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CIJE correspondence and meetings. Lead Communities planning,
1992-1993.

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June 29, 1993.

Fax Memorandum

To: Seymour Fox
Annette Hochstein
Steve Hoffman

From: Shulamit Ester

Lupod

June 29, 1993.
Tuesday evening.

Dear Seymour, Annette and Steve,

I just finished putting together the materials for tomorrow's telecon ^{and}, as has been the case - over the years - the agenda is very full and forward-thinking! The work of the CITE remains ambitious, as it should be, and important to North American and World Jewry.

Thank you for the opportunity to be a part of the CITE. It has been a wonderful learning experience as my perspective on Jewish communal life has broadened ^{and} I've learned a great deal about myself, as well. There have been some small successes, mainly on the local level in the

communities. We've helped them to expand their notion of the possible, and clearly they have raised their own expectations of themselves.

I spoke with Mr. Zucker and Mort in Cleveland last week and thanked them both for the past few years. They have been important ones in my life and I've learned so very much.

Your support and guidance — and initial enthusiasm that led to my leaving TDS of the CITE — were significant factors in whatever success I may have had —

Onward and upward!
Cordially —
Shulamith.

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: _____	Shulamith Elster	Date: _____	June 28, 1993
From: _____	Shmuel Wygoda	No. Pages: _____	1
Fax Number: _____	001 301 230-2012		

Dear Shulamith, עמרש

I hope this note finds you and yours in good spirit and health.

As you are about to leave your active involvement with the CIJE, I would like to take this opportunity and tell you my appreciation for the work you have done since the creation of the CIJE.

You have undoubtedly been at the heart of the CIJE accomplishments, and your enthusiasm and hard work will be fondly remembered by all. The warm words addressed to you last May in Cleveland are a testimony of the unanimous appreciation you have earned by all the Lead Communities.

On a more personal note, I have to tell you how much I have appreciated your help during my initial steps in the CIJE and from then on. The few discussions we have had on more global issues made me feel how much you have to offer in today Jewish educational world.

May you continue to contribute to our people in whatever ways you will deem appropriate.

באחולי הצלחה רבה, בריאות ואושר בכל

ובדידות

שמאל



916

COUNCIL FOR INITIATIVES
IN JEWISH EDUCATION

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Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

TO: Dr. Ellen Goldring
Hotel Yamit.

17 pages

972-3-517-4719

FROM: SPE. 201-230-2012

Here's the draft. Please
give it to AH for review. Let
me hear from you by fax. as
I will not be available by
phone until 6/17. Hope all is
well with you. Love —
S.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educational Leader,

As an educational leader in one of the three communities in North America selected to participate in the Council for Initiatives in Jewish Education Lead Communities Project, we appreciate your participation in this Educators Survey.

By completing this survey, you and your colleagues can provide valuable information about the professional lives, interests and needs of Jewish educators. The information collected through this survey will be used to make recommendations for the improvement of Jewish education in your community.

On the pages that follow you will find many different questions about your work. There are specific instructions for each question. Please answer each frankly. If you do not find the exact answer that describes your situation or views, please select the one that comes closest to it. Please feel free to add comments and explanations.

The results will appear only in summary of statistical form so that individuals cannot be identified. The findings will be presented to the Principals Council during the 1993-94 academic year.

Thank you very much for your participation and cooperation.

Lead Communities Project

Council for Initiatives in Jewish Education

Lead Communities Project

EDUCATIONAL LEADERS SURVEY

I. ATTITUDES

This first group of questions asks about your perceptions of Jewish education.

1. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you first assumed your leadership position.

(Check one response for each item)	Very important	Somewhat important	Somewhat unimportant	Very unimportant
a. Service to the Jewish community	1	2	3	4
b. Teaching about Judaism	1	2	3	4
c. Learning more about Judaism	1	2	3	4
d. Level of income	1	2	3	4
e. Working with teachers	1	2	3	4
f. Working with children	1	2	3	4
g. Full-time nature of the profession	1	2	3	4
h. Status	1	2	3	4
i. Opportunity for career advancement	1	2	3	4
j. Other, specify _____	1	2	3	4

Would you describe yourself as having a career in Jewish education?

Yes ☐ 1 No ☐ 2

3. The following items deal with your perceptions of teacher / staff involvement in Jewish education. To what extent do you agree or disagree with each of the following statements?

(Check one response for each item)	Agree strongly	Agree	Disagree strongly	Disagree
a. Staff members / teachers should have an opportunity to participate in defining school / program goals and priorities.	1	2	3	4
b. Staff members / teachers generally do have an opportunity to participate in defining school / program goals and priorities.	1	2	3	4
c. Decision-makers should ask for teachers / staff advice before making a decision about a critical issue.	1	2	3	4
d. Decision-makers generally do ask for teachers / staff advice before making a decision about a critical issue.	1	2	3	4

4. The following items deal with your perceptions of lay leadership involvement in Jewish education in your setting. To what extent do you agree or disagree with each of the following statements?

(Check one response for each item)	Agree strongly	Agree	Disagree strongly	Disagree
a. Lay leaders should have an opportunity to participate in defining school goals, objectives and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Lay leaders generally do have an opportunity to participate in defining school goals, objectives and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Lay leaders should have an opportunity to participate in discussions regarding curriculum / programs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Lay leaders generally do participate in discussions regarding curriculum / programs.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Lay leaders should be actively involved in every aspect of the educational curriculum / program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Lay leaders are generally actively involved in every aspect of the curriculum / program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

5. The following items deal with the extent to which rabbi(s) or supervisor(s) are involved in your setting. *move to setting*

(Check one response for each item)	None	Somewhat	A Great Deal
a. In defining school / program goals, objectives and priorities.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
b. In discussions regarding curriculum / program.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
c. In every aspect of educational program / programs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3

6. Below is a list of individuals with whom you are in contact. In your opinion, how is Jewish education regarded by each?

(Check one response for each item)	Very Important	Somewhat Important	Somewhat unimportant	Very unimportant
a. Rabbi(s) or your supervisor(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Most teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Most parents	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Lay leaders	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Your family	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Your friends	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

*from web site
don't know!*

7. The following items deal with different aspects of the life of a Jewish educator, please indicate how satisfied you are with each of the following:

(Check one response for each item)

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a. Student attitudes toward Jewish education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Student behavior	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Feeling part of a community of educators	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Respect accorded you as an educator ?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Being part of the Jewish community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Support from the rabbi(s) or supervisor(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Support from the lay leadership	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Number of hours of employment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
j. Physical setting and facilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
k. Resources available to you	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
l. Benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
m. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

II. EXPERIENCE

The following set of items asks about your current and prior experience in Jewish education:

8. For each of the following Jewish settings check the positions you have held and indicate the total number of years in each.

Setting	Position	Number of years
SUPPLEMENTARY SCHOOLS	<input type="checkbox"/> Aide	
	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Supervisor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Principal	
	<input type="checkbox"/> Other	
DAY SCHOOLS	<input type="checkbox"/> Aide	
	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Supervisor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Principal	
	<input type="checkbox"/> Other	
DAY / RESIDENTIAL CAMP	<input type="checkbox"/> Counselor	
	<input type="checkbox"/> Specialist	
	<input type="checkbox"/> Unit leader	
	<input type="checkbox"/> Division head	
	<input type="checkbox"/> Director	
	<input type="checkbox"/> Other	
JCC	<input type="checkbox"/> Group worker - Teacher	
	<input type="checkbox"/> Program Director	
	<input type="checkbox"/> Department head	
	<input type="checkbox"/> Director	
	<input type="checkbox"/> Other	
PRESCHOOL	<input type="checkbox"/> Assistant teacher	
	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Director	
	<input type="checkbox"/> Other	
INFORMAL EDUCATION YOUTH WORK	<input type="checkbox"/> Group Advisor	
	<input type="checkbox"/> Youth Director	
	<input type="checkbox"/> Other	
ADULT EDUCATION	<input type="checkbox"/> Teacher	
	<input type="checkbox"/> Program Director	
	<input type="checkbox"/> Other	

9. Do you tutor students in Hebrew or Judaica?

Yes (1) No (2)

☐ 1

☐ 2

If yes, how many? _____

10. Have you ever worked in general education?

Yes (1) No (2)

☐ 1

☐ 2

If yes, how many years? _____

Yes(1)

No (2)

Did you move to this community to take this job?

☐ 1

☐ 2

11. Please indicate how many years you have been in your CURRENT setting, including this year. _____

12. How many years have you been working in:

a. Jewish education in this community, including this year? _____

b. How many paid positions do you hold? _____

101 yrs in Jewish Ed? settings

13. How many years IN TOTAL have you been working in the field of Jewish education? _____

III. TRAINING AND STAFF DEVELOPMENT

The next set of questions asks about your training and staff development experiences..

14. Did you attend any workshops or seminars in the past two years?

Yes (1) No (2)

☐ 1

☐ 2

If yes, how many did you attend in town? _____

If yes, how many out-of-town? _____

15. The following are reasons educational leaders participate in professional development activities. Rank only the three most important by writing 1, 2, 3, next to your choice where 1 is the most important.

a. Required by contract

b. Desire to improve administrative skills

c. Desire to improve knowledge of Judaica

d. Desire to learn about new teaching methods and materials

e. Desire to learn about new curriculum / programs and resources

f. Offered at convenient time and location

g. Subsidy available for participation

h. Other, please specify _____

Leadership skills

16. During the past twelve months did you:
(Check one response for each item)

- | | Yes (1) | No (2) |
|---|----------------------------|----------------------------|
| a. Attend a formal course in Hebrew or Judaica? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. Participate in a private Hebrew or Judaica study group? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Study Hebrew or Judaica on your own? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Participate in some other on-going form of Jewish study? | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

17. In which of the following areas do you feel you would like to develop your skills further?
(Check all that apply)

- | | |
|---|----------------------------|
| a. School management <i>Teaching</i> | <input type="checkbox"/> 1 |
| b. Child and adult development | <input type="checkbox"/> 2 |
| Strategic planning and development | <input type="checkbox"/> 3 |
| d. Curriculum and program development | <input type="checkbox"/> 4 |
| e. Staff supervision and professional development | <input type="checkbox"/> 5 |
| f. Communication skills | <input type="checkbox"/> 6 |
| g. Working with parents and volunteers | <input type="checkbox"/> 7 |
| h. Leadership | <input type="checkbox"/> 8 |
| i. Other _____ | <input type="checkbox"/> 9 |

18. In which of the following would you like to increase your knowledge?
(Check all that apply)

- | | |
|------------------------------|----------------------------|
| Hebrew language | <input type="checkbox"/> 1 |
| b. Customs and ceremonies | <input type="checkbox"/> 2 |
| c. Israel and Zionism | <input type="checkbox"/> 3 |
| d. Jewish history | <input type="checkbox"/> 4 |
| e. Bible | <input type="checkbox"/> 5 |
| f. Synagogue skills / prayer | <input type="checkbox"/> 6 |
| g. Rabbinic literature | <input type="checkbox"/> 7 |
| h. Other _____ | <input type="checkbox"/> 8 |

19. How proficient are you in Hebrew?
(Check one for each category)

	Speaking	Reading	Writing
a. Fluent	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
b. Moderate	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. Limited	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
d. Not at all	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4

20. Overall, how adequate are the opportunities for teacher professional growth and development in your community?
(Check one)

2 Leadership

a. Very adequate	<input type="checkbox"/> 1
b. Somewhat adequate	<input type="checkbox"/> 2
c. Somewhat inadequate	<input type="checkbox"/> 3
d. Very inadequate	<input type="checkbox"/> 4

21. Overall, how adequate are the opportunities for your professional growth and development in your community?
(Check one)

a. Very adequate	<input type="checkbox"/> 1
b. Somewhat adequate	<input type="checkbox"/> 2
c. Somewhat inadequate	<input type="checkbox"/> 3
d. Very inadequate	<input type="checkbox"/> 4

IV. SETTINGS

The next set of questions asks you about the schools in which you work.

22. How many paid positions do you hold? _____

in what - Jewish Ed - repeat from previous page.

23. If you work in more than one setting, do you do so to earn a suitable wage?

Yes (1)	No (2)
<input type="checkbox"/> 1	<input type="checkbox"/> 2

If you work in more than one setting, how many hours per week do you work at each?

First _____

Second _____

in Jewish Ed

24. What is the affiliation of the school or agency where you are an educational leader?
(Check the appropriate response)

- a. Reform ☐ 1
- b. Conservative ☐ 2
- c. Traditional ☐ 3
- d. Orthodox ☐ 4
- e. Reconstructionist ☐ 5
- f. Community ☐ 6
- g. Jewish Community Center ☐ 7
- h. Other, specify _____ ☐ 8

25. How many students are in your school / agency? _____

26. Which of the following best describes your leadership role?
(Check the appropriate response)

- a. Head of day school ☐ 1
- b. Department head or chairman at day school ☐ 2
- c. Educational director ☐ 3
- d. Division head of congregational school ☐ 4
- e. Preschool Director ☐ 5
- f. Program Director: Adult Education ☐ 6
- g. Program Director: Special Education ☐ 7
- h. Central Agency Director ☐ 8
- i. Central Agency Administrative Staff ☐ 9
- j. Other, please specify _____ ☐ 10

27. How did you find your present primary administrative position?
(Check the one that best applies)

- a. Central agency or bureau ☐ 1
- b. Graduate school placement ☐ 2
- c. National professional association ☐ 3
- d. Through a friend or mentor ☐ 4
- e. Recruited or approached by institution ☐ 5
- f. Newspaper advertisement ☐ 6
- g. Other _____ ☐ 7

28. To what extent do you receive help and support from the following?

(Check one response for each)

	Frequently	Occasionally	Seldom	Never
a. Rabbi or supervisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Other colleagues in community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Other colleagues outside the community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Local university	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Central agency staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Lay/community leaders	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. National movement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Professional organization	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Other, please specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Refer 4/5

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29. *How important were* Did each of the following factors *in* affect your decision to work where you are presently employed?

	Very Important	Somewhat Important	Somewhat unimportant	Very unimportant
a. Hours	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Rabbi(s) or supervisor(s)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Reputation of the school or program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Religious affiliation	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Career advancement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Spouse's work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
i. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

30. Of the following benefits which are available to you and which do you receive? (Check all that apply).

	Available	Receive
a. Free or reduced tuition for your children at your school or program	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Free or reduced tuition for yourself and adult family member	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Free or reduced membership in a synagogue or JCC	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Synagogue privileges such as High Holiday tickets	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. Day/child care	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Money to attend conferences, continuing education	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Sabbatical leave (full or partial compensation)	<input type="checkbox"/> 1	<input type="checkbox"/> 2
h. Employer contribution to a health plan	<input type="checkbox"/> 1	<input type="checkbox"/> 2
i. Pension benefits	<input type="checkbox"/> 1	<input type="checkbox"/> 2
k. Other, specify _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

31. Please indicate the degree to which you are satisfied with the amount of time you spend on each of the following activities:

	Definitely Not Satisfied	Not Satisfied	Satisfied	Very Satisfied
a. Curriculum / program development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Public relations / marketing	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Parent / constituent relations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Teacher / staff supervision	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. Training and staff development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Recruiting staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Overall school management, including budget	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
h. Fund raising or resource development	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

32. Of the following which one would "enhance" your effectiveness as an educational leader?
(Check only one)

a. Additional support staff / clerical	<input type="checkbox"/> 1
b. Additional funding for programs	<input type="checkbox"/> 2
c. Additional funding for resources / materials	<input type="checkbox"/> 3
d. Additional professional staff	<input type="checkbox"/> 4
e. Availability of consultants	<input type="checkbox"/> 5
f. Attendance / participation in workshops or seminars	<input type="checkbox"/> 6
g. Other please specify _____	<input type="checkbox"/> 7

33. Are you employed as a full-time Jewish educator?
(Check one)

Yes (1)

No (2)

If yes, ☐ please continue with ☐ Section V.

If you are not a full-time educator and had the opportunity to work full-time, would you? (Check One)

Yes (1)

No (2)

☐ 1

☐ 2

34. What sorts of things would encourage you to consider full-time employment in Jewish education. Rank only the three most important by writing 1, 2, 3, next to your choice where one is the most important.

- a. Salary _____
- b. Benefits _____
- c. Job security, tenure _____
- d. Career development _____
- e. Job opportunities _____
- f. Greater background in Judaica and Hebrew _____
- g. Greater educational background _____
- h. Presence of colleagues and opportunities to work with them _____
- i. Change in family status _____
- j. Availability of training opportunities _____
- k. More resources at work _____

V. BACKGROUND

Next we are going to ask you about yourself.

35. Are you Jewish?

Yes (1)

☐ 1

No (2)

☐ 2

36. At the present time, which of the following best describes your Jewish affiliation?

- ☐ 1 Orthodox
- ☐ 2 Traditional
- ☐ 3 Conservative
- ☐ 4 Reform
- ☐ 5 Reconstructionist
- ☐ 6 Unaffiliated
- ☐ 7 Other (specify) _____

37. Are you currently a member of a synagogue?

Yes (1)

☐ 1

No (2)

☐ 2

38. Are you an educator in the synagogue where you are a member?

Yes (1)

☐ 1

No (2)

☐ 2

39. Which of the following, do you usually observe? (Check all that apply.)

- ☐ 1 Light candles on Friday evening
- ☐ 2 Attend a seder in your home or somewhere else
- ☐ 3 Keep Kosher at home
- ☐ 4 Light Hanukkah candles
- ☐ 5 Fast on Yom Kippur
- ☐ 6 Observe Sabbath
- ☐ 7 Build a Sukkah
- ☐ 8 Fast on Tisha B'Av and minor fasts such as Ta'anit Esther
- ☐ 9 Celebrate Israel Independence Day

40. During the past year, did you:

- | | Yes (1) | No (2) |
|---|----------------------------|----------------------------|
| a. Attend synagogue on the High Holidays | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. Attend synagogue at least twice a month on Shabbat | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Attend synagogue daily | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

41. Have you ever been to Israel?

- | Yes (1) | No (2) |
|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

If, yes, did you ever live in Israel for three months or longer?

- | Yes (1) | No (2) |
|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

42. What kind of Jewish school did you attend before you were thirteen? (Check all that apply.)

- ☐ 1 Sunday school
- ☐ 2 Supplementary school or Talmud Torah
- ☐ 3 Day school
- ☐ 4 School in Israel
- ☐ 5 None
- ☐ 6 Other (specify) _____

43. Did you attend a Jewish summer camp with mainly Jewish content or program?

- | Yes (1) | No (2) |
|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

If Yes, how many summers? _____

44. What kind of Jewish school, if any, did you attend after your were thirteen? (Check all that apply.)

- ☐ 1 One day/week confirmation class
- ☐ 2 Two or more days/week Hebrew high school
- ☐ 3 Day school
- ☐ 4 School in Israel
- ☐ 5 None
- ☐ 6 Other (specify) _____

45. Age _____

46. Sex Male Female

☐ 1

☐ 2

47. Where were you born?

USA ☐ 1

Other, please specify country _____

48. Marital status

- ☐ 1 Single, never married
- ☐ 2 Married
- ☐ 3 Separated
- ☐ 4 Divorced
- ☐ 5 Widowed

49. If you are married, is your spouse Jewish?

Yes (1)

☐ 1

No (2)

☐ 2

50. What is your total family ^{income} from work in Jewish education?

- ☐ 1 below \$10,000
- ☐ 2 \$20,000 - \$29,999
- ☐ 3 \$30,000 - \$39,999
- ☐ 4 \$40,000 - \$49,999
- ☐ 5 \$50,000 - \$59,999
- ☐ 6 \$60,000 - \$69,999
- ☐ 7 \$70,000 - \$79,999
- ☐ 8 over \$80,000

not on

51. What is your total family income?

- ☐ 1 below \$30,000
- ☐ 2 \$30,000 - \$49,999
- ☐ 3 \$50,000 - \$69,999
- ☐ 4 \$70,000 - \$79,999
- ☐ 5 \$80,000 - \$89,000
- ☐ 6 \$90,000 and above

52. What is the highest level of education that you have completed? (Check one)

- ☐ 1 High school graduate
- ☐ 2 Some college
- ☐ 3 College graduate
- ☐ 4 Some graduate courses
- ☐ 5 Graduate or professional degree
- ☐ 6 Teacher-training institute

53. What degrees do you hold? Please list:

Degree

Major

TO: SHULAMITH ELSTER
FROM: ELLEN GOLDRING
FAX: 301-230-2012
I'LL CALL WHEN I GET BACK.

Some minor comments from me -- Looks good!!!

- Q1 Underline your
 - Q5 Move to setting
 - Q6 Add, your colleagues (other ed. leaders?)
 - Q7 m, need line
 - Q10 2nd part. Do you move.... this is a separate question, it needs its own number, and do not indent, move to setting as well.
 - Q12 b is repeated Q22. Take out 12b.
 - Q15 b -- add leadership/administrative skills
 - Q22 Not clear -- add in Jewish education
 - Q23 Same at Jewish education
 - Q24 Before 24, need directions about which position to refer to -- the one you hold on ed. leadership position.
 - Q26 In directions add one appropriate ...
 - Q28 Are 28a and f repeats of information asked before? I'm not sure.
 - Q29 Change wording: How important were the following factors in your....
 - Q31 Change very dissatisfied, dissatisfied, sat....
- Missing a number after 33. I fyou are not a FT educator
Needs number.
- Q50 Wording not clear -- "your total family income" -- is that including a spouse? What is your income from work in Jewish education? Would be clearer.

FAX SENT

DATE: 12.6.93

Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Shulamith Elster

Date: 17.6.93

From: Shmuel Wygodka

No. Pages: 2


Fax Number: 201 - 230 - 2512

MEMO TO: CIJE Staff and Consultants
FROM: Shulamith Elster
DATE: June 10, 1993
SUBJECT: The Nathan Cummings Foundation

I met earlier today with Rachel Cowan. While the purpose of my visit was social and preliminary to a meeting that Barry and I wanted to schedule, I did speak with Rachel about the Cummings Foundation support for Best Practices in Supplementary Schools.

1. Rachel never received a copy of the report. She asked for copies for herself and her committee. I've asked VFL to send these along. (Done)
2. She reminded me that CIJE has not reported in any fashion on the project and, in fact, a report is a requirement. This should be on her desk by August 1st when she will be returning from vacation. It is my suggestion that Art Naparstek schedule a meeting with her around August 8th - this with Barry!
3. I am going to suggest to Barry tomorrow when I see him that he either call or write her a note describing the link envisioned between the "research" and the anticipated pilot projects with Lead Communities.

MEMO TO: Seymour Fox, Annette Hochstein, Stephen Hoffman, Barry Holtz,
Morton L. Mandel, Shmuel Wygoda, Henry L. Zucker

FROM: Virginia F. Levi 

DATE: June 8, 1993

SUBJECT: Camper Reports

COPY TO: Shulamith Elster

Enclosed please find the following camper reports:

1. Seymour Martin Lipset
2. Gerald Cohen
3. Mark Lainer

Additional reports will be forwarded as they are received.

MEMORANDUM

TO: Virginia Levi
FROM: Shulamith R. Elster
RE: Seymour Martin Lipset
DATE: June 7, 1993

I visited with Marty Lipset on May 24th at his office on the campus of George Mason University. Marty was preparing to leave Virginia for several months in California by way of Boston and Cincinnati where he was to receive honorary degrees from Boston Hebrew College and Hebrew Union College.

Marty remains most interested in the Lead Communities Project and reminds me in each conversation of discussions at the Commission regarding the Flexner Report. My sense is that he still holds the view the one community would have been best! He raised questions about the evaluation project in light of our progress in the communities and, in general. I answered as best I could. Perhaps he might be a good choice to serve on that committee of the Board or maybe when Adam returns he could talk with him in person. Maybe Marty should be Adam's camper along with Seymour.

While he seems a bit frustrated by the lack of results Marty remains very supportive and interested. He is not certain that he can attend the August Board meeting. I think with the right encouragement he will make the effort to come.

Shulamith R. Elster

Memorandum

TO: Virginia Levi
FROM: Shulamith Elster
RE: Gerald Cohen
DATE: April 20, 1993

I had occasion to meet with Gerald Cohen several times during the recent series of CIJE meetings in Atlanta. These notes reflect the conversations and Mr. Cohen's participation in two meetings held in Atlanta regarding the CIJE/Atlanta collaboration.

It may be that because of his direct involvement with his local community as a Lead Community, that Mr. Cohen has the best understanding of all of our Board members of the ongoing activities of the CIJE staff and consultants.

He is very familiar with all of our activities, has read the publications from cover to cover, knows all of our team members and has made some practical suggestions for our work in the community. For example, he suggested that the presentation that Ellen and Roberta made at the most recent Board meeting be replicated in Atlanta. For that reason, Ellen and Claire made a similar presentation at the Atlanta Commission meeting last week.

Gerald is THE most prominent lay leader on behalf of Jewish education in Atlanta. He is widely respected by the staff of the Federation and by lay leadership at every level. His comments at meetings, his support of the CIJE activities and his continuing enthusiasm for our joint efforts are - I believe - significant factors in the progress that I think we have made in the past month.

It would be great if Gerald could get a note from MLM that recognizes the contribution that he is making on the local level that, in turn, is contributing to the success of our continental efforts OR some such reinforcement of his activity and its positive impact on the CIJE.

Memorandum

TO: Virginia F. Levi/CIJE
FROM: Shulamith R. Elster
RE: Mark Lainer
DATE: June 7, 1993

Mark received the recent communication from MLM and the notification of the August meeting. He indicated that he is not willing to "go ahead and make plans to come in August" unless the agenda for the meeting is "concrete." He was thinking about sending a note to MLM to express this point of view. I encouraged him to do so.

Apparently he felt that the last meetings he attended (Exec, Annual and Board) were too "nebulous." When asked, he explained (or asked): Why did we hear from the evaluators? Why did we not hear about what was going on in the communities? If he is to be involved, he wants to know: What are the issues that the project has to face? What can members do to help?

I described our progress to date in each of the communities and with the various projects. He inquired as to whether or not MLM had lost enthusiasm and said that MLM appeared to be concerned about the "lack of support." (He asked: Was this financial or moral support? He also noted that he was providing some financial support for the CIJE.) He asked about plans for staffing at the Executive Director level.

Again, I want to point out the critical importance of ongoing communication with Board members and the "publics." I was struck by the fact that he asked if the recent communication was an accurate reflection of what was going on.

F&ax Memorandum

TO: CIJE Staff and Consultants
FROM: Shulamith Elster *le*
RE: The Educators Survey
DATE: May 2, 1993

By the time this memorandum reaches you, you will have received a copy of the Educators Survey in its final form. Ellen assumed responsibility for the content and organization of the effort and I assisted her in the administration of the project.

The purpose of this memorandum is to review the activities related to the development of the survey and to bring you up-to-date.

First Steps

With Isa's assistance we collected the existing instruments and reports from the major surveys to date- the Los Angeles study (Isa and Bruce Philips), the Philadelphia and Miami studies. These materials were distributed to the key persons in each community (Lauren in Atlanta, Chaim in Baltimore and Ruth in Milwaukee) and to the field researchers. A date was set for a meeting in Baltimore to review the existing instruments and to "develop" the CIJE instrument keeping in mind the nature of the LC project and the specific information that would be helpful in the development of local (national, continental) plans/initiatives in the personnel area. This meeting took place on March 29th, the week before Pesach. The field researchers, Chaim Botwinick and Ruth Cohen attended the day long meeting held on Baltimore.

April 1993:

~~with~~ the "76 individual items" selected by the participants in the consultation formed the basis of the first draft of the questionnaire which we worked on during Pesach week.

Several drafts were circulated to the communities and field researchers. Comments were solicited from Israel, from Adam and from the professional advisory group members (through Ellen and Shmuel) and these incorporated into successive drafts of the survey.

We were very concerned with the length of the survey and with the "ultimate" value of each individual question for planning purposes.

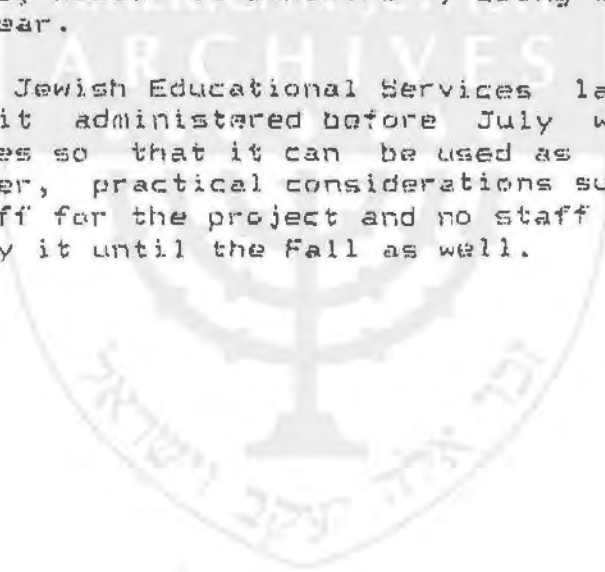
The survey was printed on the 23rd of April and shipped to Milwaukee for administration on the 25th.

Status Report from the Communities:

The Survey was administered first on April 25th in Milwaukee to the educators in several schools and will be given to all school educators by the close of this current academic year.

In Baltimore the survey will not be administered until the Fall and that is to insure the widest possible participation and the "by-in" of all of the key educators in the community. This decision was made by Chaim as he felt that it was too late in the school year to ask principals to incorporate the administration of the survey into the end-of-the-year school activities. Better results, he said, would be achieved by doing it at the beginning of the school year.

In Atlanta the Jewish Educational Services lay leadership would like to have it administered before July when the new staff director~~x~~ arrives so that it can be used as the basis for her planning. However, practical considerations such as the lack of designated staff for the project and no staff in the educational arenas may delay it until the Fall as well.



Shulamith R. Elster

MAY 3 1993

J. Joseph

Memorandum

TO: Tim Hausdorff/The Jim Joseph Foundation
FROM: Shulamith Elster/CIJE
RE: Lead Communities Principals: Management Training Proposal
DATE: April 28, 1993

On a personal note:

Thank you for the opportunity to speak with you yesterday regarding the proposal. As you know from the several conversations that we have had - since last August in Ottawa-my interest in this particular project and my enthusiasm for it comes from years of experience in school administration and particularly, in a day school setting. Over the years I have worked with colleagues in day school education whose effectiveness as educators would have been greatly enhanced if the management skills that are identified in the proposal were a part of their "repertoire" as senior educators and school heads.

Reactions from the Lead Communities:

In each of the three CIJE Lead Communities- Atlanta, Baltimore and Milwaukee- there is a staff member of the federation (or in the case of Baltimore, a team of individuals) specifically working with the CIJE on the Lead Community Project. The DRAFT proposal that you received was sent to:

Atlanta: Lauren Azoulay, Senior Planning Associate and the acting staff director of the Commission on Jewish Continuity

Baltimore: Dr. Chaim Botwinick (Executive Director of the BJE) and director designate of the new Council for the Advancement of Jewish Education, the planning and allocations arm for Jewish education of the Associated, Baltimore's federation

Milwaukee: Dr. Ruth Cohen, Lead Community Coordinator. The Milwaukee lay group is called the Commission on Jewish Continuity

From Atlanta, Cheryl Finkel, the very well-regarded and experienced head of the Epstein School and the current Chair of the Solomon Schechter Principals Council, indicated that the proposal could be strengthened through a needs assessment of the educational leadership in the communities and by their participation in the planning of a curriculum designed SPECIFICALLY to meet the needs of the institutions in the three communities. Cheryl has indicated to me that she would work with the CIJE to develop a program that might be organized by "tracks" or modules to address concerns/needs of relatively inexperienced, experienced, and veteran school heads. These suggestions were greatly appreciated and Art and I both acknowledge that this could be an important first stage of the project's activity.

E.

I would add here that individuals such as Cheryl- and alas, there are too few of them- could serve as leaders/faculty/facilitators for aspects of the program. If we could draw on senior educators from each of the denominational movements- e.g., Rabbi Mordecai Besser (former president of the Educators Council/Orthodox) and leading Reform educators with significant administrative experience such as Seymour Rossel, the new head of the UAHC Department of Religious Education- as well as upon independent school educators we could clearly create a model that could be replicate either on a community or regional basis throughout North America.

From Baltimore: Dr. Chaim Botwinick was VERY enthusiastic about the project. In his enthusiastic response he indicated that the need(s) it addressed were matter of significance within the Baltimore Jewish community and this program - as long as it steered clear of denominational issues- would clearly meet the needs of the variety of day schools in the Baltimore community.

Because he is an experienced planners (years in Baltimore as well as with the New York Federation and BJE), he also indicated the need to bring principals into the planning process so as to have the "buy in" the project would require.

From Milwaukee: I have now visited the majority of the day schools in Milwaukee and have had an opportunity to observe several of the administrators at work. This program could well serve some of the needs that I identified especially within the context of serious community planning for Jewish education.

Dr. Ruth Cohen who is the full-time Lead Communities Coordinator for Milwaukee, a position funded by the local Helen Bader Foundation- by the way Dan Bader is a new member of the Board of the CIJE- has indicated her support for the project and the enthusiasm of the lay leadership of the local Commission as well.

I would like to see the project funded for the two year period with agreement that the following activities begin as soon as possible: a plan for the participation of principals from the three communities in the planning stage, provision for a needs assessment that will form the basis of the revised curriculum and an approach to the identification of individuals and organizations who can participate in the program based on specific experience in aspects of the curriculum.

I know that you and Art have had a number of important conversations about the proposal. Art's specific experience in the development and administration of the Mandel School's non-profit management program is clearly reflected in the outline of the curriculum.

3.

I welcome the opportunity to discuss these comments with you at your convenience.

Best regards.

S.

A handwritten signature, possibly 'S.', consisting of a circle with a vertical line through it and a diagonal line extending from the bottom right.

From :

PHONE No. :

Apr. 26 1993 1:55PM PQ1

SHULAMITH R. ELSTER

Annette Haselstein ^{cc}
TO: Samuel Wygod
FROM: Shulamith Elster
DATE: 4/26/93-

These recent communications will be of
interest
1. Re: Reform Movement.

2. Best Practices - Milwaukee -
Planning.

gre



איחוד
ליהדות
מתקדמת
באמריקה

Commission on Jewish Education

UNION OF AMERICAN HEBREW CONGREGATIONS, CENTRAL CONFERENCE OF AMERICAN RABBIS
NATIONAL ASSOCIATION OF TEMPLE EDUCATORS
838 FIFTH AVENUE, NEW YORK, N.Y. 10021 (212) 249-0100 CABLES: UNIONJAHED

April 20, 1993

Shulamith Elster
6424 Needle Leaf Drive
Rockville, MD 20852

Dear Shulamith:

Because of your serious concern for Reform Jewish education, we know you have been anxious to know the present status of the Commission on Jewish Education. We only delayed writing this letter until the new Director was in place and a reorganization plan had been developed by representatives of NATE, CCAR, and UAHC.

After 14 years of service to the Commission on Jewish Education, Rabbi Robert Orkand has been appointed to the Chair of the Commission. Judith Sherman and Robert E. Tornberg continue as vice-chairs. Seymour Rossel, who was appointed Director of the Department of Education and Director of the Commission, effective March 1, 1993 comes to his position with wide expertise in Jewish education and Jewish publishing.

We would be remiss if we did not recognize the tremendous contributions made by Rabbis Howard Bogot and Jon Stein to Jewish education and to our Movement. Howard, outgoing Director of the Department of Jewish Education has enriched the lives of so many of us by his enthusiasm, his commitment and his expertise. Happily, he will be continuing his work with the Department of Education as Director of Special Projects. Jon, outgoing Chairperson of the Commission on Jewish Education, led by example. In his quiet and gentle way he brought to us a vision of Jewish education that was both ennobling and enabling. Thank you, Jon!

The next few months should see a changed Commission on Jewish Education. The leadership of NATE, UAHC, CCAR and HUC-JIR recently met to plan for the future. It has been agreed that the chair of the Commission will rotate every three years among the CCAR, UAHC and NATE.

We envision a Commission that is small enough to be able to do real and substantive work, while at the same time representative enough to reflect the great diversity within our Movement. It is necessary to ask you to bear with us as we dismantle the present Commission structure and build the new Commission from the ground up. Only by allowing each organization to make appointments without regard to the past can we achieve this change.

We hope to do much of the work of the Commission in task-forces that will meet around the country--task forces that will deal with such issues as the teaching of Hebrew, day school education, early childhood education, adult education, teaching about Israel, and the future of supplementary Reform Jewish education. We hope to ask the departments, commissions, and affiliates of our Movement to help us in the task of creating an educational model that will include both the formal and informal.

It is clear that the key to our survival is education. What is also clear is that we must develop new models that work for a Jewish community that is very different from the one our mother and fathers knew. Our Movement has always been in the forefront in responding to new needs and challenges. When it comes to Jewish education, we can do no less.

