 0119722 618 728  
FAX: 0119722 619 951

Alan Hoffman  
Academic Director  
Melton Center for Jewish Education in the Diaspora  
Hebrew University  
Mount Scopus  
Jerusalem 91905 Israel  
Phone: 0119722 882 033  
FAX: 0119722 322 211

Steve Hoffman  
Executive Vice President  
Jewish Community Federation of Cleveland  
1750 Euclid Ave.  
Cleveland, OH 44115  
Phone: 216-566-9200  
FAX: 216-566-9084

Barry Holtz  
Director, Research & Community Projects for CIJE  
Melton Research Center for Jewish Education  
The Jewish Theological Seminary  
3080 Broadway  
New York, NY 10027  
Phone: 212-678-8031  
FAX: 212-749-9085

Ginny Levi  
Administrative Officer  
CIJE  
P. O. Box 94553  
Cleveland, OH 44101  
Phone: 216-391-1852  
FAX: 216-391-5430

Marshall Levin  
Director, Community Planning & Budgeting  
The Associated  
101 West Mount Royal Ave.  
Baltimore, MD 21201-5781  
Phone: 410-727-4828  
FAX: 410-752-1177

Art Naparstek  
Consultant  
Mandel School of Applied Social Sciences  
Case Western Reserve University  
10900 Euclid Ave.  
Cleveland, OH 44106  
Phone: 216-368-6947  
FAX: 216-368-1161

Daniel Pekarsky  
Cleveland College of Jewish Studies  
26500 Shaker Blvd.  
Beachwood, OH 44122  
Phone: 216-464-4050  
FAX: 216-464-5827

David Sarnat  
Executive Director  
Atlanta Jewish Federation  
1753 Peachtree Road, N. E.  
Atlanta, GA 30309  
Phone: 404-873-1661  
FAX: 404-874-7043

Louise Stein  
Co-Chair  
Commission on Visions & Initiatives in Jewish Education  
Milwaukee Jewish Federation  
1360 North Prospect Ave.  
Milwaukee, WI 53202  
Phone: 414-271-8338  
FAX: 414-271-7081

352-3140

Shmuel Wygoda  
The Mandel Institute for the Advanced Study &  
Development of Jewish Education  
22a Hatzfira St.  
Jerusalem 93012 Israel  
Phone: 0119722 618 728  
FAX: 0119722 699 951

Henry Zucker  
Consultant  
CIJE  
P. O. Box 94553  
Cleveland, OH 44101  
Phone: 216-391-1852  
FAX: 216-391-5430

# CIJE / LEAD COMMUNITIES MAY CONSULTATION

## AGENDA

### Desired outcomes:

- To continue joint planning and intensify partnership.
- To foster and develop relationships within and across Lead Communities and with the CIJE
- To agree upon the role , content , and method of implementation of each element involved in the Lead Communities project.
- To develop an integrated joint action plan and calendar for each L.C ( "within ") and for the three L.C. ( " across " ) and the CIJE

### I) Overview

#### Partnership and joint planning

Examples of issues to be covered:

- a) Issues related to launching a Lead Community.
- b) How to coordinate and integrate the Communities' agenda and the CIJE agenda.
- c) The relationship of the CIJE to funding and fundraising in L.C.
- d) Different visions of the project by the various partners.
- e) CIJE chain of command.
- f) Partnership issues, e.g.:
  - 1) Relationship within and across the L.C. and with the CIJE.
  - 2) The denominations, the L.C. and the CIJE.
  - 3) Relationship with major institutions, e.g. JESNA, JCCA, CJF

II) Draft Action Plan .

A) The three Lead Communities together and the CIJE.

- Jointly draft a 18/24 months calendar / action plan for the 3 Lead Communities and the CIJE.

Related reading material:

1) Commission on Jewish Education in North America: Background materials for the meeting of February 14th 1990: " Community Action Sites " pp 18-25

B) Elements:

1) Systemic change

a) The concept

b) The role of enabling & programmatic options.

c) Personnel:

- Educators' survey
- Addressing the shortage of qualified personnel
- Strategies to recruit and train personnel ( short & medium term )

d) Community mobilization:

- The concept
- Wall to wall coalition - lay leaders, rabbis, educators, professionals, & academics..
- Building strategies for Community mobilization

## 2) Support projects

Comprehensive and planned approaches to content , scope & quality.

### a) Best Practices:

- Best Practices as an inventory of " success stories " in Jewish Education.
- Pre-conditions for replicating Best Practices
- Initial areas in which Best Practices will be developed.
- Best Practices in the Supplementary school : Initial findings and implementation.
- Pilot Projects and Best Practices

### b) Goals

- The role of Goals for education
- Articulate goals for effective evaluation
- Participants in the deliberation on Goals

### c) Monitoring Evaluation and Feedback ( MEF )

- MEF as a tool to document the entire L.C. project and gauge its success.
- Developing the feedback loop
- The role of the Field Researchers
- Relationship of the Field Researchers to the Lead Communities

## C) Individual Lead Communities and the CIJE

Each community's strategy and action plan

III) Synthesis:

II)A and II)C integrated into a joint action plan / calendar

IV) Open issues

Concluding discussion

April 19, 1993

Dear Louise, Jane, Howard and Ruth:

I am writing you in preparation for our meeting on Thursday April 22, 1993. My purpose is to provide a context and raise questions for discussion for our meeting. The issues I address are ones Ruth asked me to address and others I believe are timely. Some of the background details in the memo are well known to the five of us. I include them so that they will become part of our collective memory about the continuing progress of the Lead Community project.

Enclosed you will find an agenda for our session. Ruth asked me to comment on how the four of you work together. In addition, I will share some observations on 1) the relationship between MAJE and the CIJE, and 2) defining the Lead Community project. Finally, we need to discuss possible topics for our May feedback session.

I look forward to seeing you on April 22nd!

B'Shalom,

Roberta Goodman  
Field Researcher

CIJE  
149 Nautilus Drive  
Madison, WI 53705  
608-231-3534

## Agenda for Feedback Session on Thursday April 22, 1993

Prepared by Roberta Goodman

### Agenda Items:

- 1) MAJE and the Lead Community Project
- 2) Defining the Lead Community Project
- 3) Your Interaction
- 4) Reactions to the Feedback Session
- 5) Identifying Topics or Concerns for the May Feedback Session

### MAJE and the Lead Community Project

MAJE's budget and staffing has shrunk considerably over the past few years. The Jewish Education Task Force was convened by the Federation in the Fall of 1991, because MAJE felt that it was unable to solve its own internal problems and develop a direction for the organization. MAJE had been unable to bring together different elements of the community to discuss Jewish educational issues or set a communal agenda for Jewish education. Recently, MAJE is going through a change in leadership with the director leaving, and the assistant director becoming the acting director. The soon to be acting director wants to improve the agency's image and strengthen its role.

Although the Jewish Education Task Force recommended that MAJE concentrate on teacher training for supplementary schools, this represents a narrow focus given the diversity of organizations and issues confronting Jewish education in Milwaukee. MAJE is presently attempting its own long-range planning process to further design its future. This process has met with difficulties of finding a niche, or direction for the organization. Furthermore, MAJE has been told to wait to make its own plans until the Lead Community project is further along.

On a professional level, the existence of the Lead Community project has created stress and distress for MAJE. Much of what was or is considered the role of a central agency, is being subsumed under the Lead Community project. The Family Education Task Force is one example.

Central agencies are in transition across North America. Whether the Federation retains as a permanent staff member an educational planning director or not, the question remains of who will provide direct services to Jewish educational institutions on a communal level? If the community agrees that some agency is desired -- understanding that that agency needs to carve its direction and program -- how can the Lead Community project 1) help the central agency design its direction; and 2) strengthen the central agency including its staff? Moreover, the issue of whether or not the Federation sees itself as taking on an educational planning role or whether that will be a function of

the central agency, needs to be addressed. If the community does not agree that a central agency is needed, then that too must be discussed.

My questions are:

- o Who will provide direct services to Jewish educational institutions on a communal level?
- o What is the role of the Lead Community project in making decisions about providing direct services?
- o How are responsibilities allocated to MAJE and other agencies?
- o How do strategies of the Lead Community project affect other agencies?

#### Defining the Lead Community Project

Presently, the term, "Lead Community project" is being used to mean a variety of different things. I present three examples.

1) At a Principal's Council meeting I heard the decision to include early childhood directors as Principal Council members, as being in the spirit of the Lead Community project.

2) I heard about one rabbi who advertised his entire synagogue program as being a Lead Community project.

3) Jay Roth said that hiring a Jewish educator for his staff was part of the Lead Community project. He talked about how that person would meet with Ruth and him to coordinate and discuss plans for Jewish education at the JCC. Later, Shulamith Elster said that there would be a number of Lead Community pilot projects. At that point, Jay responded: "When you talk about a local pilot project, I don't know what you specifically have in mind."

People are using the term, "Lead Community" in ways that suit their needs. The term's usage is confusing and in danger of becoming meaningless. This lack of clarity raises two sets of questions. The first set is related to the standards of excellence associated with a Lead Community project. The second set of questions has to do with how a project becomes a "Lead Community project" as distinguished from a "status quo Jewish educational endeavor."

#### I. Questions about Content and Overall Strategy

- o How are diverse projects incorporated into an overall Lead Community strategy?

- o How do diverse projects address the need for community mobilization and personnel enhancement?

## II. Questions regarding Standards of Excellence:

- o What are the standards of excellence, the criteria, associated with a Lead Community project?

One way of thinking about this is: What makes a Lead Community project different from other Jewish educational projects?

## III. Questions Regarding: How a Project Becomes a Lead Community Project

- o Is a Lead Community project only one that is generated by the Commission, a Task Force, or the Steering Committee?
- o Is there some way a single institution can generate a project?
- o Once standards of excellence are developed, should any project or program that meets these standards or fulfills the criteria be eligible to receive the label "Lead Community project?"

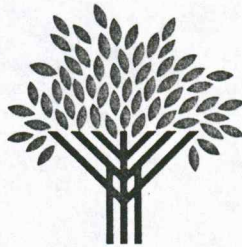
## Your Interaction

I characterize your interaction as a team effort. Your work sessions are used for planning, discussing problems, and brainstorming. You are able to get things done, while making certain that all have the opportunity to voice their views. You critique your own efforts; give feedback to one another; share concerns; agree and disagree with one another. You confront sensitive issues in this group which indicates the trust and respect you have for one another. You share credit for successes. Although you have critiqued how a person handles a situation, I have not witnessed any blaming behavior.

At public meetings (i.e. Commission meetings, Steering Committee meetings), you share the agenda, authority roles, and presentations. You support one another filling in as needed.

Presently, your relationship is harmonious. Your ability to sustain your enthusiasm and cohesiveness over the extended time framework of this project and through the numerous unknown challenges that await you is itself a challenge.

- o What do you see as being the challenges that may test your team's enthusiasm and cohesiveness?



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*recognizing 90 years of service to  
the Jewish community*

*J. G. J.*

**MEMORANDUM**

TO: Steering Committee for the Commission on Jewish Education  
FROM: Jane Gellman and Louise Stein, Co-Chairs  
DATE: February 26, 1993

Thank you for attending the Steering Committee meeting on February 16. We hope that you found Dr. Holtz's presentation both interesting and informative. We are planning to provide opportunities for members of the Steering Committee to continue their dialogue with Barry in the near future.

In the forthcoming weeks, we will focus our efforts on two activities:

1. Organizing the task forces and getting them up and running.
2. Laying the groundwork for the development of the strategic plan utilizing information from CIJE on concurrent national projects that could assist us in the planning process.

Because of this effort and due to our prior travel commitments, the next Steering Committee will be held after Passover. An announcement of this meeting will be mailed well in advance.

Along with this memorandum we are enclosing minutes of the February 16 Steering Committee meeting for your review.

RC/nm

enclosure

Commission on Visions and Initiatives in Jewish Education  
Thursday, February 25, 1993  
7:30 p.m.

**SUMMARY NOTES**

**ATTENDANCE:** Daniel Bader, Steven Baruch, Jay Beder, Eliot Bernstein, Kathie Bernstein, Maris Bock, Alan Borsuk, David Brusin, Rabbi Lee Buckman, Dr. Joshua Chorowsky, Claudia Cohen, Rabbi Stanley Cohen, Jeffrey Conn, Marilyn Eisenberg, Dr. Shulamith Elster, Annette Evans, Jane Gellman, Norman Gill, Roberta Goodman, Betsy Green, Judy Guten, Susan Jona, Nili Lamdan, Richard Marcus, Jeffrey Metz, Amy Neistein, Ina Regosin, James Ross, Marilyn Ruby, Gerald Schwartz, Bonnie Shafrin, Devorah Shmotkin, Karen Sobel, Gerald Stein, Louise Stein, Bonnie Sumner, Jerry Tepper, Karen Torem, Rabbi Yigal Tsaidi, Daniel Weber, Judith Werlin, Rabbi Shabse Werther, and Eve Joan Zucker. Staff: Dr. Ruth Cohen, Rick Meyer and Howard Neistein.

Louise Stein and Jane Gellman welcomed Commission members and introduced Dr. Ruth Cohen, Milwaukee's Lead Project Director, Howard Neistein, the Federation's Community Planning Director, Dr. Shulamith Elster, CIJE's Chief Education Officer and Roberta Goodman, member of the Field Research Team assigned to Milwaukee. Mrs. Stein explained that the primary goals of the meeting were to describe the Lead Community Project, CIJE's role and to discuss what assistance can be given through the Best Practices Project.

Eve Joan Zucker presented a Jewish segment component of the meeting which discussed the Jewish perspective on "dreams" (see attached).

Dr. Elster gave an overview of the genesis of the CIJE explaining that it was a product of a two year study performed by the Commission on Jewish Education of North America. The Commission viewed Jewish Education as a lifelong process essential to helping Jews develop a positive self-image and ensuring Jewish continuity. The Commission asked what kind of Jewish knowledge will children develop and how can communities facilitate Jewish Education being desirable and accessible to all of its members. The creation of the Council for Initiatives in Jewish Education (CIJE) was one of five recommendations that included the following:

1. Recruiting, training, maintaining qualified personnel who not only have the appropriate education credentials, but also demonstrate a personal commitment to Jewish Education and Jewish continuity.
2. Developing a body of research that documents what has been learned about Jewish Education.

3. Developing the means to fund what is currently working.
4. Attracting additional Jewish family foundations to funding new initiatives.
5. Creating three "living learning community laboratories" demonstrating what can happen when people are serious about improving Jewish Education.

Mrs. Stein presented an overview of changes that have taken place in Milwaukee in Jewish Education over the last ten years. Since 1981, the number of local day schools has increased from one to three. A myriad of professional growth opportunities have been developed. Jewish Education has been adopted with greater intensity by a number of Jewish communal agencies and synagogues, in both formal and informal settings. Collaborative efforts have begun to take shape. Several new resource opportunities have emerged. Mrs. Stein explained that while Milwaukee can be proud of its achievements, there is a long way to go, particularly as financial resources have become strained in recent years and the competition for community dollars has intensified. Through the Lead Community Project, Milwaukee hopes to frame a vision for Jewish Education and a series of communal goals that can help Milwaukee address the challenges that have been presented on both a local and national level. The Project hopes to develop a systemic culture for Jewish Education that provides an environment that is receptive to improvement and views Jewish Education as a lifelong process. While there will be many barriers to overcome, there are many hopeful indicators. There are signs that historical barriers between agencies and organizations are coming down and that the environment is more receptive to collaboration, both nationally and locally. National lay leadership have recognized the contribution to Jewish continuity that can be made by Jewish Education in both formal and informal settings. A number of national foundations have indicated a willingness to invest in new projects if they are done planfully. National organizations have communicated that they are willing and eager to work with Lead Communities. What is needed now is "an act of faith and to move forward, striving towards a higher goal for our community -- attempting to reach systemic change".

Mrs. Gellman reviewed the organizational structure of the Commission on Visions and Initiatives in Jewish Education. The Project will work through three organizational levels: a Steering Committee, the Commission and a series of task forces. The role of the Steering Committee is to manage the process of the Project and its task forces and to develop an outline for a strategic plan for Jewish Education. The Commission at large will identify and set priorities for those critical issues that will be addressed. The Commission will also play a key role in interpreting

information to others in the community and being supportive of efforts that are undertaken. Task forces will be formed around specific issues, and be responsible for gathering necessary data and developing specific programmatic action plans. Mrs. Gellman asked that each member of the Commission participate in at least one task force during the three year project.

Dr. Elster explained that the CIJE will help by Milwaukee to:

1. Review and adapt the results of the Best Practices Project as well as to gain access to key resource people in Jewish Education.
2. Connect with appropriate personnel and programmatic resources from national organizations and training institutions.
3. Provide access and support to national foundations for new projects and initiatives.
4. Provide a documentation and evaluation process that can feed back to the community its progress.

Commission members met in small groups to discuss the most pressing concern in their particular organization. The following is a summary list of the most common concerns raised by members of the Commission:

<u>Concern</u>	<u>Number of Individual Responses</u>
o Family education	18
o Professional development	18
o Teens education	13
o Financial barriers	12
o Commitment (community, family, individuals)	7
o Community wide plan	6

Mrs. Stein explained that the Commission would begin with three task forces, one looking at personnel related issues, one working on the Project's design and strategic plan, and one exploring the Best Practice write-ups on supplementary schools. She encouraged Commission members to sign up for the task force of their choice.

The meeting was adjourned at 9:30 p.m.

HN/nm

attachment

the Cleveland experience, noting that one-on-one meetings with rabbis as well as clear involvement of top lay and professional leadership of the federations are critical to moving the process forward. It was also suggested that the heads of the denominational movements may be available to encourage involvement of local rabbis.

VII. Goal Setting

It was noted that CIJE wishes to work with each community on advancing the community's own vision and goals for Jewish education. Milwaukee has begun the "visioning" process and is beginning now to clarify goals. Work being undertaken at the Mandel Institute may be helpful to Milwaukee. Annette will try to put Ruth in touch with Danny Marom at the Mandel Institute to discuss ways in which this might be helpful.

VIII. Monitoring, Evaluation and Feedback Project

It was noted that field researchers were placed in the communities early in the process in order to collect baseline data. The long-term results should be to provide feedback to Milwaukee while also providing CIJE with information which should be useful in carrying this project beyond the three Lead Communities. An initial report had originally been scheduled for January, but because the project has unfolded more slowly than originally expected, we now expect the first report in late spring.

Ruth has submitted a proposal for involving Roberta in local research. She can expect a positive response to that proposal within a week.

The field researchers will not be able to evaluate each individual project undertaken in the Best Practices area. However, they will be available to help design instruments and methods to carry out such evaluation.

IX. Planning Guide

Milwaukee has found the planning guide useful, especially in providing concrete examples. Howard and Ruth will review it more closely and let Shulamith know if there are ways it should be changed.

X. Future Meetings

No date was set for another meeting, but it was agreed that it would be useful to bring CIJE and Milwaukee representatives together to continue the dialogue. The wish to meet with all three communities was reiterated.

Milwaukee work to set its own priorities after which CIJE will help in linking those with foundation support, rather than determining the communities' priorities on the basis of potential support.

It was suggested that when plans and programs are designed, the community should involve local lay leadership and seek their help in identifying financial support. A strong local base of support will be critical when national support is sought.

Shulamith Elster will serve as the liaison to CIJE development efforts. She will work with Art Naparstek, a CIJE consultant on foundation grant development.

It was noted that another source of national support for local action is available through Hebrew Union College, Jewish Theological Seminary, and Yeshiva University as well as the JCC Association, the Melton Center at Hebrew University, and the Jerusalem Fellows program. CIJE is working with each of these institutions to offer individual programs or training to respond to local community needs. For example, the Melton Center for Jewish Education in the Diaspora at the Hebrew University is prepared to consider appropriate candidates from Lead Communities in its year-long senior educator program in the year '93-'94 and help tailor the training to the needs of the specific positions to be filled. Significant stipends are available for most programs.

The first step in using this resource is to initiate a dialogue between the community and representatives of the training institutions. Once individual needs have been identified, a way to meet those needs can be developed. CIJE will help broker the relationship.

V. Letter of Understanding

It was suggested that a letter outlining the roles and responsibilities of CIJE and Milwaukee would be more useful following further dialogue and exchange of views. It was agreed that there should be additional meetings of CIJE staff with Milwaukee and jointly with all three Lead Communities in an effort to identify mutual goals and expectations. With this in mind, Jane Gellman and Annette Hochstein will speak in Jerusalem during the week of March 8.

VI. Local Commissions

In response to a question about the breadth of representation on the local commission, a chart was presented which shows that the commission is broadly representative. It was suggested that synagogues be represented not only by people from the education field, but by rabbis and top leaders. The process of bringing the synagogues along is critical to later implementation. Steve shared

### III. CIJE Resources

#### A. Educators Survey

In moving ahead in the personnel area, Milwaukee intends to conduct an educators survey relatively soon. CIJE will assist by making available expert advice, providing existing materials--examples of surveys which have been conducted elsewhere--and responding to drafts of survey instruments.

It was suggested that Milwaukee seek the assistance of an experienced local social scientist to conduct the study and offer methodological guidance.

It was noted that the designation of Milwaukee as a Lead Community has raised expectations within the community for both the quality and quantity of work that will be undertaken on behalf of Jewish education. Milwaukee intends to rise to these expectations and anticipates finding local support in the future. However, there is concern about the ability to get started. CIJE is available to help Milwaukee try new approaches which meet these high expectations. It was stressed that the process should be a partnership, with Milwaukee bearing responsibility for identifying local needs and resources.

#### B. Financial Support from CIJE

It was noted that CIJE is intended primarily as a resource of staff and consultant expertise on content. CIJE has developed tools (e.g. the Best Practices project), has access to experts and institutions nationally and internationally, and is available to match those experts to Milwaukee's needs. In addition, CIJE is prepared to set aside \$20-30,000 over the next 12-18 months to support Milwaukee as it moves through the planning phase. It was suggested that these funds might be used to attract matching funds to support the project or to fund individual initiatives of the launching process. This support will not be conditional upon a match, however.

The expertise of consultants and staff already working with CIJE is available to Milwaukee at no cost. This includes Barry Holtz and the Best Practices project, Roberta Goodman and the monitoring, evaluation and feedback project, Shulamith Elster, Steve Hoffman, Annette Hochstein, etc.

