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

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TO:

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Page 1 dicine

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION Mailing Address: 163 Third Avenue #128 • New York, NY 10003

Phone: (212) 532-1961

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

TELEFAX

DATE: 12/24/92 FROM: SHULAMITH ELSTER FAX #: Number of pages (including this sheet) _____

SHMUEL WYGODA

IN CASE YOU HAVE NOT YET SENT THEM, PLEASE SEND ME THE PAPERS FROM THE EDUCATED JEW PROJECT AND SAMPLES, IF ANY, OF THE WORK DANNY IS DOING TO "TRANSLATE" THESE INTO EDUCATONAL TERMS/PRACTICE.

THANKS AGAIN

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

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

TELEFAX

DATE: 12/23/92

FROM: SHULAMITH ELSTER FAX #:

Number of pages (including this sheet) _____

TO:

Annette Hochstein

More news from Milwaukee. Jane Gellman is co - chair of local committee



December 18, 1992

Dr. Shulamith Elster, Director CIJ-#128 163 Third Street New York, New York 10003

Dear Shulamith:

I have some exciting news to share with you. We announced to our faculty earlier today that we are planning a staff trip to Israel from June 19, 1994 through July 2, 1994. This is, as you can imagine, a dream come true, thanks to the generosity of one of our families, Larry and Jane Gellman. They have committed themselves to funding one-third of the cost, approximately \$25,000; the staff is being asked to pay for one-third, again approximately \$25,000, through a payroll deduction plan to begin in January, 1993; the challenge before us is to secure a source of funding for the remaining third, again, approximately, \$25,000. I am hoping that you, along with other CIJE staff, can help us do so.

We are expecting to have between twenty and thirty teachers or staff participating, both Jewish and non-Jewish, Hebrew/Judaica and general studies alike. Our primary goals include enhancing the staff's connection and commitment to the school's specifically Jewish mission, building rapport among our diverse staff, working on models of integration between general and Jewish studies, creating the foundation for an integrated unit on Israel throughout the grades, and allowing our staff to experience together the magic and mystery of Israel.

Please let me know how you can help us. I will be happy to follow up on any leads or suggestions that you might provide.

Thank you, in advance, for your assistance.

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Chanukah Sameach,

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Rabbi David Brusin Director of Jewish Studies

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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TELEFAX

DATE: 12-23

FROM: SHULAMITH ELSTER FAX #:

Number of pages (including this sheet) _____

TO:

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- The Local Commissions

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:

December 22, 1992

cc: Art Rotman Barry Holtz

Shulamith Elster FROM:

SUBJECT: Community Visits for Discussion

Who needs to be briefed in the Lead Communities on the "Lead Community concept" and on the Best Practices Project? What is the best approach to introducing/reinforcing these basic CIJE initiatives?

I. BACKGROUND:

Each of the communities is "familiar" with the work of the CIJE through the following activities to date: the original proposal process, site visits, community public relations limited mainly to announcement of selection.

Community leadership - through the local federation -- has been apprised through announcements and communications at meetings and in materials prepared for these meetings. Copies of the Guidelines and <u>A Time to Act</u> have been widely circulated in the three communities.

The introduction of the field researchers has been limited to a small group of staff and leadership in Atlanta and Baltimore with the widest exposure in Milwaukee, where Roberta has already addressed two groups. The introduction of the program to educators has been limited also to Milwaukee where Shulamith briefed the Principals Council. In Baltimore there was a presentation by Shulamith to the Board of Directors of the Bureau of Jewish Education.

Community Visits for Discussion Page 2

II. NEXT STEPS:

A. Target Populations:

Federation leadership/Board and Executive Local Commission/Group and Steering Committee Principals Council/or Lead Educator Group Boards of educational institutions (supplementary schools, day school, centers) Staffs of educational institutions Congregational schools, day schools, centers) Rabbinic groups Parent groups Community-at-large

B. TIMETABLE:

The timetable for the specific activities is dependent in part on the local work plan - for example, Art's visit to Milwaukee will not take place until (at the earliest) February 16th, and so no presentations will take place there before that date.