We thank you for your service to the Commission. Your dedication has been instrumental in helping transform the Commission and move it in its new direction.

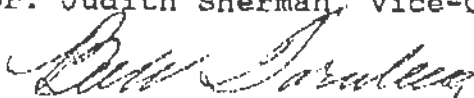
Sincerely,



Rabbi Robert Orkand, Chair



Dr. Judith Sherman, Vice-Chair



Robert E. Tornberg, RJE, Vice-Chair



MILWAUKEE JEWISH FEDERATION

MEMORANDUM

TO: Dr. Shulamith Elster
FROM: Dr. Ruth Cohen
DATE: April 23, 1993
RE: Best Practices Pilot Project

We are looking forward to working with you and Dr. Barry Holtz on the Best Practices Pilot Project.

The following are a number of questions which we have about the implementation of Best Practices projects in the Lead Communities:

1. In order to foster systematic change, it is important to integrate the introduction of new initiatives with a serious institutional planning process.

We are unclear about the following:

- o What is the Best Practices methodology for introducing new initiatives into the Lead Communities?
 - o How is this process linked to a systematic planning process?
2. What is the connection between the Best Practices Project and the resources of the "movements" (i.e., institutions of higher learning and congregational associations)?
 3. What is the connection between the Best Practices Project and the Monitoring, Feedback and Evaluation Project?

We hope that these questions will be addressed at the CIJE meeting in Cleveland.

RC/nm

Post-It™ brand fax transmittal memo 7671		# of pages = 2
To	UFI	From
Co.	Please send to Israel and	Co.
Dept.	others who received	Phone #
Fax #	The draft agenda - S.	Fax #

Memorandum

TO: CIJE/Jerusalem and Cleveland
 FROM: SRE
 RE: Agenda/May Seminar
 DATE: April 22, 1993

The following are some comments on the preliminary agenda forwarded by Shmuel. You may want to incorporate some of these into your thinking and the simulation. The comments are based on my work in the communities and my own sense of priorities for the CIJE and for the individual communities.

1. If we are going to ask the communities to report/provide updates, we will need to let them know in advance so that they can prepare. Also important will be the amount of time allocated to the reporting and any particular issues that we want to have covered in the presentations.

Will this be the "opening activity"?
 Do you want the communities to bring any materials with them?

2. II: Problems, topics and issues
 I see this as the heart of the seminar. Will we circulate the list of problems, issues and topics to the communities next week to "check it out" and to ask them to elaborate on specific topics within each?

I think the systemic approach to change is the most powerful of the agenda items. Are there materials that they can see in advance on this topic?

Does "Developing the feedback loop" qualify for this category? Or considering its prominent role in the MEF Project does it belong there? OR another suggestion might be to move the entire MEF to the II group although we have always considered it a special CIJE resource.

Likewise the "addressing personnel" item relates closely to the Educator Survey and perhaps these two should be clustered together.

III. Resources

CIJE Projects are CIJE Resources and if this is the case, The Goals Project, Best Practices and Pilot Projects are a good fit. With the exception of Milwaukee, the other communities- Atlanta and Baltimore- have not had an orientation to the Goals Project

and I would recommend that some material on it be sent in advance.

How will the institutional and denominational resources be

presented? Will they have materials on their programs to distribute? Can individual consultations be scheduled either as a part of this meeting or at other times? What will be the CIJE role within these consultations?

IV. Other issues not included: administrative and managerial

CIJE and how we work: There still appears to be confusion about roles and functions within the CIJE.

Funding/foundations: Will Art Naparstek be at the seminar? Can someone report on the foundation initiatives underway and the relationship of these to the communities? This is of great interest and a topic that comes up at every visit.

Public relations: What efforts are underway so that the communities around the country- and the World- know about the CIJE and the LC project? How can the communities themselves benefit from this CIJE effort?

Funding: Clarification of financial responsibility for activities.

A handwritten signature, possibly "J. S.", written in dark ink. It features a large, stylized initial "J" followed by a smaller "S" and a long horizontal stroke extending to the right.

From :

PHONE No. :

Apr. 22 1993 4:18PM P01

Fax Memorandum

TO: Shmuel Wygoda
FROM: Shulamith Elster
RE: Milwaukee
DATE: April 22, 1993

Today and tomorrow I plan to go through my most recent files and forward information about the communities and their current efforts that may (or may not) be helpful to you as you plan for the May seminar.

Following our most recent visit to Milwaukee, Ina Rogovin, the acting Director of the Milwaukee Association for Jewish Education, forwarded to me some materials related to the Teachers Institute. A copy of her Mid-Year Report and materials related to the Hebrew Teachers Training Program and the Teaching Jewish Values in the Classroom institute are appended. A full set is in my Milwaukee files for future reference.

Plans for next year include a course entitled: Teaching Classical Texts. She writes: "Other ideas will be explored after I obtain feedback from current students."

D.

MEMORANDUM

TO: CIJE Staff and Consultants
FROM: Shulamith Elster
RE: Atlanta - April 19-20, 1993
DATE: April 22, 1993

This memorandum consists of my working notes from the meetings that took place in Atlanta on April 19/20, 1993 between lay and professional leadership of the Atlanta Jewish community and staff and consultants of the CIJE.

The following constituencies were involved in meetings:

- Key professionals of the Federation: David Sarnat, Steve Gelfand and Lauren Azoulai, coordinator of the visit
- Top lay leadership of the local Commission: Dr. William Shatten and Gerald Cohen
- Congregational rabbis through the Atlanta Rabbinical Association
- Lay chairs of congregational supplementary schools
- Synagogue educational directors through the Educational Directors Council
- Professional and top lay leadership of the Atlanta Jewish Community Center
- President and Vice-President of the newly created Jewish Educational Services
- Emory University represented by Dr. Kenneth Stein
- Commission on Jewish Continuity

- I. Key Federation professional staff: Meetings on Monday focused on background information/briefings on the various groups with whom CIJE staff would be meeting over the course of the two day visit and preparation for the CJC visit.

Sensitive issues include: the Center's proposal to recruit a full-time rabbi/Jewish educator to expand the Center's Jewish programming and the response of the Rabbinic/synagogue community to the proposal, the relationship of the Federation to Emory University and particularly to Ken Stein whose proposal for training is "on the table" and the relationship between Ken and the other members of the Emory faculty and, very important--the CRB Foundation and Atlanta.

Atlanta has offered the position of Director of the Jewish Educational Services to Janice Alper (formerly of Los Angeles) and she is to begin on or about July 15th. There is great enthusiasm for Janice by lay and professional leadership and high hopes for her success. The position of director of the Commission on Jewish Continuity has not been filled and there is no "leading candidate" at this time.

II. Luncheon Meeting with Gerald Cohen and Bill Shattan,
Dave Sarnat, Barry, and SRE.

CIJE provided an update on CIJE activities-planning for the May Seminar, a brief update on what was happening in the other communities (at their request), information about the Educators Survey and general planning for the Commission meeting the following evening. Again, the relationship between Federation and Emory was a focal point of the conversation. It appears as though the lay leadership wants the participation of David Blumenthal in deliberations and planning. He is considered the most prominent Emory faculty member yet Ken Stein is very "aggressive and assertive" in promoting his work and in obtaining funding for specific projects. More about the Emory issue - and our position - in the discussion that follows of the meeting with Ken Stein.

III. Meeting at the Jewish Community Center: Harry Stern,
Director and Joel Gross, Assistant Director, Barry Holtz,
and SRE.

The Center faxed Barry, in advance of the visit, a copy of the recent proposal to the CJC for the funding of a position for a full-time Jewish educator, preferably a Rabbi, to be responsible for the Jewish content programs at the Center. The CJC endorsed the proposal and there now appears to be considerably opposition to it from the local Rabbis who see the Center "moving in" on the synagogues. They appear to be especially threatened because the Center wants to actively recruit a Rabbi for the position because of the "status" that this will bring to the activity in the community.

The discussion focused on four questions:

- How does the proposal fit into the LC Project?
- What does the CIJE think of the proposal?
- How can the CIJE help?
- What are next steps?

The above are questions that I formulated after the initial conversation and as a way to frame the discussion for the meeting the next day with the lay leadership and the two top staff members.

We offered to provide information about how positions were developed - and promoted and ultimately, accepted - in other communities in connection with Best Practice and the Jewish Community Center settings. Barry's assessment of the proposal was that it was "good" but required more "fleshing out." One of the concrete suggestions was that there be lead time (3-4 months) for site visits/consultations/training

(perhaps by one of the training institutions or Melton Israel) before the Center programs begin. The Center would like help in identifying candidates for the position.

IV. Meeting with Congregational Rabbis at The Temple.

This meeting followed the regularly scheduled meeting of the Atlanta Rabbinical Association. Many rabbis left before our segment and about six were there when we began our presentation--an overview of the LC Project (SRE), description of the MEF Project (Claire) and brief discussion of Best Practices (BWH). There was a lively discussion focused primarily on the following: Is this another LC community activity that will result in no real benefit for the synagogues? What can this do for "my" school?

We felt this was not a very satisfactory meeting - problems with timing and setting for our presentations. Our recommendation is that we begin again with the Rabbis. Lauren will work with us to figure out a better way to get them together as a group, or perhaps in small groups.

V. Meeting at Epstein School (site of Tichon Atlanta) with lay leaders of congregational schools.

Tichon Atlanta, the new supplementary community high school, has 300 students in some 29 courses meeting at the Epstein School site. The meeting was purposely scheduled there so we would have an opportunity to look around during our visit. More about Tichon Atlanta at another time.

Following a brief overview of the LC Project and Atlanta's involvement to date, Barry presented the Best Practices Project with emphasis on the Supplementary Schools. Everyone received a copy of the material and there was great enthusiasm for the potential for application and activity in the local synagogues. Barry and I felt that the meeting went exceptionally well and even though there were a small number of synagogues represented enthusiasm was high and the major synagogues in the community were represented.

One participant was at the meeting organized by the Reform movement in Atlanta and she shared some of the thinking of the group about areas in which the schools/CIJE/Atlanta/the movement could work together.

By the way, we were encouraged to leave before a certain time so as not to be trampled by 300 teen-agers! Thinking that there was nothing better than being run over by Jewish teen-agers leaving classes on a beautiful Spring evening in Atlanta, we waited to take in the "spirit" of Tichon Atlanta.

--- Enough for one day!----

VI. Atlanta Jewish Times.

Barry was interviewed by David Holzel of the Atlanta Jewish Times. Holzel has been following the LC story and Atlanta's Jewish education scene. As it happened, he interviewed Barry a number of years ago in Jerusalem. He was very interested in the Project and BP, in particular.

VII. Meeting with Educational Directors Council at Ahavath Achim.

The EDC is the association of directors of SUPPLEMENTARY SCHOOLS in Atlanta. Claire and Ellen joined us at this meeting and spoke about the Educator Survey. Claire attends the meetings of this group regularly and is well-accepted by the group. She has already conducted in-depth interviews with the majority of these educators. Again, the turnout for the meeting was not impressive BUT the key schools - of all three denominations - were represented and the discussion of Best Practice was very focused and led to exploration of ways in which pilot projects might be launched around BP and the findings used within the Atlanta education community. Our assessment of this meeting (a two hour meeting) was that it was helpful to CIJE as well as the community as we think about ways to use the BP materials in the communities.

VIII. Meeting at the Atlanta Jewish Community Center with lay and professional leadership.

This was the follow-up meeting to one described earlier about the new position and the AJJC and the LC Project. Essentially, Barry and I answered the four questions. Three women represented the top leadership of the Center. Among the issues that did surface here was the role/mission of the CJC itself. They feel the Commission and Commissioners are not focused - there is no specific mission and that it is not clear to the community what they are trying to do and the nature of their specific mandate. It surfaced because the CJC ratified the Center's proposal but it is unclear what that really means regarding funding or the integration of this proposal into larger thinking about Jewish education in Atlanta. We did mention this to Steve and Lauren in a later discussion about the Center and the agenda for the CJC.

IX. Jewish Educational Services.

Because there was a conflict between the JES Executive Committee meeting and the evening meeting of the Commission (obviously, a bad move!), we agreed to provide a preview of the presentations to Michal Hillman and the vice-president of the JES. Ellen described the Educator Survey and Barry provided an update on Best Practices. What emerged from this was a sense of urgency about the Educator Survey in Atlanta. It is clear that the JES will exert GREAT pressure on the Federation to administer the survey before the end of

this school year so that the data and analysis will be available to the new director when she begins in July and can be used for planning without a year's lag time.

X. Meeting with Ken Stein of Emory.

I think it is the view of Barry, Ellen, Claire and myself that his proposal and his way of "thinking" about training are not in sync with how we think this ought to be done. Bottom line: We aren't interested in proposals of this sort out of context and clearly not until we have the data and analysis from the Educator Survey.

I promised Gerald Cohen and Bill Shatten that I would call David Blumenthal who is apparently upset about what is happening with the Commission and the relationship with Emory. I'll do my best to help describe the LC Project and the potential for substantive work with the Emory faculty...that is, as opposed to the kind of project that Stein is promoting. (On to a career in the diplomatic corps!)

XI. Commission Meeting: Agenda appended.

I presented an overview of the LC Project. I had been asked by the Federation staff to use this as an opportunity to "inspire" and get the group motivated to be a true Lead Community,. This was followed by a presentation by Ellen and Claire about MEF and the Educator Survey. Barry then presented the Best Practices Project. In all the three presentations took about 40/45 minutes and each segment was followed by specific questions from the group.

It was a very good meeting. ALL who attended participated in the discussion and the questions and comments were appropriate and in fact, I believe, raised the level of discourse about Jewish education - an item I mentioned a number of times as one of the goals of the LC Project.

Again, the staff felt that the turnout was disappointing. There may have been a number of conflicts with organizations also meeting that evening - the JCC and the JES Executive, as examples.

Gerald Cohen and Bill Shatten appeared very satisfied with the evening and I think the Federation professional staff was as well - except for the attendance which was poor for a major community event.

XII. Afterword.

Two long but very productive days! Schedule of meetings is attached.

Attachment

CIJE Schedule 4/19-4/20

4/19

Late morning Meet with Steve and Lauren

12 Noon Lunch: Barry, Bill, Lauren, David, Shulamith, Gerald

1:30 Meet with congregational rabbis at Temple - Lauren

4 p.m. Barry Holtz meeting with Harry Stern at Center -

5:30 p.m. Dinner with Lauren

7:30 p.m. Barry Holtz and Shulamith Elster visit Tichon Atlanta and meet with chairs of congregational education committees, as well as Tichon Atlanta chairs at Epstein School library

4/20

9:00 a.m. Tentative: Barry Holtz and Shulamith Elster with David Holzel at Ahavath Achim

10:00 Barry Holtz, Shulamith Elster and Ellen Goldring meet with EDC at Ahavath Achim

12:00 Barry Holtz, Shulamith Elster, and Lauren to meet with an AJCC group for a couple of hours at Center

2: p.m. Barry Holtz and Shulamith Elster with Steve Gelfand and Lauren Azoulai at Federation

4:00 Briefing of three CIJE staff with Michal Hillman, JES at Federation

5:00 Meeting of Shulamith Elster, Barry Holtz and Ellen Goldring with Dr. Ken Stein at Federation

6:00 CJC Meeting at Federation
Agenda to include Ellen Goldring, Barry Holtz and Shulamith Elster

LA.42.CIJE
19 Apr 1993

Memorandum

TO: Barry Holtz
 Ellen Goldring
 Claire Rottenberg
 FYI: CIJE Staff and Consultants,
 Seymour Fox, Annetto Hochstein, Shmuel Wygoda
 Steve Hoffman, Harry Zucker and Ginny Levi
 FROM: Shulamith Elster
 RE: CIJE Visit to Atlanta *AS of 4/15/93*
 April 19/20, 1993

 The two day visit to Atlanta will serve to "launch" the Lead Communities Project with several key groups featuring presentations by staff members on the Lead Community concept, the Best Practices/Pilot Projects and Monitoring, Evaluation and Feedback. Also included in the visit will be meetings with groups with specific interest in the LC project and in specific initiatives (i.e., the JCC, Emory University).

April 19th:

Late morning @10:30 at the Federation:
 Shulamith and Barry to meet with Steve Gelfand and Lauren Azoulai for briefing on groups with which we will be meeting.

Lunch with Gerald Cohen and Bill Shatten.

1.30

Meeting with local Rabbis at the Temple: Shulamith will introduce the Lead Communities Project and Barry the Best Practices Project and may lead into specific work that may be undertaken with supplementary schools.
 Claire is invited to attend this meeting.

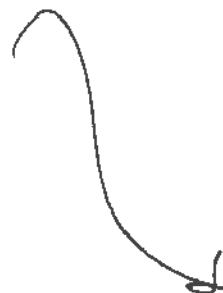
4 P.M.

Shulamith and Barry meet with Harry Stern, Director of the JCC. This is in advance of the larger meeting on 4/20 which will involved the lay and professional staff. Atlanta has been involved in conversations with Barry Chazan related to the integration of center activities into the Jewish educational enterprise in Atlanta. This is a "private" meeting. Meeting will take place at the JCC located next to the Federation. It may involve the Best Practices in JCC's and how it can help in Atlanta's Centers.

7:30

At Epstein School: Educational directors have been asked to

invite their Education Committee Chairs to a meeting. Shulamith will describe LC project briefly and then Barry will discuss BP/Supplementary Schools. This will lay groundwork for possible pilot.



Tichon Atlanta, the new supplementary high school, will be meeting at the Epstein School that evening and it may be an opportunity to briefly visit that program.

The Epstein School is located some 20 minutes or so from Federation in the Sandy Springs/Dunwoody area.

Claire is invited to attend this meeting.

April 20th:

Not sure yet of the following:

9 A.M. OR 3 P.M. Interview with David Halzel of Atlanta Jewish Times either

9: Hotel or at Agudat Achim 3 P.M. Federation

10 A.M. - 11:45 at Congregation Ahavat Achim:

Meeting with Educational Directors Council: Shulamith to introduce LC project, Barry to discuss Best Practice, Ellen to introduce MEF Project with Claire.

12: JCC Leadership at JCC

Lay leadership and key professionals: Integration of Jewish education into centers. Not certain who else will attend this meeting. Most likely just Barry and Shulamith.

Time available for Ellen and Claire to meet between 12-5.

3 P.M. Possible interview if not held at 9 A.M.

5 P.M. at Federation

Meeting with Ken Stein and possibly other members of the Emory University faculty regarding staff development/personnel. Barry, Ellen and Shulamith.

6- 8:30

Meeting of the Commission on Jewish Continuity: THE MAIN EVENT
6:00 to 8:30. Detailed agenda to follow but this is the outline.

Major Presentations: Lead Community (SE)

Best Practices (BH)

Monitoring, Evaluation and Feedback
(EG and CR)

From :

PHONE No. :

Apr. 15 1993 12:36PM P03

Logistics: Wyndham Hotel 404-873-4800
Peachtree Avenue

Federation 404-870-1600
1753 Peachtree Road, Northeast



FAX COVER SHEET

TO: Professor Seymour Fox, Annette Hochstein, Shmuel Wygoda

FROM: Shulamith Elster
Council for Initiatives in Jewish Education
301-230-7012

DATE: April 14, 1993

TIME: 10:55 AM

Number of pages including this sheet: 18

**A PROPOSAL FOR THE ESTABLISHMENT
OF A
TEACHER SPECIALIST
LEADERSHIP TRAINING INSTITUTE**

**Prepared by: Dr. Chaim Y. Botwinick
February 2, 1993**

A PROPOSAL FOR THE ESTABLISHMENT OF A
TEACHER SPECIALIST LEADERSHIP TRAINING INSTITUTE

BACKGROUND

The Jewish community of North America is currently facing a crisis of major proportions. Large numbers of Jews have lost interest in Jewish values, ideals and behavior, and there are many youth and adults alike who no longer believe that Judaism has a major role to play in their search for personal fulfillment and communality. This has serious implications, not only for the richness of Jewish life, but for the very continuity of a large segment of the Jewish people. Over the last several decades, intermarriage between Jews and non-Jews has risen dramatically, and a major proportion of children from such marriages no longer identify themselves as Jews.

It is clear that there is a core of deeply committed Jews whose very way of life ensures meaningful Jewish continuity from generation to generation. However, the remaining Jewish population is finding it increasingly difficult to define its future in terms of Jewish literacy, values and behavior. The responsibility for developing Jewish identity and instilling a commitment to Judaism for this population now rests primarily with education. To be sure, as Jewish education goes, so will go Jewish life.

develop a clearer understanding of Jewish beliefs, concepts and attitudes on the part of the student.

Our teachers, more than at anytime, need to creatively provide students with a deeper understanding and appreciation of our Jewish heritage and the positive "relevance" of Jewish values, teachings and precepts derived from this rich heritage. Concerted efforts must be made to challenge the thinking and creativity of our youth regarding the "worthwhileness" of living Jewishly and the significance of Jewish life in a pluralistic society. If the Jewish community is to guarantee its continuity, today's youth must be able to not only practice as Jews but also feel a true sense of personal commitment, obligation and fulfillment as members of a Jewish community. This challenge can only be realized if teachers have the necessary skills and knowledge to transmit to their children a profound understanding of why it is important to be Jewish and its relevance to their personal lives, individually and collectively.

Jewish educational leadership have long understood the critical role that teachers play in the cognitive and affective learning process. They have been particularly concerned with how teachers learn and how they transfer their learning into concrete exercises and activities for their students because teachers are the primary catalyst for change within the Jewish classroom.

Change in the Jewish teaching process must be the result of an organized structure designed to have an impact upon the individual teacher. In order to affectuate change in the classroom, teachers require the acquisition of new methodologies, skills, and information to create exciting and challenging classroom environments conducive to the transmission of Jewish attitudes, behaviors, values, and knowledge.

In order to introduce the necessary changes required to enhance the quality and quantity of the Jewish teaching/learning experience in the classroom, an intensive in-service teacher training program should be developed which would: 1) address the critical leadership and pedagogic skills of the teacher; 2) provide teachers with a comprehensive course of study in relevant Jewish content areas; 3) afford them the opportunity to serve as teacher specialists and mentors in the Jewish educational system; and 4) begin to elevate the status of the profession.

PROPOSED PROGRAM

Proposed is the establishment of a Teacher Specialist Leadership Training Institute which would be designed in order to upgrade teacher performance and Judaic skills in the community and create opportunities for a cadre of selected classroom teachers to be trained as Teacher Specialists or mentors.

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PROPOSED PROGRAM

Proposed is the establishment of a Teacher Specialist Leadership Training Institute which would be designed in order to upgrade teacher performance and Judaic skills in the community and create opportunities for a cadre of selected classroom teachers to be trained as Teacher Specialists or mentors.

The Institute will identify and recruit teachers of promise and talent in BJE-affiliated schools and will provide them with a series of comprehensive in-service training experiences in order to maximize their leadership and instructional skills. Moreover, the Institute will give special professional status to exceptionally qualified Jewish teachers and motivate them to aspire to leadership roles in demonstrating the most effective instructional and leadership skills , both in the classroom and as "mentors" to novice teachers.

With the establishment of a Teacher Specialist Leadership Training Institute, the community will be able to engage a cadre of Jewish teachers who will affect the quality of Jewish instruction in their respective schools and become models for their peer groups and agents for change in each school.

In order to successfully embark upon this new initiative, a carefully planned program of teacher identification, recruitment, curriculum planning and evaluation must be undertaken.

As envisioned, up to twelve Judaic studies teachers in the middle school, grades 5, 6, 7 and 8 (students ages 10, 11, 12 and 13) will be invited to participate in the Institute. Consistent with pre-determined criteria, teachers will be selected from the following three institutions, which represent the three denominational movements and have both day and religious school programs:

Conservative

Krieger-Schechter Day School
Chizuk Amuno Religious School

Orthodox

Beth Tfiloh Community Day School
Beth Tfiloh Religious School

Reform

Baltimore Hebrew Cong. Religious School

Total: up to 12 middle school Judaic teachers

The establishment of the Institute will require three phases. Phase One will be devoted exclusively to a planning process; Phase Two, program implementation; and Phase Three will involve follow-up and evaluation.

The following is a description of each of the three phases:

Phase One: Planning Process

A part-time senior Jewish educator with expertise in leadership development and in-service Jewish teacher training will be engaged by the Institute as its Director in order to develop the appropriate teacher selection criteria and to direct the program in accordance with the Institute's goals and objectives.

The Director will convene a series of planning meetings comprised of a host school principals and rabbinic leadership who will serve as the Professional Advisory and Selection Committee, in order to establish criteria for teacher selection. Each principal and rabbi will be responsible for identifying appropriate teachers, through a self-selection application process, who meet the criteria in each of their respective schools. All teachers in each of the schools will be given the opportunity to submit applications for consideration.

In addition to identification and recruitment, the Professional Advisory Committee will have significant input into the curriculum design of the Institute's program with specific emphasis and sensitivity to the educational needs and philosophy of each of the three ideological movements.

As a requirement for acceptance into the Institute, each candidate must be willing to commit himself/herself to a rigorous 12 month program which will consist of up to eight hours of formal study per month, complimented by study questions and extensive home-assigned readings. The Institute will require that all candidates have a clear understanding of the Institute's expectations of their participants.

Each participant in the Institute's program will be awarded a \$4,000 fellowship stipend for participating in the Institute. The \$4,000 fellowship stipend will be awarded to the teacher

through the school over a three-year period as follows: year one (1993-94) - \$2500; year two (1994-95) - \$750; year three (1995-96) - \$750. The school will include the stipend in the teacher's payroll check at regularly scheduled payroll intervals.

In addition to identification, recruitment and curriculum design, the Professional Advisory Committee will be responsible for developing a comprehensive plan for evaluation and follow-up activity in their respective schools.

It is anticipated that Phase One of the Institute's program will take approximately five (5) months.

Phase Two: Program Implementation (In-Service Training)

Phase two involves the actual in-service training component of the Teacher Specialist Leadership Training Institute.

The primary objective of the training program will be to provide participants with a wide variety of focused learning modules, lectures, workshops, seminars and colloquia which will enhance their Judaic knowledge and leadership skills.

The curriculum will be designed by the Professional Advisory Committee in close consultation and collaboration with experts in select fields of study.

The Institute's primary curricular focus will involve areas of study relating to the subject of Prayer (Tefillah).

Prayer is the natural expression of religious feelings and, in Jewish tradition, occupies a central position.

The subject of Jewish prayer will be approached from a wide variety of perspectives, all of which contribute to a better understanding of this important element of Jewish life and Jewish continuity. There is the aesthetic approach which addresses itself to the structure of the Jewish worship service. There is the historical approach, which endeavors to trace the development of the Jewish liturgy from its rather simple beginnings to the elaborate devotional literature available to the modern Jew. There is the exegetical approach which seeks to understand and appreciate the different levels of meaning of the prayers that have gone into the making of the Jewish worship service. And finally, there is the phenomenon of prayer itself, the act of oneself addressing his/herself to God. This is both a datum of religious experience and a task for theological understanding.

By offering the study of Prayer as the Institute's central curricular theme, teacher participants will learn, understand and appreciate together the emotional experiences of prayer, the intellectual element of prayer, as well as obtain specific pedagogic and methodological skills - each of which is absolutely essential for effective classroom instruction.

A comprehensive and well-developed Prayer curriculum will include Jewish liturgical text study, select text study, foundations of Jewish culture, ethics and values, as well as an analysis of Jewish communal life through the ages.

An essential ingredient for the success of this program will be the challenge of integrating pedagogy, content-based topics and leadership development into a comprehensive interwoven curriculum. This will enable the participant to integrate and disseminate knowledge and skills into a singular study/learning plan.

The Institute's faculty will be comprised of outstanding Jewish scholars, academicians and Jewish education practitioners. Concerted efforts will be made to engage the "best and the brightest" in their respective fields.

The centrality of Prayer to Jewish living in a contemporary society is paramount. It serves as a catalyst for Jewish continuity and as a bonding force between man and God. If taught

properly, this subject matter has the potential to instill a sense of Jewish peoplehood and belonging, deeply rooted in Jewish values and precepts. The study of Prayer can, indeed, deepen the understanding and appreciation for Jewish continuity and affect the lives of our youth by instilling in them a sense of relevance about their "Jewishness" which can only enhance their Jewish identity and feelings towards the importance of Judaism and its rich history and heritage.

The questions of why one should pray, or why one should pray Jewishly, are key areas of concern. Through this course of study, participants will also understand not only why Jews pray, but also why it is important and relevant to personally participate in this great Jewish institution which has held our people together for thousands of years. This understanding and appreciation is particularly critical for middle school students who require a significant and meaningful exposure to synagogue prayer, ritual, and experience.

It is important to note that teacher participants may be entering into the program with various levels of proficiency in Hebrew language. It is therefore proposed that a "minimester Ulpan" be offered for a three month period for those teachers who require basic Hebrew language skills. The "minimester" in-service requirement will be designed and implemented to complement the twelve-month course of study and will be an added requirement to the course of study for those select teachers. A teacher stipend for participation in this program will be determined.

In order to ensure quality control of the program, the Prayer curriculum will need to be designed in a manner which will facilitate group learning, as well as individualized intensive study via home-assigned readings.

At the completion of the twelve-month study/training program, it is proposed that a ten-day Study Mission To Israel (Summer 1994) be provided to all Institute participants. A subsidy of up to \$3,000 per participant is proposed to defray the air and land costs for the Mission. The Mission will provide participants with an exciting and enriching culminating experience relevant to the Institute's curricular theme. Moreover, it will provide participants with a meaningful and significant incentive.

All teacher participants will be provided with a wide variety of educational materials and texts which at the completion of the program will be offered as a gift to the teacher for his/her permanent library.

Phase Three: Follow-up and Evaluation

In order to measure the impact of the Institute's program on skills development and teacher effectiveness in the classroom, a series of specially designed formative and summative evaluation and observation instruments will be designed. Each school will be required to engage in an extensive follow-up and evaluation program.

The evaluation and follow-up component will be designed in close collaboration with the principal and Rabbi of the host school. Specific indices relating to teacher performance, pupil learning/performance, teacher-pupil interaction and creative curriculum strategies via lesson planning will be monitored and evaluated on an ongoing basis for at least a three year period. Consultants of the Board of Jewish Education will be available to provide guidance in implementing the follow-up and evaluation plan.

One of the most critical challenges in this regard will be to assess how the Institute experience changes teacher performance skills and effectiveness in the Jewish classroom.

In an effort to measure short and long-term impact upon classroom instruction and its concomitant affects upon pupil knowledge, Jewish behaviors and attitudes, a comprehensive research and evaluation project will be designed and conducted in each of the participating schools.

During the 1993-94 school year, base-line pupil data will be collected, collated and analyzed in order to measure and chart pupil progress in the middle school grades where Institute participating teachers are engaged. A series of follow-up studies to track and measure pupil knowledge, behaviors and attitudes will be conducted for up to three years following the completion of the Institute's program. Moreover, a longitudinal study will be conducted beyond the three-year period in order to measure long-term change in pupil knowledge, involvement, and attitudes.

Finally, during 1994-95 all "graduates" will be required to convene as a group several times a year over a three-year period in order to share and document their individual progress in their respective schools. The Board of Jewish Education will also be encouraged to utilize Institute graduates as "Teacher Specialists" in the Greater Baltimore Jewish educational community.

Postscript

The proposed Institute, as envisioned, represents a comprehensive approach to in-service Jewish teacher training and skills development by utilizing a singular curricular theme which is all-encompassing from a Jewish content and pedagogic perspective. To be sure, it represents the first of its kind in the community.

Unlike currently existing in-service Jewish teacher training programs in the community, the Institute will provide participants with an intensive and extensive in-depth course of study and training component under the guidance and leadership of outstanding scholars, academicians and Jewish educators. Moreover, the Institute will engage each host school to become full partners in assessing and evaluating the impact of the program on what takes place in the classroom. The ultimate goal is to enhance the knowledge and skills of teachers in order to positively affect pupil knowledge, Jewish Involvement and attitudes, as well as Jewish identity.

In an effort to permanently elevate the status of each teacher participant, concerted efforts must be made on the part of participating schools to enhance the salary levels of each graduate.

The proposed Institute which represents an enormous investment of resources, has the potential to serve as a replicable in-service teacher training model for communities throughout the United States. The dissemination of the curriculum, the teacher training modules, as well as the establishment of a research protocol and paradigm will have wide-reaching applications for communities engaged in serious in-service teacher training on the national level.

This proposal has been developed with the intent to leverage additional local and national funding for this new and challenging educational initiative.

Proposed Timetable:

-February 1993 through August 1993	- <u>Phase One: Planning Process</u>
-September 1993 through July 1994	- <u>Phase Two: Program Implementation</u>
-August 1994	- <u>Israel Study Mission</u>
-September 1994 through June 1996	- <u>Phase Three: Follow-up/Evaluation</u>

Proposed Budget:**Personnel**

- Director of Institute	\$30,000
- Clerical Support	3,500
- Per Diem Supervisor of Director	5,000
- Honoraria/Fees for Lecturers/ Instructors	15,000
<u>Total Personnel:</u>	<u>\$53,500</u>

Other Than Personnel Services

- Administrative Expenses (Mailings, Telephone, Duplicating)	3,500
- Program Expenses (Materials, Texts, Supplies)	10,000
- Teacher Specialist Fellowship Stipends \$4,000 x 12 teachers (over 3 years)	48,000
- Israel Study Mission Stipend (up to \$3,000 x 12)	36,000
<u>Total Other Than Personnel Services:</u>	<u>\$97,500</u>
<u>Grand Total:</u>	<u>\$151,000</u>

Note:

Concerted efforts will need to be made to identify various locations throughout the community in order to obtain in-kind space for the Institute. Host schools will be asked to commit space to the Institute on a rotating basis.

Memorandum

TO: CIJE Staff and Consultants
FROM: Shulamith Elster
RE: Agenda Items: Milwaukee
DATE: April 14, 1993

The following items are those suggested by Milwaukee for inclusion at some point in the May consultation:

1. What information will be available and when on the Educated Jew and Goals Projects?
2. What resources (guidance and input) will be available to the communities on strategic planning?
3. RE: MEF PROJECT:
How are we going to get information that will help us do a better job in our planning and how will the project connect to our planning efforts?
4. What is the real connection between the CIJE and the national organizations? Specifically, what is available to us beyond what we might be able to access ourselves as a local community?
5. There has been no CIJE public relations effort. How can information best be conveyed to the general community about the CIJE and its work/resources etc?

S. 1

Fax Memorandum

TO: Annette Hochstein, Seymour Fox and Shmuel Wygoda
Steve Hoffman and Henry Zucker
Ginny Levi
FROM: Shulamith Elster
RE: Pilot Project/Best Practices: Milwaukee
DATE: April 14, 1993

The enclosed memo from Ruth Cohen in Milwaukee provides a good summary of the activity that Barry and I described in the telecon this morning.

S.



bcc: Shulamith Elster ✓
Barry Holtz

MILWAUKEE JEWISH FEDERATION

MEMORANDUM

TO: Jane Gellman, Howard Neistein and Louise Stein
FROM: Ruth Cohen *RC*
DATE: April 2, 1993
RE: Best Practices/Supplementary Schools
(Revision #2)

Please review the following summary of the steps for initiating activity in the area of Best Practices in the supplementary schools. Your comments, revisions, etc. would be appreciated.

Step 1

Barry Holtz will develop a one page prospectus that will outline the following:

- o What services are available through CIJE/Best Practices Project, who can assist participating synagogues, and how would this assistance be provided.
- o What are the expectations from participating synagogues.

Step 2

The Lead Community Co-Chairs and Project Director would identify several individuals, who are members of the Commission on Visions and Initiatives in Jewish Education, to contact the rabbis of each synagogue and invite them to participate in the Best Practices/Supplementary Schools initiative.

Step 3

The Lead Community Director, Co-Chairs and the designated contact person would meet with interested rabbis to further explain the Best Practices/Supplementary Schools plan. The rabbi would be asked to identify 3-4 key players who would form a "synagogue team" to support the development of a "Best Practices" plan which is responsive to institutional needs.

Page 2

The Synagogue Team would include at minimum, the rabbi and one lay leader.

Step 4

Barry Holtz and Shulamith Elster will conduct a seminar for the synagogues' teams to present the Best Practices Project and discuss opportunities for receiving actual programming and planning assistance from the Best Practices Project.

The teams would be invited to participate in an individual consultation session with Barry and Shulamith approximately one-two weeks later.

Step 5

Barry and Shulamith will conduct individual consultation sessions with interested teams to discuss their concerns, needs, future plans, etc.

RC/nm

Memorandum

TO: Annette Hochstein and Seymour Fox
FROM: Shulamith
RE: A Time to Act
DATE: April 14, 1993

Noreen Garman has been working with Sara Lee, Michael Zeldin and other HUC colleagues on a number of projects. As you can see from the enclosed, she was interested in A Time To Act when we met one another several months ago. I will bring you a copy of her article when we see one another in May!