### IV. Access to National Foundations

CIJE is working to develop the support of national foundations for projects in the Lead Communities. In response to a question about what the foundations' priorities are, it was suggested that

MINUTES: Milwaukee Meeting

DATE OF MEETING: February 22, 1993

DATE MINUTES ISSUED: February 26, 1993

PARTICIPANTS: Milwaukee: Ruth Cohen, Jane Gellman, Rick Meyer,  
Howard Neistein

CIJE: Annette Hochstein (by telephone),  
Stephen H. Hoffman, Virginia F. Levi

COPY TO: Shulamith Elster, Morton L. Mandel, Arthur J.  
Naparstek, Henry L. Zucker

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I. Change in Leadership

Steve opened the meeting by explaining the change in leadership for CIJE. He indicated that Henry Zucker will serve as executive director, that he (Steve) will oversee process relationships, and that Annette Hochstein will direct content issues from Jerusalem with regular contact via telecon and visits. Shulamith Elster continues in the role of chief education officer, Barry Holtz is managing the Best Practices project, and Adam Gamoran and Ellen Goldring are working with the field researchers on the monitoring, evaluation and feedback project. Ginny Levi is working with Henry Zucker in a coordinating role.

In general, Milwaukee should continue to contact Shulamith Elster with questions or concerns, with Steve Hoffman available for issues relating to community organization and planning.

II. Milwaukee Set-Up

Ruth Cohen will serve as the primary point person in Milwaukee. The lay leaders of the project, Jane Gellman and Louise Stein, are directly involved with the project and wish to stay in close touch with CIJE. They should be invited to participate in seminars, as should Ruth Cohen and Howard Neistein.

Milwaukee has an active steering committee in place and has now established a broad-based commission which is scheduled to have its first meeting on February 25. They are looking to CIJE for assistance in moving forward. A first step will be to prioritize issues and establish task forces by early March. It is probable that there will be task forces to work on personnel development and strategic planning in addition to one or two other areas.

Commission on Visions and Initiatives in Jewish Education  
Thursday, February 25, 1993  
7:30 p.m.

**ANNOTATED AGENDA**

- 7:40 I. Welcome Jane/Louise
- A. Welcome new members - Why we are committed to the project
  - B. Introduce Jane, Louise, Ruth, Howard and Roberta
  - C. The purpose of the meeting - Initiation of the Commission, information sharing and issue identification
- II. Table Introductions - Share with each other why it is an important activity to be involved in.
- 8:00 III. Jewish Segment Eve Joan Zucker
- 8:10 IV. Guest Presentations
- A. Introduce Dr. Shulamith Elster Ruth Cohen  
(See attached bio sketch)
  - B. Crisis and Intervention - The National Picture - Dr. Shulamith Elster  
  
An overview of the national agenda in Jewish education; information from the population study; the Mandel Commission; CIJE and its recommendations.
- 8:25 V. The Milwaukee Picture Louise Stein
- A. Education has always received high consideration in funding allocation. We have a large variety of programs in town -- explain the program chart.
  - B. Why should Milwaukee put its resources into such an endeavor? What is missing? Why would the Federation want to get involved in this project?
  - C. Summarize Jonathan Woocher's message - "We need to suspend disbelief" and move forward; thrive towards a high goal for our community -- attempt to reach a systematic change.

8:30 VI. Role of the Commission

Jane Gellman

- A. The Commission will guide Milwaukee's participation as a "Lead Community" with the Council on Initiatives in Jewish Education. The Commission will be responsible for creating a communal strategic plan, introducing new initiatives and working with institutions/constituencies to improve effectiveness.
- B. Explain organizational chart/decision making process.

8:35 VII. CIJE's Link to Milwaukee

Dr. Shulamith Elster

- A. Why was Milwaukee selected as a "Lead Community"?
- B. What does it mean to be a "Lead Community"?
- C. How will CIJE work with Milwaukee?
  - o Best Practices
  - o Evaluation and monitoring

8:45 VIII. Visioning - Issues Identification and Consensus Building  
Jane Gellman

- A. Purpose of the activities:
  - o Better understanding of what goes on in the community in regard to Jewish education.
  - o Understand the barriers which we face right now.
  - o Reach an agreement about the most critical issues in Jewish education in Milwaukee, which could be addressed effectively through a community effort.
- B. Activity I - Fill out response sheet - "Pressing Issues in Your Program/Organization"  
  
Ask members to sign their name; collect worksheet.

- D. Explain that we have already identified three Task Forces that will focus on high priority issues.
  - o Personnel development - Recruitment, training, retention of educators. This focus was mandated by CIJE and was identified as a top priority item by local lay and professional leaders (long term - 2-3 years).
  - o Strategic Planning - The management team has to proceed with the planning for the project -- needs community input (short term - up to 1 year). We suggest that Steering Committee members will serve on this task force.
  - o Best Practices/supplementary schools - This is one area in which we could get assistance from the Best Practices Project. This is the first area and the only area, in CIJE's report that has been completed (long term - 2-3 years).
- E. Other task forces will be formed in the future.
- F. Sign up for task forces participation. Collect sign up sheets.

RC/nm

C. Activity II - Table discussions

- o Sharing information about the most pressing concerns in the organization/programs represented by each individual.
- o Ask the group to identify 1-2 issues which are common to several organizations (common themes). Reach group consensus on 1-2 issues which could be addressed effectively by a community plan. Record responses.

9:20 IX. Next Steps - Forming Task Forces - Jane Gellman

A. In developing our plan, we have to respond to two kinds of priorities:

1. Local priorities
2. National/CIJE priorities

In the process of identifying local priorities, we interviewed a large number of lay and professional leaders, including members of the Steering Committee. The previous two activities would provide us with input from the members of the Commission. The aggregate information would be incorporated in our strategic plan.

B. Thus far we have examined the current picture of Jewish education in Milwaukee. In the near future, we have to move to the next level -- identifying Milwaukee's vision for the future and compare "what exists" with what we would "like it to be".

C. The formation of task forces would respond to local needs as identified by the representatives of the community, to national priorities as identified by CIJE, opportunities for support from CIJE and other national organizations, and emerging local needs requiring immediate intervention (e.g., college campus education).

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**

Mailing address: 163 Third Avenue #128  
Phone: (212) 532-1961

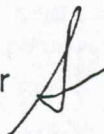
New York, NY 10003  
FAX: (212) 213-4078

**MEMORANDUM**

TO: Annette Hochstein  
Steve Hoffman  
Barry Holtz  
Virginia Levi

DATE: February 16, 1993

FROM: Shulamith Elster



SUBJECT: Milwaukee Background  
Materials

Enclosed are a number of papers that will be of interest to you before the site visit to Milwaukee on February 22nd.

They include:

1. Milwaukee's Proposal to the Lead Communities Project and Answers to Specific Questions
2. Statistical Profile
3. Proposed Model for Jewish Education Planning
4. Resume of Dr. Ruth Cohen, Lead Communities Project Director
5. Clipping from Wisconsin Jewish Chronicle re: Bader Foundation Grants
6. Letter from Dr. Ruth Cohen to Roberta Goodman
7. Minutes of the December 14, 1992 meeting of the Steering Committee
8. 1992 End-Of-The-Year Report of the Director of the Milwaukee Association for Jewish Education (MAJE)
9. Annual School Census and Comparative Data on School Enrollment
10. January 1992: Survey of Jewish Education Task Force
11. JESNA Study of Centralized Jewish Education Services in Milwaukee
12. An entry from the Encyclopedia Judaica on the history of Milwaukee's Jewish community
13. Lead Community Project Organization Chart - Decision Making Process
14. Milwaukee Jewish Federation Human Resources Development Plan Outline

## Milwaukee's Written Responses to CIJE'S Questions

### I. Leadership

**What has been the experience to date with Federation-synagogue cooperation in relation to Jewish education?**

Synagogue-Federation cooperation with respect to Jewish education has been primarily facilitated through the Milwaukee Association for Jewish Education (MAJE). Joint efforts have taken form through:

- A. An active Principals Council: The Principals Council is constituted from the education directors of synagogue schools and day schools. It meets regularly to discuss and plan inter-school programs and initiatives that will take place during the year.
- B. Teacher Training Institutes and Seminars: These include two annually planned community wide training seminars, course work in conjunction with Spertus College in Chicago, Hebrew Language training, a yearly Early Childhood Institute for preschool educators in all settings and most recently a Teachers Institute focusing on training new teachers in synagogue schools. All seminars are planned and designed with the Principals Council. A number offer credit toward further professional certification and/or cash incentives to teachers for participation and completion.
- C. Joint Curriculum: Examples have included an inter-school curriculum for eighth graders focusing on a community oriented theme (e.g. Sephardic Jewry) and the Milwaukee Curriculum Resource Project (MCR), a joint three year community project, which produced replicable curricula and resource materials to assist educators at various grade levels to present material on Israel, Bible, Hebrew, Siddur and Jewish History.
- D. Consultation to Individual Synagogue Schools: MAJE offers assistance to teachers both on a one-to-one basis with lesson planning and/or selecting/adapting educational materials and to schools on an institutional basis addressing specific issues for improving their overall education program (e.g. staff and curriculum development).

In this past year, the Federation has also initiated a number of direct program and planning efforts with synagogues. One such program is the community's "Passport to Israel" savings incentive program. The program stipulates that the Federation will match annually \$100 for every child, beginning in the third grade, along with an equal contribution from the child's

synagogue and family towards an accredited Israel experience when the child reaches high school. This program is being supported through an initial endowment of \$100,000. In this first year, 95 students have enrolled from five synagogues. The Federation, through its Jewish Education Task Force, has also involved synagogue educators and lay leadership in its reassessment process of services to be provided by MAJE. The Task Force distributed surveys to and conducted a series of group interviews with the school board chairs, a sampling of teachers and rabbis from eight synagogues. Synagogue input was combined with similar material collected from communal agencies and day schools.

**What do you envision as the role of an Advisory Group? What is the best way to involve the rabbis in the community?**

The Jewish Education Task Force recognizes the importance of synagogues in providing Jewish Education services in the community. However, other than the Principals Council organized through MAJE, it has not yet defined its organizational approach to involving synagogues in education planning. There are eight synagogues in Milwaukee that have religious schools. A true representation of each school should involve the religious school director, the school board chair and/or the rabbi. From a managerial standpoint, adding this number of individuals to the Task Force would be impractical. Furthermore, rabbis and educators are often strained by their existing time commitments making their attendance at regular meetings difficult. It is also felt that if synagogues are going to strengthen Jewish education initiatives, they should include participation from their lay leadership.

Therefore, involvement of synagogue leadership in the educational planning process is being considered at a number of levels.

- A. Increasing the Task Force membership to include designates from the Wisconsin Council of Rabbis and the Principals Council;
- B. Organizing an Advisory Council of synagogue leadership, including rabbis, educators and lay leadership, that will serve as a "think tank" on addressing Jewish education issues and that could promote and strengthen communication. The Council would meet semiannually or as needed depending on special projects that arise.
- C. Continuing individual consultations/interviews between Task Force members and synagogue representatives about selected issues and special projects.

**What qualifications will you seek in a project director?**

The project director will work closely with Task Force members and all the stakeholders in the Jewish education planning process. Therefore, the director will need to be someone who can relate to all segments of the education community and who has credibility among them as a planner. In addition to administrative and facilitative skills, the director should have a background in Jewish education preferably at the Masters level or higher and have had work experience in a variety of education settings.

**List of Task Force Members and Their Affiliation**

- Stephen Richman, Chair - A Vice President of the Milwaukee Jewish Federation and Chair of its Agency Relations Committee
- Brad Bernstein - President, B'Nai B'rith Organization
- Joe Bernstein - Current Milwaukee Jewish Federation President
- Maris Bock - President, Milwaukee Jewish Day School
- Claudia Cohen - Immediate Past President, Hillel Academy
- Betsy Green - President Elect, Milwaukee Jewish Federation and current chair of Community Planning
- Judy Guten - President, Jewish Community Center
- Stan Jaspan - Past President, MAJE and Hillel Academy; Has chaired several policy/planning committees related to Jewish Education
- Richard Marcus - President, MAJE
- Rick Meyer - Executive Director, Milwaukee Jewish Federation
- Bonnie Shafrin - Immediate Past President, MAJE
- Jerry Stein - Vice President of Milwaukee Jewish Federation

**List of Task Force Members and Their Affiliation (continued)**

- Louise Stein - Vice President of Milwaukee Jewish Federation, currently chair of Human Resource Development, Past President of MAJE; Board Member of Hillel Academy; Board Member of JESNA
- Jerry Tepper - President, Hillel Academy
- Eve Joan Zucker - Co-Chair of Allocation Panel overseeing Jewish Education; Family Educator at Congregation Emanu-El B'ne Jeshurun

Other members being considered are designated representatives from the Wisconsin Council of Rabbis and the Principals Council.

**II. Financial Resources**

**In the future, do you envision a major new initiative for education funding (e.g. endowment); a reallocation of existing resources or some combination of efforts?**

New funding initiatives for education are more likely to come from the Federation's endowment Campaign and grant seeking efforts than from a reallocation of existing resources. There are currently eighteen funds representing \$1.5 million that have been established to support a variety of Jewish education activities. Over 25 percent of these funds have been generated in the last two years. Some of the projects that are being supported by endowments include:

- A. Teacher Training Institute: A MAJE sponsored program in cooperation with synagogues offering training opportunities to new teachers interested in working in congregation school settings.
- B. Jewish Education Weekend: An annual MAJE program recognizing the accomplishments of Jewish educators and presenting to the community a scholar-in-residence program on selected themes (e.g. Sepharad '92).
- C. Parsha Puppeteers: A BBYO program in which teens use puppets to teach and learn Jewish texts and the parsha of the week.

In addition, a new local private foundation was established last year, one of whose primary objectives is to support Jewish education. The trustees have already committed \$785,000 to the community in scholarship support for Jewish

day schools over the next three years. The foundation has also offered \$250,000 this year to community agencies, schools and synagogues to support new Jewish education initiatives that could begin this Fall.

### III. Program

What long term plan has been developed to address the critical need in the area of personnel for Jewish education? To what extent does the MAJE program you outline begin to address the issues? What more is needed?

A primary community goal related to Jewish Education is to increase efforts to recruit, train and retain qualified educators in all settings. Currently, there is no long range plan in place. It is hoped that one can be developed jointly through the Federation, synagogues, and those communal agencies that have Jewish education as a primary focus in their program.

However, there are a number of programs that have been developed to train teachers and enhance their effectiveness in the classroom. MAJE continues to be the community's primary teacher resource. As previously noted, MAJE offers staff development and consultative services to schools and faculty on both an institutional and individual basis to assist teachers with their curriculum and overall school programming. A special focus is being given this year to assisting synagogue schools. MAJE maintains a creativity resource center and a pedagogic library. It also provides grants and incentives to encourage teachers to pursue their own professional development. A new initiative beginning this Fall is a Teachers Institute, which next year will focus on training a group of new Hebrew school teachers to work in synagogue classroom settings. These teachers are being selected by the principals of their respective synagogue schools. The Institute will also include a mentoring program, pairing experienced teachers with newer ones. The mentoring program will be inter-synagogue as well as intra-synagogue. Participating synagogues have already agreed to grant appropriate salary increases to their teachers going through the Institute as well as compensating mentors for their time. While MAJE has always offered training to congregation teachers, the Teachers Institute will focus on a smaller number of teachers in a more in-depth program with the hope of providing each synagogue with a cadre of specially trained educators.

In addition to the MAJE Teachers Institute for synagogue school teachers, the Federation's Jewish Community Foundation has provided a \$25,000 grant to two community day schools to encourage their teachers to advance their own professional certification and to develop training opportunities in specialized areas (e.g. gifted children, Russian newcomers, etc.).

Some of the components that need to be addressed in developing a long range plan are:

- A. Increasing the overall pool of potential educators for both day schools and synagogue schools;
- B. Recruiting and training educators to work with a variety of age groups in various communal settings;
- C. Identifying appropriate teacher benefits, as well as the means to finance them, that allow the community to retain qualified professionals in both day school and congregation settings.

The Jewish Community Center has also proposed engaging a Director of Judaic Education to work with the agency's staff and lay leadership in strengthening the Jewish content of the JCC's programming. This proposal has been stimulated by a national vision framed through the Jewish Community Centers Association and is modeled after examples in other similar sized cities. It also follows through on a staff seminar in Israel that many Milwaukee JCC program staff were able to attend two summers ago.

**What means are utilized to evaluate programs?**

As a community that has invested heavily in improving Jewish education, Milwaukee has mandated that a number of special evaluations be performed on various program components of those education agencies it funds. These assessments have been in addition to the regular program monitoring that the Federation conducts annually with all of its funded agencies through its planning and allocations process. A number of studies were performed by independent education agencies (e.g. JESNA, University of Wisconsin-Milwaukee). Other assessments were performed locally through broadly constituted committees. The most recent study was one focused on defining which services should be provided through the Milwaukee Association for Jewish Education (MAJE). Members of the Jewish Task Force interviewed representatives from sixteen Jewish institutions on what they felt are the most important services that should be offered through a central agency. Findings and recommendations were developed based on sixteen group interviews and fifty surveys completed by teachers, school and

agency administrators and lay leadership. The resulting report is intended to serve as a working document between the Federation and MAJE to help the agency focus its energies in responding to education agencies serving the Jewish Community (see attached report).

**What is your view of the future role of MAJE?**

The Federation supports the continuation of MAJE, as an independent agency, but one that is closely linked to the Federation and provides services consistent with community priorities. The agency will give priority to supporting synagogue schools, especially in the areas of teacher recruitment, teacher training and professional growth, Hebrew language training, and as a resource for education materials. MAJE will also make its training opportunities, its Creativity Center and its consultative services available and accessible to day schools and communal agencies on an as needed basis.

**IV. Planning**

**What are the important demographic trends in the community? Is the school age population declining or relatively stable?**

The Milwaukee Jewish Population Survey performed in 1983-84 estimated that 25 percent of the Jewish community was under the age of 18. Six percent were between the ages of 1-5 and 19 percent were between ages 6-18. The vast majority of pre-Bar Mitzvah children (ages 6-12) were reported to be receiving some kind of Jewish education. Approximately one third of that age group enrolled in day schools.

- A. Subsequent studies of preschools and annual census data of student enrollment suggest:
1. A slight increase in the overall number of children enrolled in Jewish schools (7 percent over four years).
  2. A slight increase in the number and percentage of preschool aged enrolled in Jewish settings (4 percent over four years).
  3. An increase in the number of children enrolled in day schools (28 percent over four years).
  4. An overall decrease in the number of teens enrolled in Jewish settings (15 percent over three years). It should be noted that with respect to teens, that local high schools report an overall decrease in their student population.

## Attachment A Statistical Profile

Community Milwaukee Total Jewish Population 28,000 Contact Person Howard Neistein

Tel # (414) 271-8338

Age Range	1-5	6-13	14-18	19-25	25 & up	Total	No. of Families	No. of Programs*
Total Jewish Population	1,768	3,388	1,624	2,436	18,984	28,000	12,086	
Number enrolled in:								
Jewish Early Childhood School(s)	400					400		5
Day School(s)	142	456	102			700		4
Supplementary School(s)	182	1,038				1,220		9
Supplement H.S.			161			161		6
Hillel/Campus Group(s)				750	250	1,000		9
Jewish Camp(s)	N/A	N/A	N/A			1,145		6
Youth Group(s)			450			450		5
Organized Israel Program(s)			11	N/A		11		2
Adult Education					320-350	320-350		3
College/University Jewish Studies				N/A	N/A	N/A		15 classes
Other( )								
Other( )								
Synagogue Affiliated							7,240	14 synagogues
JCC							2,900	1

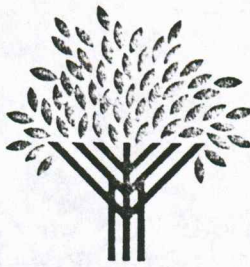
**Instructions:**

- (1) Indicate by use of annotations, codes, or a listing on a separate sheet, the source of each number, and whether it is based on a count or an estimate.
- (2) Write "NA" in any cell where information is not available.
- (3) You may adjust the age ranges to correspond to your data collection groupings.
- (4) Return to CIJE, c/o Ukeles Associates, 611 Broadway, New York, NY 10012 by July 8, 1992.

\* i.e., camps, centers, agencies, programs, schools and/or synagogues, as appropriate.

JEWISH EDUCATION PROGRAM IN MILWAUKEE - JANUARY 1993

SETTINGS	EARLY CHILDHOOD	SUPPLEMENTAL SCHOOLS	DAY SCHOOLS	COLLEGE CAMPUS	JEWISH CAMPING	YOUTH ORGANIZATIONS	ISRAEL PROGRAMS	TEACHER TRAINING	NEWCOMERS
DEVELOPMENTAL STAGES									
PRE-SCHOOL	JCC JFS Kol Yaakov Lubavitch	Beit Hayaed (CBI)	Hillel Academy MJDS YES		JCC - Geshet Lubavitch				
CHILDREN 6-12		Anshai Lebowitz Beth El - Sheboygan BENT CBI EBJ Emanu-El of Waukesha Menorah Or Tikvah Shalom Sinai	Hillel Academy MJDS YES		JCC - Fredonia JCC - Interlaken Lubavitch Moshava Olin Sang Ruby Union Institute Young Judea		Passport to Israel		
TEENS		BENT CBI EBJ Shalom Sinai	WITS		JCC - Interlaken Moshava Olin Sang Ruby Union Institute Ramah/Wisconsin Young Judea	BBYO NFTY (Reform Congregations) USY (CBI)	AM/HSI (Shlichah) ISI/BBYO (Israel Summer Institute) JCC/Federation OSRUI (Olin Sang Ruby Union Institute) Otzma (Federation) Ramah Seminar		
COLLEGE				Hillel Foundation Tagar					
ADULTS		EBJ JCC Lake Park Lubavitch Menorah MAJE North Shore Institute	Hillel Academy Milwaukee Kollel WITS				Federation JCC (Staff)		
FAMILY	JCC Parenting Center JFS Child Development Center Lubavitch Nursery	BENT EBJ Menorah Or Tikvah Shalom Sinai	Day Schools (Occasional Events)		JCC - Family Camp				Keshet (JCC/MAJE) REACH (Lubavitch)



MILWAUKEE JEWISH FEDERATION

March 25, 1992

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

Dear Mr. Meier,

We are pleased to submit Milwaukee's application to become a "Lead Community." This opportunity comes at a particularly timely juncture in our community's planning process. In 1981 the Federation completed an extensive study of Jewish education needs and services in Milwaukee. This process resulted in a series of major initiatives implemented through the Milwaukee Association for Jewish Education (MAJE) over the following 10 years. Among the accomplishments were an institute for preschool educators, a community high school program, a creativity and resource center and a series of teacher education and staff development workshops in cooperation with day schools and synagogues. During the last three years, however, the Milwaukee Federation's resources have been increasingly strained due to the community's deep involvement with Soviet resettlement, as well as demographic changes in the community's donor base. 1981

The Milwaukee Jewish Federation continues to rank Jewish education among its highest priorities in the community. Milwaukee ranks number one among all Group II cities in its allocations to Jewish education. In 1991/92, approximately one-half of all funds distributed locally went to support a broad spectrum of Jewish education activities in a variety of formal and informal settings. In addition, our Jewish Community Foundation has intensified its efforts in endowment development for Jewish education. There are currently 18 funds representing \$1.5 million that have been established to support a variety of Jewish education activities. ?