January - Scheduling of Barry's visits through planners in Atlanta, Baltimore and Milwaukee

<u>February</u>: Presentations to lay leadership and local commissions, rabbinic groups, lead educators

March-April: Presentations with local chairs to Boards of educational institutions and synagogues

<u>April-May</u>: Presentations to community groups and teacher/educator groups as per planning with local commissions

June: Community Events - Speakers

12/22/92

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMORANDUM

DATE:

TO: Annette Hochstein

cc: Art Rotman Barry Holtz

FROM: Shulamith Elster,

SUBJECT: <u>The Local Commissions:</u> For discussion

December 22, 1992

I. "The most respected rabbis, educators, professionals, scholars and lay leaders will serve on community-wide steering committees to guide the project in a specific community. All sectors of the community - congregations, schools, community centers and federations - will need to be involved. Recruiting top community leaders to the cause of Jewish education and involving all sectors of the community will help raise Jewish education to the top of the communal agenda."

(Program Guidelines)

Original Task Statement:

"To be responsible for generating plans and ideas and designing programs that have the support of a coalition of the stakeholders."

Expanded Task Statement:

"To be responsible for generating plans and ideas and designing programs that have the support of a coalition of the stakeholders."

These emerge from the Lead Community 'concept' and will focus on the development of pilot projects within Enabling Options of personnel, community mobilization and Israel programs with maximum use of Best Practices identified by the CIJE.

The Local Commissions

Page 2

II. Essential Elements:

- recruitment of <u>local champion(s)</u> to lead the process and to use his/her influence to recruit others.
- establishment of a <u>steering committee</u> to guide the work of the commission. Composition of steering group is critical so as to include key individuals and institutions.
- c. secure appropriate full-time professional support for the project.
- d. development of a vision for Jewish education in the community in partnership with professionals.
- e. development of appropriate working agenda for the work of the group for the "translation" of the vision into a plan..
 - map of entire educational system --
 - educator survey (numbers, qualifications, positions, training needs)
 - institutional profiles with emphasis on resources, strengths and weaknesses
 - initial one-year and then five-year plans
 - formal approach for community support including:
 - 1. ongoing public discussion
 - public relations on behalf of Jewish education in general, Lead Communities, Best Practices, pilot projects
 - 3. <u>new</u> levels of advocacy
 - new financial commitments to increase local funding for Jewish education
 - focus on <u>content</u> and application in pilot projects in specific settings: educational programs within the <u>Enabling Options</u> personnel, community support and mobilization and Israel programs.
 - introduction and maximum use of Best Practices and integration with pilot projects in personnel and community leadership.

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The Local Commissions

Page 3

III. Structure and Membership: The Cleveland Experience

The Cleveland Commission was organized in 1984 with 73 members. The composition of the Joint Commission reflected the <u>unique</u> partnership of federation and congregations, and included endowment funds, BJE, JCC, and a broad representation of lay professional leaders from community agencies including rabbis and professional Jewish educators.

In the initial year, the focus was <u>planning</u> and finding out what was known about Jewish education in the community. A paper by Barry Shrage set the framework for the work of the Commission which eventually focused on four specific areas.

- 1. Personnel
- 2. Parent and family education
- 3. "Beyond the Classroom" educational experiences for pre-adolescents and adolescents (informal education)
- 4. Blue Sky Task Force

Four task forces were convened and these groups met for two years.

<u>EYI</u>: Ukeles Associates is now involved in a project to assess what has been the impact of individual programs and the collective effort and to devise a formal framework for ongoing evaluation.

Note: Materials on the Cleveland Commission were air mailed 12/21/92.

IV. <u>Checklist for commission memoership:</u>

Decision Makers:

- Communal leaders
- Educator leaders
- Rabbinic leaders
- Academics
- Clients (e.g., Parents)
- Local funders foundations, endowment funds

Consider Representation from:

- Denominations
- Educational institutions formal and informal (schools, JCC's, campus)
- Other local Jewish organizations
- Local agencies with educational programs
- Attachments: Mission Statement-Cleveland 1991 Progress Report

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I.