Best regards.

S.





University of Pittsburgh

SCHOOL OF EDUCATION
Department of Administrative and Policy Studies

April 9 1993

Dr. Shulamith R. Elster
6424 Needle Leaf Drive
Rockville MD 20853

Dear Shulamith,

I can't believe that the time has gone by so quickly since we met at the HUC Consultation on Mentoring!! You were so prompt in your reply to me. I very much appreciated your sending the document A Time to Act. I must tell you that it is a much better report than those I have been reading from the public arena. (I enclosed a chapter which a colleague and I just finished on the "Rhetoric of School Reform Reports:..." We just completed an analysis of 16 such reports for the chapter. I found yours infinitely more helpful as a policy document than most of the others.

I remember that you were "in transition," as we say, in your professional home. I hope it is working out to your benefit. You made the mistake of asking for reprints of some of my work, so I am doing just that. (As you know, authors will share their words at the drop of any slight request.) In scanning the bunch you might get a sense of my orientation and thinking.

I am on my way to Atlanta for the American Educational Research Association (AERA) conference (the biggy for most educational researchers). I will be gone all next week and then our final two weeks of the term end at graduation on May 1. So you see, I wanted to get this to you with an apology for the delay. I so much appreciated our time together and I don't want to loose touch with you.

Until next time,

Affectionately,

A handwritten signature in cursive script, appearing to read "Noroen".

Noroen Garman

Fax Memorandum

TO: Seymour Fox and Annette Hochstein
Steve Hoffman and Henry Zukor
Barry Holtz
Ginny Levi
FROM: Shulamith Elster
RE: ETC: Lead Communities, Educator Survey
DATE: Sunday afternoon, April 11th

In anticipation of our telecon on Wednesday, I want to report to you on a number of items related to the LC Project and the Educator Survey.

I. Atlanta

Atlanta appears to be moving right along. Barry, Ellen and I will be at meetings in Atlanta on April 19/20th. Among those scheduled are sessions with Rabbis, key educators, the Commission, Bill Shatten and Gerald Cohon (with Barry), and meetings with Ken Stein (and perhaps others from the Emory faculty) and Henry Stern, the director of the JCC. We have arranged for materials to be sent in advance and, all in all, I think we are on the way.

Lauren will attend the May seminar and we received input from her regarding the Educator Survey.

II. Baltimore

Our next step in Baltimore is the meeting Barry and I have scheduled later this month regarding the pilot projects and the "launch" activities for May/June. I think that Marshall was going to be in touch directly with either Steve and/or Seymour and Annette regarding some specific concerns and items for the agenda for the May seminar. Has anyone heard from him?

Barry has the proposal for the teacher specialist program and if Chaim has not already sent you a copy I will do so after we speak on Wednesday.

III. Educator Survey

Ellen and I have spent a good deal of time working together on the draft survey. We had a telecon with Annette and Seymour last Friday and they have in hand the first draft. By Wednesday, I hope that you will all have a copy of the second draft. I will try to fax it Tuesday (after yom tov). It is going on Wednesday morning to the field researchers and to the three communities for a first review. Ellen was to get it to Jim Coleman as per our conversation with Jerusalem.

IV. May Seminar

Ellen has asked me to get clarification on the participation of the field researchers in the May meetings. There is, she knows, a meeting scheduled that will involve them on Monday evening. What role will they play (if any) in the meetings on Tuesday and Wednesday? Are they to plan to attend? Is one of them to attend?

Will someone please clarify and let Ellen know. I imagine that Ginny is the logical one to ask to coordinate their schedule. If you know before Wednesday please send a fax to Ellen in Atlanta: She is at the Hyatt Regency phone: 404-577-1234 or FAX 404-588-4137. Please mark fax hold for arrival if she has not yet checked in.

V. Educator Survey Analysis:

Ellen asked me to report that she will not be able to "price" the data analysis in time for the Wednesday telecon. She also asked that I inform Seymour and Annette, in particular, that she and Adam agree that they will be able to find the right individual for the technical analysis but they either she or Adam ought to be the ones to make formal presentations on the findings and not have the presentation of the findings to various public be part of the job description for the consultant. Ellen and I also wanted a reaction to their suggestion that CIJE consider using the City University of New York group that did the work for the CJF Population Study. Perhaps this is for discussion only between Ellen and Adam and Seymour and Annette.

Chag Samech! I will speak with you all on Wednesday morning.



For the draft : (self)
for under Adam Gansler.

Memorandum

TO: Seymour Fox and Annette Hochstein
From: Ellen Goldring and Shulamith Elster
RE: Educator Survey: DRAFT
DATE: April 8, 1993

Here is the first draft of the Educators' Survey. Please note the following as your review.

1. There are eight topics included in the survey. The placement of the topics as well as the individual items within these topics will be carefully considered and we welcome your suggestions.

NOTE: Disregard the numbering of the individual questions they are for our reference as we work and all questions will, obviously, be renumbered.

2. This is NOT in final survey form. There needs work to have consistent response modes, graphic work etc. We solicit your comments and suggestions.

3. A uniform cover letter needs to be drafted and it must include an explanation of the project.

4. On item # 2 under the part-time/full-time section we did not know if we should rank or scale. What do you think?

5. Likewise in the setting section, do you think teachers should refer to their first and second schools separately? In LA 30% of the teachers taught in more than one school and we know that in Baltimore there are many who do work in more than one setting.

We will speak with you soon.

6.

Ex Memorandum

TO: Seymour Fox x Annette Hochstein

FROM: Ellen and Shulamith

RE: Educator Survey

DATE: 11³⁰ pm - Sunday night.

Ellen is in Washington for now & we have just finished working on the Survey which I hope to get to the typist tomorrow before 8:00 PM! Ellen should have a copy of our work when she returns to Washville on Friday.

Can we schedule a conference call for Friday? It could be 3³⁰ your time or 4: These are good times for Ellen.

Ellen is at 301-942-9506 until Thursday evening.

1000/1 AM EN

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**Council for Initiatives
in
Jewish Education**

To: Seymour Fox & Annette Hochstein
Company Name: Mandel Books
Phone Number: _____
Fax Number: _____

From: **Shulamith R. Elster**

Description:

Seymour
Wampack turned down position in
Atlanta. Both positions
still open!

Number of pages (including cover): 4

Date sent: 4/2/93

Time sent: 5pm

If there are any problems receiving
this transmission please call:

301-230-2012

Memorandum

TO: Annette and Seymour and Shmuel

Steve and Henry

Barry

Ginny

FROM Shulamith

RE Baltimore, Atlanta and Milwaukee

DATE Erev Shabbat- 4/2

Please pardon the format and accompanying typos but I do want to send this out quickly and before Shabbat and then Pesach. I spent the morning with Marshall, Chaim and Nancy in Baltimore and spoke today on the telephone with Lauren in Atlanta and Ruth in Milwaukee.

I. Baltimore

Baltimore will LAUNCH in June at the meeting of the Commission where the strategic plan is presented. The meeting will include TOP lay leadership and it is hoped that MLM, Seymour and perhaps Steve, maybe Chuck would attend this major kick-off event. I will forward a list of June dates- probably June 1, June 7 ~~and~~ and June 18th. Seymour is it possible that you could come for such an event considered the Hirschhorn connection? They will be events on the same day for educators, rabbis etc. that I think Barry could handle or if Seymour comes- that would be spectacular to have him for these as well. Ginny has volunteered to check MLM's calendar for June dates.

Here

Barry and I have a meeting to discuss the congregational school pilot project on April 29th. At the moment this appears to be the only project that "qualified" as a pilot. Chaim will fax the educator specialist proposal to SF to comment. Our best chance to influence and work together will be the congregational school one where we can start with them at the very beginning and help to shape it.

Chaim and Marshall will attend the Cleveland meeting but have to be back in Baltimore on Wednesday at 6:30 for a major community event. When they heard that lay leaders would be coming from Milwaukee they were upset that they did not know that from the start--- perhaps now they will want to consider some lay leadership as well. Annette, you may hear directly from Marshall about that. There was some feeling that discussion might not be as open in the presence of lay leadership. I did note the differences in style and approach in Milwaukee. I want you all to note that this may be an issue. It came up in the discussion related to input into the agenda... again, communications and who is doing what within the CIJE are important matters to clarify. This was brought to the top of the list when Chaim noted his call from Shmuel about an update on what was happening in Baltimore. Chaim was unclear as to how that was different from the regularly updates that he knows I give to staff. At any rate, the same issue was reflected in a comment from Ruth Cohen who also didn't understand why Shmuel would be calling each week to check in with the communities. We should probably review again who is doing what when-- for the communities as well as for ourselves.

By the way, Shmuel, you were going to tell me about your visits to Reform and Orthodox organizations before I continued my work with the movements and training institutions?

More/Baltimore: They wanted me to note for staff of CIJE that they continue to need and want more information on ~~our~~ work that has the potential for impact on the communities. For example, the meeting Sara Lee had created a problem in that the movement was ahead of the community. Their launch timetable was June (late May) and it was a problem that the movement was "telling the CIJE/LC story" in advance of the community. I noted that we had no control over that meeting BUT then again it would have been helpful to all (myself included) if we had known about it and could have let the Associated know...

sounds like the communication problem again and again.

II: Atlanta

Atlanta now is moving right along. There are a series of meetings for Barry (Barry, please note) that will begin at noon on April 19th (Monday) and continue right through April 20th (Tuesday) evening. They will include meetings with JCCA people, Emory (Ken Stein and maybe others), Educators Council, the Commission itself, and maybe even a group of Rabbis. Ellen & I will participate in the Commission meeting and perhaps others if she is available- the educators! We will also arrange a separate more private meeting with Bill Shatten and Gerald Cohen...

III. Milwaukee

They are moving right along and we are planning the Best Practices/ Supplementary School consultation that Barry described in the telecon for the first week of June. Barry, I will be in touch with you during school ha-noed regarding dates.

Ellen and I will be working on the Educator Survey material on Sunday night...

That's about it from *here*_____

A handwritten signature, possibly "L.", consisting of a large, stylized letter 'L' with a dot above it.

Fax Memorandum

TO: Professor Seymour Fox and Shmuel Wygoda
copy to Ginny Levi

FROM Shulamith Elster

RE Update on Educator Survey

DATE April 2, 1993

Yesterday (Thursday) Ellen received the second draft of the questions generated by last Monday's meeting in Baltimore on the Educator Survey. She is working with these now and she and I have plans to meet on Sunday evening (when she will be in Washington to spend Pesach with her family here). We will

do our best to "turn our work around" on Monday (crev yom tov) and have material forwarded quickly to Israel in time for you to work on it chol ha'moed. I think we should set a time for a telecon on Friday between Israel, Ellen and myself based on materials you will receive by Wednesday. At that time Ellen will be back at Vanderbilt. Can you make a telecon on Friday?

ETCN

From my visit to Ramaz, regards from Haskell Lookstein, Jay and other colleagues. Lookstein referred to the Commission, Best Practices and other aspects of the work of the CIJE in his formal remarks to the Evaluation Team. Their work at Melton/and the Strategic Plan figured prominently in their presentations

I am on my way now to Baltimore to a meeting to plan the May "launch" activities.

Shabbat Shalom! Chag Samech v'kasher..... S.

Fax Memorandum

TO: Seymour Fox and Annette Hochstein
copy to Ginny Levi
FROM: Shulamith Elster
RE: Atlanta/Milwaukee
DATE: March 24, 1993

Update on personnel in Atlanta:

Phil Warmflash will probably be offered the Jewish Educational SERVICES position in Atlanta.

Bob Shorman (currently in San Diego) is being interviewed and is now the prime candidate for the Commission on Jewish Continuity position. He has a MA from JTSA. Sylvia knows him well. He was one of the candidates for the day school job here in Washington. I think Aryeh is also familiar with him and his work.

The enclosed are additional materials from Milwaukee.





MILWAUKEE JEWISH FEDERATION

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recognizing 90 years of service to
the Jewish community

f.g.s.

MEMORANDUM

TO: Commission on Visions and Initiatives in Jewish Education
FROM: Jane Gellman and Louise Stein, Co-Chairs
DATE: March 3, 1993

Thank you for attending the first meeting of the Commission on Visions and Initiatives in Jewish Education and your input on the most pressing issues in Jewish Education in our community.

The excellent attendance and the diversity of the group are testimony to the commitment of the entire community to work together to strengthen Jewish knowledge and ensure Jewish continuity.

We hope that this joined effort will lead towards the creation of a community culture in which: "Judaism is not seen as a chain, but as a charm bracelet, a family heirloom, something to wear, polish and show off ..." (Richard Joel, International Director, National Hillel Foundation).

Along with this memorandum we are enclosing the following:

1. Summary notes of the February 25 meeting.
2. Task Forces participation form for members who were unable to attend the first meeting of the Commission and wish to serve on a task force. Please fill out the form and return it to Dr. Ruth Cohen, Milwaukee Jewish Federation, 1360 N. Prospect Ave., Milwaukee, WI 53202-3094.
3. A copy of "Time to Act" - the report of the Commission on Jewish Education (CIJE).

RC/nm

enclosure

1360 N. Prospect Avenue

Milwaukee, Wisconsin 53202-3094

414-271-0330

FAX 414-271-7081

Betsy L. Green
President

Richard H. Meyer
Executive Vice President



MILWAUKEE JEWISH FEDERATION

1 9 0 2 • 1 9 9 2

*recognizing 90 years of service to
the Jewish community*

J. F. S.

MEMORANDUM

TO: Steering Committee for the Commission on Jewish Education
FROM: Jane Gellman and Louise Stoin, 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

1360 N. Prospect Avenue

Milwaukee, Wisconsin 53202-3094

414-271-8338

FAX 414-271-7081

Betsy L. Green
President

Richard H. Meyer
Executive Vice President

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 Landan, 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 Tsaldi, Daniel Weber, Judith Werlin, Rabbi Shabse Werther, and Eve Joan Zucker. Staff: Dr. Ruth Cohen, Rick Moyer 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:

Concern	Number of Individual Responses
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

Fax Memorandum

TO: Annette Hochstein and Shmuel Wygoda
FROM: Shulamith Elster
RE: Materials
DATE: March 21, 1993

In this transmission the following are included:

- 2 pages Conservative movement opportunities for this Summer
- 8 pages Notes from meeting in Atlanta 3/4/93
- 8 pages Notes for STAFF USE ONLY from Senior Advisors
Meeting 1/93/there will be no published minutes
of this meeting

Later today I will send materials regarding the trip to Milwaukee this week that Barry and I have planned and a memo regarding the status of other activities in Baltimore and Atlanta.

Shmuel, I don't want to continue with other movement contacts until I hear from you regarding the individuals with whom you met about the training opportunities. Please let me know re: Reform movement, Orthodox (any group other than YU? Torah Umesorah?)

Best regards.

S.

MEMORANDUM

TO: Lead Communities
FROM: Shulamith Elster
RE: Training Opportunities/The Conservative Movement
DATE: March 18, 1993

The three denominational movements have been working together with the CIJE in an effort to be certain that each of the Lead Communities is aware of the training opportunities that exist for educators and institutions in the three Lead Communities.

The Conservative movement through the joint efforts of the Jewish Theological Seminary and the United Synagogue Department of Education is most interested in establishing a working relationship with the Lead Communities and particularly the institutions of the movement in Atlanta, Baltimore, and Milwaukee.

I met last week with Dr. Robert Abramson who is serving as the movement's liaison to the CIJE/Lead Communities Project and he has outlined the following that are available during the summer of 1993 and are in place for the current and coming (92/93 and 93/94 academic years.

The University of Judaism: Los Angeles

The Fingerhut School of Education of the University of Judaism is sponsoring a Summer Institute for Jewish Educators (June 27 - July 1, 1993). "The Summer Institute for Jewish Educators provides innovative and challenging opportunities for professional development and enrichment." Detailed information can be obtained by contacting the University of Judaism/Sunny and Isadore Familian Campus, 15600 Mulholland Drive, Los Angeles, CA 90077. (310-476-9777/FAX 310/471-1278) ATTN: Jill Lasker, Registrar.

Among the specialized offerings this summer are:

- o Reaching and Teaching the Jewish Family: A Whizin Institute for Jewish Family Life Seminar
- o Critical Issues in Educational Administration
- o Tefillah for Ourselves and Our Students
- o Exploring and Creating: A Week in the Clean Education Resources Center
- o Helping the Child in Need
- o Empowering the Teen Educator: Visions, Skills, and Programs
- o Adolescent Psychology for the Jewish Educator

The United Synagogue of Conservative Judaism: Department of Education.

U-Step Program:

The United Synagogue Teacher Enhancement Program (U-Step) is an in-service training program for teachers in synagogue

schools. This staff development program includes specific topics in Jewish Studies, Conservative theology and teaching skills. Twelve hour formats have been designed based on an assessment of each school's teachers' needs. For further information about developing a local U-Step program, please contact Rabbi Shelly Melzer at the United Synagogue Department of Education, Rapaport House, 155 Fifth Avenue, 5th floor, New York, New York 10010, 212-533-7800, extension 2503.

Select Teachers Program: Morim Nivcharim

United Synagogue Solomon Schechter Day School Association
Jewish Theological Seminar

A Seminar on the Teaching of Tefillah for Solomon Schechter Day School teachers. June 30 - July 6, 1993 at Camp Ramah in the Berkshires. Dr. Saul Wachs will work with experienced teachers who have an interest in the teaching of tefillah "to explore areas such as the study of prayers, nurturing the ability to pray and affective dimensions that underpin prayer. In tutorials and small groups, teachers will be assisted in applying the seminar work to their specific teaching assignments." For further information, contact Mr. Isaac Jeret at the Solomon Schechter Day School Association, c/o the United Synagogue, Department of Education.

The Nina Franklin Summer School of The Jewish Theological Seminary of America.

For further information, contact the Summer School Office of the Seminary at 3080 Broadway, New York, New York 10027-4649, 212-678-8886.

June 1 - August 5th: Intensive Hebrew Programs

June 1 - July 1: Courses are offered in:

- o The World of the Talmud
- o An Invitation to Midrash
- o Israel Through a Literary Lense
- o Divine Perspective on the Israelites; Story
- o Jewish Philosophy: God, Torah and Israel

July 6 - August 5th:

- o Jewish Curriculum Development: From Theory to Practice
- o Halakhah: The Literature of the Codes
- o Emancipation and the Jewish Community in Modern Europe
- o Biblical Storytelling: Curious Tales About the Prophets
- o Kaddish, Kiddush and Kedushah: An Introduction to Jewish Prayer
- o Heavenly Voyages and Contemplative Visions: The Jewish Mystical Tradition

NOTES FROM MEETINGS IN ATLANTA: MARCH 4, 1993

Atlanta Federation: Dave Sarnat (DS), Steve Gelfand (SG), Lauren Azoulai (LA)

CIJE Staff and Consultants: Steve Hoffman (SHH), Seymour Fox (SF), Annette Hochstein (AH), Shulamith Elster

Lay leadership: Peter Aronson (Budget and Allocations), Gerald Cohen (CIJE Board), Toby Director Goldman (Chairman of Transition Committee), Michael Hillman (Chairman, Jewish Educational Services), William Shatten (Chair, Commission on Jewish Continuity).

Desired outcome of meeting for CIJE to begin work in the community through the following:

- o development of pilot projects (PP)
- o access community to the Best Practices Project (BP)
- o access to the community for the Monitoring, Evaluation and Feedback Project (MEF)
- o launch the Educators Survey
- o hire full-time director
- o launch the work of the local commission: CJC is the Commission on Jewish Continuity
- o assist in the identification, and the recruitment and training/retraining of new community hires/senior personnel

Meeting #1: Federation Staff and CIJE

Opening Conversation:

- SHH: Introductions of participants, purpose of the meeting.
 SG: The levels of specificity outlined in the manual may not fit into Atlanta's plan. Are the guidelines MUSTS or suggestions? An example: Steering committee for CJC may not fit political realities of the community.
 AH: Manual is a suggested approach.
 SG: If suggestions, it is helpful.
 SHH: Referred to earlier Bank and Woocher studies, The Bank Report provided a "stream of consciousness" regarding needs and assumes that the CJC will provide the organizing vision and priorities for the community.

Question: How does Atlanta plan to bring the CJC in sync with the Jewish Educational Services? Is the macro planning within the CJC and the Educational Planning and Allocations Sub-Committee?

DS: The Bureau mandate was too broad and the staff too inadequate to deal with it so it was taken apart and a

new Jewish Educational Services (JES) organized to deal with:

- teacher recruitment
- training for formal and informal education
- support services to teachers and schools

Its agenda and planning help comes from the Educational Directors Council, the Youth Directors Council and the lay Board. They will be a part of the larger planning picture. Still an issue is the matter of adult education.

SHH: Is there a consortium of congregations such as in Cleveland or a central address for adult education? e.g., Lehrhaus at the Cleveland College of Jewish Studies.

SHH: Do you believe the CJC is a wall-to-wall coalition. Is anyone left out?

SG: Chabad is not involved because they don't want to be.

SHH: Asked for clarification on the role of the congregations.

DS: Issue of synagogue relations is complicated. So far, the rabbis and educational directors are involved and the lay leaders are not. The CJC gives the Federation a synagogue focus.

SHH: Are congregations coming into the process with a "chip" on their shoulders?

DS: There is some posturing and perhaps this is in reaction to the JCC initiative in Jewish education (NOTE: JCC has proposed hiring a rabbi for the staff to be responsible for Jewish programs.)

SF: The integration of formal and informal will structure the conversation within the community and will bring out all of the issues.

It was noted that Bank reminded the community that "you can't do it all with schooling."

DS: We want to stop doing business as usual in Atlanta. Cited earlier report by Chaim Perry, used example of Tichon Atlanta. Has been urging the community to forget structures and look at the populations. Ask the question: What brings people together in numbers? Then form the structures to deal with this.

SF: What is the message? Can cut into this in a number of ways.

Is Atlanta informed and ready to work on Lead Community?

DS: We are seriously trying to figure out what does it mean to be a Lead Community.

SHH: Let's talk about the process.

SF: The Lead Community concept is a series of ideas. It is a clear conception to the CIJE but unclear to any local community because they are new to the idea.

How do you put the concept and the local community together?

DS: Atlanta is our responsibility. We need from Seymour and Annette the expertise to make order out of chaos. We need CIJE to serve as Atlanta's broker with the CRD Foundation, for example.

SF: Using personnel as an example: CIJE has "37 suggestions" for dealing with personnel in Atlanta. Citing the issue of educator empowerment, empowerment for what?

Question to AH: How do the content issues get included?

DS: Community is now interviewing for key staff positions for the Commission on Jewish Continuity (CJC) and the Jewish Educational Services (JES). These are two new positions. In process are staff positions at the Jewish Community Center and an expansion of programs and personnel at Emory.

SG: At recent commission meeting the staff brought initiatives to the table but lacked the criteria for serious discussion of them. Have not yet organized a process to deal with these initiatives, to develop target groups and agendas for the planning responsibilities of the CJC and the planning and allocation process.

AH: Consider the Lead Community mobilization process as a way to join content and process issues. This can happen when the DP and MEF projects are presented broadly to the key lay leadership, rabbis and educators and professional leadership. This may provide the basis for structural discussion.

SG: How will this happen?

AH: The "buy-in" and "support" issues are critical. This is the way to get it.

DS: "Buy-in" and "support" has happened through the Bank Report about a year and a half ago.

SF: Lead Community says personnel projects are the priorities for the community.

SHH: Atlanta is mobilized, has restructured and now the question is how to sustain interest and maintain the momentum. It has been trying to find the staff to do it. Until there is staff they may not solve the commission and budget issues.

What activities can lay the groundwork for priority setting and keep the enthusiasm going.

AH: Response by illustration: Projects to "jump-start" the community by introducing Best Practices widely and pilot projects.

SF: Improve the supplementary school is a local priority. Personnel is a key issue here and there is a need to sell the rabbis and leaders. There are national resources for personnel available through the denominations-principally in the supplementary schools the Reform and Conservative movements. Sara Lee and Barry Holtz will work this out.

DS: Emory has ten faculty members in Jewish Studies and has developed a proposal for teacher training through faculty member Ken Stein. There is a need to respond to this proposal.

SF: What do they know about teacher training for Jewish education?

SG: Important to know that Bill Shatten, chair of the CJC and a past-president of Ahavat Achim Congregation (Conservative) has endowed the chair of Jewish Studies at Emory.

DS: Emory is part of the reality of the Atlanta Jewish community. How does one join that with the strength of the CIJE? Emory is a major local issue.

SF: Should focus on how we can work together with Blumenthal, Lipstadt and other faculty at Emory. They can work together with Barry Holtz and Danny Marom (Mandel Institute).

SHH: Need to get back to the organizational question.

AH and SF: Need to keep going on the issues and when Lauren has the Educator Survey augmented by Claire's work on the qualitative issues then Atlanta can develop a map and a master plan.

DS: The client is the Jewish educational scene in Atlanta and Emory and its faculty of ten are part of the reality. Atlanta convened its community and there was a buy-in by Blumenthal and the faculty and Ken Stein took the initial shot at a proposal for how Emory could be involved.

SHH: When there is a task force, Stein and other can be involved. What do we know about teachers needs? Need to begin with a first-class survey.

DS: There are issues:

- personnel: Stein proposal
- JCC: of concern to the Rabbis
- Israel: CRB proposal

DS and SHH: These three can move the agenda.
ISSUE: How do we get ahead of the curve!

SHH: 1. Get the LC vision in front of the community-illuminate the issue.
2. Introduce concept of Best Practice.
3. Need a vision statement: cut it down and set priorities.
Example: Cleveland now has a context for initiatives and proposals. The priorities are established and are clear.

Atlanta has no context for responding to the three initiatives on the table.

SF and AH: CIJE can undertake the three assignments:

- Emory
- JCC (Holtz/Best Practice in JCC's)
- Israel (Hochstein)

SHH: What do you plan to do with the \$30,000 from the CIJE?

DS: Atlanta will match this sum to bring in a director and Atlanta will pick up the funding the following year.

SHH: CIJE will get the Educator Survey underway and its execution will be Atlanta's responsibility.

AH: Survey needs to be accurate, well-conceived and comprehensive. Barry and Shulamith can help.

SG: Methodology: Can Claire help with this?

AH: Absolutely not because she will be involved with the qualitative segment.

DS: It is a pair-of-hands issue and there will be time available for this after June.

AH: Atlanta will be ready July 1st.

SE: Will Atlanta participate in discussions about the survey prior to July 1st?

AH: Raised question about the reported number of 196 educators. If so, there is a lower participation rate or "fuller" jobs than in other communities or fewer hours of teaching available. Need clarification about these numbers.

DS: Atlanta has been a "receiving community". Where are the teachers from? They are not home-grown and include some relatively recent arrivals.

AH: Ellen Goldring will serve as consultant to the project.

Monitoring, Evaluation, and Feedback:

AH: Claire needs access to the community.

SG: She has it and can have it.
Her purpose and role need to be explained.
People need to know how to act and react.
There needs to be feedback.
Clarification about the role she plays.

SH: How do we fix the problems?

Next Steps:

SH: Next steps in the community:
Claire and Ellen presentations
Best Practice presented by Barry
Pilot projects get underway
Commission establishes 2/3 task forces: personnel, JCC,
Israel

Meeting #2: Luncheon meeting with key lay leadership:

Introductions

Topic for luncheon discussion: Making the Lead Community concept Atlanta's own. How can this happen?

The project needs:

- structures
- process
- planning
- relationships

Can we begin?

SF: There are places to begin - suggestions included Best Practices in supplementary school, role of denominations and training programs and resources in Israel for the personnel/senior educator needs of the community.

Discussion:

- o Is emphasis again on planning: fast track vs. planning need to get going.
Cohen: Can we design as we go along
Shatten: Can we learn by doing?
- o interest - or lack thereof - in focusing on supplementary schools in Atlanta (Peter: supplementary schools are a black-hole: no end to what they need to improve. Invest in day schools they work!).
- o possible role for Emory in personnel in-service arena.
- o need for better understanding of MEF project.

Need to focus now on the issues and priorities:

Lay Leadership: LC idea is not understood.

Personnel: educator survey and immediate involvement in training programs, assistance in identifying personnel for key positions.

Meeting #3:

Atlanta Federation: Steve Gelfand and Lauren Azoulai

CIJE: Seymour Fox, Annette Hochstein and Shulamith Elster

Agenda/SG List:

- scheduling of visits to Atlanta
- task forces

- connections/funding
- staff
- scheduling of meetings/seminars

Foundations:

SG: How does Atlanta link to foundations through the CIJE?

SF: When projects/areas are ready then CIJE can try to broker proposals. What local resources can be developed?

SG: Examples of local resources already obtained: \$1,000,000 gift which donor now sees as fund for day school scholarships.

Planners Seminar:

AH: Need joint planning seminars during the second week of May for two to three days to continue to design the LC project together. There is also a need for a seminar with national training institutions about their resources would be helpful so the communities can use these denominational resources. It was noted that every discussion has helped clarify the basic idea of local community. The goal is "to get to one wave length."

Funding:

It was noted that there are costs involved to the local community for all of these seminars and meetings. It is the CIJE expectation that the community will fund its own participation as well as the expenses of the Educator Survey (This in response to a specific question about the costs of the survey).

AH: The Educator Survey is one of the things that Atlanta has to do.

SG: There are two seminar issues that we must address:
How much time do we need together?
How much money do we need for travel?

SG: We need to develop jointly the content of the planning seminars now planned for the second week of May.

AH/SF: How do we get lay people involved?

Discussion continued on this point.

SRE
3/93

for Staff Use Only

MEMORANDUM

TO: CIJE Staff and Consultants
FROM: Shulamith R. Elster
DATE: March 10, 1993
RE: Senior Advisors Meeting

Participants: Robert Abramson, Jack Bieler, David Dubin, Joshua Elkin, Shulamith Elster, Sylvia Ettenberg, Joshua Fishman, Ellen Goldring, Roberta Goodman, Stephen Hoffman, Barry Holtz, Carol Ingall, Jim Maier, Daniel Pekarsky, Bernard Reisman, Eliot Spack, Daniel Syme, Jack Ukeles, Jonathan Woocher.

I. Introduction and Opening Comments:

Art Rotman made the announcement that he will no longer be Executive Director of the CIJE. The CIJE administrative offices will return to Cleveland. Henry Zucker will serve as Executive Director.

Shulamith Elster welcomed the group, reviewed the agenda and thanked everyone for coming and expressed appreciation to the advisors for ongoing assistance in the work of the CIJE. She introduced Drs. Jack Ukeles and James Meier (Ukeles Associates) and Dr. Ellen Goldring (Director of the Monitoring Evaluation and Feedback project) and Robert Goodman, a field researcher and Carol Ingall, a consultant to the Best Practices Project directed by Dr. Barry Holtz.

II. Update on Lead Communities - Shulamith Elster

In each of the local communities there is already evidence of change with the image of the Lead Community as a local laboratory with emphasis on the enabling options of personnel and community mobilization.

In making the choice of the three Lead Communities a key element was the capability of the Lead Community to move toward change. Among the selection criteria was clear evidence of:

1. committed lay leadership
2. vision
3. commitment

III. Planning in the Lead Communities

Jack Ukeles commented on his planning work in the Lead Communities noting that there is an opportunity for the communities to learn from each other.

He outlined the elements of an emerging planning process. At the Mandel Institute Annette Hochstein and staff are working on a simulation of what a Lead Community might look like a year into the process.

The Planning Manual will detail this planning process.

IV. Best Practices - Barry Holtz

Barry noted that we are not at work to identify all, but some Best Practices within supplementary schools, through ten reports on ten different places.

Carol Ingall: former director of the Providence, Rhode Island Board of Jewish Education described Temple Emanuel in Providence.

The school is a 'best practices' school because of its ability to deal with the challenges it faced. "Change happens as you identify problems. Goals were fresh in minds of the stakeholders. The school felt it was doing a good job but had trouble following goals it had set.

They wanted to make the school into a more religious mode. They moved to provide a mincha service, formed a junior congregation, organized shabbatonim and took students to retreats.

They answered the questions: What knowledge is of "most worth?" Answers: Prayer skills and use of the Melton Bible curriculum. They needed reinforcement of parents which was communicated in school via newsletter and received input from parents. They identified problems and got parents involved through consecration service and family discussions and Chugim for older kids that are parent driven.

Where do we go from here?? We can use this school as an example of a place where they worked to identify a problem. We need a dialogue on problems once they are identified. We can change school culture by dealing with problems. We need consistency of vision.

Discussion Notes:

Pekarsky: How did you decide this was good school?

Carol: My gut feeling--kids seemed happy, parents seemed happy.

Abramson: This is a good example because school is in the same location as day school.

Reisman: There is a need for research on supplementary synagogue schools. We need to see what issues cut across the board. Not just ten reports!

Ingall: This school did not try to build a culture, it formed a culture by:

- a. identifying and answering problem
- b. application of guidelines
- c. making categories broader

Spack: Best Practices is an inventory for Lead Communities to draw from as they build an acceptable school program to fit into and be received by the community. We have to try to analyze why Best Practice happen. We need to account for interactive problems.

Barry: Problem solving was the focusing issue here.

Elkin: This needs to be delved into deeper. We need more written case studies.

Beiler: Who's reading this?

Ettenberg: Are other reports different?

Barry: There are some similarities, some differences.

Ettenberg: Will family education be clarified? What do we do with this?

Barry: We are going to go to Lead Communities and find out what they want and offer what we have. This is the most difficult. There is a desire to learn in the Lead Community. Is there a difference between the attitudes of lay people and professions? Professionals are nervous about this: lay people are very interested.

Abramson: Don't rely on executive summary. Thoro's interest and people will read the longer document.

Best Practices provides technical assistance that is helpful to local communities, leaders, educators, and planner.

V. Technical Assistance - CIJE Resources

CIJE has made a commitment together bring to national resources in the form of:

- National organizations (i.e., JESNA, JCCS, CIAL, CAJE)
- National institutions (Yeshiva, Hebrew University, Hebrew Union College, Jewish Theological Seminary)

Discussion Questions:

What can the CIJE do that is different from what communities might otherwise do on their own? How do we mobilize national resources? How does the CIJE bring national philanthropic leaders together?

VI. Advisors Comments and Discussion

Reisman: As a member of a local commission on Jewish Continuity, can this initiative help others? Pointed to issue of dissemination and sharing. How can we document what's going on in three communities? Can three Lead Communities be trouble-shooters for others? There is a need for this experience to be translated to other communities.

Ukeles: Issue is an important one but there are practical considerations involved in working with twenty-three communities.

Syme: What happened to twenty other communities turned down? We are asking Lead Communities to spend money without offering a carrot? UAHC has regional offices in these cities to supplement the communities efforts. We need to specify what we anticipate. Many organizations have a history with previous programs. Suggest we supplement Senior Advisors with national professionals (non-training institution) resources.

Ukeles: There will be an effort to survey the twenty 'disappointed' communities.

Josh Elkin: What are the issues? Suggests that CIJE filter ideas into communities and keep "mirroring" changes in focus back to community. He feels CIJE is going to national/regional groups too much.

Bialer: Need to better define the problem. A Time To Act jumps to solutions. Needs constant refocusing. Lead communities need to see beyond their own self interest. National organizations - can they take the high-road? - can they be statesmanlike? There are too many "turf" people. Lead Communities are looking to see how much they can get out of this for themselves!

Pekarsky: We must place more emphasis on vision and direction for the enterprise. We need deeper support of teachers and educators. If you don't have a social structure in the Lead Community, it can't work. Need to design a social structure that facilitates cooperation and conflict resolution. Program should be made for everyone's interest.

1. What traditions of cooperation exist? Is there competition?
2. Ask communities about planning and specifically - What structure are you developing so things happen for your own self-interest?

Abramson: There has to be more than incremental improvement. There is not enough self-interest and competition driving us. There is a distinction between enlightened self-interest and statesmanship.

(In response to a specific question about Atlanta, Baltimore and Milwaukee)

Ukeles: I am satisfied with the communities. They have capacity and commitment. The problem is we are dealing with different cultures that have historical differences - the world of the federation and that of the congregations are different.

Meier: Commented utilizing the image of "planning circles" with a Commission and a steering committee, ad hoc groups and more people. Comments should try to encompass as many people as possible, more decision makers, more people on task groups.

Pekarsky: There needs to be ongoing planning structure to bring people together.

Meier: There is the planning function and the implementation function - in essence there are two jobs to do and two groups to do it.

Fishman: You must have excitement and passion. Are Lead Communities losing it with all these meetings?

Ukeles: There is a need to clarify if you want to change the level of community action and involvement. You need to give them time to negotiate. Right now we have frustration, not enough meetings and no action.

Meier: Where do we start? Pilot projects may throw money at a solution. We are trying to do things sensibly.

Spack: Cited the catalytic role of the Commission and noted there are several catalytic roles.

1. emergence of a document
2. application process of the Lead Communities

We need to learn from non-chosen who are unencumbered by all this. The non-chosen may be doing better.