Based upon changing financial circumstances and the continued high priority given to Jewish education, the Federation established a new Task Force on Jewish Education in July 1991, with the responsibility of framing a new community agenda, that takes into consideration the Federation's ability to appropriate funds over

1360 N. Prospect Avenue

Milwaukee, Wisconsin 53202

414-271-8338

FAX 414-271-7081

Joseph M. Bernstein  
President

Richard H. Meyer  
Executive Director

Lead Community  
Page 2

the next few years. Its membership was constituted from the top lay leadership in the community: The Presidents of each Federation agency which has Jewish education as a major component of its program, five Federation Officers and the Jewish Education Budget Panel Chairperson. It is currently Chaired by Stephen Richman, a Vice-President of the Milwaukee Jewish Federation and its Agency Relations Chairperson, who oversees the community's planning and allocation process. It was felt that someone of Mr. Richman's stature and position was necessary to ensure that the work of the Task Force remained in the forefront of the community's planning. The Federation's President and Executive Director are also members of this Task Force.

The initial phase of the Task Force has addressed itself to some of the immediate funding issues Milwaukee is confronting this next year while maintaining Jewish education as a top priority. It is the natural committee to guide the "Lead" community process. Following the allocations process this Spring, the Committee will address the more general questions of designing a plan that enhances formal and informal education opportunities in multiple settings. The Committee will be expanded to include top synagogue leadership and key professionals. In addition, consideration is being given to creating an advisory group to work with the Task Force and MAJE. The group will be made up from rabbis, teachers, synagogue principals and education chairs. The Task Force is currently staffed by the Federation's Planning Director. It is anticipated that if Milwaukee is selected as a Lead Community, additional funding will provide resources to hire a Lead Community Director, more directly involved in Jewish education. This will greatly facilitate the planning and implementation process.

We appreciate your consideration of our application and look forward to hearing from you.

Sincerely,

*Joseph M. Bernstein*

Joseph M. Bernstein, President  
Milwaukee Jewish Federation

## I. Statistical Profile

### A. Enrollment

1. Sixty-six percent of all Jewish children (ages 6 - 17) are receiving some form of Jewish education. 66%
2. Once children have reached Bar Mitzvah age, the dropout rate is considerable. Enrollment among children ages 6-12 is 89 percent. It drops to 49 percent among ages 13-17.
3. Approximately one-third of those children enrolled in some formal educational setting are enrolled in one of four Jewish day schools.
4. Fifty-seven percent of Jewish children under the age of six are in some kind of pre-school program. Almost half of these are enrolled in programs under Jewish auspices. The demand for pre-school programming is expected to continue at least 3-5 years, based upon the number of younger siblings of children already enrolled in Jewish community pre-school programs.
5. It is estimated that (over one-half of those receiving some form of Jewish education (ages 5-21) are getting it through an informal setting, primarily camps and youth groups.)
6. In fiscal 1991-92 the Federation allocated \$1,847,117 from its Campaign in support of Jewish Education and related programs. The total allocated to all local agencies and programs was \$3,182,831.

### B. General Demographics of the Milwaukee Jewish Community

1. Population size - 28,000 individuals; 12,000 households
2. Affiliation - It is estimated that 60 percent of the Jewish community is affiliated with synagogues; approximately one-third are members of the Jewish Community Center.

<u>Prog.</u>	<u>Ages</u>	<u>Agencies</u>	<u>Enrollment</u>	<u>Fed. Funding</u>
Nursery School	2-5	JCC, JFS Day Care, Lubavitch Nursery School, 2 synagogue schools	400	\$285,438
Day School	4-13	Hillel Academy, Milwaukee Jewish Day School, Yeshiva Elementary School,* Wisconsin Institute for Torah Study*	700	\$840,396
Congregation Schools	4-18	8 Congregation Schools	1,381	**
Post High School	16-18	Wisconsin Institute for Torah Study	28	*
Camp	2-16	Jewish Community Center and Lubavitch Gan Israel	1,025	\$158,778
Youth Groups	13-17	B'nai B'rith Youth Organization	500	\$54,236
Campus Groups	17-22	B'nai B'rith Hillel Foundations Madison and Milwaukee	750	\$134,372
High School Activities (eg. High School in Israel, Panim El Panim, Single Events)	12-14	Milwaukee Association for Jewish Education (MAJE)		\$38,589
Israel Programming		Community Shaliach		\$50,000
Educational Support Services (Consultation, Teacher Education, Teacher Resource Center)		Milwaukee Association for Jewish Education	77% of community teachers participate in 1 or more programs	\$262,384
Continuing Education	Adult	MAJE Hebrew Ulpan JCC/MAJE Melton Mini School	36 66	\$24,924

\*WITS and YES are not Federation agencies and do not receive Campaign allocations. However, the Federation was able to secure a \$250,000 grant for each of the years 1991-92 through 1993-94 to support day school scholarships, in which \$40,000 and \$130,000 were awarded to each school respectively.

\*\*Federation does not currently make allocations to synagogues. However, they are the primary service recipients of MAJE, including \$21,200 in teacher grants for professional education. They also receive grants from our Jewish Community Foundation.

## II. Current Community Needs in Jewish Education

### A. Extending Jewish learning beyond the Bar/Bat Mitzvah ages

Jewish education needs to be viewed as a lifelong commitment.

While 89 percent of children, ages 6-12 are enrolled in some formal program, the "dropout" rate after Bar Mitzvah is dramatic. Considering the rates of membership at synagogues and the Jewish Community Center, there is a tremendous opportunity for involving families and individuals in Jewish education experiences through camping, family education programs, Israel trips and adult learning.

A number of initiatives have begun to take form; 1) The Jewish Community Center is preparing to address this challenge through adopting a staff development program that enhances its ability to incorporate Jewish content into all areas of programming. 2) A significant portion of the Community Shaliach's time is being assigned to working with B'nai B'rith Youth Organization and the JCC in their teen programs and recruiting young people for Israel trips. 3) The Federation has entered into a partnership with synagogues to promote young people traveling and studying in Israel, through a "Passport to Israel" savings incentive program. This last effort has been stimulated through an initial endowment gift of \$100,000. It is hoped that this initial commitment will stimulate others to follow its lead. 4) Several synagogues have embarked upon active family education programs. MAJE, the JCC and a consortium of synagogues are jointly offering the Florence Melton Mini School, a 120 hour adult education program. There are currently 66 students enrolled.

## B. Scholarship Need

Evidence indicates that scholarship need, due to rising costs of education, is exceeding the resources currently available through the Federation's Campaign. A family of four, two adults and two children, earning \$40,000 - \$50,000 would need to spend approximately 25 percent of their income, or \$9,500, to affiliate with a synagogue, enroll one child in a Jewish day school and one session of camp, and enroll the other child in day care. This may ultimately result in restricting a meaningful Jewish education experience to the poorest who receive scholarships and to our most affluent families who can afford to pay for it. This would exclude the middle income group, the largest segment of our community. Our community has been fortunate in receiving an initial three year grant of \$750,000 from a private foundation to support families enrolling their children in day schools. However, fees for camping and pre-school increased an average of 5-15 percent. Education programs to Israel now range between \$3,500 and \$5,000.

## C. Teacher Recruitment and Training

*time*  
Recruiting and training qualified teachers and administrators is cited by JESNA as the number one problem in communities across the country. Therefore, the vast majority of available teaching positions are often filled by individuals who have not been trained as Jewish educators. Over 70 percent of the 200 Jewish classroom teachers in Milwaukee teach six hours per week or less. The number of full-time positions available are extremely limited and the salaries and benefits that are offered provide little incentive to draw qualified educators into the field. This problem is particularly acute in a smaller community like Milwaukee, where

qualified teachers must often be recruited outside the city.

The community's primary teacher resource is MAJE. MAJE offers staff development and consultative services to schools and faculty to provide teaching, curriculum and overall school programming. It maintains a creativity resource center and a pedagogic library. MAJE also provides \$21,200 in grants and incentives to encourage their own professional development through local courses and conferences. Approximately 77 percent of the community's classroom teachers use MAJE's services. As an agency almost completely dependent upon the Federation for its funding, it has been seriously impacted by the Annual Campaign's decline in recent years. The Federation is working with the agency to maintain teacher recruitment and education as a priority. A new endowment was established this year to support teacher training, which will have a corpus of \$100,000 by the end of 1992. Other alternative income sources are being sought to support special projects in this area.

### III. Essay - Milwaukee as a "Lead Community."

Milwaukee has demonstrated a history of commitment to improving Jewish education. Milwaukee ranks number one among all Group II cities in its annual allocation to Jewish education. It continues to develop and provide top leadership to Jewish education committees and task forces, both on the local level as well as the national level. < It also participates in many of the national and international education programs that add new dimensions for Jewish learning, such as Melitz, CLAL, High School in Israel, the Florence Melton Mini Adult School, OTZMA, Panim El Panim and March of the Living. >

Milwaukee takes great pride in what it has achieved through central planning. In the last 10 years, the Federation constructed a community

campus, dedicating an entire complex to Jewish education. It is unique in that it houses in one facility both a traditional Orthodox and a Reform/Conservative day school. This arrangement has resulted not only in cost savings to the community, but has enhanced each school's ability to appreciate different streams of Jewish thought. Milwaukee enjoys one of the highest day school enrollment rates in the nation. The demand is so great that last year a gift of \$850,000 was secured to build an additional wing. Milwaukee is also one of only five communities in the country to employ a Community Shaliach. Our Shaliach will focus almost one-half of his time with youth, working with BBYO and the JCC. He also will be heavily involved in promoting and recruiting teens for a wide variety of educational experiences in Israel.

Milwaukee has always aspired to be a model community. It envisions making Jewish education a lifelong process with an emphasis on Adult and Family Education and on improving the effectiveness of Jewish learning in both formal and informal settings. Milwaukee's primary educational goals are:

1. To extend Jewish learning beyond the Bar/Bat Mitzvah age groups by effective utilization of both formal and informal education resources such as camps, youth groups, Israel travel and joint efforts with synagogues.
2. To reduce financial barriers which limit participation in Jewish education activities, particularly among middle and lower income families.
3. To increase recruitment, training and retention of qualified personnel in all settings where Jewish education takes place.

Although our community has been seriously effected by a reduced Campaign achievement, over the last three years, several factors make our leadership

very hopeful for the future. ( First, over \$1.5 million has been raised in endowments to support Jewish education, over 25 percent of which has been generated in the last two years. | Several other individuals have indicated an interest in creating significant new funds to support Jewish education projects. Second, a new local private foundation was established this year. One of its primary objectives is to support Jewish education. The trustees have already committed \$750,000 to the community in scholarship support for Jewish day schools over the next three years. Finally, continuing financial pressures on Jewish agencies and organizations have promoted a greater willingness to work together to address common problems. The Federation, through its Task Force on Jewish Education, hopes to cultivate these bonds and expand this partnership into the synagogues as well. \*

Milwaukee's leadership views Jewish education as the primary method for ensuring its own Jewish continuity. It is proud of its history and achievements and is optimistic that they have provided the foundation for an even more prosperous future.

#### IV. Recent Community Initiatives in Jewish Education

A number of community initiatives have already been referred to. Highlighted below are brief descriptions of the community's joint scholarship process and its Passport to Israel program which we believe are particularly promising.

##### A. Joint Scholarship Process \*

In 1989 the Federation established a policy that the community's support for day school scholarships should not be based upon philosophical approaches to Jewish education or different tuition rates charged by individual schools. In the last two years it has implemented a joint scholarship process that collects applications from families and distributes support to schools based

*Scholarship  
day school*

upon financial need utilizing a standard scale for what families can pay. Initially this process was restricted to determining scholarship support for those families enrolling their children in the two Federation-supported Jewish day schools. With the support of a \$750,000 three year grant from a newly established private foundation, this process has been expanded to include two Milwaukee day schools not accorded Federation agency status. Last year \$722,039 was awarded in scholarships to 187 families, with an average grant of \$3,900 per family. This represents a 26 percent increase in the number of scholarships and an 8 percent increase in the average grant awarded.

B. Passport to Israel Savings Incentive Program

Milwaukee is one of 10 communities in the country that has initiated a "Passport to Israel" savings incentive program. The program stipulates that the Federation will match annually \$100, for every child, beginning in third grade, along with an equal contribution from the child's synagogue and family towards an accredited Israel experience when the child reaches high school. This program is being supported through an initial endowment of \$100,000. The program also includes a course of study, that is being prepared by the Milwaukee Association for Jewish Education. It begins at the third grade level and continues until the child travels to Israel. With over 200 children currently enrolled at the third grade level this year, it is hoped that other donors will be motivated to expand this fund.

## Attachment A Statistical Profile

Community Milwaukee Total Jewish Population 28,000 Contact Person Howard Neistein

Tel # (414) 271-8338

Age Range	1-5	6-13	14-18	19-25	25 & up	Total	No. of Families	No. of Programs*
Total Jewish Population	1,768	3,388	1,624	2,436	18,984	28,000	12,086	
Number enrolled in:								
Jewish Early Childhood School(s)	400					400		5
Day School(s)	142	456	102			700		4
Supplementary School(s)	182	1,038				1,220		9
Supplement H.S.			161			161		6
Hillel/Campus Group(s)				750	250	1,000		9
Jewish Camp(s)	N/A	N/A	N/A			1,145		6
Youth Group(s)			450			450		5
nized Israel Program(s)			11	N/A		11		2
Adult Education					320-350	320-350		3
College/University Jewish Studies				N/A	N/A	N/A		15 classes
Other(_____)								
Other(_____)								
Synagogue Affiliated							7,240	14 synagogues
JCC							2,900	1

### Instructions:

- (1) Indicate by use of annotations, codes, or a listing on a separate sheet, the source of each number, and whether it is based on a count or an estimate.
- (2) Write "NA" in any cell where information is not available.
- (3) You may adjust the age ranges to correspond to your data collection groupings.
- (4) Return to CIJE, c/o Ukeles Associates, 611 Broadway, New York, NY 10012 by July 8, 1992.

\* i.e., camps, centers, agencies, programs, schools and/or synagogues, as appropriate.

## Notes

1. Population statistics are based on findings from demographic study performed in 1983-84. While overall population is presumed to be stable, the number within age groupings may have changed. Indications from agencies and general census data suggest a decrease in the number of teens and increase in the number of seniors.
2. Figures for Jewish Early Childhood, Day Schools, Supplementary Schools and Supplementary High Schools are from the annual school census performed by the Milwaukee Association for Jewish Education for 1991-92.
3. Figures for Hillels, Jewish Camps and Youth Groups are estimates from local agencies. The total listed for Jewish camps is close to an actual count of the Summer of 1991, although precise data within age groupings was not readily available.
4. The figures for the Israel programs are the actual number of teens who participated in the High School in Israel and community sponsored Youth Israel trip this past year. Additional teens participated in other trips originating out of New York, but those numbers are not readily available.
5. Figures for Adult Education include 102 actual participants in the Melton Mini School and the Hebrew Language Ulpan. A third program is an annual symposium sponsored by 4 synagogues. The number of participants for this past year was estimated at 220-250 over three trimester terms.
6. Synagogue affiliation is based on 1983-84 demographic study.
7. JCC affiliation is the agency's projected membership for next year.

*demographic data  
83-84*

## Milwaukee's Written Responses to CIJE'S Questions

### I. Leadership

What has been the experience to date with Federation-synagogue cooperation in relation to Jewish education?

Synagogue-Federation cooperation with respect to Jewish education has been primarily facilitated through the Milwaukee Association for Jewish Education (MAJE). Joint efforts have taken form through:

- A. An active Principals Council: The Principals Council is constituted from the education directors of synagogue schools and day schools. It meets regularly to discuss and plan inter-school programs and initiatives that will take place during the year.
- B. Teacher Training Institutes and Seminars: These include two annually planned community wide training seminars, course work in conjunction with Spertus College in Chicago, Hebrew Language training, a yearly Early Childhood Institute for preschool educators in all settings and most recently a Teachers Institute focusing on training new teachers in synagogue schools. All seminars are planned and designed with the Principals Council. A number offer credit toward further professional certification and/or cash incentives to teachers for participation and completion.
- C. Joint Curriculum: Examples have included an inter-school curriculum for eighth graders focusing on a community oriented theme (e.g. Sephardic Jewry) and the Milwaukee Curriculum Resource Project (MCR), a joint three year community project, which produced replicable curricula and resource materials to assist educators at various grade levels to present material on Israel, Bible, Hebrew, Siddur and Jewish History.
- D. Consultation to Individual Synagogue Schools: MAJE offers assistance to teachers both on a one-to-one basis with lesson planning and/or selecting/adapting educational materials and to schools on an institutional basis addressing specific issues for improving their overall education program (e.g. staff and curriculum development).

In this past year, the Federation has also initiated a number of direct program and planning efforts with synagogues. One such program is the community's "Passport to Israel" savings incentive program. The program stipulates that the Federation will match annually \$100 for every child, beginning in the third grade, along with an equal contribution from the child's

synagogue and family towards an accredited Israel experience when the child reaches high school. This program is being supported through an initial endowment of \$100,000. In this first year, 95 students have enrolled from five synagogues. The Federation, through its Jewish Education Task Force, has also involved synagogue educators and lay leadership in its reassessment process of services to be provided by MAJE. The Task Force distributed surveys to and conducted a series of group interviews with the school board chairs, a sampling of teachers and rabbis from eight synagogues. Synagogue input was combined with similar material collected from communal agencies and day schools.

**What do you envision as the role of an Advisory Group? What is the best way to involve the rabbis in the community?**

The Jewish Education Task Force recognizes the importance of synagogues in providing Jewish Education services in the community. However, other than the Principals Council organized through MAJE, it has not yet defined its organizational approach to involving synagogues in education planning. There are eight synagogues in Milwaukee that have religious schools. A true representation of each school should involve the religious school director, the school board chair and/or the rabbi. From a managerial standpoint, adding this number of individuals to the Task Force would be impractical. Furthermore, rabbis and educators are often strained by their existing time commitments making their attendance at regular meetings difficult. It is also felt that if synagogues are going to strengthen Jewish education initiatives, they should include participation from their lay leadership.

Therefore, involvement of synagogue leadership in the educational planning process is being considered at a number of levels.

- A. Increasing the Task Force membership to include designates from the Wisconsin Council of Rabbis and the Principals Council;
- B. Organizing an Advisory Council of synagogue leadership, including rabbis, educators and lay leadership, that will serve as a "think tank" on addressing Jewish education issues and that could promote and strengthen communication. The Council would meet semiannually or as needed depending on special projects that arise.
- C. Continuing individual consultations/interviews between Task Force members and synagogue representatives about selected issues and special projects.

What qualifications will you seek in a project director?

The project director will work closely with Task Force members and all the stakeholders in the Jewish education planning process. Therefore, the director will need to be someone who can relate to all segments of the education community and who has credibility among them as a planner. In addition to administrative and facilitative skills, the director should have a background in Jewish education preferably at the Masters level or higher and have had work experience in a variety of education settings.

**List of Task Force Members and Their Affiliation**

- Stephen Richman, Chair - A Vice President of the Milwaukee Jewish Federation and Chair of its Agency Relations Committee
- Brad Bernstein - President, B'Nai B'rith Organization
- Joe Bernstein - Current Milwaukee Jewish Federation President
- Maris Bock - President, Milwaukee Jewish Day School
- Claudia Cohen - Immediate Past President, Hillel Academy
- Betsy Green - President Elect, Milwaukee Jewish Federation and current chair of Community Planning
- Judy Guten - President, Jewish Community Center
- Stan Jaspan - Past President, MAJE and Hillel Academy; Has chaired several policy/planning committees related to Jewish Education
- Richard Marcus - President, MAJE
- Rick Meyer - Executive Director, Milwaukee Jewish Federation
- Bonnie Shafrin - Immediate Past President, MAJE
- Jerry Stein - Vice President of Milwaukee Jewish Federation

List of Task Force Members and Their Affiliation (continued)

- Louise Stein - Vice President of Milwaukee Jewish Federation, currently chair of Human Resource Development, Past President of MAJE; Board Member of Hillel Academy; Board Member of JESNA
- Jerry Tepper - President, Hillel Academy
- Eve Joan Zucker - Co-Chair of Allocation Panel overseeing Jewish Education; Family Educator at Congregation Emanu-El B'ne Jeshurun

Other members being considered are designated representatives from the Wisconsin Council of Rabbis and the Principals Council.

II. Financial Resources

In the future, do you envision a major new initiative for education funding (e.g. endowment); a reallocation of existing resources or some combination of efforts?

New funding initiatives for education are more likely to come from the Federation's endowment Campaign and grant seeking efforts than from a reallocation of existing resources. There are currently eighteen funds representing \$1.5 million that have been established to support a variety of Jewish education activities. Over 25 percent of these funds have been generated in the last two years. Some of the projects that are being supported by endowments include:

- A. Teacher Training Institute: A MAJE sponsored program in cooperation with synagogues offering training opportunities to new teachers interested in working in congregation school settings.
- B. Jewish Education Weekend: An annual MAJE program recognizing the accomplishments of Jewish educators and presenting to the community a scholar-in-residence program on selected themes (e.g. Sepharad '92).
- C. Parsha Puppeteers: A BBYO program in which teens use puppets to teach and learn Jewish texts and the parsha of the week.

In addition, a new local private foundation was established last year, one of whose primary objectives is to support Jewish education. The trustees have already committed \$785,000 to the community in scholarship support for Jewish

day schools over the next three years. The foundation has also offered \$250,000 this year to community agencies, schools and synagogues to support new Jewish education initiatives that could begin this Fall.