Woocher: What would we want to know from the non-chosen and is there an easy way to find out? Is this a project or a process? Is the function of Lead Community clear. This should be an ongoing process.

VII. Monitoring, Evaluation and Feedback (MEF) Project

ELLEN GOLDRING/ROBERTA GOODMAN

Community Focus:

What would you like to learn? How can we help you? As the project develops, how can we share insights with everyone?
Research focus: How can we improve methodology?

Project will monitor progress of the Lead Community, its leaders, and planners. We want to evaluate them in terms of effectiveness.

We are aiming at continuous feedback between local community and planners. How can the change proceed as this is a long-term (305) year plan?

The field researchers began in September (1992) learning about the communities. They are now gearing up for the launch of the project asking: How are you organizing? What are the reactions to being chosen? What is your relationship to CIJE? How are communities making decisions?

The project is striving toward a baseline data. What is the lay and professional visions of change?

The methodology includes three field researchers - one assigned specifically to each community. They are interviewing, meeting with community leaders and stakeholders, collecting documents, forming a relationship with community.

Roberta Goodman described her work as a field researcher in Milwaukee. As a researcher, Roberta is "listening with both ears" and is now able to listen to different community cultures and interpret these.

Ellen and Roberta gave the following assignment to the advisors. It was included in a follow-up mailing with responses directed to Ellen.

QUESTIONS:

1. What would you like to learn from CIJE work in the Lead Communities?
2. How can the project share/disseminate feelings?
3. Comments on methodology

COMMENTS AND QUESTIONS FROM ADVISORS:

Bieler: What is the history and dynamics you are basing questions on? Do some cooperate better? How do you get an idea of how projects are going?

Ellen: We are not yet evaluating. But there is no fear that educators feel they are being judged. Everyone is very open. People are happy to talk. Educators are happy to be asked. There is no personal identification in the report to protect the privacy of interviewee. Transculturization - interviewing and observing. We are trying to mirror implementation. We are using history and the knowledge of the researchers in the community. We are analyzing demographics for their implications. e.g., Milwaukee - sharing facilities, Atlanta - spread out.

Hoffman: Do you feel you know better than federations about the community and its work?

Goldring: Some is self-learning and who knows and who doesn't. Even if some of the report is common knowledge, they (the communities) want to know.

Abramson: Synagogues don't understand what evaluation is.

Pekarsky: We have limited quantitative studies. Are any planned? What baseline data is there?

Goodman: Communities will each undertake educator surveys and the Lead Communities should be doing self-studies.

Goldring: Quantitative studies are not planned yet. We see our role as evolving and in response to what are the needs of the community.

Regiman: If there is a clash of culture? We need to know what problems there are?

Ukeles: Is an ethno-geographic process not a needs assessment? Is it not quantitative assessment?

Pekarsky: Change of role? Would this affect role of researcher? How to expose clash?

Abramson: Attitude or role? Would this affect the role of researcher? How to expose a clash or an attitude change toward Jewish education.

Reisman: When roadblocks occur, what is their source? How do we break through?

Elkin: Don't you have to have an idea of what Jewish education requires? (e.g., interaction of parents with children to reinforce values as opposed to imaging.)

Hoffman: This is just "garbage in - garbage out." We need to know what the interventions are.

Hoffman: Is their value in analyzing what needs to be done?

Fishman: Why are so few kids in Jewish education? Why are we failing kids?

MEMORANDUM

TO: Lead Communities
FROM: Shulamith Elster
RE: Training Opportunities/The Conservative Movement
DATE: March 18, 1993

The three denominational movements have been working together with the CIJE in an effort to be certain that each of the Lead Communities is aware of the training opportunities that exist for educators and institutions in the three Lead Communities.

The Conservative movement through the joint efforts of the Jewish Theological Seminary and the United Synagogue Department of Education is most interested in establishing a working relationship with the Lead Communities and particularly the institutions of the movement in Atlanta, Baltimore, and Milwaukee.

I met last week with Dr. Robert Abramson who is serving as the movement's liaison to the CIJE/Lead Communities Project and he has outlined the following that are available during the summer of 1993 and are in place for the current and coming (92/93 and 93/94 academic years.

The University of Judaism: Los Angeles

The Fingerhut School of Education of the University of Judaism is sponsoring a Summer Institute for Jewish Educators (June 27 - July 1, 1993). "The Summer Institute for Jewish Educators provides innovative and challenging opportunities for professional development and enrichment." Detailed information can be obtained by contacting the University of Judaism/Sunny and Isadore Familian Campus, 15600 Mulholland Drive, Los Angeles, CA 90077. (310-476-9777/FAX 310/471-1278) ATTN: Jill Lasker, Registrar.

Among the specialized offerings this summer are:

- o Reaching and Teaching the Jewish Family: A Whizin Institute for Jewish Family Life Seminar
- o Critical Issues in Educational Administration
- o Tefillah for Ourselves and Our Students
- o Exploring and Creating: A Week in the Clean Education Resources Center
- o Helping the Child in Need
- o Empowering the Teen Educator: Visions, Skills, and Programs
- o Adolescent Psychology for the Jewish Educator

The United Synagogue of Conservative Judaism: Department of Education.

U-Step Program:

The United Synagogue Teacher Enhancement Program (U-Step) is an in-service training program for teachers in synagogue

schools. This staff development program includes specific topics in Jewish Studies, Conservative theology and teaching skills. Twelve hour formats have been designed based on an assessment of each school's teachers' needs. For further information about developing a local U-Step program, please contact Rabbi Shelly Melzer at the United Synagogue Department of Education, Rapaport House, 155 Fifth Avenue, 5th floor, New York, New York 10010, 212-533-7800, extension 2503.

Select Teachers Program: Morim N'vcharim

United Synagogue Solomon Schechter Day School Association
Jewish Theological Seminar

A Seminar on the Teaching of Tefillah for Solomon Schechter Day School teachers. June 30 - July 6, 1993 at Camp Ramah in the Berkshires. Dr. Saul Wachs will work with experienced teachers who have an interest in the teaching of tefillah "to explore areas such as the study of prayers, nurturing the ability to pray and affective dimensions that underpin prayer. In tutorials and small groups, teachers will be assisted in applying the seminar work to their specific teaching assignments." For further information, contact Mr. Isaac Jeret at the Solomon Schechter Day School Association, c/o the United Synagogue, Department of Education.

The Nina Franklin Summer School of The Jewish Theological Seminary of America.

For further information, contact the Summer School Office of the Seminary at 3080 Broadway, New York, New York 10027-4649, 212-678-8886.

June 1 - August 5th: Intensive Hebrew Programs

June 1 - July 1: Courses are offered in:

- o The World of the Talmud
- o An Invitation to Midrash
- o Israel Through a Literary Lense
- o Divine Perspective on the Israelites; Story
- o Jewish Philosophy: God, Torah and Israel

July 6 - August 5th:

- o Jewish Curriculum Development: From Theory to Practice
- o Halakhah: The Literature of the Codes
- o Emancipation and the Jewish Community in Modern Europe
- o Biblical Storytelling: Curious Tales About the Prophets
- o Kaddish, Kiddush and Kedushah: An Introduction to Jewish Prayer
- o Heavenly Voyages and Contemplative Visions: The Jewish Mystical Tradition

Fax Memorandum

TO: Annette Hochstein and Steve Hoffman
cc: Virginia Levi
Ellen Goldring
FROM: Shulamith Elster
RE: Lead Communities and the Educators Survey
DATE: March 16, 1993

In planning with Ellen for the consultation now scheduled for March 29th in Baltimore, we wanted to confirm that the consultation will focus on issues of content, methodology and logistics.

The issue of the cost to the community for their participation in both the consultation itself and the use of local/regional consultants for data analysis and other consultative is a matter that we assume will be handled in the following manner: each community will be responsible for contacting the CIJE directly (most likely Steve or through me to Steve) regarding the expenditure of funds that the CIJE has "allocated" to each community.

I will assume that this is our mutual understanding UNLESS I hear otherwise in the next few days.

Best regards,

S.

V

Memorandum

TO: Lead Communities Project Directors:

Lauren Azoulai
Chaim Botwinick
Ruth Cohen

Field Researchers:

Robertta Goodman
Claire Rottenberg
Julie Tammivaara

FYI: CIJE Staff and Consultants:

Annette Hochstein and Shmuel Wygoda
Steve Hoffman
Barry Holtz
Virginia F. Levi

FROM: Shulamith Elster and Ellen Goldring

RE: Educator Survey Consultation: March 29, 1993

DATE: March 16, 1993

Please reserve Monday, March 29th for the CIJE Consultation on the Educators Survey Project. The consultation will take place in Baltimore and as soon as the schedule/agenda for the day has been finalized, I will be back in touch with you regarding the specifics.

We will schedule the day and our work so as to maximize the time we spend together. In the meantime, you may want to begin to investigate possible travel arrangements to and from Baltimore. We hope to plan the day so that it will not require an overnight stay for participants in Baltimore.

You can expect an update by Thursday!

se
3/16/93

Fax Memorandum

TO: Annette Hochstein and Shmuel Wygoda
FROM: Shulamith Elster *SE*
RE: Educator Survey and Denominational Resources
DATE: March 16, 1993

I hope you, Annette, had an uneventful trip home and that all is well with you.

How, by what?
1. Attached memorandum to Ellen for your information. Annette, Ellen and I will have to talk with you about the next steps here if all 3 communities are unable to get together in the next week or so.

2. I have a meeting with Alan in New York tomorrow and also another with Barry regarding day school Best Practices.

What does this mean? What the hell is she doing? I must talk to her today or there will be disaster.
3. The three communities have been notified regarding Conservative movement opportunities within the next few months. Aryeh and Bob both said that Shmuel met with them regarding the same issues. Shmuel, please send me a fax and let me know with whom you met within the Orthodox and Reform movements so I have this information before I schedule my own appointments.

Best regards,

Memorandum

TO: Ellen Goldring
 copy to Annette Hochstein
 Steve Hoffman
 Barry Holtz
 Ginny Levi

FROM: Shulamith Elster

RE: Educator Survey Consultation

DATE: March 15, 1993 (with March 16th update)

The purpose of this memorandum is to review our conversation this morning regarding the consultation/ meeting to be held before the end of this month involving representatives of the three lead communities and the CIJE staff/consultants.

Participants:

Community's key staff person or his/her designee
 Atlanta: Lauren Azoulay
 Baltimore: Chaim Botwinick
 Milwaukee: Ruth Cohen
 CIJE Staff and consultants: Goldring, Elster, Aron (by telecon for segments of the meeting)
 Field researchers: Tammivaara/Rottenborg/Goodman

Logistics: preferred date: March 29, 1993 (Monday)

day-long (10 a.m. to 5 p.m.)
 with Washington as a possible location/ given the geographic distribution of participants and availability of direct flights

from	number of participants
Washington/Baltimore:	3
Milwaukee/Madison	2
Atlanta	2
Nashville	1

0

Agenda:

CONTENT:

CIJE/Importance of Educator Survey
 The State of the Teacher Surveys (ISA?)
 Communities/What we need and want to know?
 CIJE/ The specific issues for policy development
 The Qualitative Segment: The Lives of Educators

LOGISTICS:

Managing an Educator Survey
 Administration
 Timeline
 Budget

TECHNICAL/CONSULTING:

Local resources
Data Collection
Analysis/Reporting
Use of local consultants

Update: 3/16/93

Baltimore:

I spoke with later in the day on 3/15. Due to the pressure of budget season, Passover and the like he is not available until after Passover for our meeting. Nancy Kutler is likewise tied up and the two of them are the key people. I think Chaim is essential to such a meeting and his first available date is not until after April 19th (Monday). That is considerably later than we had planned or even discussed and I have called him back today to discuss how Baltimore plans to have a survey in May without this consultation in March. I will provide an update on this discussion.

Atlanta

They are simply not ready to go ahead at this time with a survey. I doubt they will even participate in the week of May 10th meetings in Cleveland. I put in another call to Lauren and I think we will have to go ahead without their participation if it cannot be arranged.

Milwaukee

Ruth wants to move as quickly as possible (yesterday) and is willing for Milwaukee to take the lead here.

srs

3/16/93

Fax Memorandum

TO: Annette Hochstein, Steve Hoffman
 cc: Ginny Levi
 FROM: Shulamith Elster
 RE: (Atlanta)
 DATE: March 13, 1993

*Spoke to Shulamith
in US*

1. I spoke with Lauren a few moments ago and there are a number of issues we have to discuss.

2. Ellen, Barry and I are preparing for our trip to Atlanta on April 20th and for the variety of activities which will include the meeting of the CJC, meeting with Emory (Barry and Ken Stein) and perhaps with educators. We are involved in planning for this at this point.

3. Dave Sarnat has indicated to Lauren and Steve that he is not certain that he can spare them for two days in May as it is the height of the budget and allocations season and the Federation is short-staffed. I think this is a real problem at this point in our process and the developing "more positive" relationship with Atlanta. My recommendation would be that Steve give Dave a call to discuss this. I expect that you, Annette and Steve, will want to talk about how to approach this.

4. RE: CRB

Atlanta would like to see the CIJE "facilitate" the process of the Lead Communities involvement with the CRB. There are issues of coordinating the LC efforts, initiatives and program development and the CRB initiatives. The present issue with Atlanta relates to the timetable that CRB has developed but there are some larger issues.

We should be aware that CRB is taking advantage of the Quarterly in April and the opportunity that it presents for bringing people together. They want Atlanta to be ready before Atlanta is ready but changing the timetable may mean that Atlanta's participation has to be delayed and CRB is not certain that they can handle more communities in a later cycle.

My sense is that we are not at all coordinated with CRB and that if we want to help Atlanta we have to:

better understand what is happening there

develop a relationship with the decision-makers (Is that Gelfen? Who is it?)

5. Personnel: Atlanta has been interviewing as we know.

RE: CJC- Harvey Shapiro is not longer a candidate. The best prospect at the moment is Rabbi Philip Warmflash. Seymour knows him. His most recent position has been at the Youth Department of the LA Federation and with the LA Hebrew High School Program.

*Nonsense!
They need to
turn to
their lay
people with
truth:
they need
people and
money to
CIJE members*

JES: Janis Alper, from the LA Bureau, is currently in Israel at the Tel Aviv Alef Program. She is on the faculty of the Whizin Institute and she has made a fine impression on the Atlanta community and there is enthusiasm for her candidacy.

That is the status of their search.

Shabbat Shalom (Best regards)

S.

For Staff Use Only

MEMORANDUM

TO: CIJE Staff and Consultants
FROM: Shulamith R. Elster
DATE: March 10, 1993
RE: Senior Advisors Meeting

Participants: Robert Abramson, Jack Bieler, David Dubin, Joshua Elkin, Shulamith Elster, Sylvia Ettenberg, Joshua Fishman, Ellen Goldring, Roberta Goodman, Stephen Hoffman, Barry Holtz, Carol Ingall, Jim Meier, Daniel Pekarsky, Bernard Reisman, Eliot Spaack, Daniel Syme, Jack Ukeles, Jonathan Woocher.

I. Introduction and Opening Comments:

Art Rotman made the announcement that he will no longer be Executive Director of the CIJE. The CIJE administrative offices will return to Cleveland. Henry Zucker will serve as Executive Director.

Shulamith Elster welcomed the group, reviewed the agenda and thanked everyone for coming and expressed appreciation to the advisors for ongoing assistance in the work of the CIJE. She introduced Drs. Jack Ukeles and James Meier (Ukeles Associates) and Dr. Ellen Goldring (Director of the Monitoring Evaluation and Feedback project) and Robert Goodman, a field researcher and Carol Ingall, a consultant to the Best Practices Project directed by Dr. Barry Holtz.

II. Update on Lead Communities - Shulamith Elster

In each of the local communities there is already evidence of change with the image of the Lead Community as a local laboratory with emphasis on the enabling options of personnel and community mobilization.

In making the choice of the three Lead Communities a key element was the capability of the Lead Community to move toward change. Among the selection criteria was clear evidence of:

1. committed lay leadership
2. vision
3. commitment

III. Planning in the Lead Communities

Jack Ukeles commented on his planning work in the Lead Communities noting that there is an opportunity for the communities to learn from each other.

He outlined the elements of an emerging planning process. At the Mandel Institute Annette Hochstein and staff are working on a simulation of what a Lead Community might look like a year into the process.

The Planning Manual will detail this planning process.

IV. Best Practices - Barry Holtz

Barry noted that we are not at work to identify all, but some Best Practices within supplementary schools, through ten reports on ten different places.

Carol Ingall, former director of the Providence, Rhode Island Board of Jewish Education described Temple Emanuel in Providence.

The school is a 'best practices' school because of its ability to deal with the challenges it faced. "Change happens as you identify problems. Goals were fresh in minds of the stakeholders. The school felt it was doing a good job but had trouble following goals it had set.

They wanted to make the school into a more religious mode. They moved to provide a mincha service, formed a junior congregation, organized shabbatonim and took students to retreats.

They answered the questions: What knowledge is of "most worth?" Answers: Prayer skills and use of the Melton Bible curriculum. They needed reinforcement of parents which was communicated in school via newsletter and received input from parents. They identified problems and got parents involved through consecration service and family discussions and Chugim for older kids that are parent driven.

Where do we go from here?? We can use this school as an example of a place where they worked to identify a problem. We need a dialogue on problems once they are identified. We can change school culture by dealing with problems. We need consistency of vision.

Discussion Notes:

Pekarsky: How did you decide this was good school?

Carol: My gut feeling--kids seemed happy, parents seemed happy.

Abramson: This is a good example because school is in the same location as day school.

Reisman: There is a need for research on supplementary synagogue schools. We need to see what issues cut across the board. Not just ten reports!

Ingall: This school did not try to build a culture, it formed a culture by:

- a. identifying and answering problem
- b. application of guidelines
- c. making categories broader

Spack: Best Practices is an inventory for Lead Communities to draw from as they build an acceptable school program to fit into and be received by the community. We have to try to analyze why Best Practice happen. We need to account for interactive problems.

Barry: Problem solving was the focusing issue here.

Elkin: This needs to be delved into deeper. We need more written case studies.

Beiler: Who's reading this?

Ettenberg: Are other reports different?

Barry: There are some similarities, some differences.

Ettenberg: Will family education be clarified? What do we do with this?

Barry: We are going to go to Lead Communities and find out what they want and offer what we have. This is the most difficult. There is a desire to learn in the Lead Community. Is there a difference between the attitudes of lay people and professions? Professionals are nervous about this: lay people are very interested.

Abramson: Don't rely on executive summary. There's interest and people will read the longer document.

Best Practices provides technical assistance that is helpful to local communities, leaders, educators, and planner.

V. Technical Assistance - CIJE Resources

CIJE has made a commitment together bring to national resources in the form of:

- National organizations (i.e., JESNA, JCCS, CIAL, CAJE)
- National institutions (Yeshiva, Hebrew University, Hebrew Union College, Jewish Theological Seminary)

Discussion Questions:

What can the CIJE do that is different from what communities might otherwise do on their own? How do we mobilize national resources? How does the CIJE bring national philanthropic leaders together?

VI. Advisors Comments and Discussion

Reisman: As a member of a local commission on Jewish Continuity, can this initiative help others? Pointed to issue of dissemination and sharing. How can we document what's going on in three communities? Can three Lead Communities be trouble-shooters for others? There is a need for this experience to be translated to other communities.

Ukeles: Issue is an important one but there are practical considerations involved in working with twenty-three communities.

Syme: What happened to twenty other communities turned down? We are asking Lead Communities to spend money without offering a carrot? UAHF has regional offices in these cities to supplement the communities efforts. We need to specify what we anticipate. Many organizations have a history with previous programs. Suggest we supplement Senior Advisors with national professionals (non-training institution) resources.

Ukeles: There will be an effort to survey the twenty 'disappointed' communities.

Josh Elkin: What are the issues? Suggests that CIJE filter ideas into communities and keep "mirroring" changes in focus back to community. He feels CIJE is going to national/regional groups too much.

Blajer: Need to better define the problem. A Time To Act jumps to solutions. Needs constant refocusing. Lead communities need to see beyond their own self interest. National organizations - can they take the high-road? - can they be statesmanlike? There are too many "turf" people. Lead Communities are looking to see how much they can get out of this for themselves!

Pekarsky: We must place more emphasis on vision and direction for the enterprise. We need deeper support of teachers and educators. If you don't have a social structure in the Lead Community, it can't work. Need to design a social structure that facilitates cooperation and conflict resolution. Program should be made for everyone's interest.

1. What traditions of cooperation exist? Is there competition?
2. Ask communities about planning and specifically - What structure are you developing so things happen for your own self-interest?

Abramson: There has to be more than incremental improvement. There is not enough self-interest and competition driving us. There is a distinction between enlightened self-interest and statesmanship.

(In response to a specific question about Atlanta, Baltimore and Milwaukee)

Ukeles: I am satisfied with the communities. They have capacity and commitment. The problem is we are dealing with different cultures that have historical differences - the world of the federation and that of the congregations are different.

Meier: Commented utilizing the image of "planning circles" with a Commission and a steering committee, ad hoc groups and more people. Comments should try to encompass as many people as possible, more decision makers, more people on task groups.

Pekarsky: There needs to be ongoing planning structure to bring people together.

Moier: There is the planning function and the implementation function - in essence there are two jobs to do and two groups to do it.

Fishman: You must have excitement and passion. Are Lead Communities losing it with all these meetings?

Ukeles: There is a need to clarify if you want to change the level of community action and involvement. You need to give them time to negotiate. Right now we have frustration, not enough meetings and no action.

Meier: Where do we start? Pilot projects may throw money at a solution. We are trying to do things sensibly.

Spack: Cited the catalytic role of the Commission and noted there are several catalytic roles.

1. emergence of a document
2. application process of the Lead Communities

We need to learn from non-chosen who are unencumbered by all this. The non-chosen may be doing better.

Woocher: What would we want to know from the non-chosen and is there an easy way to find out? Is this a project or a process? Is the function of Lead Community clear. This should be an ongoing process.

VII. Monitoring, Evaluation and Feedback (MEF) Project

ELLEN GOLDRING/ROBERTA GOODMAN

Community Focus:

What would you like to learn? How can we help you? As the project develops, how can we share insights with everyone?
Research focus: How can we improve methodology?

Project will monitor progress of the Lead Community, its leaders, and planners. We want to evaluate them in terms of effectiveness.

We are aiming at continuous feedback between local community and planners. How can the change proceed as this is a long-term (305) year plan?

The field researchers began in September (1992) learning about the communities. They are now gearing up for the launch of the project asking: How are you organizing? What are the reactions to being chosen? What is your relationship to CIJE? How are communities making decisions?

The project is striving toward a baseline data. What is the lay and professional visions of change?

The methodology includes three field researchers - one assigned specifically to each community. They are interviewing, meeting with community leaders and stakeholders, collecting documents, forming a relationship with community.

Roberta Goodman described her work as a field researcher in Milwaukee. As a researcher, Roberta is "listening with both ears" and is now able to listen to different community cultures and interpret these.

Ellen and Roberta gave the following assignment to the advisors. It was included in a follow-up mailing with responses directed to Ellen.

QUESTIONS:

1. What would you like to learn from CIJE work in the Lead Communities?
2. How can the project share/disseminate findings?
3. Comments on methodology

COMMENTS AND QUESTIONS FROM ADVISORS:

Bieler: What is the history and dynamics you are basing questions on? Do some cooperate better? How do you get an idea of how projects are going?

Ellen: We are not yet evaluating. But there is no fear that educators feel they are being judged. Everyone is very open. People are happy to talk. Educators are happy to be asked. There is no personal identification in the report to protect the privacy of interviewee. Transculturization - interviewing and observing. We are trying to mirror implementation. We are using history and the knowledge of the researchers in the community. We are analyzing demographics for their implications. e.g., Milwaukee - sharing facilities, Atlanta - spread out.

Hoffman: Do you feel you know better than federations about the community and its work?

Goldring: Some is self-learning and who knows and who doesn't. Even if some of the report is common knowledge, they (the communities) want to know.

Abramson: Synagogues don't understand what evaluation is.

Pekarsky: We have limited quantitative studies. Are any planned? What baseline data is there?

Goodman: Communities will each undertake educator surveys and the Lead Communities should be doing self-studies.

Goldring: Quantitative studies are not planned yet. We see our role as evolving and in response to what are the needs of the community.

Reisman: If there is a clash of culture? We need to know what problems there are?

Ukeles: Is an ethno-geographic process not a needs assessment? Is it not quantitative assessment?

Pekarsky: Change of role? Would this affect role of researcher? How to expose clash?

Abramson: Attitude or role? Would this affect the role of researcher? How to expose a clash or an attitude change toward Jewish education.

Reisman: When roadblocks occur, what is their source? How do we break through?

Elkin: Don't you have to have an idea of what Jewish education requires? (e.g., interaction of parents with children to reinforce values as opposed to imaging.)

Hoffman: This is just "garbage in - garbage out." We need to know what the interventions are.

Hoffman: Is their value in analyzing what needs to be done?

Fishman: Why are so few kids in Jewish education? Why are we failing kids?

SRE
3/93

MINUTES: CIJE Staff Telecon

DATE OF MEETING: March 5, 1993

DATE MINUTES ISSUES: March 10, 1993

PRESENT: Shulamith Elster, Seymour Fox, Annette Hochstein,
Stephen Hoffman, Barry Holtz, Virginia Levi, (Sec'y),
Henry L. Zucker

COPY TO: Morton L. Mandel

The primary purposes of this telecon were to clarify next steps in each of the three communities and agree on an ongoing communication plan for the staff team.

1. Atlanta

SE, SF, AH and SHH had just met with the Atlanta staff and lay leaders. They noted that a lack of human resources is making it difficult for Atlanta to get started. Following is a list of steps CIJE should take to move our process along:

- assignment
assignment A. Atlanta is seeking two new senior staff members. It was suggested that SE, SF, and BH review their list of candidates. In addition, SF will propose one or two other candidates. Until they have the necessary staff on board, it will be very difficult for Atlanta to move ahead with the project. We have promised Atlanta up to \$30,000 to match local support for funding a position to help move the project forward. Atlanta is to let us know when there is a person in place. As noted above, we will be involved in identifying candidates.
- assignment B. In light of lay pressure to get going, Atlanta would like to move forward with a pilot project. SE and BH will meet with Atlanta on pilots, being very careful to keep the CIJE agenda in mind.
- assignment C. Mobilization of the Atlanta commission should now begin. It was suggested that Ellen Goldring, Claire Rottenberg and BH present their projects to the Council on Jewish Continuity as a way to help move the mobilization process along. Atlanta is looking to us for an agenda.
- D. Atlanta is looking for help with a pilot project in one of the following areas:
 - 1. Personnel--teacher education. (Emory University is interested in being involved.)

CIJE Staff Telecon
March 5, 1993

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2. Israel experience programs.

In discussing the possibility of a pilot project on the Israel experience, BH reported that he had spoken with Peter Geffen and been given the "party line" on the CRB project. Atlanta is one of the twelve communities selected to participate, but it is unclear what this involves. We know that CRB is providing extensive technical assistance and is matching scholarship funds on a 1:3 basis. It was suggested that Atlanta is looking to CIJE for help in interpreting the CRB project. We might work with Atlanta to design a model of what it would take to significantly increase the number of young people from Atlanta who go to Israel and then present a plan to CRB. SE and BH will discuss this with Atlanta and decide if it is a priority.

assignment

3. Work with the JCC--to be undertaken later.

assignment

SE, SF, and BH agreed to prepare suggestions for how to proceed with these pilot projects.

assignment

- E. Ellen Goldring should provide a written description of the monitoring, evaluation and feedback project including an explanation of Claire Rottenberg's role. Steve Gelfand will use this to introduce her to the community. It was agreed that Claire can now resume her duties as a field researcher. SE will call Ellen to let her know about the assignment.

assignment

- F. SE will remain in regular contact, providing ongoing prodding and support of the process with help from SHM on community process issues.

II. Baltimore

Baltimore is at the end of a long planning process and anxious to move ahead with pilot projects. They wish to wait to convene their commission until summer.

assignment

- A. SE and BH will begin work immediately with Baltimore on developing a pilot project.
- B. BH and SE will make the community aware of the availability of CIJE as a resource on hiring and training for senior staff.
- C. No immediate steps are necessary in Baltimore with respect to the funding support we have promised for planning. We will wait to hear how Baltimore proposes to use that support.
- D. We should encourage Marshall Levin to discuss what it means to be a Lead Community with the lay leaders.

assignment

- E. SE and BH will try to arrange a private meeting with Chaim Botwinick to discuss how to proceed.

CIJE Staff Telecon
March 5, 1993

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III. Milwaukee

Milwaukee is moving most quickly. As in the other communities, our goal is to help raise the level of discourse from business as usual to an increased understanding of the potential to upgrade Jewish education.

- A. Milwaukee will probably use some of the financial support promised by CIJE to engage a local sociologist or bring in outside consultants for assistance on the educators survey. We will wait to hear from Milwaukee before releasing any funds.
- B. We should keep in mind the need in Milwaukee to keep the CIJE agenda in front of them.
- C. SE and BH will visit Milwaukee on March 23 and 24 to visit schools and introduce the Best Practices in the Supplementary Schools project.
- D. Milwaukee would like us to work with them on the goals project.

IV. Checklist for the Communities

AH summarized the discussion as follows:

- A. Pilot projects are to be developed for all three communities by SE and BH.
- B. The Best Practices in the Supplementary Schools project will be introduced in all three communities by BH. He is encouraged to move ahead on the other best practices studies.
- C. Relaunching Monitoring, Evaluation and Feedback Project

segment

It is okay to resume work in Atlanta. AH is to call Baltimore and Milwaukee to get the go-ahead. Next steps include:

- 1. Interim report on the lives of educators.
- 2. The goals project.
- D. Hiring a full-time person to run the project
 - 1. Milwaukee has already done this.
 - 2. Atlanta is working on it.
 - 3. Baltimore is not yet where we want them to be.
- E. Launching of a Commission
 - 1. Milwaukee has begun and is moving forward satisfactorily.

CIJE Staff Telecon
March 5, 1993

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2. Atlanta is working on this and is progressing slowly.

3. Baltimore wishes to postpone this until summer.

F. Educators Survey

Assignment

We will move forward with this in all three communities. SE will take the lead in giving guidance on the educators survey. She will call on Isa Aron and Ellen Goldring to help design the survey. We should move ahead with it in all three communities at the same time in order to maximize use of staff time.

G. Mobilization of Leadership

To be worked out.

H. We are providing the expertise of our staff or outside talent to:

1. Help with new hires.

2. Offer the training capacity of the institutions of higher Jewish learning and the Melton Center.

I. We need to develop a schedule of meetings several months ahead to provide the communities with sufficient lead time.

J. The dialogue with each community should include discussion of what it means to be a Lead Community.

V. Communications

A. It was agreed that each of the core staff people or consultants will submit a written report on the highlights of their work to VFL on the 15th and 30th of each month. VFL will pull this together into a single report and distribute it.

B. We will hold a weekly conference call. VFL will poll participants to identify a regular day and time each week for the call. Everyone is to submit agenda items to VFL who will develop and distribute an agenda prior to each call.

C. Ongoing contact with the Lead Communities is necessary, but it was suggested that it is too early in the process for this to be done by telecon. At the next telecon of this group we will schedule meetings with the Lead Communities and discuss communications beyond the internal staff group.

File^u

Memorandum

TO: Annette Hochstein
Steve Hoffman
Barry Holtz
Ellen Goldring
Virginia Levi
Shmuel Wygoda
FROM: Shulamith Elster
RE: ~~Baltimore~~ March 8, 1993
DATE: March 10, 1993

The meeting at the Associated in Baltimore included Marshall Levin, Nancy Kuller, Chaim Botwinick and Julie Tammivaara. These notes are for our information as we plan next steps in Baltimore.

1. The CIJE agenda for the meeting included the following:

Activities during the next three months to introduce the Lead Community concept to senior educators, rabbis and lay leaders who are unfamiliar with it

(Barry was unable to attend this meeting and so the Pilot Projects were noted as a significant resource here but not fully discussed.)

A discussion of Baltimore's proposed initiatives- the Israel experience, teacher specialist program and the restructuring of congregational schools

(What are the CIJE resources available to work within this program?)

The Educators Survey

(Expectations and role of field researcher for qualitative segment)

Lead Community Planning seminar in May/Cleveland

11. "Launch Activities"

Marshall noted that Roy Hoffberger, the Commission chair, had expressed great excitement about the Lead Community concept. By the end of May the Commission would be receiving the Strategic Plan for Jewish Education and this would be presented to the Board of the Associated in July. He indicated that the Lead Community Project was built into the CAJE scheme. The Annual Meeting of the Associated takes place in mid-June and Alfred Coplan wants to include Lead Community selection and the status of Lead Community activities among his administration's accomplishments on behalf of Jewish continuity and Jewish Education.

Community mobilization has not yet taken place and so the

Discussion turned to approaches to informing the key people about the CIJE so that work can begin. We discussed a series of events for educators and rabbis and key lay leaders at which Barry, Ellen and Julie could present the project. We looked at a Friday date in late April/May when there would be a series of presentations:

- Breakfast meeting with rabbis
(preferably on a date the Baltimore Board of Rabbis is scheduled to meet already so that date would be clear)
- Late morning meeting with school principals
(day and supplementary, pre-schools(?))
- Luncheon meeting with key lay leaders

A meeting has been scheduled on April 2nd to "flesh-out" plans for this meeting. As it turns out, Barry is unavailable to come to Baltimore for this meeting and will participate via telecon. NOTE: I want to keep the momentum going on mobilization activities and scheduling meetings pre-Pesach is not simple. I think this will work with proper prior planning between Barry and myself.

Calendar: May 14 is a possible date for this. There is a major Educator Awards evening scheduled for April 28th so it appears as though a major thrust with the educators may have to wait until after Pesach and the April event. May 21st has already been set as a date for a major Steering Committee meeting with the annual meeting (largely ceremonial) scheduled for June as noted above.

III. Baltimore's Three Initiatives A Status Report

Regarding the congregational school initiative, CIJE should note that the idea originated with Rabbi Mark Loeb and Eyal Ben (UJ trained educational director of Beth El) who prepared the proposal for the restructuring and asked the Associated if it would fit into the Associated and DJE programs. Apparently they had planned to proceed independently if it did not fit into the community agenda.

As a follow up to the last meeting in Baltimore, Marshall noted that the CIJE could be helpful in assisting Baltimore to bring together professional resources for the initiatives especially those who may reside outside Baltimore and including those in the non-Jewish sector, especially for the project involving the restructuring of schools since that it a major initiative.

Regarding the Israel program, it was noted that Baltimore has been working with its Israel program for between 13-17 years and Chaim announced that a part-time evaluator would be hired next week to work with the program.

Regarding the Teacher Specialist Program, Marshall noted that the BHU has top down professional and lay support for change and, for example, could play a role in the shaping of the teacher

specialist and other training programs.

The CIJE national and international resources for working on these three initiatives were offered along with the staff expertise- particularly Annette and Barry in Israel programs and supplementary schools, in particular.

It was noted that in the absence of the Lead Community program and CIJE, Baltimore's initiatives would still go forward.

Other initiatives being developed include: a family education program that would involve the Jewish Family Service, and Conservative congregation Beth Israel, Reform congregation Har Sinai and the DJE. I think this was "inspired" by the community's involvement with the Whizin Institute program/Pearlstone program. This would involve the development of a collaborative model for family education.

IV. Educator Survey

The importance of coordinating the timing of the two pieces was noted by Marshall. There was great interest in joint work on the development of the instrument for the survey utilizing the expertise of those who have organized similar efforts in other communities.

There is a sense of urgency about the findings of the survey and Chaim wants it completed by the end of the current school year (as do we) so that the results can be used in planning for next steps. There is a "good fit" here between Baltimore and the CIJE.

V. Monitoring, Evaluation and Feedback

Julie is very welcome in the community and the issue of access that we faced (and probably still do) in Atlanta is clearly not an issue here.

VI. CIJE Materials

We have not developed a plan for feedback on the Best Practices materials and I think that this is something that we should consider in light of manner in which some of our pilot projects will focus on these findings. I will have this conversation with Barry on Thursday.

VII. Next Steps in Baltimore for SRE

- A. Information to Baltimore on availability of immediate training through the Training institutions/Melton-Israel/Jerusalem Fellows
- B. Continuing discussions on Educator Survey following telecon with Annette and Ellen
- C. Planning: closely coordinated for the May events
- D. Identification of personnel and other resources that can ~~continue to~~ inform their planning of initiatives and their work towards implementation

VIII. Funding

A. The issue of the cost of attending the May seminar and additional costs involved in the Lead Communities Project was raised. Will they get some assistance?

B. Work with Baltimore on the role of the CIJE as "broker" with foundations/and how can we help with local resource development as well.

Fax Memorandum

TO: Annette Hochstein and Seymour Fox
Barry Holtz
FYI: Ginny Levi
Steve Hoffman
FROM: Shulamith Elster
RE: Baltimore; February 23, 1993
DATE: February 18, 1993

1. I spoke with Marshall this morning to confirm our meeting at the Associated on February 23rd from 1-4. They have invited us to begin our meeting with lunch.

2. For your information:

Last Friday the Board of the Associated passed the new reorganization plan for Jewish education. I am attaching to this memorandum a copy of the organizational chart which was given to us at the meeting Steve, Annette, Ginny and I had in Baltimore earlier this month.

It reflects how educational planning, budgeting and resource development will be handled with the new configuration. Chaim Botwinick's role will be even more significant than at present. Bill Bernstein and Darrell Friedman will be active as Jewish education moves to the top of the local priorities. Marshall has indicated that a major story about this development is scheduled for the Baltimore Jewish Times tomorrow. I will send along the article as soon as I can get it.

3. I reviewed our agenda for 2/23: CIJE will focus attention on the role of Pilot Projects in the launch of the Lead Communities Project in Baltimore. The Best Practices work done by Barry in the area of supplementary schools will be the basis for our conversation and planning together during the afternoon.

This will be very much "in synch" with what is happening in Baltimore at the present time. When asked about their greatest challenges (opportunities), the response was in the areas of in-service training, personnel, curriculum development and the quality of congregational schools.

4. This morning Marshall outlined a major new local initiative in supplementary school education with the plans for a major restructuring of one of the largest (@ 900 students) congregational schools- Beth El (Conservative).

Mark Loeb, Beth El's senior rabbi, is now very enthusiastic about the potential for a federation-synagogue partnership in Jewish education after years of being "somewhat disillusioned" about the

probable chances for successful collaboration. "All talk: nothing happening!"

page 2

By the Fall of 1994 Beth El would like to have its supplementary school program restructured to provide "more significant" educational programming, family components, parent education programs etc. The term "redeployment" has been used to describe the reallocation of personnel and other resources. It appears as though there are many areas of collaboration with the community here- work with the Pearlstone Institute on family education, joint efforts with other synagogues in the development of a consortium for grant seeking, - and with the Lead Community Project... Beth El as a model of how to "change", the critical role of the rabbi and the educational director (Eyal Bor), use of Best Practice, use of CIJE consultants etc.

5. Tentative Agenda for 2/23: For comment

- A. Introduction (Annette and Marshall)
 - What we hope to achieve
 - Update on Baltimore
- B. Best Practice Project (Barry)
 - Supplementary School materials
 - Introducing Best Practices into a Community
- C. Pilot Projects (Seymour)
 - Significance of pilots
- D. Joint Planning for Baltimore
 - Program elements
 - Suggestions/approaches
 - Timeline
 - Joint workplan

I await your comments so that I can confirm the specific agenda with Marshall.

S.

FROM : PHONE NO. : FAX NO. : DATE : TIME : PAGE : OF :

prech more

Federation

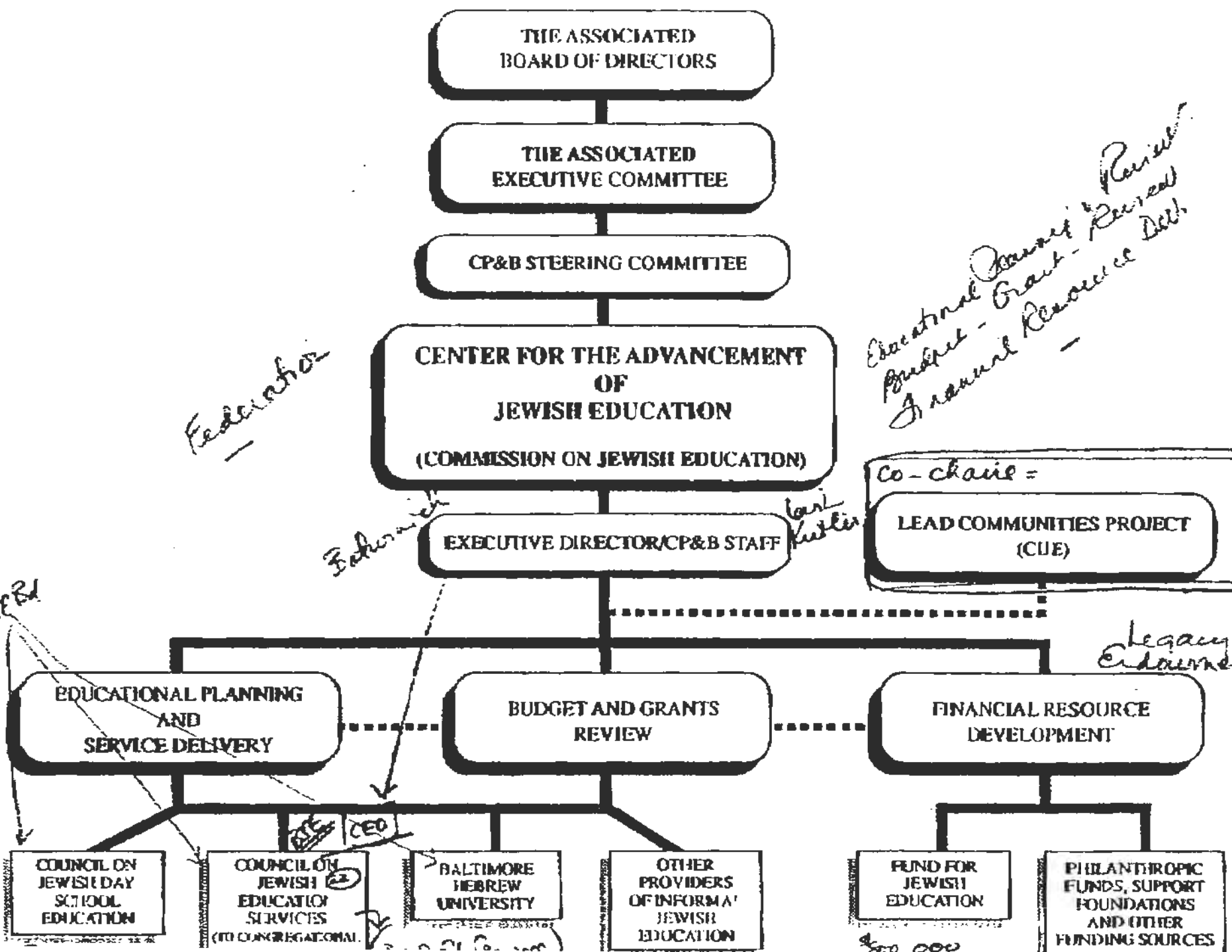
Educational Grants - Revised
Budget - Grant - Revised
Annual Resource Dev.

Edelman

Carl Kustler

Legacy Endowment

Carpi



Fax Memorandum

TO: Annette Hochstein 011-972-2-61995
FROM: Shulamith Elster 301-230-2012
RE: Your Schedule/ The States
DATE: February 17, 1993

I have calls scheduled tomorrow (Thursday) morning with Milwaukee, Baltimore and Atlanta and I will report on them later in the day. However, in the meantime I have a question about your travel schedule and our meeting times during your visit here.

In the P.S. of your 2/14 fax you indicate "Am taking the 1:30 P.M. American. So I assume we can meet as planned. Please let me know if earlier (?) scheduled". I had assumed that your travel schedule from Milwaukee to Washington was planned so that you could make an early evening meeting in Washington.

Does the "we can meet as planned" refer to Milwaukee meeting? OR to a meeting that you and I have scheduled. If so, I have no note on that meeting (next Monday?)

For my own planning, how and when are you planning to go from Baltimore to New York on Tuesday? Are you returning to Washington before going back to New York?

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T**Council for Initiatives
in
Jewish Education**

To: Annette Hochstein
Company Name: Maidel
Phone Number: _____
Fax Number: 011-972-2-619951

From: Shulamith R. Elster

Description:

1216 602

Number of pages (including cover): 3

Date sent: 2/13/93

Time sent: _____

If there are any problems receiving
this transmission please call:

301-230-2012

Fax Memorandum

TO: Annette Hochstein
Steve Hoffman
Ginny Levi

FROM: Shulamith Elster

RE: Updates/Status Report

DATE: Saturday evening, February 13, 1993

Inasmuch as I am leaving at dawn and will not be returning until Wednesday evening I want to report on the status of recent conversations with the communities.

I. Milwaukee

I will contact Howard Neistein and brief him on the visit scheduled for the 22nd. Barry's visit will help to set stage for a productive work session in Milwaukee.

Annette, Ruth and I had a conversation- a productive one. I think- about the need to focus on the "enabling options" within their agenda. You will each receive a packet of materials on Milwaukee from the office in New York in advance of the trip.

I plan to attend their first commission meeting which will be the evening of our own Board meeting. This means that within a two week period there will have been three CIJE visits. I will report on any specific matters that arise from my conversation with Howard.

II. Baltimore

I have a scheduled telephone conference with Marshall on Thursday to discuss our meeting now confirmed for the afternoon of February 23rd from 1-4. The subject of the meeting will be the Pilot Projects and I imagine that Barry and Seymour will take the lead in this conversation. The meeting will take place at the Associated in Baltimore. Annette, if you and Seymour are coming from downtown Washington to Baltimore, the train station is only several blocks away from Mt. Royal Avenue and may be a very efficient way for you to come.

III. Atlanta

I spoke with Steve Gelfand following our telecon on Thursday and again on Friday afternoon, this time with David Sarnat on the telephone as well.

1. I sent Steve a fax in between the two calls and listed the "Atlanta" concerns alongside the agenda that we developed during the telecon. When I called he wanted to reiterate his concerns... to summarize: Atlanta doesn't want to be "told" what to do. There was resentment that the list of expectations in Lead Communities At Work was not some "suggested initiatives" for discussion.... in short, Atlanta wants to work together with the CIJE.

To move things along, I indicated the purpose of the working session on the 4th with emphasis on these areas we indicated.. Year One Action Plan, the local Commission, introduction of Pilot Projects, review of CIJE materials.

Steve and I agreed that we would continue to work together to develop an agenda that meets the CIJE's needs (as I outlined) and addresses some of the concerns that he raised in his letter to SHH and in my two conversations with him over the past few days.

2. We have a confirmed date for March 4th. The lay people will be available between NOON and 1:30/2, the preferred meeting time for such leadership in Atlanta. Sarnat was concerned about what the agenda would be for the meeting with the lay leadership. This has to be carefully planned so that it has the desired outcome of building enthusiasm and confidence as well as focus on a pilot project or activity to "jump-start" (my term) things in the community. While we need to confirm our preferred schedule for the work time we also have to continue to work with Steve and Dave about the agenda.

I will be in touch with Steve as soon as I get back.

OPTION A: 9-12 Staff Noon-2 Lay Leadership
This would necessitate staff arriving in Atlanta on Wednesday night

OPTION B: 11-12 Staff Noon-2 Lay Leadership 2-4/5 Staff
My preliminary checking of plane schedules suggests that this would work if staff arrived from either NY or Cleveland that morning.

Please indicate your thoughts about the options to Ginny and I can check with her before calling Steve back on Thursday.

III. ETC/ "Unfinished Business"

As per our discussion in the lobby of the hotel in Baltimore I was in touch this week with the Educators Assembly, CAJE, and the National Board of License to indicate that the efforts of the CIJE at this time are focusing specifically on the launch of the Lead Communities Project in the three communities. I did not contact Torah Umesorah. Originally this was a MAF Grant application and since Rabbi Fishman told me that he was going to be meeting with Seymour, I thought I would wait for specific guidance. Rabbi Fishman did call at the end of last week. FYI: He also attended the morning session of the Senior Advisors meeting.

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:** CIJE Staff**DATE:** February 10, 1993**FROM:** Shulamith Elster**SUBJECT:** Camper Notes
For discussion at Telec**DRAFT**

Faxed To: Virginia Levi
Barry Holtz

1. The focus of conversations with campers should be progressing to date specific emphasis on the launch of the Lead Communities Project in Atl Baltimore and Milwaukee.

The three communities were selected at the last meeting of the Board - August. Each community had been at work - on some level - thinking about the important issues might be addressed.

The introduction of the Lead Community concept provided each community an impetus and a possible plan for addressing the important issues - the "enabling options" - personnel and community mobilization.

Each community has constituted a local commission/local CIJE and is holding initial meetings to launch the project.

(Refer to Lead Communities At Work - 1/93 for full description.)

2. Specific Points:

Where do we expect the communities to be a year from now?

- Introduction of Pilot Projects by Barry Holtz to "jump start" activities.
- Local Commission up and running and engaging the various constituent importance of the wall-to-wall coalition.
- Educators survey completed to provide information for work in the field of personnel.
- Introduction of Best Practices Project (refer to Holtz report to Senior 1/93).

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fast ways
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input!

not
50!

- Planning for the Project completed through direction of CIJE in the Planning Guide.
- Activity of the Monitoring, Evaluation and Feedback project - three researchers working - one in each community. Focus of their work - community mobilization for significant change (refer to Gamoran paper).

What is the role of the CIJE?

- guidance, technical support, CONTENT support, best thinking of the Jewish education.
- CIJE as the catalyst for the other resources -- movements and deno National organizations.
- Work of the Mandel Institute: The Goals Project to inform discussion at institutional and communal level.
- Access to foundations: joint grants, research on change - education focus on the issue of systemic change.

What is "new" within the CIJE?

- Change in executive leadership.
- Cleveland base.
- Barry to join staff full-time in May? June? to further develop research community programs component of work of the CIJE.

Note: The various materials - Lead Communities At Work, Barry's most recent and Adam's paper - all contain the specific information for elaboration of the

COUNCIL FOR INITIATIVES IN JEWISH EDUCATIONMailing Address: 163 Third Avenue #128
Phone: (212) 532-1961New York, NY 10003
FAX: (212) 213-4078**TELEFAX****DATE:** 2/10/93**FROM:** SHULAMITH ELSTER**FAX #:**

Number of pages (including this sheet)

9**TO:** ANNETTE HOCHSTEIN

Recent correspondence re: Milwaukee with specific reference to
Barry's visit there and to a recent meeting between
Ruth and Roberta Goodman.

02-08-1993 01:50PM FROM MIL JEWISH FED

TO

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MILWAUKEE JEWISH FEDERATION

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*recognizing 90 years of service to
the Jewish community*

F41

February 8, 1993

Dr. Barry Holtz
Director, "Best Practices Project"
CIJE
163 Third Ave. #128
New York, NY 10003

Dear Barry:

I am looking forward to meeting you on Tuesday, February 16. The agenda for the day is as follows:

- 7:30 - 9:00 a.m. Breakfast meeting with friends of Jewish Education in Room 218 at the Karl Campus.
- 10:00 - 11:30 a.m. Meeting with Jane Gellman, Louise Stein and Ruth Cohen to discuss the use of "Best Practices".
- 12:00 - 1:30 p.m. Meeting with school principals and agency department heads to discuss the "Best Practices Project" in the MAJE Board Room.
- 2:30 - 3:30 p.m. Meeting with Federation professional staff in the Board Room of the Belfaer Bldg.
- 4:00 - 5:00 p.m. Meeting with Daniel Bader, President of the Helen Bader Foundation in his office.
- 5:45 - 7:00 p.m. Dinner with Ruth Cohen, Jane Gellman and Louise Stein to continue the morning discussion.
- 7:30 - 9:00 p.m. Presentation of "Best Practices Project" to the Jewish Education Steering Committee in the MAJE Board Room.

Dr. Barry Holtz
February 8, 1993
Page 2

We made hotel reservations for you for two nights, Monday, February 15 and Tuesday, February 16 at the Manchester East Hotel, 7065 N. Port Washington Rd. (414 351-6960). Your confirmation number is 3161.

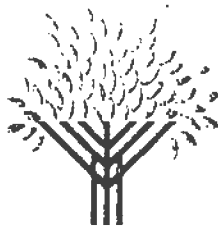
I will call you in a few days to discuss the agenda.

Sincerely,



Ruth Cohen, Ph.D.
Director

RC/nm



MILWAUKEE JEWISH FEDERATION

1 9 0 2 - 1 9 9 2

*recognizing 90 years of service to
the Jewish community*

February 2, 1993

Roberta Goodman
Field Researcher
149 Nautilus Dr.
Madison, WI 53705

Dear Roberta:

I enjoyed our meeting on Thursday, January 28 and the subsequent telephone conference call.

The enclosed two documents summarize some of the ideas we have discussed regarding data collection and represent the way in which I would like to work in partnership with the CIJE evaluation team.

Sincerely,

Ruth Cohen

Ruth Cohen, Ph.D.
Director, Milwaukee Lead Community Project

RC/nm

enclosure

cc: Dr. Shulamith Elster ✓
Dr. Ellen Goldring

DRAFT**Milwaukee Lead Community Data Collection Needs - January 1993****Date Needed**

- Ia. Study of the Status of Teachers/Educators**
Salaries/Benefits (comparison with public school
when appropriate)
- 4/1/93 Training (Jewish and secular)
Hrs. of work/week
Teaching experience
In service/continuing education experiences
- Ib. Study of Teachers/Educators Attitudes**
Motivation
Career goals
- 4/1/93 Job satisfaction/work environment
Recognition/rewards
Views on "pressing community educational needs"
Administrative support for teachers
- Ic. What Have Other Communities Done to Address**
Personnel Issues?
(Information can be obtained through JESNA (?))
(Field researcher may have information on data
gathering strategy/methodology?)
- IIa. What Jewish Education Programs Are Currently In**
Place? (formal and informal)
- 5/15/93 In areas to be determined by task forces, for
example: family programs, teens programs, special
populations, etc.

Page 2

IIb. How Many Individuals Participate in These Programs?

Formal settings

Informal settings

(MAJE collected data in 1992)

(Census data will be collected in October 1993)

IIc. Brief Description of Each of These Programs

3/15/93

III. How Can CIJE Help Us?

1. Collect baseline data (Ia.; Ib.)
2. Analyze baseline data and write a report (share report with the Milwaukee Lead Community Project)
3. Assist us in setting up a process of data gathering (IIa.)
4. Assist us in development of instruments (other than those needed for collection of baseline data for Ia.; Ib.)
5. Focus groups documentation (Ib.)
6. Collaborate on data analysis (e.g., focus groups)
7. Collaborate on report writing (e.g., focus groups)
8. Observe a sample of educational programs; share information with Lead Communities (in particular areas which have been targeted for change)

Page 3

9. Provide consultants for instrument development, data analysis and other data collection needs which can not be adequately met by the Field Researcher

RC/nm

Revised 2/2/93

DRAFT

Partnership in Information Gathering
(CIJE; Milwaukee Lead Community Project; MAJE)

Organization	Role/Responsibilities
Milwaukee Lead Community Project	<ul style="list-style-type: none"> o Identify information needs o Decide, in consultation with CIJE, what organization should assume which responsibilities for data gathering. o Facilitate focus groups; analyze and report data (in collaboration with CIJE). o Collaborate with CIJE on design of studies, instrument development and report writing as dictated by the project needs.
CIJE	<ul style="list-style-type: none"> o Establish baseline conditions (collect, analyze and report data) o Respond to requests of Lead Communities for data; both qualitative and quantitative. o Observe a sample of educational programs that are in place; in particular, programs in areas which have been targeted for change. o Share with the Lead Community data which will assist the project in its planning process. o Collaborate with the Lead Community on design of studies, instruments, report writing - as requested by project. o Observe and document focus group process; assist in analysis and reporting of data.

FEB 18 '93

12:11 PM

CIJE

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Page 8

Page 2

Partnership in Information Gathering
(CIJE; Milwaukee Lead Community Project; MAJE)

Organization	Role/Responsibilities
MAJE	<ul style="list-style-type: none">o Collect census data such as school enrollment by grade and by institution.o Update program participation data.o Analyze above data and write a report.o Assist project in collection of data in educational institutions/organizations.

RC/nm
Revised 2/2/93

Fax Memorandum

TO: Annette Hochstein
cc: Virginia Lavi
FROM: Shulamith Elster
RE: Next Steps and Milwaukee
DATE: February 9, 1993

Thank you for your recent faxes.

1. Next Steps

In my last fax to you I indicated that dates had been set for two meetings in Baltimore. Now that I see that the February 23rd meeting is on the calendar we will be able to proceed on the pilot project discussion even earlier than I thought possible. Before cancelling "my" date with Barry and the planners I will await confirmation from Ginny that the arrangements are in place for the 23rd. This I will discuss with Ginny tomorrow (Wednesday).

I will assume that when we all speak on Thursday we will discuss the matter of the planning meeting. We should carefully consider the pros and cons. There are advantages to individual meetings in the three communities as we have already agreed that they are in different places. There is the added advantage psychological and other- of the individual attention. Materials would have to be prepared in any case and the costs appear to me to be relatively the same. The communities- and CIJE- will miss the benefit to the joint thinking and shared experience. But this can sometime, as we saw in November, not always be a benefit.

I leave the funding issue in Atlanta with you and Steve.

Regarding Milwaukee, I think Steve should brief Rick Meyer and Howard keeping in mind that Howard is the most closely involved. I plan to prepare a packet of materials for Steve on Milwaukee and will send it to you as well in case you have not already received specific items. Your memo re: Milwaukee indicates that you did receive a number of key items I sent to you and Shmuel earlier this year.

More on the communities on Thursday.

2. Milwaukee

I met with Dr. Cohen (Ruth) on my last trip to Milwaukee. By then she had already carefully reviewed A Time to Act, the Commission papers and other CIJE materials- but not the background papers. These I will send to her tomorrow from New York. In addition, she asked for other materials from me and also from JESNA. I sent her the longer Aron/Philips paper re: personnel and materials from the Cleveland Commission. She contacted Baltimore for their various materials and has been immersed in materials related to the work of the project.

I will contact her tomorrow and discuss further the state of her plans in anticipation of the meeting on the 22nd and also see about arrangements for her to meet with Darry of the 16th.

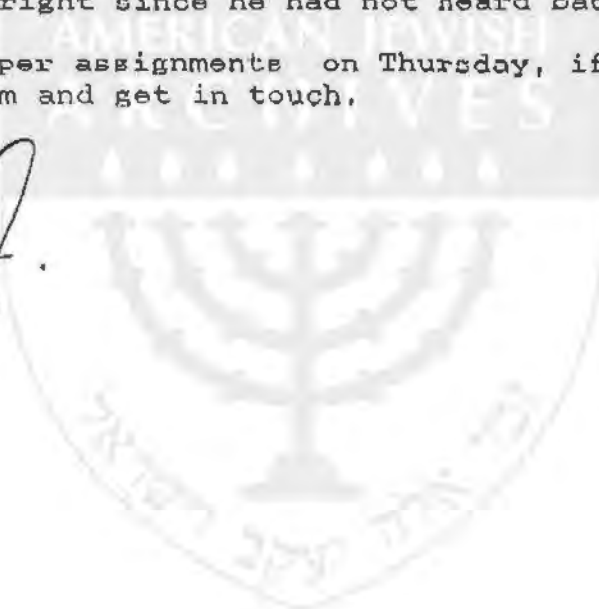
More tomorrow from New York.

3. Marty Lipset

I arrived home today to find a message from Marty Lipset. In addition to wanting to know about progress in anticipation of the Board meeting, he did indicate that he had sent a number of fax messages to you and Seymour and had no response. He said it was about some work he was doing for you and was wondering if everything was all right since he had not heard back.

When we review camper assignments on Thursday, if I have Marty again, I'll call him and get in touch.

Best regards.

A handwritten signature, possibly "J. M.", written in dark ink.

Memorandum

TO: Annette Hochstein
FROM: Shulamith R. Elston
RE: Welcome Home!
DATE: February 5, 1993

1. I was delighted to hear that you made the plane and the connection and arrived home safely after the latest of your whirlwind trips to the States. Again, my thanks for a very special evening in Atlanta and to Shaul for a stellar recommendation.

2. The three days were very full and I think we made progress in a number of areas. Specifically, we restored confidence in Atlanta and Baltimore and affirmed some relationships. The work with Barry in Cleveland helped to sharpen the thinking about the pilot projects and we have a meeting arranged with Baltimore on March 1st to engage in the first community conversation about these pilots.

By the way, I spoke with Barry this morning about the meeting. He called. He is now sick and the trip to Florida with his family never materialized. They will postpone this to early March.

3. Ginny and I discussed her draft of the agendas for the various meetings later this month and I am certain that you have seen them as well. I think the meetings are now more sharply focused and that is good.

4. I will clarify some of my specific assignments with Ginny. However, I have set up a follow-up meeting with Baltimore, in addition to the one noted with Barry and am calling Lauren in a few minutes to see about possible dates in March for a visit to Atlanta. I hope that well in advance I will have your list of specific questions for her regarding the planning process.

5. Question: Art Naparstek called following a discussion with Seymour about a proposal for the Jim Joseph Foundation. From our last telecon we agreed not to continue with discussions with Covenant regarding specific programs. I assumed that it was because of the Crown Family and possible expectations of their participation in the core funding of the CIJE. Does the same apply to Jim Joseph? If so, please indicate this to Art Naparstek and if not I'd be pleased to continue working with him towards a proposal for the professional development of day school principals in the three communities.

6. I look forward to your next visit and to the telecon on Thursday to continue our work towards a busy two weeks in February and March.

Shabbat Shalom and best regards to Seymour, Shmuel and your staff at the Institute.



MILWAUKEE JEWISH FEDERATION

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celebrating 90 years of service to
the Jewish community

MEMORANDUM

TO: Steering Committee for the Commission on Jewish Education

FROM: Ruth Cohen *RC*

DATE: January 21, 1993

Thank you for attending the Steering Committee meeting on January 18 and for your input on putting together a well balanced list of members for the Commission on Jewish Education. Enclosed please find a summary of the meeting.

The next meeting of the Steering Committee will be held on Tuesday, February 16. Dr. Barry Holtz, Director of the Best Practices Project, will be our special guest. Invitations for the meeting will be mailed under separate cover.

On this occasion, I would like to thank all of you for your warm reception. Your commitment, energy and excitement are very invigorating and will undoubtedly provide great momentum to our project.

RC/nm

enclosure

Post-It™ brand fax transmittal memo 7671

To: <i>Barry Holtz</i>	From: <i>Ruth Cohen</i>	# of pages: <i>5</i>
Co.	Co.	<i>S. E. H. R.</i>
Dept.	Dept.	
Fax # <i>241</i>	Phone #	
	Fax #	

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

SUMMARY NOTES

ATTENDANCE: Daniel Bader, Maris Bock, Alan Borsuk, Claudia Cohen, Shulamith Elster, CIJE, Jane Gellman, Judy Guten, Stan Jaspan, Rick Marcus, Ina Regosin, Steve Richman, Bonnie Shafrin, Louise Stein, Bonnie Sumner, Jerry Tepper, Eve Joan Zucker and Ruth Cohen and Howard Neistein, Staff.

I. Welcome/Introductions

Louise Stein introduced Dr. Ruth Cohen, who assumed the position of Director of the Milwaukee Project on January 4 and thanked the Bader Foundation for funding this position.

Ruth Cohen asked the members of the Steering Committee to help her gain access to the organizations they represent by inviting her to the board meetings, staff meetings or other meetings which may be relevant to the goals of the "Lead Community Project".

Louise also introduced Dr. Shulamith Elster, Chief Education Officer for CIJE and thanked her for her ongoing assistance to the Milwaukee "Lead Community Project".

Shulamith has been in Milwaukee five times since last August. The purpose of this trip was to spend time with Ruth, to reinforce the collaborative relationship with CIJE and to provide Ruth with the support she needs.

II. Jewish Segment

Jane Gellman read a segment written by Amnon Shamosh, an Israeli writer. Jane emphasized that our challenge as a community is to create a community "with roots and wings".

III. Creating the Commission

Louise Stein stated that the agenda had two major pieces:

1. Creating the Commission.
2. Beginning a visioning process with an identification of the Jewish issues that we face as a community and that we can address together as a community.

A. The Role of the Commission

Louise presented an organizational chart that explained the different functions of the Steering Committee, the

Page 2

Commission and the Task Forces. The Steering Committee will manage the Commission and the Task Forces, will develop an outline for the strategic plan and will serve as a liaison to the Federation and participating organizations. The commission will approve the strategic plan, will set priorities, build consensus and will serve as the communication link with participating organizations. The Task Forces will focus on specific issues, gather information and develop action plans.

It was suggested that the chart would show how staff will work with the Steering Committee, Commission and the Task Forces.

B. Duration of Service

Louise suggested that members of the Commission will serve for 1 1/2 years, until June 1994. At this time, the Steering Committee will review the plan and modify it if necessary.

C. Selection of Prospective Members

Jane Gellman distributed a list of names compiled from recommendations made by members of the Steering Committee. The list was reviewed during the meeting and information was provided about each of the names listed. Members were asked to select 20 names from the list. The two co-chairpersons and staff will later review the recommendations and compile a list of up to 60 names. This list will be mailed to members of the Steering Committee for their review.

It was suggested that each organization will nominate its own representatives.

Both Louise and Jane emphasized that we are looking for people with a community perspective, not a narrow organizational view; people who are able to engage in a process that benefits the entire community.

D. Timeline for Development of the Commission

The first meeting of the Commission on Jewish Education is planned for February 25.

Page 4

4. Examination of community resources: What is available in the community? Shared vs. competitive resources.
5. Curriculum development: Is it a problem? What is available in the community? What is the quality of existing curriculum?
6. Technology in Jewish Education.
7. Creating linkages among settings: linking formal and informal education; involving day school students in their congregational programs.
8. Financial barriers to educational opportunities.
9. Israel experience: Is this an overall community issue? Formal and informal experiences.
10. What are effective classroom techniques to impact Jewish learning?
11. Post Bar Mitzvah education: educational experiences for high school, college, and adult learners.

RC/nm
1/21/93

Page 3

IV. Future Plans

A. The visit of Barry Holtz

Barry Holtz will visit Milwaukee on Tuesday, February 16.

He will meet with professional educators at noon and with the Steering Committee for the Commission on Jewish Education at 7:30 p.m.

V. Visioning - Initial Identification of Issues

A. Small Group Work

The group split up into two work groups. The following issues were identified by the two groups.

Group 1 (Louise Stein and Howard Neistein)

1. Continuing experiences beyond the eighth grade level: high school/Israel experiences.
2. Family education: targeting special groups such as interfaith couples, newcomers from the former Soviet Union, day school parents who feel unequipped to reinforce the learning their children are getting.
3. Adult education (not necessarily more adult education offerings, but promoting it and coordinating it throughout the community).
4. Enhancing the teaching profession as a whole.
5. Outreach/marketing Jewish Education/promoting it among those who are not currently involved with it.
6. Special education.

Group 2 (Jane Gellman, Ruth Cohen and Shulamith Elster)

1. Professional development: recruitment, training, retention and compensation.
2. Family education: ways to develop programs in formal and informal setting.
3. Life long education: What programs are available? Where are their gaps?

Post-It™ brand fax transmittal memo 7671

of pages > 2

To: <i>Annette Hoshen</i>	From: <i>S. Elster</i>
Co.	Co.
Dept.	Phone #
Fax #	Fax #

Rabbi Jack Elster
Hebrew Academy of Greater Washington
2010 Linden Lane
Silver Spring, MD 20910

Ms. Shulamit Elster
CIFE
163 Third Avenue #120
New York, New York 10003

Dear Shulamit, *Link*

It was nice to see everyone again and to hear what's going on. While I too was somewhat disappointed about the pace as well as the apparent acceptance or lack thereof of the various "stakeholders" of the concept of working jointly for some greater good, nevertheless progress is being made and hopefully breakthroughs of a more profound nature are in the offing. I also was glad to hear from Barry that he will be in touch with me regarding the Day School Division of the Best Practices project. However, listening to the number of visits that Carol made to her institution gives me pause about the amount of time that this might require.

a) As I indicated yesterday, the idea of community history powerfully influencing a community's ability to change their approaches or attitudes is quite interesting to me. To understand which events or series of events seer themselves into the communal consciousness to the extent that it locks everyone into certain practices and assumptions would make for a fascinating study. How is history created, can we create an alternate history, how do we cope with an existing negative history are all questions that are not only interesting in a theoretical sense, but also have practical ramifications. I am also concerned about whose perspective a particular history reflects. Who determines who is (are) the local historian(s) and what their biases may be.

From an Orthodox perspective, to learn that a significant number of those associated with the Orthodox world are not going to play much of a role in the deliberations or development of programs, is very discouraging to me. To simply give up and accept their non-involvement in my opinion seems the project to reflecting "left-wing" branches of Judaism's desperate attempts at stemming intermarriage and assimilation, rather than a wholesale project to enhance Jewish education for its own sake. Even the decision to approach day schools within the context of "best practices project" down the line, after supplemental schools, early childhood, Israel programs, etc. also sends a message to the Orthodox community which is most heavily invested formally in day schools, that this is not a priority. While I understand some of the pragmatic and political considerations, nevertheless I am concerned that there might not be enough Hiruv Haravin (as opposed to Rechokim) taking place. I need a model of a community really working together in order to further my own

vision of what Jewish education ought to entail. It didn't sound to me that this is as yet happening. As I told Jack, I had always thought that such an attitude was to be the price of admission to the project. While the diverse cultures matter is a real issue, I would have liked to think that the denominations had to demonstrate that they could work together.

I would like careful records kept of the type of publicizing and advertising that have various effects upon the communities. The extent to which innovative and effective publicity could be devised and then executed would be of interest probably to many of us in the field.

b) At one of our Jerusalem Fellows get-togethers, we tentatively agreed to write case studies of our various experiences and I think that this would be an interesting means by which the material could be disseminated. In other words, the research should generate finite papers on various issues and problems, reflecting the means by which problems were framed, the interventions attempted and the results. Readers could then be invited to comment based upon their own experiences. In this manner, at the same time that the gestalt of the community project can be considered, the various pieces are also given their respective dues.

c) It seems to me that evaluation of "messy situations" must be undertaken by a number of evaluators with different points of view. Frankly, I am not sure that enough different perspectives are reflected among the evaluators regarding even non-messy situations. While it is clearly not practical to have more manpower than is necessary, there is a lot at stake here and it is important that as much as possible is done in order to try to "get it right." Again how much trust will someone have in someone not from his/her world when it is assumed that they simply can't "understand" what is involved? Should the researchers of the project give the impression that they are members of a particular world view and have sympathy only for it? From Steve Hoffman's comment, it appeared that it's not so easy to properly perceive the Federation world. The various religious worlds would also appear to demand specific perspectives and evaluators.

At any rate, the discussions were interesting. I certainly can't have such discussions with anyone *not in my world* and hope that I have something to contribute to these deliberations.

Enclosed are the receipts for my travel.

TELEFAX

DATE:

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) 5

TO:

Assette No. 12

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**CONFIDENTIAL**

TO: Henry Zucker
Annette Hochstein
Steve Hoffman
Ginny Levi

DATE: January 27, 1993

FROM: Shulamith Elster

SUBJECT: **Update on CIJE
Contacts/Activities**

In order to facilitate the transition within the CIJE leadership, I am writing to summarize a number of activities/conversations in which I have been involved on behalf of the CIJE. At some point, we should make a decision as to whether or not these ought to be continued, and who should be involved. Perhaps, in particular cases, we should contact individuals/organizations and just say...not now, maybe later!

Please feel free to share a copy of this memorandum with others whose advice is important.

National Board of License

The National Board of License, the professional accreditation agency for teachers and principals, has up until recently found a comfortable and supportive home within JESNA. Paul Flexner was assigned as the liaison. Seymour Fox suggested to the leadership of the NBL- Alvin Schiff, Sylvia Ettenberg and Jacob Rabinowitz- that they look for ways to have their work supported within the personnel agenda of the CIJE. Alvin Schiff wrote to MLM regarding the NBL. In separate discussions with each of the principals and in a group meeting called to discuss the future of the NBL, there was talk of 'pilot programs' within the three Lead Communities. These were possible efforts to develop standards that would be based on the licensing standards of the NBL. This joint venture might give the organization some small operating funds and a new "lease on life".

Questions: Is there any possibility that MAF/CIJE might fund such a modest effort to strengthen the organization and bolster its capability to provide a service to the profession? If so, how do we proceed? If there is no realistic expectation of help, this should be conveyed to Schiff in some official way. (See Attachments related to conversations with the NBL).

Torah Umesorah

For close to two years now, we have been talking about their proposal for a training program for Lakewood Yeshiva students. I approached the Jim Joseph Foundation, as instructed, and they have voiced their concerns with the parochial nature of the program. I have passed these comments along to Rabbis Fishman and Merkin. They are committed to the concept. Alvin Schiff and Bob Hirt of YU feel that it is not such a good investment to train the Lakewood group.

Questions: Is there any possibility that MAF will fund a Torah Umesorah effort of this sort? If so, when? If not, we should "cut bait". They want what they think is best.