### III. Program

What long term plan has been developed to address the critical need in the area of personnel for Jewish education? To what extent does the MAJE program you outline begin to address the issues? What more is needed?

A primary community goal related to Jewish Education is to increase efforts to recruit, train and retain qualified educators in all settings. Currently, there is no long range plan in place. It is hoped that one can be developed jointly through the Federation, synagogues, and those communal agencies that have Jewish education as a primary focus in their program.

However, there are a number of programs that have been developed to train teachers and enhance their effectiveness in the classroom. MAJE continues to be the community's primary teacher resource. As previously noted, MAJE offers staff development and consultative services to schools and faculty on both an institutional and individual basis to assist teachers with their curriculum and overall school programming. A special focus is being given this year to assisting synagogue schools. MAJE maintains a creativity resource center and a pedagogic library. It also provides grants and incentives to encourage teachers to pursue their own professional development. A new initiative beginning this Fall is a Teachers Institute, which next year will focus on training a group of new Hebrew school teachers to work in synagogue classroom settings. These teachers are being selected by the principals of their respective synagogue schools. The Institute will also include a mentoring program, pairing experienced teachers with newer ones. The mentoring program will be inter-synagogue as well as intra-synagogue. Participating synagogues have already agreed to grant appropriate salary increases to their teachers going through the Institute as well as compensating mentors for their time. While MAJE has always offered training to congregation teachers, the Teachers Institute will focus on a smaller number of teachers in a more in-depth program with the hope of providing each synagogue with a cadre of specially trained educators.

In addition to the MAJE Teachers Institute for synagogue school teachers, the Federation's Jewish Community Foundation has provided a \$25,000 grant to two community day schools to encourage their teachers to advance their own professional certification and to develop training opportunities in specialized areas (e.g. gifted children, Russian newcomers, etc.).

Some of the components that need to be addressed in developing a long range plan are:

- A. Increasing the overall pool of potential educators for both day schools and synagogue schools;
- B. Recruiting and training educators to work with a variety of age groups in various communal settings;
- C. Identifying appropriate teacher benefits, as well as the means to finance them, that allow the community to retain qualified professionals in both day school and congregation settings.

The Jewish Community Center has also proposed engaging a Director of Judaic Education to work with the agency's staff and lay leadership in strengthening the Jewish content of the JCC's programming. This proposal has been stimulated by a national vision framed through the Jewish Community Centers Association and is modeled after examples in other similar sized cities. It also follows through on a staff seminar in Israel that many Milwaukee JCC program staff were able to attend two summers ago.

**What means are utilized to evaluate programs?**

As a community that has invested heavily in improving Jewish education, Milwaukee has mandated that a number of special evaluations be performed on various program components of those education agencies it funds. These assessments have been in addition to the regular program monitoring that the Federation conducts annually with all of its funded agencies through its planning and allocations process. A number of studies were performed by independent education agencies (e.g. JESNA, University of Wisconsin-Milwaukee). Other assessments were performed locally through broadly constituted committees. The most recent study was one focused on defining which services should be provided through the Milwaukee Association for Jewish Education (MAJE). Members of the Jewish Task Force interviewed representatives from sixteen Jewish institutions on what they felt are the most important services that should be offered through a central agency. Findings and recommendations were developed based on sixteen group interviews and fifty surveys completed by teachers, school and

agency administrators and lay leadership. The resulting report is intended to serve as a working document between the Federation and MAJE to help the agency focus its energies in responding to education agencies serving the Jewish Community (see attached report).

**What is your view of the future role of MAJE?**

The Federation supports the continuation of MAJE, as an independent agency, but one that is closely linked to the Federation and provides services consistent with community priorities. The agency will give priority to supporting synagogue schools, especially in the areas of teacher recruitment, teacher training and professional growth, Hebrew language training, and as a resource for education materials. MAJE will also make its training opportunities, its Creativity Center and its consultative services available and accessible to day schools and communal agencies on an as needed basis.

**IV. Planning**

**What are the important demographic trends in the community? Is the school age population declining or relatively stable?**

The Milwaukee Jewish Population Survey performed in 1983-84 estimated that 25 percent of the Jewish community was under the age of 18. Six percent were between the ages of 1-5 and 19 percent were between ages 6-18. The vast majority of pre-Bar Mitzvah children (ages 6-12) were reported to be receiving some kind of Jewish education. Approximately one third of that age group enrolled in day schools.

A. Subsequent studies of preschools and annual census data of student enrollment suggest:

1. A slight increase in the overall number of children enrolled in Jewish schools (7 percent over four years).
2. A slight increase in the number and percentage of preschool aged enrolled in Jewish settings (4 percent over four years).
3. An increase in the number of children enrolled in day schools (28 percent over four years).
4. An overall decrease in the number of teens enrolled in Jewish settings (15 percent over three years). It should be noted that with respect to teens, that local high schools report an overall decrease in their student population.

## QUESTIONS FOR WRITTEN RESPONSE

(See Responses in Section II of Background Materials)

### Leadership

- You have indicated that you plan to expand the Task Force on Jewish Education to include top synagogue leadership. What has been the experience to date with Federation-synagogue cooperation in relation to Jewish education?
  
- What qualifications will you seek in a project director?
  
- What do you envision as the role of the Advisory Group (if it is formed)? What is the best way to involve the Rabbis in the community?
  
- Please have a list of the members of the Task Force and their affiliation for the site visit team when they arrive. You may also want to be prepared to describe the key individuals to be added to the group if Milwaukee were designated a Lead Community.

### Financial Resources

- In your preliminary proposal, you described your recent efforts to expand the resources for Jewish education despite the economic pressures on your community and the impact on recent campaigns. In the future, do you envision a major new initiative for education funding (e.g., endowment); a reallocation of existing resources or some combination of efforts?

### Program

- What long term plan has been developed to address the critical need in the area of personnel for Jewish education? To what extent does the MAJE program you outline begin to address the issues? What more is needed?

- What means are utilized to evaluate programs?

- What is your view of the future role of MAJE?

### Planning

- What are the important demographic trends in the community? Specifically, is the school-age population declining or relatively stable?

**MEETING 2: PRELIMINARY BRIEFING AND BACKGROUND**

(11:00am to 11:45am)

**Invitees:**

Betsy Green	President-Elect, MJF
Rick Meyer	Executive Director, MJF
Louise Stein	Vice -President, MJF
Eve Joan Zucker	Co-Chair, Allocations Panel Overseeing Jewish Education

**Meeting 2: Meeting Notes**

- PURPOSE
- To prepare for the meeting with community leadership
  - To brief local leaders as to the purpose of the visit

- PROCESS
- A. Thank them for their participation to date and for the quality of their proposal.
  - B. Briefly sketch out what you hope to accomplish during the visit with specific emphasis on the next meeting: to learn more about the community and to give the community leadership an opportunity to learn about the Lead Communities Project and CIJE. (Stress that the meeting is seen as a dialogue.)
  - C. Ask leadership to provide a brief perspective on the issues the community is facing so as to provide a context for the visitors.

# MILWAUKEE ASSOCIATION FOR JEWISH EDUCATION ANNUAL SCHOOL CENSUS: 1991-92

	Pre-K	K-4	K-5	1	2	3	4	5	6	7	8	9	10	11	12/13	91/92	90/91	Weekday Program
<b><u>NURSERY SCHOOLS</u></b>																		
Beit Haya'eled	4															4		
JCC	139	15	77													231	(223)	
JFS	41	19														60	( 64)	
Kol Yaakov	10															10	( 14)	
Lubavitch	95															95	( 94)	
Subtotals	289	34	77													400	(395)	
<b><u>DAY SCHOOLS</u></b>																		
Hillel		14	26	19	15	15	14	7	16	8	6					140	(153)	
MJCHS																	( 13)	
MJDS		38	37	37	39	35	52	34	25	35	23					355	(347)	
WITS													20	16	18	20/28	102	( 85)
YES		17	10	11	15	13	12	9	7	8	1					103	( 90)	
Subtotals		69	73	67	69	63	78	50	48	51	30	20	16	18	20/28	700	(688)	
<b><u>SUPPLEMENTARY SCHOOLS</u></b>																		
Anshai Lebowitz		4	3	3	3	4	7	6	1	3						34	( 30)	13
Beth El Mer Tamid		4	14	19	14	7	15	18	6	11	8	5	2			123	(111)	59
Beth El-Sheboygan		← 5 →				← 5 →										10	( 12)	---
Beth Israel		5	11	16	17	15	14	11	21	16	12	16	18			172	(191)	77
Emanu-El B'ne Jeshurun		25	20	31	35	41	21	42	46	24	25	24	26			360	(365)	141
Emanu-El/Waukesha		← 8 →	6	← 8 →	← 4 →	4	4				← 2 →					36	( 43)	---
Machon/Gesher											[51]					[51]	( 17)	---
Menorah		9			9	7	5	6	10	13	9	4				72	( 70)	28
Shalom		16	25	23	31	43	39	46	48	43	26	23	12			375	(376)	180
Sinai		14	21	22	17	27	26	13	9	21	9	14	6			199	(188)	84
Subtotals		83	99	122	121	151	132	144	142	133	93	92	69			1381	(1403)	582
<b>GRAND TOTALS</b>	289	186	249	189	190	214	210	194	190	184	123	112	85	18	20/28	2481	(2486)	582

1) Because Gesher is a joint MAJIF/synagogue program, this number is already reflected in synagogue numbers.

**MILWAUKEE ASSOCIATION FOR JEWISH EDUCATION ANNUAL SCHOOL CENSUS: 1991-92**

<b>NURSERY SCHOOLS</b>	<b>Pre-K</b>	<b>K-4 &amp; K-5</b>	<b>Gr. 1-3</b>	<b>Gr. 4-6</b>	<b>Gr. 7-8</b>	<b>Gr. 9-12</b>	<b>1991-92</b>	<b>(1990-91)</b>	<b>Hebrew Program</b>
Beit Hayaed (CBI)	4						4		
JCC	139	92					231	(223)	
JFS	41	19					60	( 64)	
Kol Yaakov	10						10	( 14)	
Lubavitch	95						95	( 94)	
<b>Subtotals</b>	<b>289</b>	<b>111</b>					<b>400</b>	<b>(395)</b>	
<b>DAY SCHOOLS</b>									
Hillel Academy		40	49	37	14		140	(153)	
MJCHS								( 13)	
MJDS		75	111	111	58		355	(347)	
WITS						102*	102	( 85)	
YES		27	39	28	9		103	( 90)	
<b>Subtotals</b>		<b>142</b>	<b>199</b>	<b>176</b>	<b>81</b>	<b>102</b>	<b>700</b>	<b>(688)</b>	
<b>SUPPLEMENTARY SCHOOLS</b>									
Anshai Lebowitz		7	10	14	3		34	( 30)	13
Beth El Ner Tamid		18	40	39	19	7	123	(111)	59
Beth El-Sheboygan		3	3	3	1		10	( 12)	
Beth Israel		16	48	46	28	34	172	(191)	77
Emanu-El B'ne Jeshurun		45	107	109	49	50	360	(365)	141
Emanu-El/Waukesha		8	14	8	4	2	36	( 43)	--
Machon/Gesher					[51]		[51]	( 17)	--
Menorah		9	9	18	23	13	72	( 70)	28
Shalom		41	97	133	69	35	375	(376)	180
Sinai		35	66	48	30	20	199	(188)	84
<b>Subtotals</b>		<b>182</b>	<b>394</b>	<b>418</b>	<b>226</b>	<b>161</b>	<b>1381</b>	<b>(1403)</b>	<b>582</b>
<b>GRAND TOTALS</b>	<b>289</b>	<b>435</b>	<b>593</b>	<b>594</b>	<b>307</b>	<b>263</b>	<b>2481</b>	<b>(2486)</b>	<b>582</b>

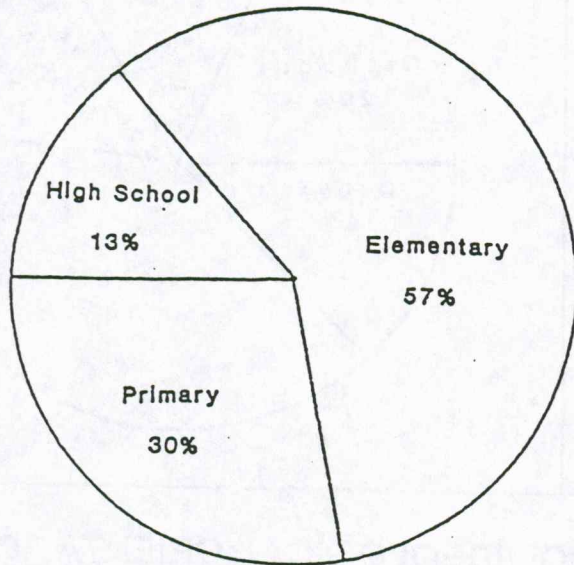
(0% increase)

\* This total includes 28 students in post high school.

# COMPARATIVE DATA ON SCHOOL ENROLLMENT

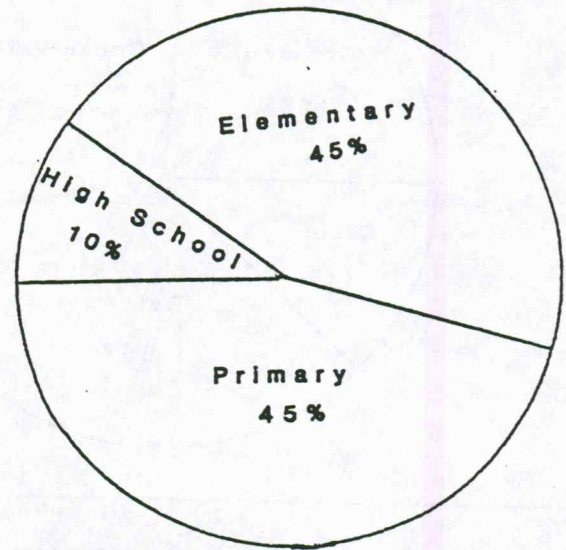
## BY AGE

National Census 1983



Primary:	Preschool - Grade 2
Elementary:	Grades 3 - 8
High School:	Grades 9 - 12
<b>TOTAL:</b>	<b>372,417 students</b>

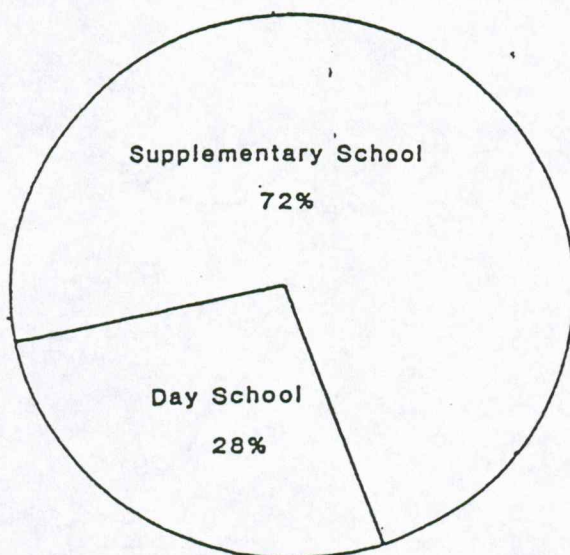
Milwaukee Census 1991-92



	<u>No. of Student:</u>
Primary:	1,103
Elementary:	1,115
High School:	<u>235</u>
<b>TOTAL:</b>	<b>2,453</b>

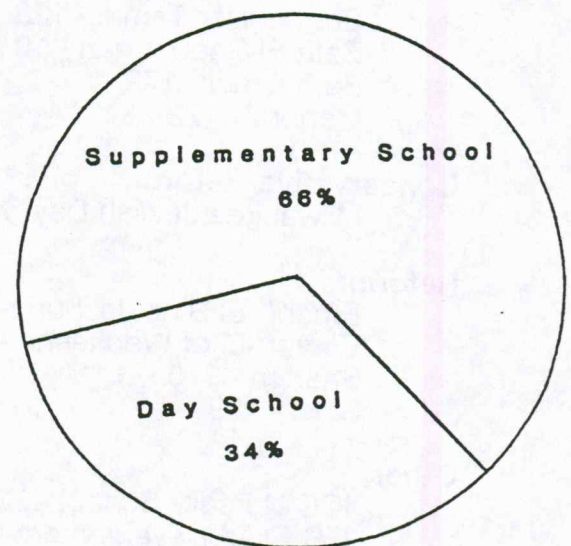
## BY FORM OF EDUCATION

National Census 1983



Supplementary School:	268,000
Day School:	<u>105,000</u>
<b>TOTAL:</b>	<b>373,000 students</b>

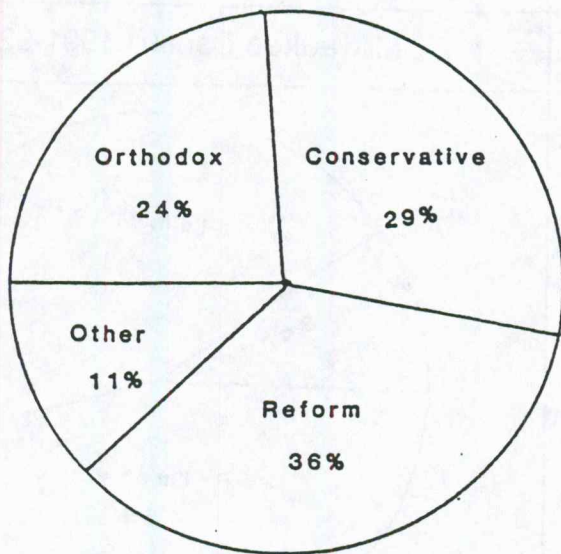
Milwaukee Census 1991-92



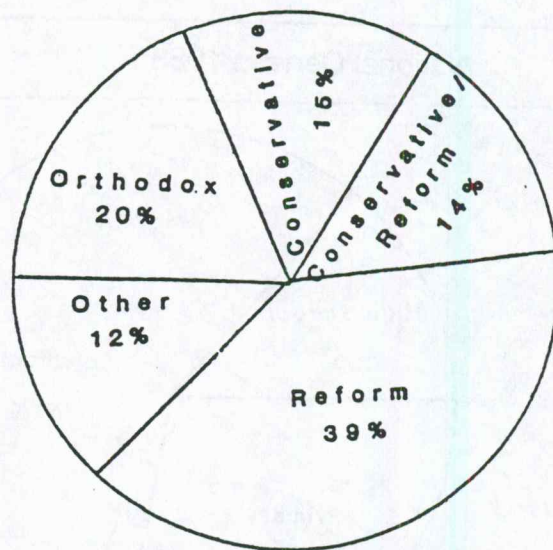
Supplementary School:	1,381
Day School:	<u>700</u>
<b>TOTAL</b>	<b>2,081 students</b>

## BY IDEOLOGICAL ORIENTATION

National Census 1986



Milwaukee Census 1991-92

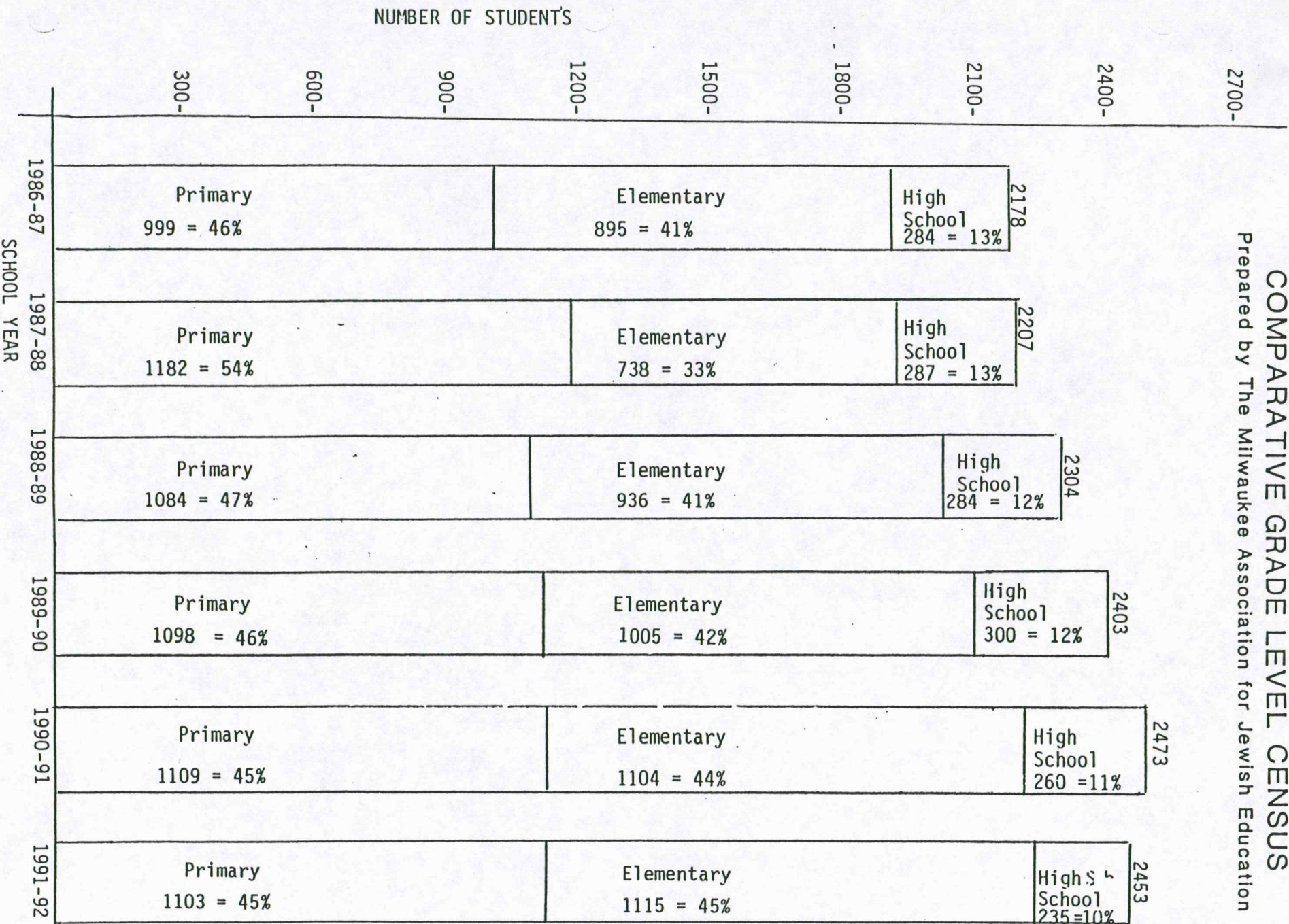


### STUDENT BREAKDOWN BY SCHOOL/IDEOLOGICAL ORIENTATION

	<u>Number of Students</u>
<b>Orthodox:</b>	484
Anshai Lebowitz - 34	
Hillel - 140	
Kol Yaakov Nursery School - 10	
Lubavitch Nursery School - 95	
WITS - 102	
Y.E.S. - 103	
<b>Conservative:</b>	381
Beit Hayaed - 4	
Beth El Ner Tamid - 123	
Beth El-Sheboygan - 10	
Beth Israel - 172	
Menorah - 72	
<b>Conservative/Reform:</b>	355
Milwaukee Jewish Day School - 355	
<b>Reform:</b>	970
Emanu-El B'ne Jeshurun - 360	
Emanu-El of Waukesha - 36	
Shalom - 375	
Sinai - 199	
<b>Other:</b>	291
JCC Nursery School - 231	
JFS Child Development Center - 60	
<b>GRAND TOTAL:</b>	<u>2,481</u>

# COMPARATIVE GRADE LEVEL CENSUS

Prepared by The Milwaukee Association for Jewish Education



Primary:      Preschool - Grade 2  
 Elementary: Grades 3-8

**A Proposal to the Helen Bader Foundation**  
**for an Expanded Program of Judaic Education**  
**Submitted by the Jewish Community Center of Milwaukee**

**June 1992**

**Introduction**

With this proposal, the Jewish Community Center is requesting a three year grant of \$231,818 from the Helen Bader Foundation. This funding will enable the Center to hire a full time Director of Judaic Education and to build and strengthen Judaic content in JCC programming. With a grant from the Helen Bader Foundation, the JCC can increase its capacity to respond to the Jewish educational needs of adults and families in the community.