Covenant Foundation

I will speak directly to Art and suggest a phone call from him to the Foundation. You should know that I met with Judith Ginsberg this morning and informed her that we would not be submitting a program proposal for this funding cycle. Early applications are due in next month and awards made next December. Too bad... but the issue of core support is primary right now.

I have been invited to the next meeting of the Covenant Foundation Board to talk about the work of the CIJE and how its plans for Jewish education in North America relate to some of the work that the Covenant Foundation is doing. This at the invitation of the Board through Judith.

Question: Are we preparing Susan Crown for her participation in the CIJE Board meeting? This will be an important link to future efforts with the Covenant Foundation.

CAJE

Eliot Spack approached me about a CAJE initiative on the Empowerment of Teachers. This "Leadership 101" will take place as a pre-conference seminar prior to the 1993 conference and will continue as an invitational program. When drawing up the list of invitees, Eliot suggested that a special effort be undertaken to include personnel from the three Lead Communities as a personnel initiative, an example of a cooperative venture with an existing organization and a way of demonstrating our concern for the "grass roots" teacher.

I spoke to Barry about the possibility of incorporating the concept into one of our pilot projects. He does not see that this is feasible at this point given the status and direction of the pilot projects.

Questions: Is it realistic to expect that some small amount of funding will be available to "sponsor" personnel from the Lead Communities for their participation? Is there interest in trying to incorporate this into our thinking?

Educators Assembly

This group of Conservative educators has a new "vision" and has demonstrated in the past several years its capacity to be a first-rate educational organization. The credit for this goes to Miriam Klein Shapiro, the current president, and the manner in which she has brought the Schechter principals into the organization. They have taken the initiative to begin a conversation with us about how they might work with us on strengthening the profession and the development of some pilot projects in the area of professional development within the Lead Communities project. They are particularly interested in in-service education (professional development), recruitment for the profession and mentoring of novices.

Questions: Is it practical for us to be working- once again- with the professional groups? It is not right to continue to raise the level of expectation regarding partnerships unless it is realistic. If it has to be deferred for 3-5 years, should we say so?

Research Network in Jewish Education

A number of the field's best researchers are represented in the leadership of this group. I attended their conferences for the past two years- Aryeh Davidson, Isa Aron, Adam Gamoran, Sara Lee and others as well as Barry are among the active members. The majority of our Best Practice site visitors, panelists, etc. are among their ranks. Stuart Schoenfeld (York University) has been in touch with Barry and myself about the possibility of having the Best Practices work form the basis of a major portion of the program for this year's conference.

Questions: Do we say "yes", that's a good idea? Are Barry and I empowered to work with them? With whom do we clear this?

Association of Institutions of Higher Jewish Learning

At the invitation of Sara Lee, I attended the December Board meeting in New York. The main agenda item was the discussion of their work towards a strategic plan for the development of training programs. This relates both to the CIJE mandate and to the recent MAF grants to the three leading institutions.

Questions: Does the CIJE want to continue an informal relationship to the group? Do we want to consider a more active role? Who are the individuals to best chart the course for relationships with this group?

United Synagogue Department of Education/Conservative Movement

Bob Abramson has been active in the Conservative movement's discussions about how individuals, groups and the movement can work within the context of Lead Communities. Bob spoke with me just the other day about a wonderful initiative within family education that he would like to undertake with Chizuk Amuno (whose school is a Best Practice School). His proposal was a shared cost program (50/50) with a commitment from the United Synagogue to have the experience documented and shared with not just the other Lead Communities but with communities all over North America.

Questions: Do we proceed with discussions of this sort? With whom do we have the conversation once a formal proposal has been made to CIJE?

Attachments:

Correspondence from National Board of License
Memorandum from CAJE RE: Leadership 101

TELEFAX

x 52' T

DATE:

1/29

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) _____

TO:

Annelle Hochstein

These are attachments
which should have been
faxed with 1/27 memo
on Update on C.I.J.E.

LEADERSHIP II 1993**Background:**

The arena of Jewish education is undergoing dramatic and rapid change across North America. Many of these changes are taking place without the full participation of Jewish educators, particularly those within congregational settings. Additionally, it is questionable as to the extent to which we are ready and capable, as Jewish educators, to thoughtfully and significantly participate as effective change agents and vision-setters at this time within the realm. It is evident that there is no one agent within local communities to facilitate such a participation of educators. Therefore, CAJE, as a coalition of Jewish educational life, has the potential to have a vital and meaningful role to play in responding to this pressing situation.

Proposal:

To provide a "kalla experience" for Jewish educators from selected communities throughout North America in order to facilitate increased awareness and participation on the local level with regard to the changing Jewish educational arena.

Purposes:

- 1] To give CAJE leaders a global awareness of all aspects of what is changing within the sphere of Jewish communal life as related to Jewish education and why.
- 2] To empower these leaders to bring their heightened awareness and understanding back to their local communities.
- 3] To present model processes (the Kalla and its specific programs) which could be adapted by these leaders to reach out to other Jewish educational leaders (including teachers) within their communities.
- 4] To position and encourage these educators to take more proactive and active roles in the dynamically changing milieu of Jewish education.

LEADERSHIP II (cont'd)

Programs:

- 1] A two-day kalla coinciding with preconferences at the Trinity University Conference,
- 2] Ten (10) participants from selected communities that house a Board of Education, a Bureau of Jewish Education or a Central Agency (Communities might include: Chicago, Denver, Baltimore, Los Angeles, Philadelphia, Dallas, Milwaukee, etc.)
- 3] Two (2) organizers and two (2) resource people. Resource people would provide major pieces of information and would be individuals well-rounded and involved in the changing areas of Jewish education.
- 4] Criteria for participation is that these educators are expected to return to their home communities and organize a forum (with many possible forms) by which to disseminate information and encourage Jewish educational leadership.
- 5] Suggested topics and issues to be covered during kalla:
 - .Trends in North American Funding for Jewish Education
 - .The Ethics of Power
 - .Coalition-Building
 - .Empowering Models for Jewish Educators
 - .Examining Educational Foundations (Helton, Waxner, Mandel, and Crown)
 - .Jewish Communal Political Process
 - .Program-building for Replicating this process

Outcomes:

- 1] Education of the professional community of Jewish educators
- 2] Articles, editorials and letters in Jewish Community publications from Jewish educators
- 3] Active advocacy and education within the political process by Jewish educators for Jewish education
- 4] Continued advocacy for the transmission and transmitters of Jewish education

Budget:

Total: 14 @ \$185 = \$2,590 + \$608 program including 1 primary resource person Total \$3,200

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

MEMORANDUM

To: Art Rotman Date: December 14, 1992
From: Shulamith R. Elster Re: National Board of License

I was contacted by the National Board of License with a view to how they can work with the CIJE in a manner that both furthers their own particular interests and advances the CIJE's work most especially within the Lead Communities Project. Alvin Schiff wrote to Mort about this last summer, and I have been asked to respond to the inquiry about possible support. I would like to have the benefit of your thinking as to how to best proceed.

The National Board of License (NBL) asked for this meeting to:

- Brief the CIJE on the work of the National Board of License
- Discuss the current status of the National Board of License and the challenges to its survival
- Explore opportunities to work together with the CIJE
- Explore opportunities for the funding of its activities so as to insure its future

The former AAJE provided support staff and services to the NBL, and, with the creation of JESNA, this was moved to JESNA. Now that JESNA has reordered its own priorities, Paul Flexner's time assigned to the NBL is severely limited. It is unlikely that the NBL will continue to function within JESNA. Thus, the future of licensing and accreditation of teachers through the NBL is truly at a risk.

At a time when discussions of standards, licensing and accreditation are foremost in the thinking of educational leaders, it is interesting that this mechanism for Jewish education is without support.

The National Board of License consists of fourteen professionals who represent fourteen different groups -- training institutions and professional organizations. The NBL meets twice each year and in between formal meetings functions within a committee structure.

To: Art Rotman

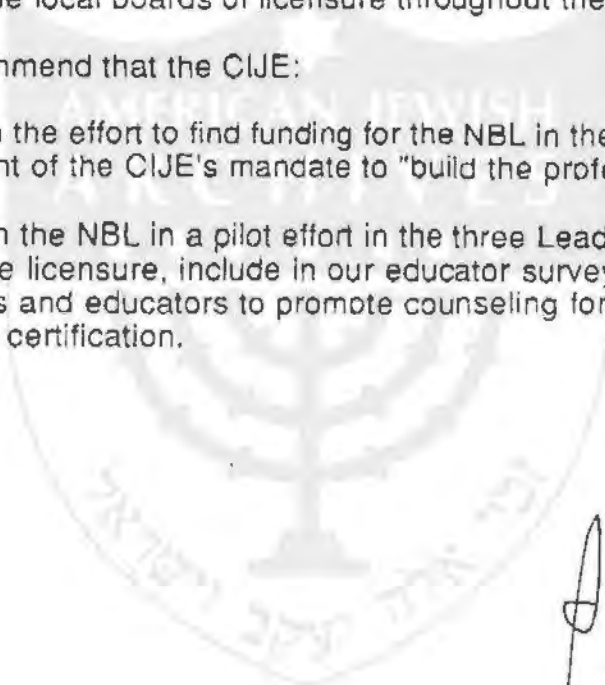
Re: National Board of License

The NBL is literally "fighting for its life" and is in need of support for the following types of activities:

1. Professional staff at 1/4 time to manage the NBL and promote its mission and handle its affairs.
2. Publications - brochures, etc., to promote the licensing of teachers and educators.
3. Funding for presentations, a newsletter and advocacy among educator groups, travel to conferences and workshops, and for site visits to the local boards of licensure throughout the country.

I would like to recommend that the CIJE:

- a. Assist in the effort to find funding for the NBL in the interest of the fulfillment of the CIJE's mandate to "build the profession"
- b. Join with the NBL in a pilot effort in the three Lead Communities to advocate licensure, include in our educator survey interviews with teachers and educators to promote counseling for educators seeking certification.



A handwritten signature, likely of Art Rotman, is written in black ink. It consists of a stylized, cursive 'A' followed by a checkmark-like flourish.



DAVID J. AZRIELI GRADUATE INSTITUTE
OF JEWISH EDUCATION AND ADMINISTRATION

YESHIVA UNIVERSITY
245 LEXINGTON AVENUE • NEW YORK NY 10016 • (212) 481-0325

Distinguished Professor of Education

July 23, 1992

Morton Mandel
Premier Industries Corporation
4500 Euclid Ave.
Cleveland, OH 44103

Dear Morton,

In light of "Time To Act" and the Commission's concern about raising Jewish educator standards, I am taking this opportunity to write to you about a matter that I know will be of interest to you. In a real sense, it is related to CIJE. Let me explain.

Since 1939, The National Board of License for Teachers and Supervisors in North American Jewish Schools (NBL) has been functioning in the American Jewish community. Over the years, NBL through its standing committees - The Committee of Examiners (for teachers licensure) and the Principals Certification Committee has awarded licenses to principals and coordinated the issuance of teacher licenses by the ten local licensing bodies (list enclosed) who are members of NBL.

Since its establishment, NBL has been staffed by AAJE and now by JESNA. The overall Board and its two committees comprised of leading Jewish educators who volunteer their time and services (list enclosed) meet twice annually. In addition, sub-committee meetings are held as needed.

NBL recognizes that it is not as effective as it should be. For example, the vast majority of schools do not require teachers or principals to be licensed. Moreover, the standards for certification were not geared to the 1980's and 1990's.

Several years ago, NBL began reexamining its licensure policies and practices. In 1990, it completed the restructuring of requirements for the teacher's license to be more in tune with current Jewish educational conditions. Similar reorganization is currently being concluded regarding principals' certification.

Having accomplished this, the leadership of NBL requested support from JESNA to market the new requirements and was informed by Dr. Woocher that additional assistance would not be forth coming. Moreover, JESNA's new priorities do not include involvement in the area of educator licensure.

This letter is already longer than I anticipated. The reason for my writing is to request a meeting with you to discuss the developing of a relationship between NBL and CIJE and the role of educator licensure in the lead communities.

I personally think it is a worthwhile venture for CIJE. The "shidduch" between NBL & CIJE hold much promise for the future. NBL leadership is open to new developments.

With warm wishes,



Alvin I. Schiff
339 Jordan Street
Oceanside, NY 11572

cc: Prof. Seymour Fox
Dr. Shulamith Elster
Dean Jacob Rabinowitz

JAN 27 '93 11:13 AM

CIJE

221388
FAX: (212) 213-4078

Page 1

TELEFAX

DATE:

1/27/93

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet)

3

TO:

Asnelle Hochstein
Miriam Levi

ATLANTA COMMISSION
List with Affiliations

<u>NAME</u>	<u>AFFILIATION</u>
Dr. Peter Aranson	Economist, Planning & Allocations Chair
Lauren Azoulai	Staff, Council for Jewish Continuity
Mrs. Marcia Bergman	Synagogue Council President
Mr. Henry Birnbrey	Retired CPA, Past Chair, Education Commission
Mrs. Joanne Birnbrey	Chair, Planning & Allocations, Jewish Education Commission (Wexner)
Dr. David Blumenthal	Professor of Jewish Studies, Emory University
Dr. S. Perry Brickman	Oral Surgeon, Past Federation President
Mr. Gerald H. Cohen	Past Federation President, Board of CIJE
Rabbi Herbert J. Cohen	Yeshiva High School (Orthodox)
Cantor Scott Colbert	Temple Emanu-el (Reform)
Rabbi Stan Davids	Temple Emanu-El (Reform)
Mrs. Ann Davis	Davis Academy Day School (Reform) Federation Officer (Wexner)
Rabbi Menachem Deutsch	Kollel (Orthodox)
Mrs. Laura Dinerman	JCC, 1st Vice President
Rabbi Ilan Daniel Feldman	Congregation Beth Jacob (Orthodox)
Mrs. Cheryl Finkel	Director, The Epstein Day School (Conservative)
Mr. Steve Gelfand	Staff, Council for Jewish Continuity
Mrs. Toby Goldman	Jewish Education Transition Chair (Wexner)

NAMEAFFILIATION

Rabbi Arnold M. Goodman
Atlanta Commission

Ahavath Achim (Conservative)

Ms. Michal Hillman

President, Jewish Educational Services

Mrs. Lois Kuniarsky

Past President, Epstein School
(Conservative)

Dr. Stephen Kutner

Past President, BJE

Dr. Dianne Leader

Past President, Torah Day School
(Orthodox)

Mrs. Glenda Minkin

Mrs. Carol Nemo

President, Davis Academy (Reform)

Rabbi Jay Neufeld

Head, Hebrew Academy (Orthodox)

Mr. Martin M. Pollock

Past President, BJE
Past Federation Officer

Mr. David Sarnat

Executive Director, Atlanta Federation

Dr. William Schatten

Chairperson, Council for Jewish Continuity

Mr. Arnold Sidman

Officer, Jewish Education Services

Mr. Harry Stern

JCC Executive Director

Rabbi Alvin Sugarman

The Temple (Reform)

January 13, 1993

Roberta Louis Goodman, R.J.E.
901 Waban Hill
Madison, Wisconsin 53711

Dear Roberta:

As you already know, the Helen Bader Foundation, Inc. has become one of the primary sources of funding to the Jewish Community in Milwaukee ("Community") for the support of certain of the Community's educational institutions. We have an interest in pursuing a policy in our Milwaukee Jewish Education grants program which is best suited to the specific needs of the Community. Our approach should be based upon a studied understanding of the idiosyncracies of the Community, its institutions of Jewish education, and our interrelationship with those institutions.

Your ability as a neutral third party observer in the Community could greatly benefit us in achieving one of our goals - clarifying our role in our interactions with the Community's educational and educational planning institutions. I respectfully request that, in your position as the field researcher of the Council for Initiatives in Jewish Education in Milwaukee, you provide us with your assessment on any of the following developments of which you may take notice during the course of your work here:

- 1) the changing role, structure, and efficacy of the Milwaukee Association for Jewish Education, in light of the recent "resignation" of its current executive director, and recent budget decreases;
- 2) the proposed role of the Milwaukee Jewish Federation to undertake the initiative in, and develop a capacity for, planning in the area of Jewish education, both on the part of its personnel, and through its constituent agencies (i.e. Jewish Community Center); and
- 3) the evolving role of the Helen Bader Foundation, Inc. in its interactions with Community educational institutions, and its impact on the choices made by the Community for the allocation of education dollars and as a source of guidance and direction in setting an agenda for Jewish education in the Community.

Roberta Louis Goodman
January 13, 1993
Page Two

I look forward to your input on the role of the Helen Bader Foundation, Inc. during this period of the establishment of Milwaukee as a Lead Community for Jewish Education.

Please feel free to contact me should you have any questions or comments concerning this request.

Sincerely,

A handwritten signature in cursive script that reads "Zachary D. Harris".

Zachary D. Harris
Program Associate

cc: Daniel J. Bader
Dr. Shulamith R. Elster ✓

TELEFAX

DATE: 1/27

FROM: SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) _____

TO:

Annette Hochstein

Art Naparstek

Ginny Levi

Jack Ukeles



The Wisconsin Jewish Chronicle

Vol. XVI, No. 3

January 15, 1993 • 22 Tevet 5753

\$30 per year in Continental USA

Bader grants to aid education, refugees

The Helen Bader Foundation of Milwaukee will award more than \$430,000 in new grants to non-profit organizations involved in Jewish education and Jewish philanthropy — including nearly \$300,000 locally — the foundation announced Tuesday.

The philanthropy grants support projects that build and enhance community support systems to aid in the resettlement of Jewish newcomers in Milwaukee, and Israeli organizations dealing with handicapped children, youth at risk and immigrant absorption.

Those grants are:

- \$100,000 over two years to the American Jewish Joint Distribution Committee to assist with improving educational opportunities of disadvantaged youth in Be'er Sheva, Israel.

- \$97,282 over two years to the Medical College of Wisconsin for postdoctoral training to help Soviet Jewish newcomer physicians and scientists qualify for employment in their fields here.

- \$75,000 to the Milwaukee Jewish Federation 1992-93 fundraising campaign.

- \$40,000 to the American Friends of the Israeli Free Loan Association to provide interest-free loans to new immigrants to Israel.

- \$20,000 to the Milwaukee Jewish Home to hire a Russian-Yiddish translator to help newcomer employees adapt to working there.

- \$10,000 to Jewish Family Services' Family to Family program, which assists the adjust-

(See page 11)

Grants are announced

(From page 1)

ment of refugee families to Milwaukee.

The one-year Jewish education grants support projects that expand educators' knowledge, improve instructional practices and develop local schools' curricula. They are:

- \$60,000 to the federation in support of the "lead community" project, implemented by the Council for Initiatives in Jewish Education (CIJE).

- \$15,000 to Beth El Ner Tamid Synagogue to promote a computerized Jewish education program.

- Up to \$8,500 to Yeshiva Elementary School to enhance

its computer lab by providing for updated computer hardware, new software and hiring a part-time computer instructor. YES also will receive \$8,500 for a full-time coordinator to implement a secular curriculum in the elementary school.

The foundation was established in memory of social worker Helen Bader. Its primary focuses are Alzheimer's disease and related dementia, families and children at risk, Jewish education in Milwaukee and Jewish philanthropy.

The foundation's next grant proposal deadline of May 3. For more information, call 224-6464.

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

DATE: January 25, 1993

FROM: Shulamith Elster

SUBJECT: Miscellaneous

1. Please let me know by this afternoon if materials on Lead Communities were sent to Sara Lee. I would like a copy what was sent to her as we will be speaking this afternoon.

2. Also, we have not yet received a decision from you on the time of the telecon with Jack Ukeles and Jim Meier. This has to be confirmed with them in advance. I will resend memo following this one.

3. I will be in the New York office Monday afternoon through Thursday. For your information, the fax machine in Maryland, 301-230-2012 is being repaired this week, so please send all materials to NY.



שולמית
אניק פריד
178 יוני
המכתב
אם אין (87)
ורק'ית המכתב
7317
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TELEFAX

DATE:

1/22

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) 6

TO:

Annette Horvath





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

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!

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

MEMORANDUM

TO: Annette Hochstein DATE: January 22, 1993
 FROM: Shulamith Elster  SUBJECT: Telecon calls

Since I will be speaking with you in Washington on the telecon conference call 8 am, Monday morning (1/25), please cancel the 10 am Monday call in the New York office.

I plan to come up to the New York office after the call on Monday.

SCIENCE & SOCIETY

THE PERFECT SCHOOL

U.S. News offers a prescription for revitalizing teaching and refocusing the confused mission of American education

Building "the new American school" is in vogue. The Edison Project, entrepreneur Chris Whittle's ambitious attempt to create a private school system educating 2 million students on 1,000 campuses, will announce its prototype next spring and plans to open its first schools in 1996. Next fall, 11 groups ranging from Outward Bound to the small town of



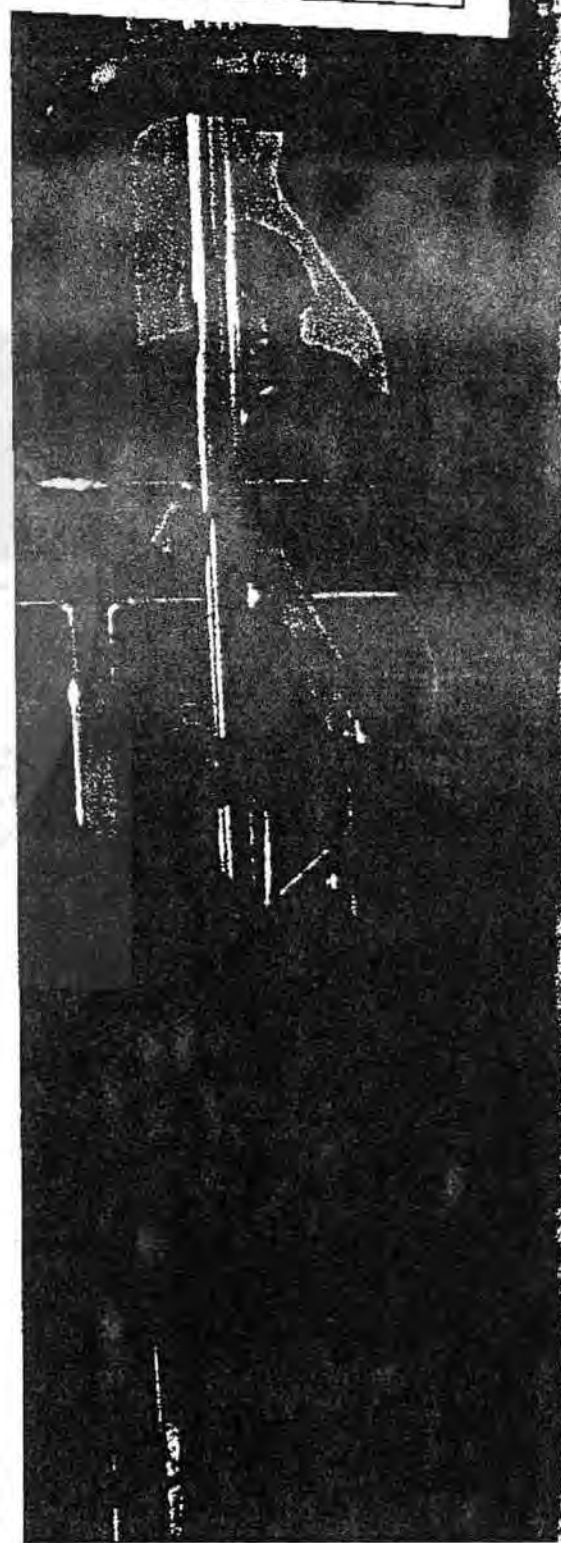
Bensenville, Ill., will introduce visions of re-designed schools they have drafted under the auspices of the New American Schools Development Corp. (NASDC), a business-backed nonprofit group organized in 1991 at the behest of the Bush administration. ■ The nation's schools are in desperate

need of such bold efforts. While the reform movement of the 1980s elevated the mission of public education — to include high academic aspirations for all students, not merely for the gifted and the privileged — in practice, it has mostly meant tinkering with a fundamentally flawed machine. Nearly 10 years and billions of dollars after the landmark report "A Nation at Risk" warned of a "rising tide of mediocrity" in education, most U.S.

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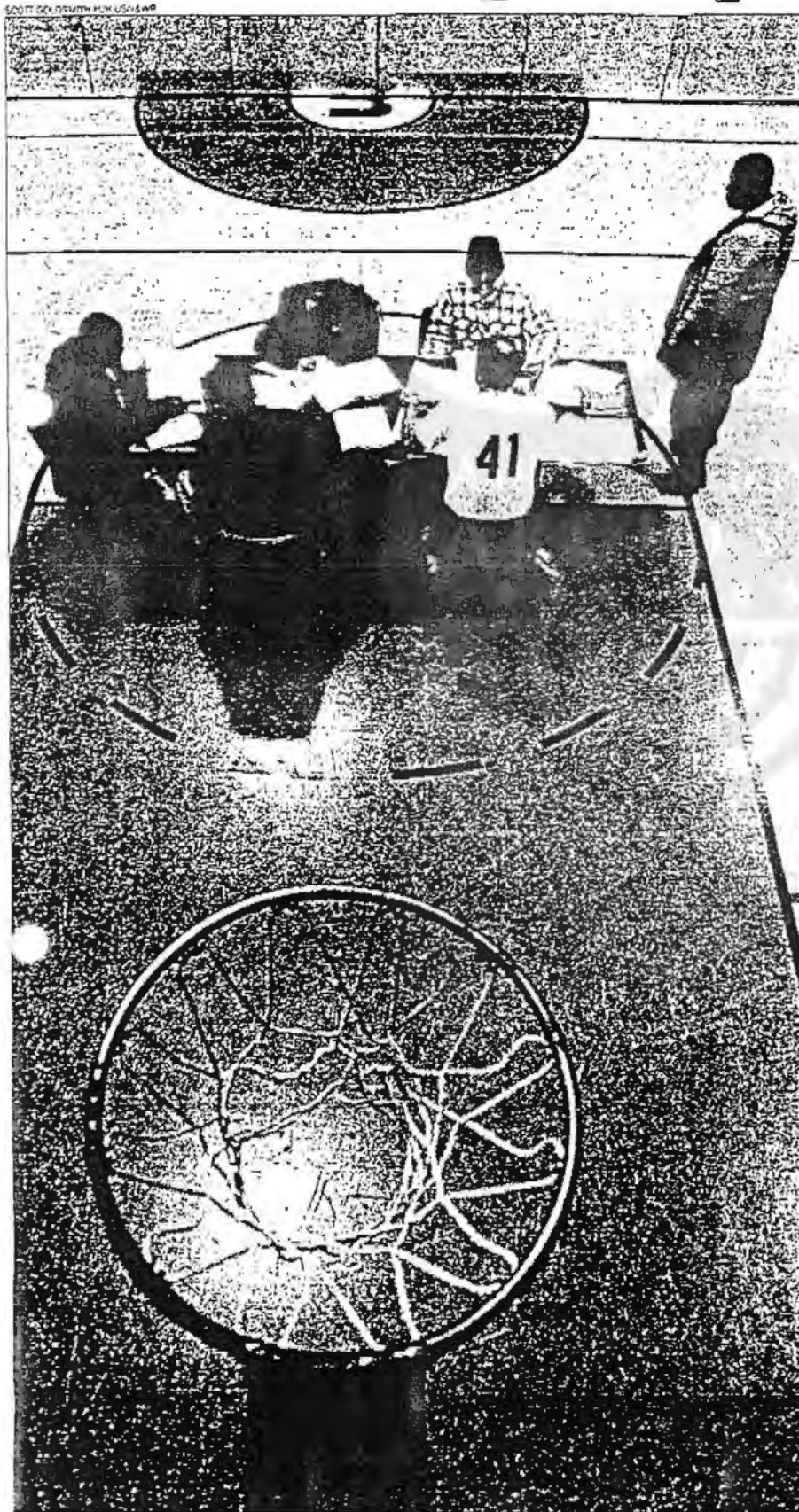
of pages 12

To	Charlotte Hochstetler	From	S. Elster
Co.		Co.	
Dept.		Phone #	
Fax #		Fax #	



Intellectual brawn. Minnesota law allows creative

SCHOOL REFORM



Math at center court. Specialized schools can be housed in a variety of public spaces.

schools are not performing up to today's new, higher standards. As Secretary of Education Lamar Alexander has lamented, "We don't need faster Pony Express horses in American education, we need the equivalent of the telegraph."

Now, the reformers are returning to their drafting tables—this time not to tinker, but to reinvent schools from top to bottom. The Edison Project, for instance, is contemplating schools that educate kids from birth to age 18, schools with high-tech student "desks" and other radical departures. Under NASDC, the Outward Bound plan calls for a curriculum built on a series of student expeditions.

Both the NASDC teams and Whittle plan to spend millions to launch their visions. Ultimately, however, the innovations and reforms that will be widely adopted by the nation's 84,500 public schools are those that will allow educators to do more for less.

In recent months, *U.S. News* has visited public school systems throughout the nation in pursuit of particularly promising reforms. The magazine has found nine innovations that, taken together, would dramatically improve the performance of the nation's public schools without requiring a great deal of additional funding. They represent a beginning—the foundation for imagining the perfect public school.

TEACHERS AS ENTREPRENEURS

1 In more than half the public schools in Dade County, Fla., teachers help to hire principals, draft budgets and shape curricula under a radical experiment launched in 1987. Minnesota lawmakers went even further in 1991, permitting state-licensed teachers to start up and run independent public schools under three-year contracts with local school boards. Around the country, the idea of allowing teachers to act as "educational entrepreneurs" is proving to be a powerful low-cost strategy not only for raising teacher performance but also for attracting and keeping the best and the brightest in the profession.

Granting teachers "ownership" of their schools is a radical notion in public education. A long tradition of bureaucratic authority has relegated teachers to the role of old-style assembly-line worker in schools, with little or no role in decision making. But educa-

SCHOOL REFORM

tors have become increasingly aware in recent years of the untoward consequences of this hidebound practice. They began seeing more and more dispirited teachers merely going through the motions in class—if they showed up at all. Absenteeism rates as high as 20 percent were leaving more and more students in the hands of ill-prepared substitutes.

By contrast, teachers thrive when they are given a voice in running their schools, and the more freedom the better in many cases. Minnesota's charter schools must be nonprofit and nonsectarian, and they cannot charge tuition or admit students selectively; otherwise, they are free from interference. In designing St. Paul's City Academy, for instance, teachers Milo Cutter and Terry Kraabel were able to create an innovative curriculum aimed at former dropouts. Housed in a St. Paul recreation center, the school features four days of interdisciplinary courses and electives a week. Students spend the fifth day in the St. Paul community, learning pottery with a master craftsman, say, or serving as interns at the city's science museum.

In Dade County, teachers at the 1,732-student Miami Springs Middle School have drastically reorganized the school since assuming a leadership role. A seven-member faculty "council" divided the institution into 11 groups of about 160 students and four teachers each, and the teachers have used their new autonomy and power to redesign the curriculum. Among other things, they chose textbooks they considered more appropriate for their largely Hispanic student body.

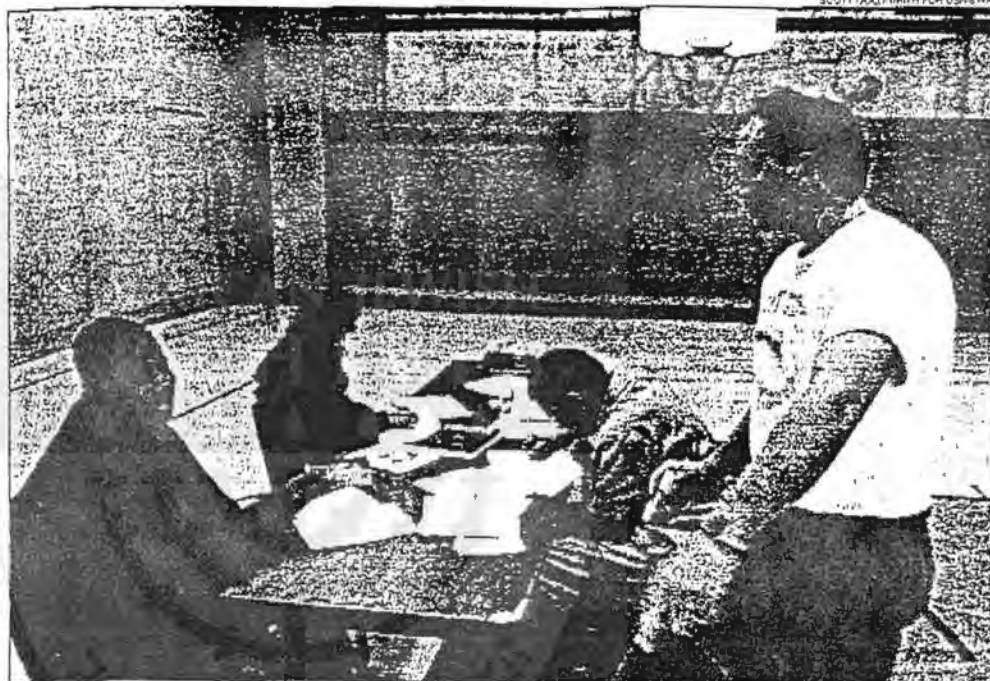
Signs of commitment. Teacher dedication and involvement have risen dramatically as a result of these reforms. "We were struck by the extent to which teacher decisions served the interests of the school rather than that of individuals," write researchers Charles Kerchner and Julia Koppich about Dade County schools in a forthcoming book on the teaching profession. "Through the experiences of peer evaluation, hiring or making decisions together, teachers have become more committed to and more supportive of one another." Examples of teachers' commitment are plentiful. Not only is there no teacher absenteeism problem at City Academy in St.

Paul, the students are given teachers' home phone numbers and encouraged to call for help after regular school hours. In Dade County, a teacher-led elementary school voted to offer classes on Saturday. The staff expected 50 students; 200 signed up.

Granting teachers autonomy tends to go hand in hand with a movement toward smaller schools. Increasingly, large "comprehensive" high schools are being dismantled and divided into schools

their doors and essentially be accountable to no one," says Michelle Fine, a psychologist at City University of New York and the architect of the Philadelphia plan. "Not so when you are a member of a small team."

The changed climate in many small schools pays tangible dividends as well. A 1987 study of 744 comprehensive high schools by researchers Robert Pittman and Perri Haughwout found that the dropout rate at schools with more



Battling alienation. Small programs are more personal than "comprehensive" high schools.

within schools that provide a more personal atmosphere. As part of Philadelphia's attempt to "reinvent the neighborhood school," for instance, the 1,000-student Furness High School was divided into three independent schools, each boasting its own academic specialty and team of teachers.

Although the Philadelphia reformers did not explicitly intend to increase teacher autonomy, that is just what they have done. Teachers are given a larger stake in Furness's small programs. They play a major role in the programs' designs and receive a pot of discretionary funds to spend each year. These opportunities have produced an increased sense of collegiality among teachers—as well as a greater degree of shared responsibility. Traditionally, "teachers could shut

than 2,000 students was twice that of schools with 667 or fewer students. And a 1988 study of 357 high schools by University of Chicago researchers Anthony Bryk and Mary Erina Driscoll revealed higher rates of class cutting, absenteeism and classroom disorder in large schools.

Giving teachers decision-making responsibility and the freedom to innovate also helps recruit top talent into teaching. An independent 1991 study of Dade County's teacher-run schools concluded that "the involvement of teachers in decision making" was "making the profession more attractive." One indication: The number of applications for each teaching slot in Dade County has risen from two to eight since the shift to teacher-run schools.

PIONEERS IN AUTONOMY

- City Academy, St. Paul, Minn.
- Fairdale High School Career Magnet Academy, Fairdale, Ky.
- Greece Arcadia High School, Greece, N.Y.
- Interlake High School, Bellevue, Wash.

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
Shmuel Wygoda
cc: Art Rotman
Art Naparstek
Virginia Levi

DATE: 1/15/93

FROM: Shulamith Elster

SUBJECT: Barry Holtz title

Barry Holtz's title:

DIRECTOR, RESEARCH & COMMUNITY PROJECTS

/jl

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Phone: (212) 532-1961

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

MEMORANDUM

TO: Art Rotman
Annette Hochstein
Shmuel Wygoda
Barry Holtz

DATE: January 14, 1993

FROM: Shulamith Elster 

SUBJECT: Plans for this Week and Next

Just in case and for your information:

Thursday, 1/14 and
Friday morning

Cleveland

Monday, 1/18 and
Tuesday, 1/19

Milwaukee

to attend meeting of Steering Committee
of Local Commission and provide briefing for
Ruth Cohen, the next local coordinator

Wednesday, 1/20

Washington, D.C. for Inauguration

I expect to be in Rockville for Shabbat and Sunday. You know how to reach me there.
Judy knows my whereabouts in both Cleveland and Milwaukee.