This proposal is reflective of a growing awareness throughout world Jewry that Jewish continuity and commitment - the quality of Jewish life, not merely the physical survival of Jews - must be placed high on the community agenda. As a recent report suggests:

*But the fact is we have the ability now—and the need—to focus on spiritual as well as physical survival. Now that we are free to be Jews, how can we be sure that we will remain Jews, and what kind of Jews will we be?*

Report on Joint Federation/Plenum Commission on Jewish Continuity  
October 1988

At this point in the history of the Jewish community of Milwaukee, the Jewish Community Center has a unique opportunity to dramatically expand its role in promoting Jewish continuity and commitment. A Report by the Jewish Welfare Board (now the Jewish Community Center Association) describes the special place of Jewish Community Centers in the Jewish community:

*The Jewish Community Center is uniquely equipped to reinforce and contribute to the Jewish educational process. Its special education role results in part from its community-sponsored setting where Jewish people of all ages and various ideological orientations can come together. Similarly the Center's uniqueness stems from the involvement of Jews in life experiences that both educate and motivate the pursuit of Jewish enrichment..*

JWB Report on Maximizing Jewish Educational Effectiveness of the JCC  
September 1984

The Report, developed by a national commission, provides the framework for the role of Jewish Community Centers in Jewish Education, both formal and informal. The Commission was established "to determine how the JCC can best

use its unique capabilities to sustain and fortify Jewish communal life." As part of its task, the Commission developed the following working definition of what is meant by Jewish education at the JCC:

Jewish education is a lifelong process of acquiring Jewish knowledge, skills, attitudes and values. Its goals are to help individuals develop and reinforce positive Jewish identity and participate intelligently in Jewish life.

Jewish education takes place in the home, synagogue, classroom, Center and wherever efforts are made to awaken and deepen the sense of Jewish belonging, to motivate the pursuit of Jewish knowledge and to give expression to Jewish beliefs, practices and values.

The Commission also identified goals related to Jewish education in the Center setting. These goals include:

1. *Stimulating people to be more aware of and to deepen their sense of Jewish belonging and responsibility;*
2. *Motivating and assisting them in the pursuit of Jewish knowledge;*
3. *Helping give expression to Jewish beliefs, practices and values.*

*This lifelong educational process realizes itself in each individual's ability to live effectively and fully as a Jew in an open society.*

The Jewish Community Center of Milwaukee is in a unique position to respond to these challenges identified by the JWB and by other Jewish leaders, both locally and nationally. The Center's membership - the largest of any Jewish agency in Milwaukee - reflects a broad spectrum of the Jewish community: Orthodox, Conservative, Reform, Reconstructionist, Zionist, secular, Russian, Israeli, as well as Jews of all ages. This special position shapes the communal role and self-definition of the JCC. The JCC is a primary cultural and educational resource for the community as a whole, a resource which complements other Jewish institutions in Milwaukee.

This proposed project is designed to increase the capacity of the Jewish Community Center to respond to the Jewish educational needs of adults, teens, and children in the community. Our goal is to help make the Jewish legacy accessible and meaningful to local Jews. With funding from the Bader Foundation, the JCC will hire a full time Director of Judaic Education. The Director of Judaic Education will be responsible for developing and implementing an ongoing program of Jewish study and learning for JCC staff, lay leaders, and members of the community. Jewish adults whose primary identity is with the cultural programs offered by the JCC and those who lack strong ties to local synagogues and other religious institutions are primary audiences for the program.

## A. Description of Applicant Organization

### 1. Brief History and Overview

The Jewish Community Center of Milwaukee (JCC) has been serving the Jewish and general community of Milwaukee since 1929. The Center is an established social service agency that offers cultural, recreational, and educational programming to over 8,000 members and several thousand non-members each year. Activities are designed for all age groups and for special populations in the community. The JCC has received local and national recognition for its innovative programming, particularly in the areas of cultural arts, parent education, and community wide activities. Programming is available at five sites. At the JCC Senior Center and Anshe Lebowitz, the JCC offers diverse programs designed to meet the needs of older adults. In 1987, the Center completed the renovation of a newly purchased facility, located in Whitefish Bay. With the opening of this new facility, the Center has been able to expand its membership and programming. In addition, the JCC offers day camp services for children ages 5 through 14 in Fredonia, Wisconsin, and a resident camp for children ages 8-16 in Eagle River, Wisconsin.

The JCC draws members and program participants from throughout the Milwaukee metropolitan area, including Ozaukee and Waukesha Counties. Participants in programming range from newly emigrated Russian families who are given free center memberships to families from as far away as Oconomowoc.

### 2. JCC Program Activities

The JCC is committed to providing Jewish people with a variety of diverse Jewish experiences - religious and secular. While informal and experiential education are primary tools of the JCC, curriculum based, classroom study is a significant part of this process.

**Programs for Children, Youth, and Adolescents.** Extensive programming for children, youth, and adolescents is a primary focus of the Jewish Community Center. The JCC offers a licensed nursery and K4/K5 school program and a licensed after-school child day care program. Early childhood programs also include pre-school special activity classes that help children build new skills and encourage interests in art, cooking, woodworking, and gymnastics. The JCC's Skolnik Parenting Center provides a variety of special parent-child experiences, such as the "Mommy and Me" play group, parent-tot art for children 18 to 36 months, and "Sunday with Dad" for two to four year olds and their fathers. The Center offers an annual Children's Health and Safety Fair in conjunction with Sinai-Samaritan Hospital. Youth/adolescent programming includes a teen lounge and well-supervised teen activities. Adolescents can also participate in other theatre, arts, or special activity classes.

**Adult Educational Programs** . The Adult Educational Program offers a wide range of workshops and classes, including several Jewish study sessions and art, crafts, and dance classes. The JCC offers a special Adult Jewish

Education Program, based on the Florence Melton Mini-School Model. The Melton program is an innovative approach to adult learning developed by the Hebrew University of Jerusalem in cooperation with Jewish communities across North America. Currently, 100 adults are enrolled in the Center's Melton program. The Center has worked closely with the Wisconsin Council of Rabbis and with MAJE in developing and implementing the Melton program. Similar programs have been implemented in Jewish Community Centers in several communities in the United States. These programs have proved to be very successful in providing unaffiliated Jews with the philosophical and spiritual base they need to become more fulfilled and more likely to take the next step of affiliation.

The Center also offers other formal and informal instruction for adults. Special arts activities include JCC instrumental ensemble groups, an opera club, and instrumental instruction offered under the auspices of the Wisconsin Conservatory of Music. The JCC Community Theatre program has expanded to include a "Reader's Theater." Through the Skolnik Parenting Center, adults can participate in discussion/support groups for single parents, adoptive parents, families new to Milwaukee, and others interested in parenting related issues.

A full schedule of health, recreational, and educational activities for senior citizens, including the frail elderly, is offered at the Downtown Center and on Milwaukee's West Side.

**Other Programming.** Additional programming includes a variety of activities for adults and children with special needs. All JCC facilities are accessible to the handicapped in compliance with section 504 requirements.

The JCC is also a leader in offering special programming which is open to the community, including Jewish holiday workshops and special community events such as Yom Ha'atzmaut, Yom Hashoah and an annual Community Health Fair.

### **3. Major Affiliations**

The JCC has been a member agency of the Milwaukee Jewish Federation since 1929 and of United Way of Greater Milwaukee for over 25 years. The Center is also a member of the JCC Association of North America.

The Center has strong linkages with other Jewish educational, social service, and cultural programs in the community. The JCC also has affiliations with several community organizations and educational institutions. Instrumental instruction is provided in cooperation with the Wisconsin Conservatory of Music. The Center also serves as a site for off-campus classes offered by the University of Wisconsin Milwaukee and for community recreational activities sponsored by local municipalities.

As part of its mission to serve the broader Milwaukee community, the JCC has working relationships with the Children's Outing Association (COA) and Silver Spring Neighborhood Center, two community organizations that serve a largely minority and low income population. The JCC is providing access to Center

facilities for children from these agencies throughout the year. The Skolnik Parenting Center provides on-going technical assistance and volunteer help to the Milwaukee Christian Center, as part of a "Shared Services" grant funded by United Way.

#### **4. Governing Body**

The Jewish Community Center is a legally incorporated 501(c)3 organization governed by a Board of Directors. The Board of Directors meets on a monthly basis as does an Executive Committee of the Board of Directors. The Executive Director of the Jewish Community Center is employed by the Board of Directors and is directly accountable to the Board of Directors for the day to day operations of the Jewish Community Center.

#### **5. The JCC's Role in Jewish Education**

The Jewish Community Center, particularly since the publication of the JCC Association Report on Maximizing Jewish Education, has sought to expand formal and informal Jewish education programs. Over the past several years, the staff and lay leadership of the Center have worked to carefully define the appropriate role for the JCC in Jewish Education. The Milwaukee Jewish Federation has recognized the Center's efforts to strengthen Jewish educational programming in this community and has strongly endorsed the hiring of a Director of Judaic Education at the Center.

We believe that the JCC, with Bader Foundation support, can expand our capacity to develop and implement an outstanding program of Jewish adult and family education in the Milwaukee community. The Center brings many strengths to this proposed program:

- The leadership of the Center is deeply committed to expanding Jewish knowledge in the community and to the Center's role in this process.
- The JCC offers a pluralistic view of Judaism; it is not limited to one perspective. Its membership reflects a broad spectrum of the Jewish community.
- The Center has the capacity to respond to deeply felt concerns about the lack of Jewish identification and affiliation among many Milwaukee Jews, and the corresponding need for enhanced educational opportunities.
- The Center's membership includes 6,000 of Milwaukee's estimated Jewish population of 25,000. Several thousand more are reached through special events such as Purim, Yom Hashoah, and Yom Hatsmaot. Each draws 1,500 to 2,000 people.
- The program builds upon and is a natural extension of current JCC educational activities.

- The JCC has experienced staff and a long tradition of and experience in formal and informal education for both children and adults.
- The JCC provides a hospitable, non-threatening environment where people are used to coming for a variety of programs.
- The proposed program complements existing Jewish educational programs offered by Synagogues and other local Jewish institutions.
- The Center has strong linkages to secular educational programs, ranging from pre-schools to higher education.

The proposed project is at the core of the mission of the Jewish Community Center:

*The Jewish Community Center is a non-profit, social service agency founded upon Jewish ethics and values. It is committed to meeting the ever changing needs of the entire Jewish community for strengthening Jewish identity and for enriching the quality of Jewish life.*

*The Center provides the total community with a forum for open dialogue regarding matters affecting Jewish life here, in Israel, and throughout the world. It initiates diversified social, educational, recreational, and cultural programs within a Jewish setting.*

The proposed project also fulfills the mission outlined by the JCC Association and is also consistent with the philosophy of the Helen Bader Foundation with regard to excellence in Jewish education.

## B. Complete Project Description

### 1. Needs Statement

**Adult and Family Jewish Educational Needs.** Throughout the United States, there is evidence of a weakening of Jewish identity, declining affiliation, and poor synagogue attendance. The 1990 National Jewish Population Survey, conducted by the Council of Jewish Federations in association with the Mandell Berman Institute-North American Jewish Data Bank, The Graduate School and University Center, City University of New York, substantiates these concerns about declining levels of commitment to Judaism. Survey results indicate that:

- ✓ While synagogue affiliation is the most widespread form of formal Jewish connection, only 41% of entirely Jewish households are affiliated with synagogues.
- ✓ The rate of intermarriage among North American Jews has increased to 52%. Moreover, the rate of conversion out of Judaism exceeds that of conversion in.
- ✓ 52% of Jewish adults have no quality or formal Jewish education.
- ✓ 90% of America's 5.5 million Jews define their Jewishness in terms of belonging to an ethnic or cultural group; less than 5% say they belong to a religious group.

This project is designed to respond to the Jewish educational needs of adults and families in the community. Milwaukee has a Jewish population of approximately 25,000 adults and children. While the local Jewish community is nationally recognized for its high levels of participation and charity, about half of the population is unaffiliated with local synagogues.

Many Jews as adults recognize in a very personal and profound way their need for meaningful Jewish education. 'Even an inspiring lecture on a grand theme leaves them unsatisfied. What many are seeking is both more basic and more comprehensive: to better comprehend the essential building blocks of Jewish tradition and, at the same time, to see their totality. Most do not want one narrow version of Judaism or another, but Jewishness in all its dimensions. They sense that their Jewish heritage could greatly enrich their lives, if only they had access to it and could draw upon its riches. For example, graduates of the Melton program, when asked why they had enrolled, replied, "I felt a loss within me. I needed to regain my Jewish identity," or "I felt a need to expand my understanding of Judaism both for personal fulfillment and in order to deal with raising our children," or "I had a thirst for Jewish knowledge after an inferior Jewish education during my childhood."

Educating children has always been the primary focus of Jewish education. Traditionally, Jewish education provided children with the tools to continue teaching themselves even after they had left formal school settings. Consequently, little attention was paid to fostering adult education. Unlike their parents and grandparents, contemporary Jewish adults often lack the essential tools to continue their Jewish education on more than a superficial level. While many come from families where Jewish rituals were practiced, the explanation of these rituals may have been very basic. Often, formal Jewish education consisted of attendance at afternoon religious schools. This education often ended totally at the time of Bar Mitzvah and Confirmation.

The lack of a meaningful Jewish education as children may also have a bearing on levels of Jewish affiliation as adults. Nationally, fifty percent of Jewish adults are unaffiliated with any Jewish institutions. An estimated 65% of Jewish adults without school age children choose not to affiliate with any Jewish institutions. In contrast, over 80% of Jewish adults with school age children are affiliated with Jewish institutions. Studies also show that many mature adults and seniors identify with and support primary Jewish community institutions and Israel. Jewish education will help build that same commitment in younger people with children who currently may not be supportive of these Jewish institutions.

Research indicates that the education children receive is influenced far more by reinforcement at home than by any other factor. The best way to guarantee quality Jewish education for their children is for parents to become better educated themselves. Being adults, they need to learn in a special way, a way that acknowledges their maturity and life experience, that takes seriously their responsibilities and concerns, and that respects the wealth of intellectual and practical knowledge they already have.

**Planning Process.** The purchase, renovation, and move to the new JCC campus in 1987 set the stage for the Center's expanded educational role in the Jewish community. Over the past few years, the Center has become the focal point for innovative educational programming that serves adults and children with diverse needs and interests. The Center's Board and Leadership has taken specific steps to advance the JCC's role in Jewish education in this community. In 1989, the JCC established a Judaic Committee to review and promote Jewish content in Center programming. JCC staff participated in a trip to Israel in 1989; another staff seminar will be held in Israel in 1993. In addition, the Center sponsored a Melitz Visiting Scholar in Residence Program, designed to assist staff in better understanding their own Jewish identity. The Melitz program was taught by a faculty of four scholars-teachers associated with Melitz and the JCC Association. Scholars spent a series of days in Milwaukee teaching and meeting with staff and the lay leadership of the agency.

This proposal is the next step in the development of a comprehensive program of Judaic Studies, to be directed by a full time staff person.

**Jewish Educators in Jewish Community Centers.** One of the most significant expressions of the Jewish educational concern of the center movement

has been the emergency of a new cadre of Jewish educational professionals working in JCC's. In an article on "Jewish Education in JCC's," Barry Chazan and Richard Juran state that,

*"...one of the most important developments in advancing what only can be called the revolution of Jewish education in JCC's in the past decade is the presence of a full-time highly professional Jewish educator who is empowered by the center executive to be a major force in the agency."*

In the mid-1980's a small number of centers (Chicago, Boston, Los Angeles) began to hire full-time highly qualified Jewish educators as senior members of their staff. By June 1992, over forty centers of all sizes across North America employed professional personnel on their staff with specific training in and/or responsibility for Jewish education. Approximately 20 fill the position of full time center Jewish educators; others are Jewish programming specialists, cultural arts personnel, or executive staff with special knowledge, interest, or responsibility for Jewish education. In the past year St. Louis, Cleveland, and Houston have added full-time senior Jewish educators to their staff. Moreover, an increasing number of centers have expressed an interest in the establishment of such positions.

These new Center Jewish educators encompass a diverse cross-section of professionals, including Hillel Directors on university campuses; principals of Jewish Day Schools; Professors of Judaica in institutions of higher learning; Rabbis; and teachers in Jewish schools. These individuals combine knowledge of Judaica, skill in transmitting Jewish knowledge in informal settings, and expertise in techniques and methods of adult education and learning. Moreover, this is a new generation of educators who have visited, studied, and been shaped by an Israel experience and for whom Israel is a central part of their identity.

The Center Jewish educator is responsible for a myriad of activities which require diverse knowledge and skills: working with boards; teaching staff; serving as liaisons with local Rabbis and educators; developing Judaic and Israel programs; planning Israel seminars; and providing consultation to the Center Executive.

The Jewish educator in the JCC complements and joins forces with the other educators serving the community. JCC Jewish educators can contribute to the work of formal Jewish educators in schools and synagogues by expanding the campus of Jewish education beyond the classroom walls, and if they are successful they will encourage more young people and their parents to take advantage of formal Jewish education in schools and synagogues. Of course, in order to do their job properly, JCC Jewish educators must be of the same caliber in terms of Jewish knowledge and commitment as their school and synagogue counterparts.

This proposed program is designed to meet the identified educational needs of both affiliated and unaffiliated Jews in the Milwaukee community.

### **Staff and Lay Leadership Education and Development Needs.**

The approach of the JCC to Jewish education is holistic. Our goal is to integrate Jewish education into the core of the agency. The desire and capacity of the JCC professional staff to develop effective and innovative Jewish educational programs and services determine the Center's ability to fulfill its mission of Jewish education. The JCC can fulfill this mission only to the extent that staff members are committed to an ongoing process of Jewish study and growth. Centers must continue to increase the level of Jewish knowledge and skills of existing staff. At the same time, there is a need for a greater number of Jewishly committed and knowledgeable professional staff in Jewish Community Centers.

Since the goal of this program is to integrate Jewish learning into the core of the agency, it is crucial to insure that staff and lay leaders become partners in the ongoing process of Jewish education. In this way, together, they can create a climate which pervades the Center as a whole. Jewish study can create a common Jewish frame of reference and vocabulary which unites staff and lay leaders.

## **2. Program Philosophy**

This proposed program of Jewish study is based on several assumptions about Jewish education and learning and about the role of the Jewish Community Center. These assumptions include the following:

- Jewish education is a lifelong process of acquiring Jewish knowledge, skills, attitudes and values.
- The goals of Jewish education are to help individuals develop and reinforce positive Jewish identity.
- Effective Jewish Education takes place not only in the classroom, but also in the home, synagogue, community center, and camp – whenever the sense of Jewish belonging, understanding, values and responsibility is aroused.
- While direct and formal learning is a significant part of Jewish education, informal and experiential education can also be a powerful tool in providing meaningful education.
- The long term impact of children's Jewish education is influenced far more by reinforcement at home than by any other factor. By improving their own education, parents can create an environment which fosters family involvement in and commitment to Judaism.
- The Jewish Community Center has special Jewish educational opportunities and obligations, which include stimulating people to be more aware of and to deepen their sense of Jewish belonging and responsibility; motivating and assisting them in the pursuit of Jewish knowledge; and helping them give expression to Jewish beliefs, practices, and values.

- The JCC can fulfill its mandate only to the extent that staff members in selected professional roles and disciplines are committed to an ongoing process of Jewish study and growth.
- The Jewish Community Center is part of the community's educational infrastructure, committed to working in partnership with all elements of the community concerned with enhancing the Jewish educational enterprise.

### 3. Program Design

**Goals.** The goals of this program are as follows:

- to integrate Jewish values and expand the knowledge and understanding of Jewish perspectives on issues of major concern among JCC staff and lay leadership;
- to increase the participation of Jewish adults and families in ongoing formal and informal study of Jewish ideas and traditions;
- to continue to expand the emphasis on Jewish content within regular Jewish Center programming.
- to increase the role of the Jewish Community Center in adult and family Jewish education.

**Program Activities.** Programming will include extensive activities for staff of the JCC, lay leadership, and adults and families in the community, as described below:

#### *Programs for Staff*

1. In-Service Courses - In-service courses will be offered on a regular, ongoing basis within the agency. Additional seminars, lectures, and individualized study will be offered on an ad-hoc basis. Professional and management staff are expected to participate in the program as an inherent part of their work load.
2. Staff Seminar in Israel - A staff seminar in Israel will be conducted in 1993; 24 staff will participate. This seminar is partially underwritten by the Jewish Community Center, with staff paying the remaining costs. A pre- and post-trip seminar will be conducted for staff by a Rabbi in the community.
3. Retreats - Retreats will be conducted periodically for all staff members to explore questions of Jewish identity and content.
4. In-service Courses on Judaism - Special in-service courses on Judaism will be offered to camp personnel and early childhood education staff as part of their regular orientation program.