COUNCIL FOR INITIATIVES IN
Mailing address: 163 Third Avenue #128
Phone: (212) 532-1961

Net
FA:

Post-It TM brand fax transmittal memo 7671		# of pages	1
To	Seymour Fox	From	Art Rotman
cc	Annette Hochstein	Co.	
Dept.		Phone #	
Fax #		Fax #	

FAX

To: Darrell Friedman

Date: January 14, 1992

From: Arthur Rotman

Fax: (410) 752-1177

cc: Morton L. Mandel
Ginny Levi

MESSAGE:

As we discussed on the phone on Wednesday, we would like very much to have Roy Hoffberger and yourself attend the CIJE Annual Meeting and Board Meeting on Thursday, February 25, 12:00 noon to 3:30 p.m. in New York City at the CJF/JESNA offices.

This would be an excellent opportunity for the CIJE Board which, as you know, represents some of the top leadership in North America, to hear "Baltimore's story." In particular, the fact that Baltimore did not wait for a population study to address the issue of Jewish continuity, but rather took steps some time ago to marshal the resources of the community for the cause. I hope that you both will be able to make it and await your confirmation.

We would like to hold our next Board meeting in October in Baltimore. This will, no doubt, present an excellent opportunity for some of the people involved in the Commission to meet personally with the CIJE Board. Suggested dates for a meeting which would probably run from about 11:00 a.m. to about 3:00 p.m.:

October 15
November 3, 4, 5, 8 or 9

When I was in Baltimore, we agreed to hold a meeting in June in preparation for the October meeting and to which we would bring in one of our top leadership. Charles Bronfman has volunteered to meet with your key people. If you would please check with whomever you think appropriate and, simultaneously, I will talk to Charles and between us I am sure we can mesh schedules and come up with a suitable date.

With warm regards.

TELEFAX

DATE:

1/13

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) 5

TO:

Shmuel Wygodna



January 6, 1993

To: Paul Flexner, Tim Hausdorff, Eliot Spack
From: Barry Holtz
Re: Best Practice in the Day School area

Dear Friends,

When we met way back in the fall, we spoke about ways that the Best Practices Project could deal with the area of day schools. Everyone at our meeting was in agreement: the way to do it was to look at "programmatic areas" of excellence (not "a best day schools" list). Our plan was to approach a group of "wise people" who know the field as well as sending out a letter to many day schools asking for self-nomination ("what do you do in your school that could be exported....").

I am enclosing a list of programmatic areas that Shulamith and I worked on. We'd like to know if this looks right to you. Are there things you'd add or things you'd take off?

In addition, I'd like your suggestions of the right, well-connected, well-traveled people in the field who you think could help us locate places that might do well in one or more of these programmatic areas.

If you could think some thought in the next short while, I'd very much want to talk to you about your ideas. I'll be in touch soon.

Thanks so much for your help.

Yours truly,

Barry W. Holtz

cc. Shulamith Elster
Jonathan Woocher

December 23, 1992
Holtz and Elster

Day Schools
Programmatic Areas

Who does a good job of doing....
(Or what would your day school want to export in the area of....)

Administration

Administrative practice
Budget and Finance practices
Recruitment of students/marketing/public relations
Developing lay leadership/Board development
Parental involvement programs
Fund raising
School atmosphere

Curriculum

The General studies content areas:

English and Language Arts
Science
Math
Social Studies
Physical Ed.

The Jewish studies content areas:

Contemporary Jewish events
Hebrew language
Holidays
Holocaust
Israel
Jewish history
Texts:
Bible and Commentaries
Hebrew literature
Jewish philosophical texts
Talmud and Mishnah
Midrash and Aggadah
Halakha and Minhagim
Siddur

Family education
Co-curricular activities

Integration of Jewish and general studies

Experiential Learning

Trips to Israel
Retreats and shabbatonim
Prayer experiences
Ritual experiences

Staff Development

In-service education programs
Extension courses/credit for outside courses
Recruitment of personnel
"Career ladders" for teachers
School-based management/Teacher "empowerment"
Supervision approaches
Peer supervision
Evaluation of teaching
Group planning
Leadership development

Other Specialities

Special education programs
Library and reading programs
Child psychology





**MELTON
RESEARCH
CENTER**
for Jewish Education

January 8, 1993

Rabbi Richard Joel
Bnai Brith Hillel Foundation
1640 Rhode Island Ave, NW
Washington, DC 20036
FAX 202-857-6693

Dear Richard,

It was nice speaking with you yesterday. I appreciate your interest in helping to organize a discussion about Best Practice on the college campus with a group of people connected with Hillel on February 1st. Feel free to use this letter as an invitation and a way of briefing your colleagues about the purpose of our meeting:

I am writing to ask your help with a project that I'm involved in that I think has important implications for Jewish education in America. Let me explain the idea:

I have been working with the Council for Initiatives in Jewish Education (CIJE) heading up an important project known as the Best Practices in Jewish Education Project. As you may know, the CIJE is the small "intermediary" organization created at the conclusion of the deliberations of the Commission on Jewish Education in North America. This Commission, which met between August of 1988 and June, 1990, consisted of some of the most important names in contemporary Jewish life and included philanthropists, educators, and community leaders from across the spectrum of North American Jewry. The Commission was created by the well-known philanthropist Morton Mandel (of Cleveland) and is sometimes known as the "Mandel Commission.

In describing its "blueprint for the future," the Commission's report called for the creation of "an inventory of best educational practices in North America." The primary purpose of this inventory would be to aid the future work of the Council, particularly as it helps to develop a group of model Lead Communities, "local laboratories for Jewish education." After an exacting national competition three Lead Communities were selected early last fall: Atlanta, Baltimore and Milwaukee.

As the Lead Communities begin to devise their plans of action, the Best Practices Project will offer a guide to successful programs/sites/curricula which could be adopted for use in particular Communities. The Best Practices inventory would become a data base of Jewish educational excellence to which the Council staff could refer as it worked with the various Lead Communities.

What do we mean by "best practice"? The contemporary literature in general education points out that seeking perfection when we examine educational endeavors will offer us little assistance as we try to improve educational practice. In an enterprise as complex and multifaceted as education, these writers argue, we should be looking to discover "good" not ideal practice. One way of thinking about best practice is to say that we are trying to document the "success stories" of contemporary Jewish education.

Theoretically, in having such an index the Council would be able to offer both encouragement and programmatic assistance to the particular Lead Community asking for advice. The encouragement would come through the knowledge that good practice does exist out in the field in many aspects of Jewish education. By viewing the Best Practice of "X" in one location, the Lead Community could receive actual programmatic assistance by seeing a living example of the way that "X" might be implemented in its local setting.

The Best Practices initiative for Jewish education is a project with a number of interrelated dimensions, but in the short run the main focus of the project will be to help identify examples of "best" practice which can help the Lead Communities.

Of course there is no such thing as "Best Practice" in the abstract, there is only Best Practice of "X" particularity: the successful Hebrew School, JCC, curriculum for teaching Israel, etc. The Project has already launched initiatives in a number of different areas trying to take the first cut at this issue throughout the broad spectrum of Jewish education. Teams under my direction, working closely with Dr. Shulamith Elster (the Chief Education Officer of the CIJE) have been examining: the supplementary school; early childhood Jewish education; Jewish education in the world of the Jewish community centers and the day school.

The next area that we would like to work with this year is the college campus and it is in this area that I would like to ask for your help. (The areas still to come after this are: the Israel experience, Jewish camping, adult education, and educational initiatives within Federations or BJEs.)

At the meeting on February first I would like to do the following things: We should begin by asking the key question of what do we mean by Best Practice in the realm of the college campus? What elements go into making up a good program?

Once we have generated this list of ideas or components, we would then ask: 1) What examples in real life do we know of the Best Practice in these areas? 2) How we want to see these projects

written up? 3) And knowing these examples, now what would all this mean for the Lead Communities? How useful is it?

I think that this is an exciting project which has important implications for Jewish education. I'm hoping that with your help we may be able to bring some real changes into the field.

The CIJE would be happy to pay for the transportation of people coming from out of town and for lunch (with vegie options!!) for the group.

Thanks so much for your help. I look forward to seeing you soon.

Best wishes,



(Dr.) Barry W. Holtz
Director, Best Practice Project

cc Dr Shulamith Elster

TELEFAX

DATE:

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) _____

TO:

Annette Hockstein:

Latest list of attendees

SR. ADVISORS MEETING ATTENDANCE

ATTENDING

NOT ATTENDING

DR. ROBERT ABRAMSON

DR. BARRY CHAZAN

RABBI JACK BIELER

MR. SAM FISHER (in Israel)

MR. DAVID DUBIN

MR. DARRELL FRIEDMAN

RABBI JOSHUA ELKIN

RABBI IRVING GREENBERG (in Israel)

MRS. SYLVIA ETTEMBERG

MR. GENE GREENZWEIG

RABBI JOSHUA FISHMAN

RABBI ROBERT HIRT

MR. STEPHEN HOFFMAN

MR. RICHARD JOEL

DR. DANIEL PEKARSKY

MR. MARTIN KRAAR (in Israel)

DR. BERNARD REISMAN

MS. SARA LEE

DR. ELIOT SPACK

RABBI JEFFREY SCHEIN

RABBI DANIEL SYME

DR. ALVIN SCHIFF

DR. JONATHAN WOOCHEER

MR. BARRY SHRAGE

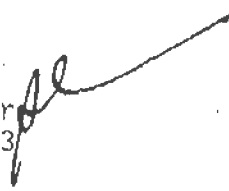
MR. STEPHEN SOLENDER

STAFF AND CONSULTANTS:

ART ROTMAN, SHULAMITH ELSTER, ELLEN GOLDRING, ROBERTA GOODMAN,
 BARRY HOLTZ, CAROL INGALL, JACK UKELES, JIM MEIER, JO ANN SCHAFER,
 JUDY LEVINE

FAX

TO: Shmuel Wygoda
FROM: Shulamith Elster
DATE: January 12, 1993
RE: ETC



I look forward to our telecon tomorrow morning at 8:30 A.M./New York time. I will assume that we will discuss:

1. Work with Barry of pilot projects
(He will send memo to Israel early next week with update).
2. Status of work in the three communities
3. Upcoming Senior Advisors meeting
presentation on Lead Communities
4. Update on Best Practices
(We have date set for meeting on 2/1 with Hillel in Washington for launch of campus work)

Attached is agenda from today's meeting of the American Advisory Council on Zionist Jewish Education. The focus of the discussion as you can see was in Shlicut. The North American commissioners- Sternstein, Billie Gold, Miriam Gaffner and Seymour Reich- reported on last meeting in Israel and are preparing for the February meeting. There seems to be a high level of dissatisfaction with the Joint Authority's relationship with the system of Advisory Councils. If you are interested in a more detailed report I will send along the minutes of the meeting when they are available.

I am beginning to make plans to be in Milwaukee. Will finalize this following a meeting I have with Art Rotman later this afternoon.

S.

Fax Memorandum

TO: Annette Hochstein
FROM: Shulamith Elster
RE: February Schedule
DATE: January 13, 1993

I understand from Art that you will be coming for the Board and Annual Meetings and for several weeks of meetings in North America. In order to maximize working time together I would like to know when you expect to be in New York and have time to devote to our work.

I have commitments on February 22nd (Monday) for a Lilly Foundation Seminar and March 3rd at Brandeis. Other than these I'd be pleased to block off dates now and hold them for our work which, of course, takes precedence.

Best regards.

S.

Fax

TO: Professor Seymour Fox

cc: Annette Hochstein
Arthur Rotman

FROM: Shulamith Elster

RE: Florcnee Melton

DATE: January 12, 1993

During our work session today Barry told me of a recent conversation he had with Mrs. Melton about a variety of subjects- including Best Practices and the Lead Communities- although Melton/JTS was the purpose of their meeting.

Mrs. Melton offered some suggestions about introducing new ideas into the Lead Communities and indicated that this is something that she would like to discuss with me. She also indicated that she was unable to come to New York for our February meetings/or for any other meetings, but that she would be delighted to have me come down to Florida and meet with her.

1. Have you spoken to Mrs. Melton recently and do you know her ideas on this subject?
2. Do you think that your plans for your visit in February/March include a session with Mrs. Melton in which case you could be the designated listener?
3. Should I call Mrs. Melton and arrange for such a visit for me?

I spoke with Art earlier this afternoon and he correctly advised me to check with you given your special relationship with Mrs. Melton over these many years.

Best regards,

S. 

P.S. I will be speaking with Annette and Shmuel tomorrow morning and you may want to relay a response through them.

AGENDA

American Advisory Council January 12, 1993

Opening Remarks

Dr. Alvin I. Schiff

Update on JAJZE Commission

Billie Gold

Plans for Jerusalem 3000

Dr. Jonathan Woocher

Budget Report

Jack Meyers

(Pittsburgh)

"Shlichut: An American Perspective"

Introduction

Dr. Alvin I. Schiff

Remarks

**Judy Palkovitz, Co-Chair
National Shlichut Committee**

(Pittsburgh)

**Jeremy Forman, Mazkir
American Zionist Youth Council**

Discussion

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
Shmuel Wygoda

DATE: January 11, 1993

FROM: Shulamith Elster

SUBJECT: Baltimore Commission

Enclosed is the up-to-date listing of the Baltimore Commission. The analysis you requested will be completed for all communities later this week.

COMMISSION ON JEWISH EDUCATION

LaRoy Hoffberger, Chairman
 900 Garrett Building
 233 E. Redwood Street, 21202
 (W) 576-4258

		HOME	OFFICE
Irving F. Cohn	8206 Anita Road 21208	486-3456	385-4099
Dr. Joseph Cooper	JHU 256 Garland Hall 3400 N. Charles St. 21218		516-2688
Joseph Cooper	Alex Cooper Auctioneers 908 York Rd., 21204	484-4987	828-4838
Rosalee Davison	18 Branchwood Court 21208	486-8885	
Genine Macks Fidler	8009 Melody Lane 21208	484-3256	358-4934
Jonathan M. Gann	100 S. Charles St. 16th. Floor, 21201	366-3665	332-8683
Dr. Leonard Golombek	3506 Englemeade Rd. 21208	486-6101	521-2620
Samuel K. Himmelrich	3600 Clipper Mill Rd. 21211	486-8321	889-6600
David Hirschhorn	P. O. Box 238 21203	486-5383	347-7000
Fred Hittman	3211 Keyser Road 21208	486-1003	730-7800
Judy Hoffberger	6 Greenlea Drive 21208	484-0656	
Dean Laurence Katz	3801 W. Strathmore Ave. 21215	358-0680	625-3167
Marlene Kuntz	1 Bellchase Court 21208	484-6228	
Roger Lipitz	Meridian Enterprises 515 Fairmount Ave. #800, Towson, 21204	356-8988	494-7667
Richard Manekin	8 Keyser Woods Court 21208	484-5524	997-5000
Rabbi Herman Neuberger	401 Yeshiva Lane 21208	484-2833	484-7200

COMMISSION ON JEWISH EDUCATION

LaRoy Hoffberger, Chairman
900 Garrett Building
233 E. Redwood Street, 21202
(W) 576-4258

Irving F. Cohn	8206 Anita Road 21208	<u>HOME</u> 486-3456	<u>OFFICE</u> 385-4099
Dr. Joseph Cooper	JHU 256 Garland Hall 3400 N. Charles St. 21218		516-2688
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Judy Hoffberger	6 Greenlea Drive 21208	484-0656	
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Richard Manekin	8 Keyser Woods Court 21208	484-5524	997-5000
Rabbi Herman Neuberger	401 Yeshiva Lane 21208	484-2833	484-7200

Laurence Katz BJE	Piper & Marbury B-36 S. Charles St. #1100 21201	363-3490	576-1743
Alice Levin - JCC	47 River Oaks Circle 21208	484-0934	323-3800
Miriam Lowenberg JMS	6218 Benhurst Ave. 21209	746-2803	
Beverly Penn - BHU	7 Whitebridge Court 21208	486-2667	887-5550
Joan Sobkov - JFS	3401 Woodvalley Dr. 21208	484-9077	887-4047
Ilene Vogelstein BJE	3700 Breton Way 21208	653-0909	
Dr. Mark Whitman BHU	9C Pipehill Court 21209	486-2542	

EX OFFICIO

Alfred I. Coplan	1 Hiddenwood Court 21208	321-7571	381-9650
Michael Hettleman	c/o Southern Galvanizing 1620 Bush Street 21230	484-7811	837-3838
Alvin D. Katz	40 York Road 21204	358-4134	828-6432
Richard Lansburgh	3503 Midfield Road 21208	484-1503	528-3600

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Darrell D. Friedman
William S. Bernstein
Bruce Eisen
Marshall S. Levin
Nancy R. Kutler
Dr. Chaim Y. Botwinick
Devorah A. Silverman

JEWISH/EDUCA/NK/GS
1/7/93

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
Shmuel Wygoda

DATE: January 11, 1993

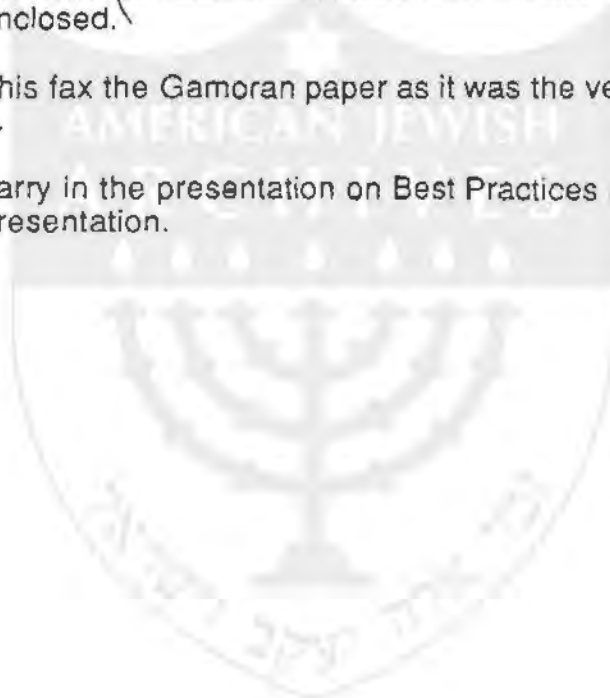
FROM: Shulamith Elster

SUBJECT: Senior Advisors Agenda and
Materials

Enclosed with this fax are the materials sent last Friday to the Senior Advisors with personal letters to those who will attend and those who will not be able to attend. A list of attendees is also enclosed.

I did not include with this fax the Gamoran paper as it was the very same material you faxed to me last week.

Carol Ingall will join Barry in the presentation on Best Practices and Roberta Goodman will join Ellen in her presentation.



1/11/93

SR. ADVISORS MEETING ATTENDANCE

ATTENDING

NOT ATTENDING

DR. ROBERT ABRAMSON

DR. BARRY CHAZAN

RABBI JACK BIELER

MR. SAM FISHER (in Israel)

MR. DAVID DUBIN

MR. DARRELL FRIEDMAN

RABBI JOSHUA ELKIN

RABBI IRVING GREENBERG (in Israel)

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MR. RICHARD JOEL

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MR. MARTIN KRAAR (in Israel)

RABBI DANIEL SYME

MS. SARA LEE

DR. JONATHAN WOOCHEER

RABBI JEFFREY SCHEIN

DR. ALVIN SCHIFF

MR. BARRY SHRAGE

MR. STEPHEN SOLENDER

STAFF AND CONSULTANTS:

ART ROTMAN, SHULAMITH ELSTER, ELLEN GOLDRING, ROBERTA GOODMAN,
BARRY HOLTZ, CAROL INGALL

SIL

SENIOR POLICY ADVISORS

JANUARY 21, 1993

AGENDA

- *Welcome and Overview of Agenda
- *Lead Communities: An Update
- *Discussion of Lead Communities
- *Monitoring, Evaluation & Feedback in the Lead Communities
- *Discussion
- *LUNCH
- *Best Practices
- *Concluding Comments and Adjournment

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Excerpts from Minutes of Lead Communities Planning Workshop

November 23-24, 1992

Participants: Lead Community Planners, CIJE Staff and Consultants:
Lauren Azoulai, Chaim Botwinick, Shulamith Elster, Seymour Fox,
Steven Gelfand, Roberta Goodman, Annette Hochstein, Barry Holtz,
Nancy Kutler, Marshall Levin, Daniel Marom, James Meier, Howard
Neistein, Arthur Rotman, Claire Rottenberg, Julie Tammivaara, Jack
Ukeles, Jonathan Woocher, Shmuel Wygoda, Virginia Levi

I. The Lead Communities - Atlanta, Baltimore and Milwaukee

Representatives of the three communities provided brief sketches of their work in Jewish education as a context for further discussion.

A. Atlanta

Atlanta has a growing Jewish population. In the early '80s, Atlanta conducted a demographic study of the local Jewish community, followed by the development of a strategic plan. Included was a recommendation to reorganize the services of the Bureau of Jewish Education, reassigning functional responsibility to other appropriate agencies. Atlanta has five day schools. It is working with the CRB Foundation on the development of Israel experience programs, has a Commission on Jewish Continuity, and has recently established a Jewish Education Fund.

B. Baltimore

Baltimore has a stable Jewish population of 92,000. A two-year planning initiative concluded in 1990 with a series of recommendations including the need to increase funding for Jewish education (has been increased from 25% to 33%) and the establishment of a commission to look at the local Jewish education system, now in its third year. Outcomes include a strategic plan for Jewish education and the establishment of a Fund for Jewish Education which is currently undertaking a \$10 million campaign. Day and supplementary schools are beginning to work together to provide training for educators and to establish a fund for Israel experience programs. A team of synagogue representatives is working together to develop a program of Jewish family education.

Lead Communities Planning Workshop
November 23-24, 1992

C. Milwaukee

With a population of 28,000, Milwaukee has four day schools in addition to an array of camps and pre-school opportunities. Twenty-five percent of the community affiliates with the JCC. Community strengths include the centrality of the federation, the availability of scholarships for day schools and a common cost for each day school, and coordination of teen programming. The cost of Jewish education is a central issue in a community where average incomes are relatively low. The community must also contend with a shortage of trained personnel and a 15% decline in campaign income over the last three years. A Jewish Education Task Force was established in July, 1991, and has developed a plan for the revision of use of the Central Agency for Jewish Education. A broad-based commission on Jewish education is now being established. It should be noted that for many years, Milwaukee has taken the lead in putting Jewish education high on its communal agenda and funding it accordingly.

II. Lead Communities: A Concept and Its Implementation

A. Annette Hochstein reviewed the following principles that guided the work of the Commission on Jewish Education in North America:

1. Local, continental, and international resources must work together to support Jewish education.
2. Jewish education has multiple constituencies and venues. The Commission concluded that the best way to approach Jewish education would be to focus on two necessary conditions for change:
 - a. Personnel -- recruitment, training, benefits and placement to build a cadre of well-trained Jewish educators.
 - b. Community support -- the need to engage top community leadership in personal commitment and financial support for Jewish education.
3. It will be important to engage a community "across the board" in its commitment to Jewish education.
4. The best way to learn what will work is by doing it. Because education takes place at the local level, we must engage local communities in the effort to improve and develop Jewish education. This led to the concept of Lead Communities.

Lead Communities Planning Workshop
November 23-24, 1992

5. It was concluded that Jewish education must be raised to a level which permits it to compete with the many alternatives available. This can best be accomplished by bringing local and continental resources together, by working intensively in limited settings, by working through programs, and by constantly monitoring, evaluating, and providing feedback.

B. The Task Ahead

Mrs. Hochstein suggested a list of possible actions, some of which should be under way within the next year. This reflects the sense that communities and the CIJE wish to see concrete signs of progress as early as possible. One or more of the following should be undertaken as the community proceeds with the planning process.

1. Pilot projects to be undertaken in personnel and community mobilization. In an effort to mobilize local top leaders, CIJE proposes to bring a member of its board to begin an ongoing dialogue with them on the Lead Communities project and its educational endeavors.
2. Establishment of a local commission with broad representation, staff support, possible subcommittees or task forces and the possibility of one or several concrete products at the end of the first year.
3. Conduct a survey of educators to establish the current situation as a basis for ascertaining training and staffing needs.
4. Select one or two areas of Best Practices for early implementation, e.g., supplementary school and early childhood, develop a plan and begin to work.
5. Proceed with the work of monitoring, evaluation, and feedback.
6. Draft a five-year plan.
7. Establish lines of communication among CIJE, the Lead Communities, and the continental community.

Lead Communities Planning Workshop
November 23-24, 1992

III. Central Elements

The central elements--building the profession and mobilizing community support--were discussed.

- A. The personnel issues cut across all areas of Jewish education.
- B. There is need for a master plan.
- C. The role of resources in impacting Jewish education must be considered.
- D. In order to have an impact, there must be broad based "buy-in" to the importance of upgrading personnel.

It was noted that the Lead Communities provide a context in which to consider these issues systematically. It will be important to establish criteria on which to judge the impact of the various approaches. It was noted that the communities will rely on CIJE for help with evaluation. It was also suggested that lay leaders should be involved in defining the evaluation process. (Refer to Gamoran paper.)

It was noted that it will be difficult to garner lay support for approaches that cannot be evaluated, but that funders are likely to support what they see as a "reasonable gamble." With this in mind, an approach to be considered would be the identification of a project which can be undertaken and evaluated in the development of personnel, perhaps with a focus on senior personnel.

IV. The Role of CIJE

A. Best Practices and Consultation

Barry Holtz outlined the work he has undertaken over the past 18 months to identify areas for study followed by the development of an inventory of Best Practices to provide models of excellence for introduction into Lead Communities. (Refer to Holtz paper.) Best Practices research is being undertaken in the following areas:

1. The Supplementary School
2. Early Childhood Jewish Education
3. The JCC
4. Israel Experience

Lead Communities Planning Workshop
November 23-24, 1992

5. Day Schools
6. Jewish Camping
7. College Campus

CIJE will work closely with the Lead Communities to determine how to introduce a successful practice from one setting to another.

It was noted that while the communities are engaged in the planning process, it might be useful to work toward implementation of a Best Practices approach. Holtz and the educators working on the project will be available to meet with community leaders to discuss areas of interest and means of implementation. The Best Practices might also be an appropriate framework for the development of a pilot project during the initial year.

It was suggested that in order to introduce the Best Practices project to the communities, Holtz would be invited to meet with local lay and professional leaders.

B. Foundation Relations

It was reported that CIJE is in contact with several foundations, both Jewish and general, for support of work in the Lead Communities. In addition, CIJE staff is available to help Lead Communities in their approaches to local foundations. It was suggested that CIJE will be working with the Lead Communities to determine how best to proceed with their foundation development work.

It was suggested that there are initiatives under way in other cities which might be applicable in the Lead Communities. It was proposed that JESNA prepare an inventory of such initiatives and make it available to the Lead Communities.

Lead Communities Planning Workshop
November 23-24, 1992

V. Work Plan -- Year One

A. Planning Process

It is anticipated that the planning process will yield a five-year strategic plan and a specific action plan for the first year.

B. Introducing the Project into the Community

It was noted that it will be important to communicate with all of the following groups:

1. Educators and senior educators
2. Rabbis
3. Lay leaders -- of general community and individual institutions
4. Parents and learners
5. Professionals at federation and other relevant agencies
6. Publics: the media and other communities

One way to do this at the local level is for the commission process to include well-publicized open meetings at which anyone in the community could be heard. In addition to making the local commission as representative as possible and extending involvement through task forces, a community might wish to hold focus groups to encourage a stronger sense of involvement.

It was suggested that local leaders will buy in more completely when they see evidence of action. One successful pilot project would go a long way toward accomplishing this goal.

CIJE will work with the local communities and provide the following:

1. Core materials
 - a. Best Practices papers
 - b. Planning guide
 - c. Timetable
 - d. Press releases

Lead Communities Planning Workshop
November 23-24, 1992

2. Support for the planning and evaluation processes at a local level.
3. Assistance in quick start-up of at least one project, including funding support and/or assistance in finding that support.

VI. Conclusion

The meeting concluded with a sense of hope and expectancy for the future. There was the sense that with ongoing communication and the shared mission of contributing to Jewish continuity for all of North America, the next several years should be exciting and productive.



Memo

January 5, 1993

To: CIJE Senior Advisers

From: Barry W. Holtz

Re: Update-- The Best Practices Project

Introduction

In describing its "blueprint for the future," A Time to Act, the report of the Commission on Jewish Education in North America, called for the creation of "an inventory of best educational practices in North America" (p. 69).

The primary purpose of this inventory is to help the CIJE in its work with the three Lead Communities (Atlanta, Baltimore, Milwaukee) which were selected last summer. As the Lead Communities devise their educational plans and put these plans into action, the Best Practices inventory will offer a guide to Jewish educational success that can be adapted for use in particular Lead Communities.

In addition, the Best Practices Project hopes to make an important contribution to the knowledge base about North American Jewish education by documenting outstanding educational work that is currently taking place.

The Best Practices Project as of today

This past year has been spent in designing a methodology for conducting a project that has never really been done in Jewish education before in such a wide-scale fashion. How do we locate examples of best practice in Jewish education? As the year has proceeded both an approach to the work and a set of issues to explore has evolved. We began by identifying the specific programmatic "areas" in Jewish education on which to focus. These were primarily the venues in which Jewish education is conducted such as supplementary schools, JCCs, day schools etc. A best practices team is being developed for each of these areas. These teams are supervised by Dr. Shulamith Elster and me.

We have come to refer to each of the different areas as a "division," in the business sense of the word. (Thus the Best Practices Project has a supplementary school division, an early childhood division, etc.) Each division's work has two phases. Phase 1 is a meeting of experts to talk about best practice in the area and to help develop the criteria for assessing "success"; Phase 2 is the site visit and report writing done by members of the team.

Last year four different divisions were launched. We began with the supplementary school primarily because we knew that a) there was a general feeling in the community, particularly in the lay community, that the supplementary school had not succeeded; b) because the majority of Jewish children get their education in the supplementary school and because of that perception of failure, the Lead Communities would certainly want to address the "problem" of the supplementary school; c) as the director of the project, it was the area in which I had the most experience and best sense of whom I could turn to for assistance and counsel.

A group of experts was gathered together to discuss the issue of best practice in the supplementary school. Based on that meeting I then wrote a Best Practices in the Supplementary School guide. A team of report writers was assembled and assignments were given to the team to locate both good schools and good elements or programs within schools (such as parent education programs).

We now have reports on ten schools as written up by the group members. The first results indicate that, indeed, there are successful supplementary schools and we are finding

representative places that are worth hearing about and seeing. In the spirit of Professor Lee Shulman's talk at the 1991 GA, we have discovered real examples that "prove the existence" of successful supplementary schools. These are sites that people in the Lead Communities can look at, visit and learn from.

In May Dr. Elster and I launched our second division, early childhood Jewish education. We met with a group of experts (see Appendix) in this field and following up that meeting I wrote a Guide to Best Practice in Jewish Early Childhood Education. Many of the members of the group have already agreed to join our team of report writers. We now have the first drafts of reports on ten programs and sites.

A third division, education in the JCC world, is in the early stages of development. Dr. Elster and I met with a team of staff people at the JCCA. Mr. Lenny Rubin of the JCCA is putting together a group of JCCA staff and in-the-field practitioners to develop the Phase 1 "guidelines" for this area. We will work with them in writing up the document. After this is completed a team of report writers (from that group and others) will be assembled to do the actual write-ups.

Finally, a fourth area-- best practices in the Israel Experience-- has been launched thanks to the work of the CRB Foundation. The Foundation has funded a report on success in Israel Experience programming which was written by Dr. Steven M. Cohen and Ms. Susan Wall. The CIJE Best Practices Project will be able to use this excellent report as the basis of further explorations in this area, as needed by the Lead Communities.

The 1992-1993 Year

Next Steps

We are now beginning to put together a Preliminary Guide to Best Practice for each of the "areas" of Jewish education. These Guides will serve the three Lead Communities in their planning process by offering examples of success and suggestions for specific improvements that could be implemented. The first Guide will be devoted to the Supplementary School area. This Guide will contain: an introduction to the concept of Best Practice, an overview of the specific area of the Supplementary School-- what characterizes a successful Supplementary School with suggestions for practical applications, the full reports (using pseudonyms) of the report writers, executive summaries of each of the full reports, and an appendix listing the researchers who have been involved in the project. Of course such a Guide will continue to grow and deepen as the research effort into Best Practice continues and subsequent "editions" of the Guides in each of the areas will expand the knowledge base for action. We hope to have the first edition of the Supplementary School area done by the beginning of February.

Following upon that publication we hope to create a second Guide in the area of Early Childhood programs which will appear about two months after the Supplementary School Guide.

During the 1992-3 year we are also launching the following areas: day schools, adult education, camping and the college campus. Each presents its own interesting challenges. Of these we have already begun to plan in a preliminary way for the day schools division. The current plan is to have each school that is written up be analyzed for one particular area of excellence and not for its over all "goodness." Thus we would have X school written up for its ability to teach modern Hebrew speaking; another for its text teaching; another for its parent education programs; another for its in-service education, etc.

Lead Communities: Implementation-- and How to do it

Aside from launching the other divisions mentioned above the other main initiative of the Best Practices Project for the coming year will be thinking through the issue of best practices and Lead Communities. Professor Seymour Fox has often spoken about the Best Practices Project as creating the "curriculum" for change in the Lead Communities. The challenge this year is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: site visits by Lead Community planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff.

From Best Practice to New Practice

On other occasions we have spoken about the need to go beyond best practices in order to develop new ideas in Jewish education. At times we have referred to this as the "department of dreams." We believe that two different but related matters are involved here: first, all the new ideas in Jewish education that the energy of the CIJE and the Lead Community Project might be able to generate and second, the interesting ideas in Jewish education that people have talked about, perhaps even written about, but never have had the chance to try out. It is likely that developing these new ideas will come under the rubric of the Best Practices Project and it is our belief that the excitement inherent in the Lead Community Project will give us the opportunity to move forward with imagining innovative new plans and projects for Jewish educational change.

APPENDIX

Team Members: Best Practice in the Supplementary School

Report Writers:

Ms. Kathy Green (Reconstructionist Rabbinical College, Philadelphia)
Ms. Carol Ingall (Melton Research Center and BJE, Providence, RI)
Dr. Samuel Joseph (HUC-Cincinnati)
Ms. Vicky Kelman (Melton Research Center and Berkeley, CA)
Dr. Joseph Reimer (Brandeis University)
Dr. Stuart Schoenfeld (York University, Toronto)
Dr. Michael Zeldin (HUC-LA)

Additional Consultants:

Dr. Isa Aron (HUC-Los Angeles)
Ms. Gail Dorph (University Of Judaism, Los Angeles)
Dr. Samuel Heilman (Queens College, NY)

Team Members: Early Childhood Jewish Education

Report Writers

Dr. Miriam Feinberg (Washington, DC);
Dr. Ruth Pinkenson Feldman (Philadelphia);
Ms. Jane Perman (JCC Association);
Ms. Esther Friedman (Houston);
Ms. Esther Elfenbaum (Los Angeles);
Ms. Ina Regosin (Milwaukee);
Ms. Charlotte Muchnick (Haverford, PA);
Ms. Rena Rotenberg (Baltimore);
Ms. Shulamit Gittelsohn (North Miami Beach);
Ms. Lucy Cohen (Montreal);
Ms. Roanna Shorofsky (New York);
Ms. Marvell Ginsburg (Chicago).

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

TELEFAX

DATE:

1/8/93

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) 8

TO:

Annette Hochstein

Samuel L. G. S. da

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128
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MEMORANDUM

TO: Annette Hochstein
Shmuel Wygoda

DATE: January 8, 1993

FROM: Shulamith Elster *A*

SUBJECT: Miscellaneous Items

1. Sara Lee called again yesterday. Please let me know the details on the challenge/assignment given to her so that I can send her materials to distribute in advance of this meeting, as she requested.

What materials do you suggest?

Handwritten notes in Hebrew:
פירוש חזק - סגור
ספרים - חזק
חזק - חזק
חזק - חזק

2. At the November planners meeting, one of the suggestions was that JESNA be asked to prepare a list of some of the local initiatives with which they were familiar. When I meet with Jon Woocher next week, we will talk about this. At the moment, I think they are both organizational and programmatic. There are no plans at this time for the dissemination of the list beyond our own "inner group". At the moment, the only criteria we have even considered would be those that fall loosely into the "Best Practice" thinking. We want to screen them and apply a carefully considered set of criteria before moving ahead to share them with communities -- or anyone for that matter!
3. My schedule of meetings related to the work of the CIJE for the coming week is appended.

Best regards.