5. Special Recognition Awards - Recognition awards will be given to outstanding participants in the Program of Staff Development in Jewish Education.

6. Job Descriptions and Staff Evaluation Forms - Job descriptions and staff evaluation forms, where relevant, will state that Jewish knowledge, commitment to Jewish life, and to ongoing Jewish study, are significant criteria for hiring and advancement.

It is assumed that the staff development program in Jewish education will stimulate interest in and generate ideas of Jewish content. The new Director of Judaic Education will assist staff in translating these ideas into concrete programs.

### *Activities for Lay Leadership*

1. Tutorial Programs - Tutorial programs will be offered to Board members and other lay leadership to help in the preparation of D'var Torah.

2. Ongoing Jewish study - Ongoing Jewish study will be conducted prior to Board meetings or at other regular intervals.

3. Sunday Brunch study - Sunday Brunch study will be devoted to an exploration of the holidays and other Jewish themes.

4. Board-Family Shabbaton - A Shabbaton will be held for Board members and their families. The Shabbaton will include study, services, festive meals, recreation and fellowship.

5. Board Seminar in Israel - A Board Seminar will be planned for board members, based on the same format as the Staff Seminar.

This dual emphasis on staff development and education of lay leadership is vital to the Center's capacity to fulfill its Jewish education mission for the larger community.

### *Programming for Adults and Families*

1. Florence Melton Adult Mini-School Program -A key component of Adult Jewish Educational Programming will be the expansion of the Florence Melton Adult Mini-School Program. This program utilizes an integrated, sequential course of study. It introduces the learner to a broad spectrum of Jewish knowledge, provides social reinforcement, extra-curricular experiences, and attention to individual interests. It consists of five courses— Hebrew, Torah, History, Prayer, and the Jewish Year — taught over a two year period, thirty two sessions per year. The Florence Melton model has proven successful in other communities because it provides adults with a strong foundation, encourages further Jewish learning, and is closely attached to practical Jewish living and personal experience. Two graduates of the Melton program described the impact of the program as follows:

*"I feel that I have acquired a very deep appreciation of Judaism which I have never had before. I have found a very deep personal understanding and meaning for life which has further enhanced by daily existence and provided reference points and strengths in times of question, crisis and need."*

*"I feel I have been privileged to receive a superior education. The scope and quality of the curriculum, to my knowledge, is unequaled in any other adult program in Jewish studies. We were exposed to all the richness and quality of life that can be derived from living life as a Jew. It was all brought to life for us, the history, tradition and rituals, and the values, ethics and diversity."*

2. Holiday Workshops, Community-wide Celebrations, and Cultural Events - The Center will seek to broaden the scope of formal and informal educational classes and programs for parents and children related to subjects with Jewish content and themes, and also to upgrade the quality of and level of participation in Israel Independence Day and Yom Hashoah.

3. Scholar in Residence at Camp - The Scholar in Residence will work with camp staff to augment the quality and quantity of Judaic programming for children and families and staff and will direct programs with teen leadership groups. Over 1,000 youth attend Camp JCC each year.

4. Groups for Interfaith Couples in conjunction with Jewish Family Services - In cooperation with Jewish Family Services and local Synagogues, the JCC will develop a full program of education and support activities.

5. Other Cooperative Programs with Jewish Family Services and BBYO - Judaic education programs will be available to JFS and BBYO staff. Ongoing training will be conducted with early childhood staff of JFS.

**Expected Outcomes.** By the end of three years of Bader Foundation funding, we anticipate that the Jewish Community Center will have a comprehensive, integrated program of Judaic Studies, headed by a full time Director of Jewish Studies. Through this program of Jewish study for adults and families, staff, and lay leadership, the Jewish Community Center has the potential to:

- attract the unaffiliated into Jewish involvement, and provide them with specific programs of Jewish orientation;
- serve as an entering point for marginally affiliated Jews and help in the process of transition that connects them to other Jewish institutions, including Synagogues.
- promote parental understanding of the importance of Jewish education for their children and themselves;
- fortify those who are already committed to Judaism and to Jewish

institutions;

- deepen understanding of Israel and its meaning for the Jewish people, by using subject matter related to Israel effectively in programming;
- strengthen the sense of Jewish community and K'lal Yisrael;
- stimulate interest and involvement in Judaic studies, including study of the Bible, the classics, Jewish thought, history, traditions, and observances, the Hebrew language and Zionism;
- provide opportunities to further strengthen relationships among Jewish community organizations;
- help staff, lay leadership, and other members of the community articulate the meaning of being Jewish.

We expect that during the first year of programming, this expanded model of Jewish Education will reach:

- 100 JCC staff, including full time professional staff, teachers, and part-time staff;
- 55 Board members
- 165 Adults through the Melton Program;
- 1,000 youth who attend JCC Day and Residence Camps
- 6,000 Center members including 1,750 family units
- 1,000 other Jewish adults in the community.

#### **4. Timetable (See Attached)**

#### **5. Staffing Requirements**

The Center will hire a Director of Judaic Education, with a Ph. D. in Jewish Studies or Rabbinic Ordination, and with experience in Jewish Education. A national search will be conducted for the Director's position, with the assistance of Barry Chazan, Director of Judaic Education for the JCC Association. The Executive Director of the JCC will convene an advisory committee to assist in the hiring process.

The Director of Judaic Education will be responsible for developing and implementing a program of Jewish studies and learning for JCC staff and lay leaders. (See attached.) He or she will also help plan and coordinate ongoing Jewish educational programming for JCC members and the community. Responsibilities will include:

- designing the overall concept of Jewish education at the JCC;
- planning and teaching intensive in-service programs for staff;
- assisting staff in implementing programs of Judaic content;
- planning and implementation of Israel seminars along with other executive staff;
- planning and implementing a program of Jewish learning for board members and lay leadership;
- planning and implementing events with Jewish content for the community;
- strengthening and maintaining linkages with congregations and other Jewish agencies for the purpose of cooperative Jewish programs;
- participating in national forums of JCC Jewish educators in order to learn new ideas and be informed about developments across North America and in Israel.

A part time Secretary will be hired to perform clerical duties.

## 6. Program Evaluation

**Overview.** In an effort to measure the impact of this project, a program evaluation component has been included. The evaluation design will incorporate the following elements:

- To assess the three individual components of the program, separate information will be collected regarding staff training, education for lay leadership, and activities and programming for adults and families in the community.
- Part of the evaluation design will include pre-tests/post-tests, corresponding to the various curricula and activities. The Melton Program, for example, uses a pre-test/post-test format.
- Data will be collected to measure the degree to which each person is involved in newly developed programming.
- Information will be collected relative to participant satisfaction with the program.
- Both qualitative and quantitative measures will be utilized.

**Methodology.** The evaluation will seek to answer the following questions:

### 1. Who was served through the Program?

- What are the characteristics of program participants? How do these characteristics have an impact on program design and activities?

- Do the characteristics of program participants match those of members of the targeted group, as identified in the proposal?
- Are the numbers of participating staff, lay leadership, adults, and family members consistent with program expectations.

## **2. What Services were Provided through the Program?**

- Is the program reaching its targeted population and providing them with the intended programming and activities?
- How much programming is being delivered?
- Were activities implemented according to the timetable in the proposal?
- What changes were made in program design and why?

## **3. How Well did the Program Work?**

- As measured by pre-tests and post-tests, what changes in knowledge and attitudes did program participants exhibit?
- Were specific behaviors, such as attendance at Jewish cultural events and participation in Synagogue activities, altered in the course of the program year?
- Were there significant increases in the Judaic content of JCC programming, as described in interviews with staff, lay leadership, and others in the community?
- As a result of the program were relationships strengthened with Congregations and other Jewish agencies?
- Were participants satisfied with the programming and activities they received, as described in satisfaction surveys?

A combination of qualitative and quantitative analyses lends itself to the evaluation of a program in which the quality of interpersonal interaction plays such an important role. Therefore, part of the evaluation process will include interviews with selected staff, board members and volunteers, and other program participants, as well as anecdotal information collected about participants.

A detailed evaluation design, including tools and instruments to be used in the evaluation will be developed by the new Director of Judaic Education, in cooperation with the Director of Judaic Education of the JCC Association, the Executive Director of the Milwaukee JCC, and other administrative staff.

## Conclusion

Center lay and professional leaders have a strong commitment to moving the Jewish Community Center of Milwaukee to a new level of service to the Jewish community. This effort has the support of the Milwaukee Jewish Federation. Our vision of Jewish Education is summarized in the following quotation from the JWB report:

*Jewish Community Centers are concerned with more than providing Jewish programming as an end in itself. Jewish continuity demands that our North American Jewish communities offer a variety of significant Jewish educational opportunities.*

*As a guarantor of Jewish continuity, the Jewish Community Center sees itself as providing many of these Jewish educational opportunities.*

*The starting point for the JCC is no longer Jewish programming just because the users or members are Jewish, but rather providing appropriate Jewish educational experiences as a vital means of insuring Jewish continuity.*

## C. Financial Information

### 1. Applicant organization's actual and projected expenditures and revenues for the past, current, and next fiscal years

See Attached.

### 2. Project budget for the past, current and next fiscal years

See Attached.

### 3. Plans for sustaining the project's funding upon the expiration of the grant from the Helen Bader Foundation

After three years of funding from the Bader Foundation, the Jewish Community Center will include this position as part of its regular operating budget.

## D. Supplementary Information

### 1. IRS letter

See Attached.

### 2. Most recently submitted Federal Form 990 with Schedule A

See Attached.

**3. Copy of most recent financial audit**

See Attached

**4. List of names and professional affiliations of directors and trustees, and names and titles of officers.**

See Attached

## Timetable

July, August, 1992	Begin consultation with JCC Association to begin nation-wide search for position
August 31, 1992	Grant received
September, October 1992	Meet with Wisconsin Council of Rabbis to address the communal component of the grant
November 1, 1992	Employment of Judaic Director
November, December, 1992	Orientation to the staff, programs and the general agency
January 1, 1993	Program begins
July 1, 1993	6 month--process evaluation
February 1994	Evaluation report completed for first year of program

## Job Description

### Director of Judaic Education

**Job Summary:** The Director of Judaic Education will be responsible for developing and implementing a program of Jewish studies and learning for JCC staff and lay leaders. The Director will also help plan and coordinate ongoing Jewish educational programming for JCC members and the community.

#### **Responsibilities:**

- designing the overall concept of Jewish education at the JCC;
- planning and teaching intensive in-service programs for staff;
- assisting staff in implementing programs of Judaic content;
- planning and implementation of Israel seminars along with other executive staff;
- planning and implementing a program of Jewish learning for board members and lay leadership;
- planning and implementing events with Jewish content for the community;
- strengthening and maintaining linkages with congregations and other Jewish agencies for the purpose of cooperative Jewish programs;
- participating in national forums of JCC Jewish educators;
- performing other duties as assigned.

**Minimum Qualifications:** Ph. D. preferred, M.A. required in Jewish Studies/Jewish Education or Rabbinic Ordination. Experience in Jewish Education required.

**Supervisory Relationships:** Supervised by the Executive Director of the JCC; supervises Program Secretary.

**Committee Responsibilities:** Accountable to the Judaic Services Committee

October 26, 1992

Dear Colleague:

As you know, Milwaukee is one of three communities in North America selected for the Council for Initiatives in Jewish Education's (CIJE) Lead Community Project.

All of us are proud of the honor bestowed on our community. The Lead Community Project offers us a unique opportunity for working together on innovative and exciting educational undertakings.

You are cordially invited to attend a meeting designated for introducing the Lead Community Project to the broad segments of the educational community. Howard Neistein, Planning Director of the Milwaukee Jewish Federation, and Roberta Goodman, Field Researcher for the CIJE, will make presentations. You will have an opportunity to ask questions about the Lead Community Project.

**DATE:** Monday, November 16, 1992  
**TIME:** 10:00 a.m.  
**PLACE:** MAJE Board Room (Room 208  
of the Kohl Education Building)

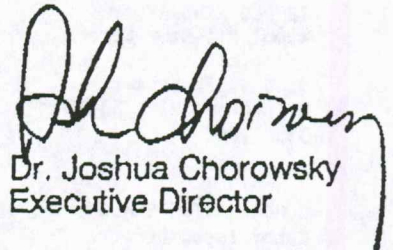
Please confirm your attendance by returning the enclosed reply card to us by November 5.

We are looking forward to seeing you on November 16.

Cordially,



Dr. Reuven Robbins  
Chair, Milwaukee Jewish  
Principals' Council



Dr. Joshua Chorowsky  
Executive Director

lk  
Enclosure

Richard S. Marcus  
PRESIDENT

Dr. Joshua Chorowsky

EXECUTIVE DIRECTOR

CONGREGATION ANSHAI LEBOWITZ  
Dr. Steven Schneider  
Education Director  
c/o 6055 Oakwood Lane  
Greendale, WI 53129  
421-1718/444-1190

BETH EL NER TAMID SYNAGOGUE  
Mr. Jeffrey Conn  
Hebrew/Religious School Director  
2909 W. Mequon Road  
Mequon, WI 53092  
242-6900

CONGREGATION BETH EL  
Mrs. Debby Horowitz  
Principal  
c/o 422 Bluff Avenue  
Sheboygan, WI 53081  
1-452-9395/1-452-5828

CONGREGATION BETH ISRAEL  
Dr. Reuven Robbins  
Educational Director  
6880 N. Green Bay Ave.  
Milwaukee, WI 53209  
352-7325

CONG. EMANU-EL B'NE JESHURUM  
Mr. Michael Fefferman  
Director of Education  
2419 E. Kenwood Blvd.  
Milwaukee, WI 53211  
964-4100

CONG. EMANU-EL OF WAUKESHA  
Mr. Steven Fradkin  
Principal  
1427 Cottonwood Drive  
Waukesha, WI 53186  
524-8306

OR TIKVAH  
Mrs. Susan Atlas  
Principal  
613 LaBelle Avenue  
Oconomowoc, WI 53066  
367-8759

TEMPLE MEMORAH  
Rabbi Gil-Ezer Lerer  
Principal  
9363 N. 76 Street  
Milwaukee, WI 53223  
355-1120

CONGREGATION SHALOM  
Rabbi Isaac Serotta  
Director of Education  
7630 N. Santa Monica Blvd.  
Milwaukee, WI 53217  
352-9288

CONGREGATION SINAI  
Mrs. Amy Weistain  
Religious School Director  
8223 N. Port Washington  
Milwaukee, WI 53217

HILLEL ACADEMY  
Mr. Richard Miller  
Principal  
6401 N. Santa Monica Blvd.  
Milwaukee, WI 53217  
962-9545

HILLEL ACADEMY  
Rabbi Yigal Tsaidi  
Dean of Judaic Studies  
6401 N. Santa Monica Blvd.  
Milwaukee, WI 53217  
962-9545

MILWAUKEE JEWISH DAY SCHOOL  
Dr. Doris Shneidman  
Director  
6401 N. Santa Monica Blvd.  
Milwaukee, WI 53217  
964-1499

MILWAUKEE JEWISH DAY SCHOOL  
Rabbi David Brusin  
Director of Hebrew/Judaic Studies  
6401 N. Santa Monica Blvd.  
Milwaukee, WI 53217  
964-1499

WISCONSIN INSTITUTE FOR TORAH STUDY  
Rabbi Yehuda Cheplowitz  
Dean  
3288 North Lake Drive  
Milwaukee, WI 53211  
963-9317

YESHIVA ELEMENTARY SCHOOL  
Rabbi Shabee Werther  
Principal  
3447 North 51 Boulevard  
Milwaukee, WI 53216  
871-9376

BEIT HAYELED NURSERY SCHOOL  
Mrs. Marcia Colton  
Director  
6880 N. Green Bay Ave.  
Milwaukee, WI 53209  
351-5641/352-7325

KOL YAAKOV NURSERY SCHOOL  
Mrs. Chanie Twerski  
Director  
c/o 3349 North 51 Boulevard  
Milwaukee, WI 53216  
873-2889

JCC NURSERY SCHOOL  
Mrs. Sandy Brusin  
Early Childhood Director  
6255 N. Santa Monica Blvd.  
Milwaukee, WI 53217  
964-4444

JFS CHILD DEVELOPMENT CENTER  
Mrs. Lillian Sims  
Program Director  
6255 N. Santa Monica Blvd.  
Milwaukee, WI 53217



Mrs. Devorah Shmokin  
Director  
6401 N. Santa Monica Blvd.  
Milwaukee, WI 53217  
962-2444

CHABAD OF NORTH SHORE  
Rabbi Joseph Samuels  
Educational Director  
3109 N. Lake Drive  
Milwaukee, WI 53211  
962-0566

SESQUICENTENNIAL CELEBRATION  
Flura Abramson  
Executive Director  
1360 North Prospect Avenue  
Milwaukee, WI 53202  
276-7920

B'NAI B'RITH YOUTH ORGANIZATION  
Richard Kessler  
Assistant Director  
6255 N. Santa Monica  
Milwaukee, WI 53217  
963-1400

MILWAUKEE JEWISH COUNCIL  
Mordecai Lee  
Executive Director  
1360 N. Prospect Ave.  
Milwaukee, WI 53202  
276-7920

CAMP INTERLAKEN  
Jon Levin  
Director  
6255 N. Santa Monica  
Milwaukee, WI 53217  
964-4444

B'NAI B'RITH YOUTH ORGANIZATION  
Tobey Libber  
Executive Director  
6255 N. Santa Monica  
Milwaukee, WI 53217  
963-1400

JEWISH FAMILY SERVICES  
Elliot Lubar  
Executive Director  
1360 North Prospect Avenue  
Milwaukee, WI 53202  
273-6515

B'NAI B'RITH HILLEL FOUNDATION  
Michael Morgan  
Director  
3035 N. Stowell Ave.  
Milwaukee, WI 53211  
961-2010

JEWISH COMMUNITY CENTER  
Jay Roth  
Executive Director  
6255 North Santa Monica  
Milwaukee, WI 53217

SUMMARY - Interviewee's Responses  
 Survey Performed by the Jewish Education Task Force (January 1992)

QUESTIONS: What are some of the most pressing educational challenges you are facing in you school/agency this year?

AGENCY	TEENS EDUCATION	PERSONNEL DEVELOPMENT	FAMILY EDUCATION	CURRICULUM DEVELOPMENT	COLLEGE CAMPUS	BUDGET
BBYO	Recruitment	Leadership Development		Methodology Curriculum		
JCC		Training	Programs Russian Families			
JFS			Russian Families			
MAJE		Training Recruitment	Programs			Computer Materials Staff
HILLEL UWM					Recruitment Programs	More!
HILLEL ACADEMY		Training Recruitment		Russian Students; Special Needs		

## SUMMARY - Interviewee's Responses

AGENCY	TEENS EDUCATION	PERSONNEL DEVELOPMENT	FAMILY EDUCATION	CURRICULUM DEVELOPMENT	COLLEGE CAMPUS	BUDGET
MJDS		Salaries Benefits		Diverse Background; Maintain Interest		
EMANU-EL	Maintain Interest	Training	Family Education			More!
SHALOM		Professionalism; Training Recruitment		Special Needs		
ANSHAI LEBOWITZ		Training				
BETH ISRAEL			Participation; Recruitment	Development Guidelines		More!
MENORAH			Involvement; Attendance; Interfaith; Changing Structure			

## SUMMARY - Interviewee's Responses

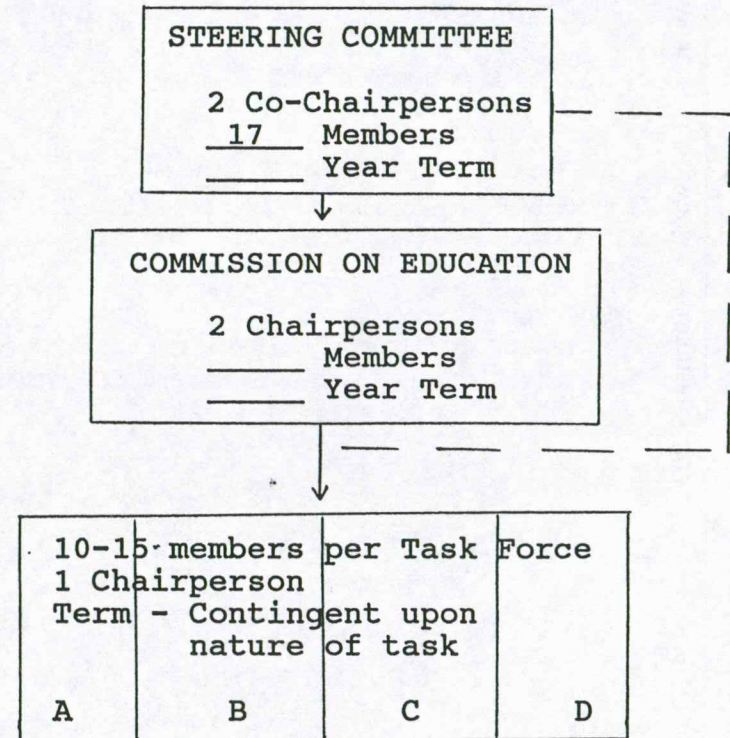
AGENCY	TEENS EDUCATION	PERSONNEL DEVELOPMENT	FAMILY EDUCATION	CURRICULUM DEVELOPMENT	COLLEGE CAMPUS	BUDGET
SINAI	Beyond Bar/Bat Mitzvah	Recruitment	Interfaith Home Education Involvement			
EMANU-EL WAUKESHA	Recruitment					
LUBAVITCH			Russian Families			More!

LEAD COMMUNITY PROJECT  
 ORGANIZATIONAL CHART - DECISION MAKING PROCESS

1/14/93

Decision Making Process

- Managing process of Commission and Task Forces
- Developing outline for strategic plan
- Liaison to participating organizations and Federation
  
- Identifying issues
- Setting priorities
- Building consensus
- Approving strategic plan
- Reviewing recommendations of Task Forces
- Monitoring progress
- Liaison to participating organizations
  
- Gathering data
- Addressing specific issues
- Developing action plans



- Examples: Steering Committee: What is the structure of the Commission?  
 Is the Commission meeting its stated goals, time line, etc.?
- Commission: What are the critical issues in improving Jewish Education?  
 What is the order of priority for addressing these issues?
- Task Forces: What are some recommendations for implementing a community wide approach to family education?