Handwritten notes in Hebrew:
חזק - חזק
חזק - חזק
חזק - חזק

SRE:jl
Attachment

Shulamith Elster Meetings
CIJE

1/8/93

Friday, 1/8

Interview with Julie Tammivaara ✓

Monday, 1/11

Meeting with Dr. Judith Ginsberg,
Covenant Foundation ✓

Tuesday, 1/12

Meeting with Jon Woocher
Preliminary to Senior Advisors Meeting ✓

Meeting of North American Advisory Committee/
Zionist Jewish Education Authority ✓

Wednesday, 1/13

Conference call with Annette Hochstein,
Shmuel Wygoda and Barry Holtz ✓

Thursday, 1/14

Cleveland:
Meeting with Arthur Naparstek
to include presentation at College of Jewish Studies
with Jewish education seminary participants
Directed by Dr. Lifsa Schachter ✓

Meeting with Dr. Jeffrey Schein, CIJE Senior Advisor ✓

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMORANDUM

TO: Annette Hochstein
cc: Art Rotman

DATE: January 8, 1993

FROM: Shulamith Elster *f.*

SUBJECT: Milwaukee

Enclosed is the resume for Dr. Ruth Cohen who is the new staff person for the project in Milwaukee. Howard Neistein has invited me to come to Milwaukee to meet with her on January 19th and provide a briefing. As it happens, the Steering Committee is meeting the evening before and it would be helpful if I could also attend that meeting.

I will need to have your approval for this trip as soon as possible.

Art and Barry plan to be in Milwaukee February 16th for other meetings.

Best regards.

SRE:jl

Attachment



CURRICULUM VITAE

Ruth Cohen, Ph.D.

Home Address:

4323 N. Stowell Ave.
Shorewood, WI 53211

Education:

1968 B.A., Roosevelt University
1971 M.A., University of Michigan
1973 Ph.D., University of Michigan

Faculty Appointments:

1970-71 Educational Specialist, Reading and
Study Skills Center, University of
MI

1975-79 Clinical Educator, Milwaukee Public
Schools

1980-81 Lecturer, School of Education, Haifa
University

1983-86 Assistant Professor, Oranim
Teacher's College of Haifa
University

1991 Assistant Adjunct Professor, Medical
College of Wisconsin, Department of
Family Medicine

Research Appointments:

1979-80 Evaluation and Research Manager,
Evaluation Policy Research
Associate, Ltd., Milwaukee, WI

1980-81 Director of Evaluation and Research,
Institute of Human Development and
Rehabilitation, Haifa University

1984-86 Regional Director of an experimental
computer aided program, Center for
Educational Technology, Tel Aviv
University, Israel

Ruth Cohen, Ph.D.

Administrative Appointments:

1971-73	Director of Youth Division, Reading and Study Skills Center, University of Michigan
1982-83	Director of Educational Services, Milwaukee Association for Jewish Education
1988-90	State Director of Education and Training, Planned Parenthood of Wisconsin
1990-91	Associate Project Director, Wisconsin Area Health Education Project; Medical College of Wisconsin

Research Grants, Contracts, Awards:

1. "Reducing Violence and Vandalism in Urban Schools - Assessment of the Impact of Programs Developed by the National School of Resource Network". U.S. Office of Education, \$200,000 100% effort; Co-principal Investigator.
2. "Cooperative Learning" Ministry of Education, Israel (1980-81). \$30,000; 25% effort, Co-director.
3. "Development of a Conceptual Framework for a Multidisciplinary Approach to Rehabilitation of Handicapped Adults." Haifa University, Israel. (1980-81) \$5,000; 25% effort; Project Director.
4. "Utilizing a Computer Aided Instructional Program to Improve Academic Skills of Disadvantaged Students." National Neighborhood Rehabilitation Project, Israel (1984-86). \$250,000; 25% effort; Regional Project Director.
5. "AIDS and Prostitutes." Wisconsin Division of Health (1988-90). \$78,000; 25% effort; Project Director.
6. "Parents United for Responsible Policies on Health Education." Planned Parenthood Federation of America. (1989) \$10,000; 25% effort; Co-director.
7. "Wisconsin Area Health Education Center System" (Planning) State of Wisconsin (1990-91). \$15,000; 100% effort; Associate Project Director.
8. "Wisconsin Area Health Education Center" project. Bureau of Health Professions, Health Resources and Services Administration, Rockville, Maryland. \$2,828,000 for three years; 100% effort; Associate Project Director; co-author of proposal.
9. Wisconsin Area Health Education Project. State of Wisconsin. \$200,000 (1991-1992); \$300,000 (1992-1993). Co-author of application.

Ruth Cohen, Ph.D.

Presentations - Professional Meetings

1. Cohen R, Katcher M; "The Community Education Centers for Health Professionals: A Collaborative Training Model". AHEC National Conference, Charleston, South Carolina, July 1991.
2. Cohen R; "Preparing Students for Practice In Underserved Communities." Lecture/discussion accepted for presentation at the North Central Region Society of Teachers of Family Medicine." Oak Brook, Illinois, October, 1991.

Bibliography

Original Papers:

1. Cohen R. "Reinforcement Area in a Classroom - An Aid in Individualization of Instruction." The Reading Specialist, Vol. 9, No. 3, November 1971.
2. Cohen R. "The Development of a Question Generating Program for Elementary School Children." The Reading Specialist, Vol. II, No. 1, Fall 1974.
3. Cohen R. "Evaluation of Instructional Modules on Mainstreaming Handicapped Children." Wisconsin Consortium for the Preparation of Regular Educators for Participation in the Education of Handicapped Children, November 1975.
4. Cohen R. "Learning to Ask Questions." Accepted for presentation and proceedings of the Sixth International Reading Association Conference, Singapore, August 1976.
5. Cohen R and Cohen U. "Considerations for Barrier Free School Construction." School Business Affairs, December 1981, pp. 40-41.
6. Cohen R. "Self-Generated Questions As An Aid to Reading Comprehension." The Reading Teacher, Vol. 36, No. 8, April 1983.
7. Gessert CE, Katcher ML, Cohen R, Kindig DA, Kritek PB, Lobeck CC, Moskel P, Schramm C; "The Wisconsin Area Health Education Center System." Wisconsin Medical Journal, August, 1991, pp. 473-478.

Books and Monographs:

1. Cohen R, King W, Knudsvig G, Markel G, Patten D, Shtogren J and Wilhelm R. Quest: Academic Skills Program. Harcourt Brace Jovanovich, New York 1973.
2. Cohen R. "The Development and Validation of a Question Generating Program for Elementary School Students." Unpublished doctoral dissertation, 1973. University of Microfilms, Ann Arbor, MI.
3. Cohen R, Jackson E and Caballero D. New Vision: A Culturally Sensitive Life Planning Curriculum. The Training Institute, Planned Parenthood of Wisconsin, Milwaukee, WI 1989. (illustrated; 310 pgs; also translated

into Spanish)

Ruth Cohen, Ph.D.

Working Papers:

1. Cohen R. "Some Suggestions to Parents: How to Use Behavior Modification Techniques at Home." Reading and Study Skills Center, University of Michigan 1970.
2. Cohen R. "Planning for the First Week. - Some Suggestions for Practicum Students." Reading and Study Skills Center, University of Michigan 1971.
3. Cohen R. "Some of Skinner's Ideas and Their Implication for Education." Reading and Study Skills Center. University of Michigan. 1972.
4. Cohen R. "Mainstreaming of Handicapped Children - A Working Definition and Some Suggestions for Implementation." Milwaukee Public Schools. 1975.
5. Cohen R. Some Sample Questions for Evaluation of Sexuality Education in a Family Life/Human Growth and Development Curriculum. A paper presented at Planned Parenthood Federation Education Retreat. Atlanta, August 1988.
6. Cohen R. Strategy Paper on Sexuality Education in Wisconsin Schools. Planned Parenthood of Wisconsin, Milwaukee. 1988.

Reports:

Cohen R. AIDS and Prostitution - final report. A project report submitted to the Wisconsin Division of Health. 1989.

Information Materials:

Cohen R. School Sexuality Education - Information Packet. Planned Parenthood of Wisconsin. Milwaukee, WI. 1989.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMORANDUM

TO: Jon Woocher
cc: Art Rotman
Annette Hochstein ✓
Barry Holtz

DATE: January 6, 1993

FROM: Shulamith Elster *fe*

SUBJECT: "Inventory of Current Initiatives"

At the November meeting of the planners from the CIJE Lead Communities, it was suggested that there are initiatives under way in other cities which might be applicable in the Lead Communities.

When you and I meet next Tuesday to discuss our continuing JESNA-CIJE "agenda, can we also discuss how to proceed with a JESNA-prepared inventory of such community initiatives?

Best regards.

SRE:jl

Post-It™ brand fax transmittal memo 7671		# of pages > 1
To <i>Annette Hochstein</i>	From <i>Shulamith Elster</i>	
Co.	Co.	
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Fax #	Fax #	

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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TELEFAX

DATE:

1/5/92

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet)

11

TO:

Samuel Wygo da



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMORANDUM

TO: Shmuel Wygoda

DATE: January 5, 1993

FROM: Shulamith Elster

SUBJECT: Agenda/Materials



1. To recap, I await your fax/call regarding the following items:
 - a. Sara Lee's request
 - b. April 24/25 Quarterly
 - c. Atlanta's request for Claire's services
 - d. Reactions to proposed materials for Advisors meeting
2. Attached to this memorandum is an edited version-excerpts of the minutes of the Planners Workshop.
3. I also propose to send the Gamoran paper which is sub-titled "A Three Year Outline." Since you are meeting tomorrow with Ellen, you could help me. Ask her to comment on the appropriateness of this paper for the group. I have asked her to attend the meeting and bring one of the researchers - Roberta would be my preference. She and I will discuss details of this when she returns to the U.S.
4. The sections of Lead Communities at Work (August 12), which I want to edit and think appropriate are: A, B, C, D, E, F (only listing of #1-5 without text because these will be covered in presentations and other papers), G, and H (edited).
5. When we speak next we can discuss how to present the update and progress report on Lead Communities.

Attachments:

Minutes of Planners Workshop: annotated

Excerpt from
MINUTES:

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Lead Communities Planning Workshop

DATE OF MEETING: November 23-24, 1992

DATE MINUTES ISSUED: December 9, 1992

PARTICIPANTS:

Lauren Azoulai, Chaim Botwinick, Shulamith Elster, Seymour Fox, Steven Gelfand, Roberta Goodman, Annette Hochstein, Barry Holtz, Nancy Kutler, Marshall Levin, Daniel Marom, James Meier, Howard Neistein, Arthur Rotman, Claire Rottenberg, Julie Tammivaara, Jack Ukeles, Jonathon Woocher, Shmuel Wygoda, Virginia Levi (Sec'y)

Lead Communities
Planner, CIJE
Staff and Consultants

I. Welcome and Introductions

The meeting opened with the introduction of participants and welcoming remarks by Arthur Rotman, Executive Director of CIJE. Mr. Rotman reviewed the agenda and noted the importance of the Lead Communities in implementing the recommendations of the Commission on Jewish Education in North America. *The Lead Communities - Atlanta, Baltimore and Milwaukee*

Representatives of the three communities were then asked to provide brief sketches of their work in Jewish education as a context for further discussion.

A. Atlanta

Atlanta has a growing Jewish population. In the early '80s Atlanta conducted a demographic study of the local Jewish community, followed by the development of a strategic plan. Included was a recommendation to reorganize the services of the Bureau of Jewish Education, reassigning functional responsibility to other appropriate agencies. Atlanta has five day schools. It is working with the CRB Foundation on the development of Israel experience programs, has a Commission on Jewish Continuity, and has recently established a Jewish Education Fund.

B. Baltimore

Baltimore has a stable Jewish population of 92,000. A two-year planning initiative concluded in 1990 with a series of recommendations including the need to increase funding for Jewish education (has been increased from 25% to 33%) and the establishment of a commission to look at the local Jewish education system, now in its third year. Outcomes include a strategic plan for Jewish education and the establishment of a Fund for Jewish Education which is currently undertaking a \$10 million campaign. Day and supplementary schools are beginning to

work together to provide training for educators and to establish a fund for Israel experience programs. A team of synagogue representatives is working together to develop a program of Jewish family education.

C. Milwaukee

With a population of 28,000, Milwaukee has four day schools in addition to an array of camps and pre-school opportunities. Twenty-five percent of the community affiliates with the JCC. Community strengths include the centrality of the federation, the availability of scholarships for day schools and a common cost for each day school, and coordination of teen programming. The cost of Jewish education is a central issue in a community where average incomes are relatively low. The community must also contend with a shortage of trained personnel and a 15% decline in campaign income over the last three years. A Jewish Education Task Force was established in July 1991 and has developed a plan for the revision of use of the Central Agency for Jewish Education. A broad-based commission on Jewish education is now being established. It should be noted that for many years Milwaukee has taken the lead in putting Jewish education high on its communal agenda and funding it accordingly.

II. Lead Communities: A Concept and its Implementation

A. Annette Hochstein ^{*reviewed*} ~~noted that~~ the following principles ^{*that*} ~~had~~ guided the work of the Commission on Jewish Education in North America:

1. Local, continental, and international resources must work together to support Jewish education.
2. Jewish education has multiple constituencies and venues. The Commission concluded that the best way to approach Jewish education would be to focus on two necessary conditions for change:
 - a. Personnel -- recruitment, training, benefits and placement to build a cadre of well-trained Jewish educators.
 - b. Community support -- the need to engage top community leadership in personal commitment and financial support for Jewish education.
3. It will be important to engage a community "across the board" in its commitment to Jewish education.
4. The best way to learn what will work is by doing it. Because education takes place at the local level, we must engage local communities in the effort to improve and develop Jewish education. This led to the concept of Lead Communities.

5. It was concluded that Jewish education must be raised to a level which permits it to compete with the many alternatives available. This can best be accomplished by bringing local and continental resources together, by working intensively in limited settings, by working through programs, and by constantly monitoring, evaluating, and providing feedback.

B. The Task Ahead

Mrs. Hochstein suggested a list of possible actions, some of which should be under way within the next year. This reflects the sense that communities wish to see concrete signs of progress as early as possible. One or more of the following should be undertaken as the community proceeds with the planning process.

and the CIJE

1. Pilot projects to be undertaken in personnel and community mobilization. In an effort to mobilize local top leaders, CIJE proposes to bring a member of its board to begin an ongoing dialogue with them on the Lead Communities project and its educational endeavors.
2. Establishment of a local commission with broad representation, staff support, possible subcommittees or task forces and the possibility of one or several concrete products at the end of the first year.
3. Conduct a survey of educators to establish the current situation as a basis for ascertaining training and staffing needs.
4. Select one or two areas of Best Practices for early implementation e.g., supplementary school and early childhood, develop a plan and begin to work.
5. Proceed with the ~~design and~~ work of monitoring, evaluation, and feedback.
6. Draft a five-year plan with the assistance of a detailed guide to be provided by CIJE, planning
7. Establish lines of communication among CIJE, the Lead Communities, and the continental community.

~~This presentation concluded the evening portion of the meeting. The group reconvened on Tuesday, November 24.~~

III. Introductory Remarks

As the morning session opened, Steve Gelfand of Atlanta noted on behalf of the three communities that the Lead Communities hoped to resolve the following in the near future:

omit

Lead Communities Planning Workshop
November 23-24, 1992

Page 4

- omit*
- A. Believing that the communities can be more effective working together than on their own, they seek agreement on common goals and approaches to achieving those goals.
 - B. The communities need clarity on lines of communication and whom to talk with about various issues.
 - C. While acknowledging that the communities are "in this together," it was noted that not all community interests or needs will be the same. It will be useful to clarify where there are common interests and where they diverge.
 - D. It would be helpful to clarify, understand, and agree to goals and objectives for the planning process.
 - E. Clarity of direction will help workshop participants to return home ready to work with community leadership and move ahead.
 - F. The communities need CIJE to be involved beyond the role of convener. They seek help with planning, content, and access to seed money with which to move ahead. CIJE should ease the way for communities to raise local money.
 - G. The communities seek one programmatic initiative on which all can agree and move forward quickly to implementation.

These goals served as a backdrop for the day's discussion.

IV. Central Elements

~~As the central elements--building the profession and mobilizing community support--were discussed, participants were asked to consider principles on which to proceed.~~

~~Following discussion, it was suggested that certain common themes might be seen as principles:~~

- A. The personnel issues cut across all areas of Jewish education.
- B. There is need for a master plan.
- C. The role of resources in impacting Jewish education must be considered.
- D. In order to have an impact, there must be broad based "buy-in" to the importance of upgrading personnel.

~~In the discussion that followed~~ I it was noted that the Lead Communities provide a context in which to consider these issues systematically. It will be important to establish criteria on which to judge the impact of the various approaches. It was noted that the communities

will rely on CIJE for help with evaluation. It was also suggested that lay leaders should be involved in defining the evaluation process.

It was noted that it will be difficult to garner lay support for approaches that cannot be evaluated, but that funders are likely to support what they see as a "reasonable gamble." With this in mind, an approach to be considered would be the identification of a project which can be undertaken and evaluated in the development of personnel, perhaps with a focus on senior personnel.

V. The Role of CIJE

A. Best Practices and Consultation

Barry Holtz outlined the work he has undertaken over the past 18 months to identify areas for study followed by the development of an inventory of Best Practices to provide models of excellence for introduction into Lead Communities. Best Practices research is being undertaken in the following areas:

1. The Supplementary School

This area was begun first and is nearly ready for use in the Lead Communities. A team of experts has identified nine successful supplementary school programs, has conducted site visits, and has submitted reports on these exemplary programs.

2. Early Childhood Jewish Education

This is being looked at in the variety of settings in which early childhood education occurs. Reports are being submitted on exemplary programs.

3. The JCC

Each Lead Community has a JCC. The JCCA staff will visit each of the three to evaluate what is going well in Jewish education and where they recommend change. At the same time, outside experts will identify 8-9 JCCs which are most effective in the area of Jewish education and Jewish continuity. These programs will be explored and evaluated for use by the Lead Communities.

4. Israel Experience

We are working with the CRB Foundation, which is particularly interested in this area and is developing an approach.

5. Day Schools

We have begun to take the first steps into this important area, and to develop a methodology specific to it.

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Still to *be further developed*:

6. Jewish Camping

7. College Campus

CIJE will work closely with the Lead Communities to determine how to introduce a successful practice from one setting to another.

It was noted that while the communities are engaged in the planning process, it might be useful to work toward implementation of a Best Practices approach. ~~Holtz will have materials on the supplementary school to the Lead Communities within several weeks. Following their submission, he~~ and the educators working on the project will be available to meet with community leaders to discuss areas of interest and means of implementation. The Best Practices might also be an appropriate framework for the development of a pilot project during the initial year.

It was suggested that in order to introduce the Best Practices project to the communities, Holtz would be invited to meet with local lay and professional leadership.

omit
It was suggested that another area in which communities might be ready to move ahead relatively quickly is that of the Israel experience. It was noted that the CIJE has promised to outline for the CRB Foundation a proposal for the Israel experience in the Lead Communities.

B. Foundation Relations

It was reported that CIJE is in contact with several foundations, both Jewish and general, for support of work in the Lead Communities. In addition, CIJE staff is available to help Lead Communities in their approaches to local foundations. It was suggested that CIJE will be working with the Lead Communities to determine how best to proceed with their foundation development work.

It was suggested that there are initiatives under way in other cities which might be applicable in the Lead Communities. It was proposed that JESNA prepare an inventory of such initiatives and make it available to the Lead Communities.

VI. Work Plan -- Year One

A. Planning Process

~~Jack Likies reported that a~~ planning guide is being prepared for use by the three communities. It is anticipated that the planning process will yield a five-year strategic plan and a specific action plan for the first year.

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The proposed planning process includes the following ~~seven~~ steps:

1. Start-up

- formulation of a commission; undertake to inform and involve stakeholders (e.g., community lay leaders, educators, rabbis, congregational leadership, etc.).

2. Self-study

- inventory and profile of educational system.
- assessment of strengths and weaknesses.
- analysis of personnel.

3. Identification of critical issues

- community moves from the general to the specific with strategic choices.

4. Development of mission or vision statement

5. Define priorities

- major strategic recommendations with priority rankings and sequences.

6. Design programs

- specific programmatic interventions.
- new initiatives.

7. Determine strategy to develop resources for implementation

A question was raised regarding the amount of time the planning process would require and how it might be meshed with the local federation allocation process. It was noted that funds can be set aside for anticipated projects, making this a less significant issue.

All three communities expressed concern over the need for staff support of the planning process at a time when "flat campaigns" and local reluctance to add to federation staff make this difficult. It was suggested that if the first request to local lay leadership is to fund staff, this might impact negatively on the buy-in process. In light of the above, it was suggested that CIJE consider providing up to \$40,000 per year for three years toward funding of a position. It was agreed that this proposal would be seriously considered by CIJE.

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November 23-24, 1992

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B. Introducing the Project into the Community

It was suggested that the first step is to define the community. The following list of constituencies was developed:

1. Educators and senior educators
2. Rabbis
3. Lay leaders -- of general community and individual institutions
4. Parents and learners
5. Professionals at federation and other relevant agencies
6. Publics: the media and other communities

It was noted that it will be important to communicate with all of these groups. One way to do this at the local level is for the commission process to include well-publicized open meetings at which anyone in the community could be heard. In addition to making the local commission as representative as possible and extending involvement through task forces, a community might wish to hold focus groups to encourage a stronger sense of involvement.

It was suggested that local leaders will buy in more completely when they see evidence of action. One successful project would go a long way toward accomplishing this goal.

To help the communities ^{begin} ~~get up and running~~, CIJE will work with the local communities to provide the following:

1. Core materials^{aid}
 - a. Best Practices papers
 - b. Planning guide
 - c. Timetable
 - d. Press releases
2. Support for the planning and evaluation processes at a local level.
3. Assistance in quick start-up of at least one project, including funding support and/or assistance in finding that support.

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4. Materials for use with focus groups.
5. A list of participants in this meeting and others who can be helpful to the communities in moving forward.

VII. Next Steps

- frank*
- A. It was agreed that goals and agendas for future meetings of this group will be set jointly. In the interim, Shulamith Elster will serve as a clearinghouse for distributing materials among the Lead Communities and CIJE. Consideration will be given to holding a conference call as a follow-up to this meeting and a means of generating a project for early implementation.
 - B. A meeting of this group, possibly to include lay leaders from the communities, will be planned for April 24, to coincide with the CJF Quarterly in Washington, D.C.
 - C. It was suggested that one or more CIJE board members plan to meet with local lay leaders early in 1993. Perhaps a kick-off celebration might occur at the same time.
 - D. A paper on Best Practices in supplementary schools and steps for introducing Best Practices to the Lead Communities is now being prepared.

VIII. Conclusion

The meeting concluded with a sense of hope and expectancy for the future. There was the sense that with ongoing communication and the shared mission of contributing to Jewish continuity for all of North America, the next several years should be exciting and productive.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing Address: 163 Third Avenue #128

New York, NY 10003

Phone: (212) 532-1961

FAX: (212) 213-4078

TELEFAX

DATE:

1/5/93

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) 2

TO:

Annette Hochstein
Shmuel Wygodan

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

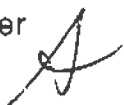
New York, NY 10003
FAX: (212) 213-4078

MEMORANDUM

TO: Annette Hochstein DATE: January 5, 1993

cc: Art Rotman
Barry Holtz
Shmuel Wygoda

FROM: Shulamith Elster SUBJECT: Etc.



Thank you for your helpful comments this morning. As Shmuel has most likely told you, we finished the telecon and agreed on the items for follow-up in the next few days.

Insomuch as Barry and I are spending this Thursday working together and moving along in our thinking about the Pilot Projects, I suggest that we put Pilot Projects on our agenda for the telecon now scheduled for January 13th. I will ask Barry to prepare a memorandum in advance and to be available to join the discussion - either for all of our conference call -- or at a specific time - the point at which we will be ready to discuss the Pilots.

You may decide that this should be the subject of a separate call that can include Seymour and perhaps Art.

For our January 13th telecon, I would like to include:

- Next steps in the communities (scheduling)
- Pilot Projects

Best regards.

SRE:jl

TELEFAX

DATE:

1/4/92

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) 5

TO:

Annette Hochstein



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128

New York, NY 10003

Phone: (212) 532-1961

FAX: (212) 213-4078

MEMORANDUM

TO: Annette Hochstein

DATE: January 4, 1993

cc: Art Rotman
Barry Holtz

FROM: Shulamith Elster

SUBJECT: Etc.

It does not take very long on the first day back from vacation to get right back into the swing of things. I hope this note finds you all well in Jerusalem and gratified by the success of the Institute Board meetings. I hope to hear about them from Art when we meet on Thursday morning.

1. I want to confirm our teleconference tomorrow morning (Tuesday, January 5th at 8:30 A.M. - New York time). When we set the date, we agreed that you would call here on the CIJE line 212-532-1961. I will assume that this is still on unless I hear from you to the contrary. I will be in the office by 8:15 A.M., so if you need to reach me, send either a fax or leave a message on the telephone answering tape.
2. I will assume that our agenda will include the following continuing items:
 - a. Reactions to the materials on the local commissions and the next steps to introduce the concept and Barry's project into the communities.
 - b. Any further comments that you want to make on the proposed agenda for the Senior Advisors meeting in January. I want to have materials prepared by the end of this week to include an update on Best Practices and the latest on the Evaluation project.
 - c. Other items under the category of unfinished business.

Etc.

January 4, 1993

3. New items for discussion:

- a. I am interested in your reactions to the Draft Guidelines. I spoke to Jim today and he indicated that you would be in touch with your comments.
- b. Advise for Sara Lee: Sara called to say that she was meeting with the top Reform movement group - Schindler, Merians, Syme, Seymour Rossel (new head of Department of Religious Education who replaced Howard Bogot), a representative of the CCAR and NATE, to discuss the role of the Reform movement in the Lead Communities. She asked about papers, materials and the like, and about some suggestions for an approach. Sara is a wise and experienced professional and I would like to be part of her team in this effort. I would very much like to know how you posed the challenge to her and what are the expectations that you set. Then I can provide the type of assistance that she is correct to expect.

By the way, Roberta Goodman is the new president of NATE--National Association of Temple Educators, and she will excuse herself from this meeting and send a proxy because of a possible conflict of interest.

- c. Atlanta: Steve Gelfand called me in Washington last week. In the community's planning, there is specific information that the planners would like to obtain from the individual educational institutions in Atlanta. He suggested that it would be very helpful to Atlanta if Claire could - in the course of her own interviews and work - collect this data for the use of the community. The way it was suggested was that this would be an important service that the CIJE could provide to the community

When approached by Lauren (or Steve) about this, Claire indicated that this was not a part of her "job". Clearly, one could make the case that this is not what the researchers are to be doing in Atlanta, but if, in fact Claire is collecting baseline information about educational institutions and programs, could she not also include the information the community would like to have and thinks is important?

Can we spend some time talking about:

- Is this within the program for the field researchers?
- How to respond to Atlanta's request for this type of assistance?

4. Barry and I will be spending time on Thursday discussing the pilot projects and some next steps towards their implementation. One of us will report back to you on the progress being made in this area.

5. Next steps - Next telecon date.

Regards.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMORANDUM

TO: Art Naparstek

DATE: January 4, 1993

cc: Art Rotman
Annette Hochstein
Barry Holtz

FROM: Shulamith Elster

SUBJECT: Covenant Foundation Grants

I have a meeting scheduled for later this week with Judith Ginsberg for the primary purpose of keeping the lines of communication open between the CIJE and the Covenant Foundation. I also want to brief her on our work so that she can be yet another resource in the process of welcoming Susan Crown to our Board of Directors.

Art, you and I had discussed the possibility of developing a proposal that would build on the project Covenant funded for the East Lansing community under the direction of Sharon Feiman-Nemser. A more thorough reading of the proposal (thanks to Sharon for her willingness to send it to me directly) suggests that the issues facing East Lansing in the recruitment and development of personnel for religious schools - i.e., the avocational Jewish teacher--are "not quite" parallel to the situation that obtains in our lead communities.

I am now thinking about two projects that may fit in with our "enabling options" and be considered innovative within the Foundation's guideline.

- a. The creation of Teacher Professional Development Centers within the three lead communities in cooperation with the national professional organizations - Board of License, Educators Assembly, NATE and the Orthodox education group. These would be centers whose approach would be counseling and advisory services and the development of individualized and "diagnostic-prescriptive" plans for the professional development of educators in the community. Each center could be established as a pilot with a limited number of first year clients.

Staffing would be provided by a new "position": professional development specialist, a senior educator with training in career counseling!

- b. The training of a corp of individuals in the community (with backgrounds either in education or in Jewish studies) for classroom or informal educational positions within the community. While the East Lansing proposal focused on training and related curriculum development for a specific congregational school, this would focus on personnel for a variety of settings. In Atlanta this might take place at the JCC with staff drawn from the community's "finest" institutions. In Baltimore at the Hebrew University under its auspices and that of the BJE. In Milwaukee, this might be a MAJE activity conducted in its own outstanding facility with the access to classrooms for observation and a fine library of educational resources.

Art, we can talk about each and incorporate "next steps" into the agenda for our meeting in Cleveland next week.

Barry and I will be meeting on Thursday to discuss, among other things, pilot projects to "jump-start" the lead communities, and there will be more to add to the list by the end of the week.

Best regards,

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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TELEFAX**DATE:** 12/28/92**FROM:** SHULAMITH ELSTER **FAX #:**Number of pages (including this sheet) 5**TO:** Annette Hochstein

Art Naparstek

Andrew Schwartz

Stuart Eisenstat

I THOUGHT YOU WOULD FIND THIS INTERESTING

Jewish Groups Urged to Attract Young People or Risk Withering Away of Cultural Heritage

By VINCE STEHLE

NEW YORK

American Jewish groups need to make dramatic changes in their educational and social programs so they can attract more young Jews, said leaders of the Council of Jewish Federations at their annual meeting here.

If such changes are not made, Jewish institutions won't be able to raise the money they need to support efforts here and abroad, the leaders said. What's more, a few speakers said they were worried that Jewish culture could wither away if Jewish groups didn't quickly change their ways.

Responding to growing evidence that young Jews are not active participants in traditional Jewish institutions like synagogues and Jewish community centers, the council's leaders called for efforts to beef up Jewish education programs and expand fund-raising efforts to reach people who have not traditionally given to campaigns of local federations. Some federation officials said that to pay for more and bigger Jewish education programs, Jewish groups may have to operate large-scale fund-raising campaigns, either nationally or locally.

"We face a major challenge: How do we survive as a strong Jewish community in an open society?" said Morton L. Mandel, the council's former president. "Our community has the freest environment of any Jewish community, and it is a challenge that maybe has in it the seeds of our demise," said Mr. Mandel, chairman of Premier Industrial Corporation in Cleveland. Because Jews are more welcome in most social, business, and educational institutions than at any time in history, many Jews are less likely to become involved in Jewish institutions than they once were, he said.

Need to Reach Unaffiliated Jews

Last year, the council released a study, the "Council of Jewish Federations 1990 Population Survey," that sent a chill through many local Jewish federations. The study showed that, among Jews who were married between 1985 and 1990, 52 per cent had married non-Jews, and among Jews who had children in mixed marriages, only 28 per cent of the children had been raised as Jews. Given those and many other troubling statistics, some speakers said that federations must be much more aggressive in creating programs to reach out to unaffiliated Jews.

Said Stuart E. Eizenstat, a Washington lawyer who was domestic-policy adviser to President Jimmy Carter and serves on the board of the UJA Federation of Greater Washington: "We all carry a heavy burden of having failed to react more urgently to the evidence which filtered into our country before and during World War II, about Nazi intentions and actions to destroy the Jews of Europe. And in the process we lost a third of all the Jews in the world.

"Faced today with a very different threat, one more subtle, without clear external enemies, but a threat nevertheless to the survival of meaningful Jewish identity in the United States, we continue to act as if no crisis is upon us at all.

"A huge bombshell was dropped in our midst—

the 1990 national Jewish population survey—and yet our Jewish institutions and leadership have reacted as if a popgun had sounded.

"Only a major sea change in the priorities of the American Jewish community, which will place Jewish education at the top of the Jewish agenda, will provide any hope against the mounting tide of assimilation which threatens to engulf us all."

Jewish Education 'Woefully Inadequate'

In addition to the Jewish population survey, Mr. Eizenstat pointed to another study, which called for a major overhaul of the Jewish education system. He compared the report, "A Time to Act," published two years ago by the Commission on Jewish Education in North America, to "A Nation at Risk," the landmark report that has sparked many efforts to reform the public schools. Neither

the education study nor the population survey has provoked a sufficient response from Jewish organizations, he said.

"If the United States is a nation at risk because our education system is inadequate to the challenges of the global economy of the 21st century, against competitors with a far better education system, then how much more are we, as a Jewish community, at risk because of a woefully inadequate Jewish education system in the competition we face against assimilation and indifference," said Mr. Eizenstat.

He said that compared to a generation ago, a much smaller percentage of Jewish children go to Jewish schools. For those who don't go, after-school and other supplementary educational programs are inadequate, he said.

Mr. Eizenstat called on Jewish federations to take these actions to improve the Jewish educational system:

- Provide increased financial support for Jewish education, because "priorities can't be established by rhetoric, they have to be demonstrated by money."

- Require their leaders to have a thorough knowledge of Jewish history, culture, and religion, in order to serve in high positions, both at the local and national level. "Jewish leaders cannot set an example if they themselves are educationally illiterate," he said.

- Allow donors to earmark a portion of their annual contributions for Jewish educational programs, even though in most cases, federations are reluctant to give donors much choice in saying precisely where their contributions should go.

If local federations refuse to allow donors to direct their contributions to education, the Council of Jewish Federations should start a nationwide fund-raising campaign to build Jewish education programs, he said. He suggested that the drive be patterned after other special campaigns the United Jewish Appeal has run, such as Operation Exodus, a \$1-billion fund-raising campaign to help resettle Jews from the former Soviet Union and Ethiopia in Israel, and Operation Moses, a \$60-million fund drive that financed a covert rescue of Ethiopian Jews in 1984.

The Council of Jewish Federations has established a special committee, the Commission on

Continued on Page 11

Jewish Groups Urged to Attract Young People

Continued from Page 7

Jewish Identity and Continuity, to guide the council's response to its latest challenges. Under its chairman, Marvin Lender, former co-owner of Lender's Bagels and president of the United Jewish Appeal, the commission will oversee two committees: the Task Force on Intermarriage and Jewish Affiliation and the Task Force on Services to Jewish University Students. Neither committee is intended to recommend specific programs, but they will encourage local Jewish institutions to collaborate in responding to the needs of students and intermarried couples.

Changes in Fund Raising

Several speakers here called on Jewish federations to make big changes in the way they raise money. Some said that if the Jewish groups want to continue to be successful as fund raisers, they will have to tailor their appeals to a broader Jewish audience than they are reaching now.

By using modern marketing techniques, Jewish federations would be better able to reach Jews who have not traditionally given to federation campaigns, said Steven Levine, president of microMarketing, a marketing company in Bulu Cynwyd, Pa., and a volunteer at the Jewish Federation of Greater Philadelphia. Mr. Levine criticized Jewish federations for using almost all of their marketing budgets to reach the 10 per cent of Jews who

already give, not the 90 per cent who do not give.

He said that a study in the Philadelphia area found that many Jews who did not give to the federation were very philanthropic, with a majority giving to 10 charities or more each year. To reach them, the federation placed advertisements in *The Philadelphia Inquirer*, and on television and radio stations, coupled with direct-mail appeals and telephone solicitations.

Use of Computer Techniques

Instead of dividing up the direct-mail appeal on the basis of people's jobs—as some Jewish federations do—Philadelphia used sophisticated geo-demographic computer-screening techniques. By using computer data bases to classify potential donors into categories based on the general financial and social characteristics of people who live in particular neighborhoods, Mr. Levine said, the federation was able to design a highly successful mail campaign.

For example, the federation sent one letter to potential donors in suburban and rural areas surrounding Philadelphia and another to people living in the city. For urban dwellers, the appeal stressed social services financed by the federation, such as child-care programs and services for the elderly, while letters to rural and suburban people said that "a true sense of community should not end at the county line."

At a total cost of \$120,000—in-

cluding the print advertisements, television and radio spots, computer screening, fund-raising letters, and telemarketing—the federation received \$1.4 million in gifts from 2,600 new donors.

Mr. Levine said many federations had failed to keep up to date with changes in marketing and communications techniques, believing that good marketing is just common sense. He said that the Philadelphia campaign was proof that federations should rely more on professional marketing and less on informal efforts.

Even so, Jewish federations are still among the most effective fund-raising organizations in the country. Last year, combined contributions from local federations, amounting to \$648-million, made the national United Jewish Appeal the country's biggest fund-raising group, according to *The Chronicle of Philanthropy's* ranking of the 400 charities that bring in the most private money (November 3).

Long-Term Challenge

The long-term challenge for Jewish organizations is to be as successful at raising Jews as they are at raising money, said officials at the meeting here.

Said Shoshana S. Gordin, former president of the council: "We are very sophisticated in the federation community in fund raising. We have tremendous campaigns. I suggest that we view Jewish renewal, Jewish continuity, Jewish identity, as a campaign."