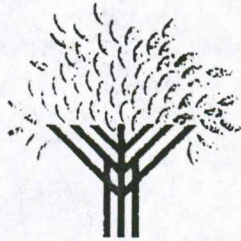
**MILWAUKEE JEWISH FEDERATION**  
1 9 0 2 - 1 9 9 2

*recognizing 90 years of service to  
the Jewish community*

Steering Committee for the Commission on Jewish Education  
Monday, January 18, 1993  
5:30 p.m.

**AGENDA**

- I. Welcome/Introductions
- II. Jewish Segment
- III. Creating the Commission
- IV. Future Plans
- V. Visioning - Initial Identification of Issues



FEB 15 1993

MILWAUKEE JEWISH FEDERATION

1 9 0 2 - 1 9 9 2

recognizing 90 years of service to the Jewish community

*Information*  
*Mutual Concerns*  
*Next Step is*  
*Partnership*  
*Communication*

February 10, 1993

Virginia Levi  
Industrial Foundation  
4500 Euclid Ave.  
Cleveland, OH 44103

Dear Ginny:

We are looking forward to your visit on Monday, February 22 and to talking with you further about how we can work together to ensure the success of the "Lead Community Project". Listed below are some of the items we would like to discuss.

1. **Planning materials:** At our November meeting in New York, we discussed a number of materials that would be available to Lead Communities to assist in planning for the project, data gathering and interpreting the project to the community (e.g., planning guide, educator survey, press releases, evaluation measures). Thus far, we have not received any of these and are concerned that the usefulness of some of these pieces is limited to specific stages in the organization process.
2. **Consultation:** We were told during the application process that a pool of resource people could be available to our community to lend their expertise to improve our education services and serve as resources to our schools and agencies. Who are these resource people? How will this process be managed/paid for?
3. While we were fortunate in receiving a one year grant to hire a Lead Project Director, there are a number of items we need funding assistance for to get the project going. What flexibility is there in receiving some assistance from CIJE?
4. While we recognize CIJE is not in itself a foundation, we were told that a number of national foundations would consider initial funding for initiatives as they begin to develop. What is the financing plan that you envision and what kind of communication is there with participating national foundations?

*Review*  
*Planning guide*  
*expertise*  
*grants*  
*foundations*

Betsy L. Green  
President

Richard H. Meyer  
Executive Vice President

Virginia Levi  
February 10, 1993  
Page 2

*with  
- compare  
field notes*

*CF  
com*

5. How do the different components of the "Lead Community Project" interrelate (e.g., Monitoring and Evaluation, Best Practices, Funding, Consultation and Training)? How do you envision the three communities will working together?
6. During our application process we discussed a "Letter of Understanding" that would spell out CIJE's and Milwaukee's expectations and responsibilities. This is important not only in establishing our partnership, but also in interpreting the project to our community leadership. We responded to a draft by mailing our comments to Art Rotman to finalize the agreement. Where are we with this document at this time?

*Letter Understanding*

With Shulamith Elster's help, we have made a great deal of progress in the last two months which we are eager to share with you. However, the work has only just begun and we shall need your help to sustain enthusiasm among our various constituents.

I shall look forward to meeting with you on February 22. Let me know your flight arrival time and I shall meet you at the airport.

Sincerely,

*Howard Neistein*

Howard Neistein  
Community Planning Director

HN/nm

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Mailing Address:

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

Office of the Chair  
Morton L. Mandiel

December 21, 1992

Dear CIJE Board Member:

"...A huge bombshell has been dropped in our midst -- the CJF National Jewish Population Survey...Only a major sea change in the priorities of the American Jewish community which will place Jewish education -- a systematically reformed Jewish education -- at the top of the agenda can provide hope against a mounting tidal wave of assimilation which threatens to engulf us."

This highly charged call to action was delivered by Stuart Eizenstat to the delegates of the CJF General Assembly in November during a day devoted to Jewish continuity and identity. I was pleased to chair the panel at which Stu presented these remarks. As I listened to his wise comments, I couldn't help but feel a considerable degree of satisfaction in the knowledge that CIJE is playing a leading role in this process of change.

During the GA, we hosted an informal gathering for delegates from our three Lead Communities and those of our Board who could attend. It was an emotional high to hear leaders of Atlanta, Baltimore, and Milwaukee speak with great enthusiasm about the Lead Communities Project.

As you are aware, these are three very different communities but each is now engaged in the planning process with us at a pace that reflects their unique communal structure.

Considering the diversity of our three Lead Communities, of primary importance to the Lead Communities Project is the documentation of *how* real change in Jewish education is accomplished. To that end we have implemented the **Monitoring, Evaluation, and Feedback Project**. Three professionals, each with her own area of expertise in education and research, are already at work in the Lead Communities to collect and analyze data on an ongoing basis. This information will provide communities with a meaningful tool for evaluating themselves and the process and progress of change.

But this Project serves an even greater purpose. We have never held the conviction that there is only one right way of achieving success. Therefore we also see the Monitoring, Evaluation, and Feedback Project as a means for us to develop well-tested guidelines for change which can be utilized in any community.

The key to the success of the MEF Project is the development of a collaborative, trusting, and interactive process. The Lead Communities need to know that our researchers are working with them to achieve our mutual goals. Recognizing the importance of developing this relationship, we have placed a particular emphasis on the initial *Launch and Gearing Up* phase of the Project and are helping communities to think about themselves and what it means to be a Lead Community while they develop their goals and feedback mechanisms.

In addition, during this first year our researchers will focus on three key questions:

- What visions for change in Jewish education are currently held by members of the community?
- To what extent is the community mobilized?
- What is the professional life of educators like in the community?

The field researchers' approach this task by conducting formal interviews during which they *listen* to the community, *observe* what is occurring in the community, and *uncover the story or stories* which they will then *mirror back* to community leadership.

As we seek to revitalize Jewish education, we have not lost sight of the fact that there are many successful programs already in existence. That is why the **Best Practices Project**, headed by Dr. Barry Holtz, is so vital to this endeavor. The aim of this Project is to identify and document the best examples to be found in Jewish education in such areas as the supplementary and day schools, Jewish community centers, early childhood, and Israel programs. Teams of experts have already documented best practices in congregational supplementary schools and early childhood. The process is underway in the areas of Jewish community centers' Judaic projects, day schools and Israel programs. In the near future researchers will look into camps, college campus programs and adult education.

Identifying best practices is only one aspect of the Project. What our experts have told us is that simply finding a program that works in one setting does not guarantee success in another. Each of our Lead Communities will need help in adapting a specific program to fit its own circumstance. To further this facet of the Best Practices Project, CIJE was recently awarded a \$150,000 three-year grant from the Nathan Cummings Foundation to implement a program of Best Practices in Supplementary Schools in the three Lead Communities.

As we have discussed, the Lead Communities Project must be a collaborative effort. In order for it to succeed, we must build strong relationships with these three communities based on trust, mutual respect, and cooperation. I am pleased to note that a meeting held in late November with Lead Community Project planners from Atlanta, Baltimore, and Milwaukee and CIJE staff and consultants produced significant progress towards that goal. We shared with the community planners how we envision the implementation of this process for change, and they, in turn, left us with a better understanding of how these changes might best be approached within the context of their own communities.

I am also pleased to report that Susan Crown, President of the Ari and Ida Crown Memorial, has accepted our invitation to become a Director of CIJE. For your convenience, I am enclosing an updated list of CIJE Board members.

At our last Board meeting we spoke of setting up some key committees to oversee various aspects of CIJE's operation. To date, the following Directors have agreed to be committee chairs:

- John Colman (Chicago) -- the Best Practices Project Committee
- Chuck Ratner (Cleveland) -- the Lead Communities Project Committee
- Esther Leah Ritz (Milwaukee) -- the Monitoring, Evaluation, and Feedback Project Committee

In addition, we have formed an Executive Committee which will act on the Board's behalf between meetings and will prepare reports to the Board. Its members include:

Bill Berman	Mark Lainer
Charles Bronfman	Matthew Maryles
John Colman	Melvin Merians
Charles Goodman	Lester Pollack
Neil Greenbaum	Chuck Ratner
David Hirschhorn	Esther Leah Ritz

It has taken us just two short years to go from the abstract to the concrete. Since the release of the recommendations of the Commission on Jewish Education in North American in 1990, we have created an entity to oversee the implementation of these recommendations, assembled a team of exceptional professionals, further refined the guidelines for accomplishing change, selected three outstanding communities to share in this great experiment, and taken our first steps towards not only reversing the trends reported in the recent CJF study, but also towards revitalizing our Jewish communities.

We look forward to sharing even more accomplishments with you at our next Board meeting on February 25, 1992.

My warmest wishes to each one of you for a wonderful Chanukah and Healthful New Year.



Morton L. Mandel

Enclosure

**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**  
1992-93 BOARD OF DIRECTORS

David Arnow  
1114 Ave. of the Americas  
New York, NY 10036  
Phone: (212) 869-9700  
FAX: (212) 921-4967

Mandell Berman  
29100 Northwestern Highway  
Southfield, MI 48304  
Phone: (313) 353-8290  
FAX: (313) 353-3520

Charles Bronfman  
1170 Peel Street, Suite 800  
Montreal, Quebec H3B 4P2  
Phone: (514) 878-5201  
FAX: (514) 878-5296

Gerald Cohen  
Central Metals  
950 Marietta Street  
Atlanta, GA 30318  
Phone: (404) 874-7564  
FAX: (404) 885-7515

John Colman  
4 Briar Lane  
Glencoe, IL 60022  
Phone: (708) 835-1209  
FAX: (708) 835-4994

Maurice Corson  
The Wexner Foundation  
41 S. High Street  
Columbus, OH 43215  
Phone: (614) 461-8112  
FAX: (614) 461-8276

Ms. Susan Crown  
Ari & Ida Crown Memorial  
222 N. LaSalle Street  
Suite 2000  
Chicago, IL 60601-1102  
Phone: (312) 899-5030  
FAX: (312)

Irwin Field  
Liberty Vegetable Oil Company  
P. O. Box 4236  
Cerritos, CA 90703  
Phone: (310) 921-3567  
FAX: (310) 802-3476

Max M. Fisher  
Fisher Building  
3011 Grand Boulevard  
Detroit, MI 48202  
Phone: (313) 871-8000  
FAX: (313) 871-5634

Charles H. Goodman  
222 North LaSalle Street  
Chicago, IL 60601  
Phone: (312) 899-5020  
FAX: (312) 899-5038

Alfred Gottschalk  
Hebrew Union College  
3101 Clifton Avenue  
Cincinnati, OH 45220-2488  
Phone: (513) 221-1875  
FAX: (513) 221-2810

Arthur Green  
Reconstructionist Rabbinical  
College  
Church Rd. & Greenwood Ave.  
Wyncote, PA 19095  
Phone: (215) 576-0800  
FAX: (215) 576-6143

Neil Greenbaum  
Sachnoff & Weaver, Ltd.  
30 S. Wacker Drive  
Chicago, IL 60606-4784  
Phone: (312) 207-3852  
FAX: (312) 207-6400

Thomas Hausdorff  
The Jim Joseph Foundation  
494 Salem Street  
Paramus, NJ 07652  
Phone: (201) 599-0674/  
(718) 377-1100  
FAX: (718) 258-0933

David Hirschhorn  
The Blaustein Building  
P. O. Box 238  
Baltimore, MD 21203  
Phone: (410) 347-7200  
FAX: (410) 659-0552

Ludwig Jesselson  
1301 Avenue of the Americas  
Suite 4101  
New York, NY 10019  
Phone: (212) 459-9600  
FAX: (212) 459-9797

Henry Koschitzky  
IKO Industries, Ltd.  
1 Yorkdale Road #404  
Toronto, Ontario M6A 3A1  
Phone: (416) 781-5545  
FAX: (416) 781-8411

Mark Lainer  
17527 Magnolia Boulevard  
Encino, CA 91316  
Phone: (818) 787-1400  
FAX: (818) 7878-8719

Norman Lamm  
Yeshiva University  
500 West 185th Street  
New York, NY 10033  
Phone: (212) 960-5280  
FAX: (212) 960-0049

Norman Lipoff  
Greenberg, Traurig, Hoffman,  
Lipoff, Rosen and Quentel,  
P.A.  
1221 Brickell Avenue  
Miami, FL 33131  
Phone: (305) 579-0500  
FAX: (305) 579-0719

Seymour Martin Lipset  
Institute for Public Policy  
George Mason University  
4400 University Drive  
Fairfax, VA 22030  
Phone: (703) 993-2283  
FAX: (703) 993-2284

Morton L. Mandel  
Premier Industrial Corporation  
4500 Euclid Avenue  
Cleveland, OH 44103  
Phone: (216) 391-8300  
FAX: (216) 361-9962

Matthew J. Maryles  
Oppenheimer and Company, Inc.  
1 World Financial Center  
New York, NY 10281  
Phone: (212) 667-7420  
FAX: (212) 667-5785

Florence Melton  
1000 Urlin Avenue #1505  
Columbus, OH 43212  
Phone: (614) 486-2690  
FAX:

Melvin Merians  
Union of American Hebrew  
Congregations  
838 Fifth Avenue  
New York, NY 10021  
Phone: (212) 249-0100  
FAX: (212) 570-0895

Lester Pollack  
Lazard Freres & Company  
One Rockefeller Plaza  
New York, NY 10020  
Phone (212) 632-4829  
FAX: (212) 632-3125

Charles Ratner  
Forest City Enterprises  
10800 Brookpark Road  
Cleveland, OH 44130  
Phone: (216) 267-1200  
FAX: (216) 267-3925

Esther Leah Ritz  
929 N. Astor Street #2107-8  
Milwaukee, WI 53202  
Phone: (414) 291-9220  
FAX: (414) 291-0207

Richard Scheuer  
61 Associates  
350 Fifth Avenue, Suite 3410  
New York, NY 10118  
Phone: (212) 947-9009  
FAX: (212) 695-4248

Ismar Schorsch  
Jewish Theological Seminary  
3080 Broadway  
New York, NY 10027  
Phone: (212) 678-8072  
FAX: (212) 678-8947

Isadore Twersky  
Harvard University  
Center for Jewish Studies  
6 Divinity Avenue  
Cambridge, MA 02138  
Phone: (617) 495-4326  
FAX: (617) 496-8904

Bennett Yanowitz  
Kahn, Kleinman, Yanowitz &  
Arnson  
2600 Erievue Tower  
Cleveland, OH 44114  
Phone: (216) 696-3311  
FAX: (216) 696-1009

## GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

The Commission on Jewish Education in North America did not deal with the issue of goals for Jewish education in order to achieve consensus. However, the Commission knew that it would be impossible to avoid the issue of goals for Jewish education, when the recommendations of the Commission would be implemented.

With work in Lead Communities underway, the issue of goals can no longer be delayed for several reasons;

- 1) It is difficult to introduce change without deciding what it is that one wants to achieve.
- 2) Researchers such as Marshall Smith, Sara Lightfoot and David Cohen have effectively argued that impact in education is dependent on a clear vision of goals.
- 3) The evaluation project in Lead Communities cannot be successfully undertaken without a clear articulation of goals.

Goals should be articulated for each of the institutions that are involved in education in the Lead Communities and for the community as a whole. At present there are very few cases where institutions or communities have undertaken a serious and systematic consideration of goals. It is necessary to determine the status of this effort in the Lead Communities. There may be individual institutions (e.g. schools, JCCs) that have undertaken or completed a serious systematic consideration of their goals. It is important to learn from their experience and to ascertain whether an attempt has been made to develop curriculum and teaching methods coherent with their goals. In the case of those institutions where little has been done in this area, it is crucial that the institutions be encouraged and helped to undertake a process that will lead to the articulation of goals.

The CIJE should serve as catalyst in this area. It should serve as a broker between the institutions that are to begin such a process and the various resources that exist in the Jewish world -- scholars, thinkers and institutions that have deliberated and developed expertise in this area. The institutions of higher Jewish learning in North America (Y.U., J.T.S.A. and H.U.C.), the Melton Centre at the Hebrew University and the Mandel Institute in Jerusalem have all been concerned and have worked on the issue of goals for Jewish education. Furthermore, these institutions have been alerted to the fact that the institutions in the Lead Communities will need assistance in this area. They have expressed an interest in the project and a willingness to assist.

The Mandel Institute has particularly concentrated efforts in this area through its project on alternative conceptions of "The Educated Jew." The scholars involved in this project are: Professors Moshe Greenberg, Menahem Brinker, Isadore Twersky, Michael Rosenak, Israel Scheffler, Seymour Fox and Daniel Marom. Accompanied by a group of talented educators and social scientists, they have completed several important essays offering alternative approaches to the goals of Jewish education as well

as indications of how these goals should be applied to educational settings and practice. These scholars would be willing to work with the institutions of higher Jewish learning and thus enrich their contribution to this effort in Lead Communities.

It is therefore suggested that the CIJE advance this undertaking in the following ways:

1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead to an articulation of goals.
2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake community-based consultations.
3. Offer seminars whose participants would include Lead Community representatives where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer help and expertise.

The issue of goals for a Lead Community as a whole, as well as the question of the relationships of the denominations to each other and to the community as a whole will be dealt with in a subsequent memorandum.

Seymour Fox & Daniel Marom

THE CHALLENGE OF SYSTEMIC REFORM:  
LESSONS FROM THE NEW FUTURES INITIATIVE FOR THE CIJE

Adam Gamoran  
University of Wisconsin-Madison

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THE CHALLENGE OF SYSTEMIC REFORM:  
LESSONS FROM THE NEW FUTURES INITIATIVE FOR THE CIJE

In 1988, the Annie E. Casey Foundation committed about \$40 million over a five-year period to fund community-wide reforms in four mid-sized cities: Dayton, Ohio; Little Rock, Arkansas; Pittsburgh, Pennsylvania; and Savannah, Georgia.<sup>1</sup> The reforms were aimed at radically improving the life-chances of at-risk youth, and at the core of the agenda were changes in educational systems and in relations between schools and other social service agencies. Despite major investments, not only financial but in time, energy, and good will, from participants as well as the Foundation, the New Futures Initiative has made little headway in improving education.

According to a three-year evaluation:

The programs, policies, and structures implemented as part of New Futures have not begun to stimulate a fundamental restructuring of schools. For the most part, interventions were supplemental, leaving most of the basic activities and practices of schools unaltered. At best, these interventions have yet to produce more than superficial change (Wehlage, Smith, and Lipman, 1991, p. 51).

This is not a matter of failing to allow time for programs to take effect, nor is it the problem that weak outcome indicators prevented recognition of the benefits of innovative programs. Rather, the programs themselves have been weakly conceived and poorly implemented.

There are striking similarities between the action plans of New Futures and the CIJE's lead communities project. Consideration of the struggles of New Futures therefore provides important lessons for the CIJE which may allow us to avoid the pitfalls that New Futures has encountered. In this paper, I will describe the design and implementation of New Futures, and show its similarities to the CIJE's agenda. Next, I will summarize New Futures' successes and frustrations.<sup>2</sup> Finally, I will explore the implications of the New Futures experience for the CIJE.

### The Design of New Futures

Just as the CIJE was born out of dire concern for the fate of American Jewry, the New Futures Initiative emerged in response to a sense of crisis in urban America. Like the CIJE, New Futures is concentrating major assistance in a few locations, and emphasizing community-wide (or systemic) reform, rather than isolated improvements. At the heart of New Futures' organizational plan are community collaboratives: local boards created in each of the New Futures cities which are supposed to build consensus around goals and policies, coordinate the efforts of diverse agencies, and facilitate implementation of innovative programs. These collaboratives began with detailed self-studies which served both as part of their applications to become New Futures cities, and as the groundwork for the agendas they developed subsequently. Each city developed a management information system (MIS) that would gauge the welfare of youth and inform policy decisions. Like the CIJE, the Casey Foundation listed certain areas of reform that each city was required to address, and encouraged additional reforms that fit particular contexts.<sup>3</sup>

Another similarity between New Futures and the CIJE is the decision to play an active part in the development and implementation of reforms. Unlike the sideline role played by most grant-givers, New Futures provided policy guidelines, advice, and technical assistance. New Futures has a liaison for each city who visits frequently. According to the evaluators, "the Foundation attempted to walk a precarious line between prescribing and shaping New Futures efforts according to its own vision and encouraging local initiative and inventiveness" (Wehlage, Smith, and Lipman, 1991, p. 8).

The New Futures Initiative differed from the CIJE in that it began with clear ideas about what outcomes had to be changed. These included increased student attendance and achievement, better-youth employment prospects, and reductions in suspensions, course failures, grade retentions, and teenage pregnancies. New Futures recognized, however, that these were

long-term goals, and they did not expect to see much change in these outcomes during the first few years. The three-year evaluation focused instead on intermediate goals, asking five main questions (Wehlage, Smith, and Lipman, 1991, p. 17):

1. Have the interventions stimulated school-wide changes that fundamentally affect all students' experiences, or have the interventions functioned more as "add-ons"....?
2. Have the interventions contributed to...more supportive and positive social relations...throughout the school?
3. Have the interventions led to changes in curriculum, instruction, and assessment...that generate higher levels of student engagement in academics, especially in problem solving and higher order thinking activities?
4. Have the interventions...give(n teachers and principals) more autonomy and responsibility...while also making them more accountable...?
5. Have the interventions brought to the schools additional material or human resources...?

Although Wehlage and his colleagues observed some successes, notably the establishment of management information systems, and exciting but isolated innovations in a few schools, by and large the intermediate goals were not met: interventions were supplemental rather than fundamental; social relations remained adversarial; there was virtually no change in curriculum and instruction; and autonomy, responsibility, and community resources evidenced but slight increases.

#### New Futures' Limited Success

New Futures' greatest achievement thus far may be the "improved capacity to gather data on youths" (Education Week, 9/25/91, p. 12). Prior to New Futures, the cities had little precise information on how the school systems were functioning. Basic data, such as dropout and achievement rates, were not calculated reliably. Establishing clear procedures for gathering information means that the cities will be able to identify key areas of need and keep track of progress. For example, the data pointed to sharp discrepancies between black and white

suspension rates, and this has made suspension policies an important issue. The outcome indicators showed little change over the first three years, but they were not expected to. New Futures participants anticipated that data-gathering will pay off in the future.

The intermediate outcomes, which were expected to show improvement from 1988 to 1991, have been the source of frustration. None of the five areas examined by Wehlage's team showed major improvement. For example, the most extensive structural change was the rearrangement of some Little Rock and Dayton middle schools into clusters of teachers and students. This plan was adopted to personalize the schooling experience for students, and to offer opportunities for collaboration among teachers. Yet no new curricula or instructional approaches resulted from this restructuring, and it has not led to more supportive teacher-student relations.

Observers reported:

(A)t cluster meetings teachers address either administrative details or individual students. When students are discussed, teachers tend to focus on personal problems and attempt to find idiosyncratic solutions to individual needs. They commonly perceive students' problems to be the result of personal character defects or the products of dysfunctional homes. "Problems" are usually seen as "inside" the student and his/her family; prescriptions or plans are designed to "fix" the student. Clusters have not been used as opportunities for collaboration and reflection in developing broad educational strategies that could potentially address institutional sources of student failure (Wehlage, Smith, and Lipman, 1991, p. 22).

The failure to take advantage of possibilities offered by clustering is symptomatic of what the Wehlage team saw as the fundamental reason for lack of progress: the absence of change in the culture of educational institutions in the New Futures cities. Educators continue to see the sources of failure as within the students; their ideas about improvement still refer to students' buckling down and doing the work. The notion that schools might change their practices to meet the needs of a changed student population has yet to permeate the school culture.

Another example of unchanged culture was manifested in strategies for dealing with the suspension problem. As New Futures began, it was not uncommon for a third of the student

body in a junior high school to receive suspensions during a given school year. In some cases, suspended students could not make up work they missed; this led them to fall further behind and increased their likelihood of failure. In response, several schools began programs of in-school suspensions. However, out-of-school suspensions remained common, and in-school suspensions were served in a harsh and punitive atmosphere that contradicted the goal of improving the schools' learning environments.

The newspaper account of New Futures' progress focused on a different source of frustration: the complexity of coordinating efforts among diverse social agencies, schools, and the Foundation. This task turned out to be much more difficult than anticipated. The article quotes James Van Vleck, chair of the collaborative in Dayton: "As we've sobered up and faced the issues, we have found that getting collaboration between those players is a much more complicated and difficult game than we expected" (p. 12). Part of the difficulty lay in not spending enough time and energy building coalitions and consensus at the outset. Otis Johnson, who leads the Savannah collaborative, is quoted as saying: "If we had used at least the first six months to plan and to do a lot of bridge-building and coordination that we had to struggle with through the first year, I think it would have been much smoother" (p. 13).

The push to get started led to an appearance of a top-down project, though that was not the intention. Teachers, principals, and social workers--those who have contact with the youth--were not heavily involved in generating programs. Both the news account and the evaluation report describe little progress in encouraging teachers and principals to develop new programs, and school staff appeared suspicious about whether their supposed empowerment was as real as it was made out to be (see Wehlage, Smith, and Lipman, 1991, p. 31).

Inherent tensions in an outside intervention contributed to these difficulties. The use of policy evaluation has made some participants feel "whip-sawed around" (Education Week, 9/25/91,

p. 15). A Dayton principal explained, "We were always responding to...either the collaborative or the foundation. It was very frustrating for teachers who were not understanding why the changes were occurring" (Education Week, 9/25/91, p. 15). Another tension emerged in the use of technical assistance: While some participants objected to top-down reforms, others complained that staff development efforts have been brief and limited, rather than sustained.

According to the evaluation team, the New Futures projects in the four cities have suffered from the lack of an overall vision of what needs to be changed. How, exactly, should students' and teachers' daily lives be different? There seem to be no answers to this question.

#### Implications: How Can the CIJE Avoid Similar Frustration?

The New Futures experience offers four critical lessons for the CIJE: (1) the need for a vision about the content of educational and community reforms; (2) the need to modify the culture of schools and other institutions along with their structures; (3) the importance of balancing enthusiasm and momentum with coalition-building and careful thinking about programs; and (4) the need for awareness of inherent tensions in an intervention stimulated in part by external sources.

The importance of content. Although New Futures provided general guidelines, no particular programs were specified. This plan may well have been appropriate in light of concerns about top-down reform. Yet the community collaboratives also failed to enact visions of educational restructuring, and most new programs were minor "add-ons" to existing structures. Wehlage and his colleagues concluded that reforms would remain isolated and ineffective without a clear vision of overall educational reform. Such a vision must be informed by current knowledge about education, yet at the same time emerge from participation of "street-level" educators--those who deal directly with youth.

This finding places the CIJE's "best practices" project at the center of its operation. Through a deliberate and wide-ranging planning process, each lead community must develop a broad vision of its desired educational programs and outcomes. Specific programs can then be developed in collaboration with the CIJE, drawing on knowledge generated by the best practices project. In addition to information about "what works," the best practices project can provide access to technical support outside the community and the CIJE. This support must be sustained rather than limited to brief interventions, and it must be desired by local educators rather than foisted from above. In short, each lead community must be able to answer the question, "how should students' and educators' daily lives be different?"; and the best practices project must provide access to knowledge that will help generate the answers.

Changing culture as well as structure. Jewish educators are no less likely than staff in secular schools to find sources of failure outside their institutions. Indeed, the diminished (though not eradicated) threat of anti-semitism, the rise in mixed-marriage families, disillusion with Israel, and the general reduction of spirituality in American public and private life,<sup>4</sup> all may lower the interests of youth in their Jewishness and raise the chances of failure for Jewish education. Thus, Jewish educators would be quite correct to claim that if North American youth fail to remain Jewish, it is largely due to circumstances beyond the educators' control. But this is besides the point. At issue is not external impediments, but how educational and social agencies can respond to changing external circumstances. In New Futures cities, educators have mainly attempted to get students to fit existing institutions. If CIJE communities do the same, their likelihood of failure is equally great. Instead, lead communities must consider changes in their organizational structures and underlying assumptions to meet the needs of a changing Jewish world.

How do CIJE plans address this concern? The intention to mobilize support for education, raising awareness of its centrality in all sectors of the community, is an important first step, particularly since it is expected to result in new lay leadership for education and community collaboration. New Futures' experience shows that this tactic is necessary but not sufficient. In New Futures cities, community collaboratives galvanized support and provided the moral authority under which change could take place. Yet little fundamental change occurred. Educators have not experimented much with new curricula, instructional methods, responsibilities or roles, because their basic beliefs about teaching and learning have not changed.

It is possible that the CIJE's strategy of building a profession of Jewish education address this problem. Perhaps unlike the secular educational world, where methods are well-entrenched, professionalization in Jewish education will carry with it an openness to alternatives, encouraging teachers to create and use new knowledge about effective programs. Professionalization may bring out the capacity to experiment with "best practices" and a willingness to adopt them when they appear to work.

Balance enthusiasm with careful planning. Those involved in New Futures believe they should have spent more time building coalitions and establishing strategies before introducing new programs. Douglas W. Nelson, executive director of the Casey Foundation, regrets that more time was not taken for planning. He observed: "We made it more difficult, in the interest of using the urgency of the moment and the excitement of commitment, to include and get ownership at more levels" (Education Week, 9/25/91, p. 13). Again, it is not just the structure that requires change--this can be mandated from above--but the unspoken assumptions and beliefs that guide everyday behavior which require redefinition. Institutional culture cannot be changed by fiat, but only through a slow process of mutual consultation and increasing commitment.

Lead communities also need a long planning period to develop new educational programs that are rich in content and far-reaching in impact. This process requires a thorough self-study, frank appraisal of current problems, discussions of goals with diverse members of the community, and careful consideration of existing knowledge. If "lead communities" is a twenty-year project, surely it is worth taking a year or more for preparation. Deliberation at the planning stage creates a risk that momentum will be lost, and it may be important to take steps to keep enthusiasm high, but the lesson of New Futures show that enthusiasm must not overtake careful planning. The current schedule for the lead communities project (as of January, 1992) appears to have taken account of these concerns.

Awareness of unavoidable tensions. New Futures' experience highlights tensions that are inherent to the process of an outside intervention, and the CIJE must be sensitive so the effects of such tensions can be mitigated. The CIJE must recognize the need for stability after dramatic initial changes take place. The CIJE's evaluation plan must be developed and agreed upon by all parties before the end of the lead communities' planning period. Technical support from the CIJE must be sustained, rather than haphazard. While the CIJE cannot hold back constructive criticism, it must balance criticism with support for honest efforts. Many of these tactics have been used by New Futures, and they may well account for the fact that New Futures is still ongoing and has hopes of eventual success, despite the frustrations of the early years.

### Conclusion

The New Futures Initiative, the Casey Foundation's effort to improve the lot of at-risk youth in four American cities, has been limited by supplemental rather than fundamental change, the inability to modify underlying beliefs even where structural changes occur, and by the complexities of coordinating the work of diverse agencies. Although it will be difficult for the CIJE to overcome these challenges, awareness of their likely emergence may help forestall them

or mitigate their consequences. In particular, the CIJE should help lead communities develop their visions of new educational programs; think about cultural as well as structural change; ensure a thorough self-study, wide-ranging participation, and careful planning; and remain sensitive to tensions that are unavoidable when an outside agent is the stimulus of change.

Lo alecha ha-m'lacha ligmor, v'lo ata ben horin l'hibatel mi-menah. Ha-yom katzar v'ha-m'lacha m'rubah, v'ha-poalim atzeylim, v'ha-sahar harbeh. U-va'al ha-bayit dohek --- Pirke Avot.

(It is not your responsibility to finish the task, but neither are you free to shirk it. The day is short and the task is large, the workers are lazy, and the reward is great. And the Master of the House is pressing --- Sayings of the Fathers.)

#### NOTES AND REFERENCES

1. Lawrence, Massachusetts, was originally included as well, with an additional \$10 million, but it was dropped during the second year after the community failed to reach consensus on how to proceed.
2. This account relies largely on two sources. One is an Education Week news report by Deborah L. Cohen, which appeared on Sept. 25, 1991. The second is an academic paper by the Casey Foundation's evaluation team: Gary G. Wehlage, Gregory Smith, and Pauline Lipman, "Restructuring Urban Schools: The New Futures Experience" (Madison, WI: Center on Organization and Restructuring of Schools, May 1991).
3. The reforms required (or "strongly encouraged") by the Casey Foundation were site-based management, flexibility for teachers, individualized treatment of students, staff development, and community-wide collaboration. This list is longer than the CIJE's, whose required elements are building the educational profession and mobilizing community support.
4. On the decline of spirituality in America, see Robert N. Bellah et. al, Habits of the Heart (Berkeley, CA: University of California Press, 1985).

## LEAD COMMUNITIES AT WORK

### A. INTRODUCTION

The Commission on Jewish Education in North America completed its work with five recommendations. The establishment of Lead communities is one of those recommendations, but it is also the means or the place where the other recommendations will be played out and implemented. Indeed, a lead community will demonstrate locally, how to:

1. Build the profession of Jewish education and thereby address the shortage of qualified personnel;
2. Mobilize community support to the cause of Jewish education;
3. Develop a research capability which will provide the knowledge needed to inform decisions and guide development. In Lead Communities this will be undertaken through the monitoring, evaluation and feedback project;
4. Establish an implementation mechanism at the local level, parallel to the Council for Initiatives in Jewish Education, to be a catalyst for the implementation of these recommendations;
5. The fifth recommendation is, of course, the lead community itself, to function as a local laboratory for Jewish education.

*(The implementation of recommendations at the continental level is discussed in separate documents.)*

### B. THE SCOPE OF THE PROJECT

1. A Lead Community will be an entire community engaged in a major development and improvement program of its Jewish education to demonstrate what can happen where there is an infusion of outstanding personnel into the educational system, where the importance of Jewish education is recognized by the community and its leadership and where the necessary resources are secured to meet additional needs.

The vision and programs developed in Lead Communities will demonstrate to the Jewish Community of North America what Jewish education at its best can achieve.

2. The Lead Community project will involve all or most Jewish education actors in that community. It is expected that lay leaders, educators, rabbis and heads of educational institutions of all ideological streams and points of view will participate in the planning group of the project, to shape it, guide it and take part in decisions.
3. The Lead Community project will deal with the major educational areas — those in which **most people** are involved at some point in their lifetime:
  - *Supplementary Schools*
  - *Day Schools*
  - *JCCs*
  - *Israel programs*
  - *Early Childhood programs*

In addition to these areas, other fields of interest to the specific communities could also be included, e.g. a community might be particularly interested in:

- *Adult learning*
  - *Family education*
  - *Summer camping*
  - *Campus programs*
  - *Etc...*
4. **Most or all institutions** of a given area might be involved in the program (e.g. most or all supplementary schools).
  5. A large proportion of **the community's Jewish population** would be involved.

## C. VISION

A Lead Community will be characterized by its **ongoing interest in the goals** of the project. Educational, rabbinic and lay leaders will project a vision of what the community hopes to achieve several years hence, where it wants to be in terms of the Jewish knowledge and behavior of its members, young and adult. This vision could include elements such as:

- *adolescents have a command of spoken Hebrew;*
- *intermarriage decreases;*
- *many adults study classic Jewish texts;*
- *educators are qualified and engaged in ongoing training;*
- *supplementary school attendance has increased dramatically;*

- *a locally produced Jewish history curriculum is changing the way the subject is addressed in formal education;*
- *the local Jewish press is educating through the high level of its coverage of key issues.*

The vision, the goals, the content of Jewish education would be addressed at two levels:

1. At the communal level the leadership would develop and articulate a notion of where it wants to be, what it wants to achieve.
2. At the level of individual institutions or groups of institutions of similar views (e.g., all Reform schools), educators, rabbis, lay leaders and parents will articulate the educational goals.

It is anticipated that these activities will create much debate and ferment in the community, that they will focus the work of the Lead Communities on core issues facing the Jewish identity of North American Jewry, and that they will demand of communities to face complex dilemmas and choices (e.g., the nature and level of commitment that educational institutions will demand and aspire to). At the same time they will re-focus the educational debate on the content of education.

The Institutions of Higher Jewish Learning, the denominations, the national organizations will join in this effort, to develop alternative visions of Jewish education. First steps have already been taken (e.g., JTS preparing itself to take this role for Conservative schools in Lead Communities).

## **D. BUILDING THE PROFESSION OF JEWISH EDUCATION**

Communities may want to address the shortage of qualified personnel for Jewish education in some of the following ways:

1. Hire 2-3 additional outstanding educators to bolster the strength of educational practice in the community and to energize thinking about the future.
2. Create several new positions, as required, in order to meet the challenges. For example: a director of teacher education or curriculum development, or a director of Israel programming.
3. Develop ongoing in-service education for most educators in the community, by programmatic area or by subject matter (e.g. the teaching of history in supplementary schools; adult education in community centers).

4. Invite training institutions and other national resources to join in the effort, and invite them to undertake specific assignments in lead communities. (E.g. Hebrew Union College might assume responsibility for in-service education of all Reform supplementary school staff. Yeshiva University would do so for Orthodox day-schools.)
5. Recruit highly motivated graduates of day schools who are students at the universities in the Lead Community to commit themselves to multi-year assignments as educators in supplementary schools and JCCs.
6. Develop a thoughtful plan to improve the terms of employment of educators in the community (including salary and benefits, career ladder, empowerment and involvement of front-line educators in the Lead Community development process.)

Simultaneously the CIJE has undertaken to deal with continental initiatives to improve the personnel situation. For example it works with foundations to expand and improve the training capability for Jewish educators in North America.

## E. DEVELOPING COMMUNITY SUPPORT

This could be undertaken as follows:

1. Establishing a wall-to-wall coalition in each Lead Community, including the Federation, the congregations, day schools, JCCs, Hillel etc...
2. Developing a special relationship to rabbis and synagogues.
3. Identify a lay "Champion" who will recruit a leadership group that will drive the Lead Community process.
4. Increase local funding for Jewish education.
5. Develop a vision for Jewish education in the community.
6. Involve the professionals in a partnership to develop this vision and a plan for its implementation.
7. Establish a local implementation mechanism with a professional head.
8. Encourage an ongoing public discussion of and advocacy for Jewish education.

## F. THE ROLE OF THE CIJE IN ESTABLISHING LEAD COMMUNITIES

The CIJE, through its staff, consultants and projects will facilitate implementation of programs and will ensure continental input into the Lead Communities. The CIJE will make the following available:

### 1. *BEST PRACTICES*

A project to create an inventory of good Jewish educational practice was launched. The project will offer Lead Communities examples of educational practice in key settings, methods, and topics, and will assist the communities in "importing," "translating," "re-inventing" best practices for their local settings.

The Best Practices initiative has several interrelated dimensions. In the first year the project deals with best practices in the following areas:

- \* *Supplementary schools*
- \* *Early childhood programs*
- \* *Jewish community centers*
- \* *Day schools*
- \* *Israel Experience programs*

It works in the following way:

- a. First a group of experts in each specific area is recruited to work in an area (e.g., JCCs). These experts are brought together to define what characterizes best practices in their area, (e.g., a good supplementary school has effective methods for the teaching of Hebrew).
- b. The experts then seek out existing examples of good programs in the field. They undertake site visits to programs and report about these in writing.

As lead communities begin to work, experts from the above team will be available to be brought into the lead community to offer guidance about specific new ideas and programs, as well as to help import a best practice into that community.

### 2. *MONITORING EVALUATION FEEDBACK*

The CIJE has established an evaluation project. Its purpose is three-fold:

- a. To carry out **ongoing monitoring of progress** in Lead Communities, in order to assist community leaders, planners and educators in their work. A researcher will be commissioned for each Lead Community and will collect and analyze data and offer it to

practitioners for their consideration. The purpose of this process is to improve and correct implementation in each Lead Community.

- b. To **evaluate progress** in Lead Communities — assessing, as time goes on, the impact and effectiveness of each program, and its suitability for replication elsewhere. Evaluation will be conducted by a variety of methods. Data will be collected by the local researcher. Analysis will be the responsibility of the head of the evaluation team with two purposes in mind: 1) To evaluate the effectiveness of individual programs and of the Lead Communities themselves as models for change, and 2) To begin to create indicators (e.g., level of participation in Israel programs; achievement in Hebrew reading) and a database that could serve as the basis for an ongoing assessment of the state of Jewish education in North America. This work will contribute in the long term to the publication of a periodic “state of Jewish education” report as suggested by the Commission.
- c. The feedback-loop: findings of monitoring and evaluation activities will be continuously channeled to local and CIJE planning activities in order to affect them and act as an ongoing corrective. In this manner there will be a rapid exchange of knowledge and mutual influence between practice and planning. Findings from the field will require ongoing adaptation of plans. These changed plans will in turn, affect implementation and so on.

During the first year the field researchers will be principally concerned with three questions:

- (a) What are the **visions** for change in Jewish education held by members of the communities? How do the visions vary among different individuals or segments of the community? How vague or specific are these visions?
- (b) What is the extent of **community mobilization** for Jewish education? Who is involved, and who is not? How broad is the coalition supporting the CIJE’s efforts? How deep is participation within the various agencies? For example, beyond a small core of leaders, is there grass-roots involvement in the community? To what extent is the community mobilized financially as well as in human resources?
- (c) What is the nature of the **professional life of educators** in this community? Under what conditions do teachers and principals work? For example, what are their salaries and benefits? Are school faculties cohesive, or fragmented? Do principals have offices? What are the physical conditions of classrooms? Is there administrative support for innovation among teachers?

The first question is essential for establishing that specific goals exist for improving Jewish education, and for disclosing what these goals are. The second and third questions concern

the "enabling options" decided upon in *A Time to Act*, the areas of improvement which are essential to the success of Lead communities: mobilizing community support, and building a profession of Jewish education.

### 3. *PROFESSIONAL SERVICES*

The CIJE will offer professional services to Lead Communities, including:

- a. Educational consultants to help introduce best practices.
- b. Field researchers for monitoring, evaluation and feed-back.
- c. Planning assistance as required.
- d. Assistance in mobilizing the community.

### 4. *FUNDING FACILITATION*

The CIJE will establish and nurture contacts between foundations interested in specific programmatic areas and Lead Communities that are developing and experimenting with such programs (e.g., the CRB Foundations and youth trips to Israel; MAF and personnel training; Blaustein and research).

### 5. *LINKS WITH PURVEYORS OR SUPPORTERS OF PROGRAMS*

The CIJE will develop partnerships between national organizations (e.g., JCCA, CLAL, JESNA, CAJE), training institutions and Lead Communities. These purveyors could undertake specific assignments to meet specific needs within Lead Communities.

## **G. LEAD COMMUNITIES AT WORK**

The Lead Community itself could work in a manner very similar to that of the CIJE. In fact, it is proposed that a local commission be established to be the mechanism that will plan and see to the implementation and monitoring of programs.

What would this local mechanism (the local planning group) do?

- a. It would convene all the actors;
- b. It would launch an ongoing planning process; and
- c. It would deal with content in the following manner.

1. It could make sure that the content is articulated and is implemented.
2. Together with the team of the Best Practices project and with the Chief Education Officer, it would integrate the various content and programmatic components into a whole. For example: it could integrate formal and informal programs.

It could see to it that in any given area (e.g., Israel experience) the vision piece, the goals, are articulated by the various actors and at the various levels:

- *by individual institutions*
- *by the denominations*
- *by the community as a whole.*

In addition, dealing with the content might involve having a "dream department" or "blues-kying unit," aimed at dealing with innovations and change in the programs in the community.

## H. LAUNCHING THE LEAD COMMUNITY — YEAR ONE

During its first year (1992/93) the project will include the following:

1. Negotiate an agreement with the CIJE including:
  - a. Detail of mutual obligations;
  - b. Process issues — working relations within the community and between the community, the CIJE and other organizations
  - c. Funding issues;
  - d. Other.
2. Establish a local planning group, with a professional staff and with wall-to-wall representation.
3. Gearing-up activities, e.g., prepare a 1-year plan, undertake a self-study (see 6 below), prepare a 5-year plan.
4. Locate and hire several outstanding educators from outside the community to begin work the following year (1993/94).
5. Preliminary implementation of pilot projects that result from prior studies, interests, communal priorities.
6. Undertake an educational self-study, as part of the planning activities:

Most communities have recently completed social and demographic studies. Some have begun to deal with the issue of Jewish continuity and have taskforce reports on these. Teachers studies exist in some communities. All of these will be inputs into the self-study. However, the study itself will be designed to deal with the important issues of Jewish education in that community. It will include some of the following elements:

- a. Assessment of needs and of target groups (clients).
- b. Rates of participation.
- c. Preliminary assessment of the educators in the community (e.g., their educational backgrounds).

The self-study will be linked with the work of the monitoring, evaluation and feedback project.

Some of the definition of the study and some of the data collection will be undertaken with the help of that project's field researcher.

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