MISSION STATEMENT

COMMISSION ON JEWISH CONTINUITY

COMMISSION CHARGE:

Cleveland's Jewish community and Jews throughout the Diaspora are faced with a number of challenges and opportunities in their efforts to maintain, strengthen, and transmit Jewish values and traditions to future generations of Jews.

The Commission on Jewish Continuity was created to bring together a group of involved lay and professional leadership to strengthen Jewish continuity and identity in our community.

The Commission's primary goals include:

- 1. To raise the level of consciousness, promote a community dialogue and serve as an advocate for programs that promote Jewish continuity.
- To enlarge the pool of community leadership who are concerned with and act upon the challenges and opportunities before us.
- 3. To create a forum through which members of the Commission can educate themselves on the concepts and issues relating to Jewish continuity.
- 4. To create a forum through which committee members can bring their own thoughts, ideas, and vision to bear on existing programs and on the development of improved structures and programs.
- 5. To create an atmosphere conducive to the implementation of a sound program, including formal/informal Jewish educational strategy (including both parent/family and child components), that uses an interdisciplinary, interagency approach and makes the best possible use of communal resources and expertise.
- 6. To encourage and promote model interdisciplinary and interagency structures for delivery of Jewish educational and identity enhancing services.
- To help identify the financial resources for the implementation of these models.

The Commission will carry out these responsibilities by working closely with and through the leadership of the primary service delivery systems -- the Congregations, the Bureau of Jewish Education, the Jewish Community Center, and all other institutions and groups involved in strengthening Jewish continuity.

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Joint Federation/Congregational Plenum Commission on Jewish Continuity February 18, 1991

PROGRESS REPORT OF THE COMMISSION ON JEWISH CONTINUITY (COJC) EXECUTIVE SUMMARY

The Joint Federation/Congregational Plenem Commission on Jewish Continuity was created to bring together a group of involved lay and professional leadership to strengthen Jewish continuity and identity in our community. The Commission worked with Jewish agencies, schools and synagogues to develop and implement a package of ten programs. This progress report reviews the implementation of these ten programs and highlights questions, issues and challenges arising from their implementation.

The Program Subcommittee of the Continuity Commission is charged with overseeing the implementation of these various projects; facilitating interagency and congregation-agency cooperation; and reviewing other new programs as they are developed in relation to the work of the Commission. The Program Subcommittee is divided into four program review panels, each charged with the review of specific Commission programs.

Now in the second year of program implementation, the Commission is beginning to see the impact of its programs on the students, teachers, families, agencies, schools, and synagogues involved. This progress report conveys a great deal of information about these programs: number of users; effect on participants and institutions; issues for further exploration. What it does not convey are those things harder to quantify and describe in a written report:

- The reaction of a child to his or her first Shabbat experience;
- The response of a teacher to an improved salary and new opportunities for professional development;
- The meaning of a first Israel trip to a teenager using the Israel Incentive Savings Plan;
- The spirit of cooperation, optimism, and excitement fostered by our community's commitment to the continuity of our people.

The Commission will be seeking ways to measure the more intangible impact of its work over the next few months. Nevertheless, much is known about what is happening with the implementation of each of the different programs. The following are the conclusions which the Commission draws from the wealth of information in the progress report.

> Programs have been implemented in a way that is consistent with the goals and objectives outlined in the COJC report. An ongoing governance process ensures community review of program implementation and continued planning around issues arising in the implemen-

EXECUTIVE SUMMARY Progress Report of the	February 18, 1991
Commission on Jewish Continuity	Page 2

tation process. The Commission and its Program Committee have been reconstituted to include representatives from the Federation, Plenum, and implementing agencies. The Commission programs are subject to the full Federation budget review process, and the Federation thoroughly monitors the expenditure of funds.

- Program implementation has been greatly aided by positive and cooperative relationships among and between the various agencies, schools, and synagogues involved. This has occurred on both professional and lay levels.
- The various programs are interrelated and complementary in nature. They support, enhance and blend with each other and with existing educational programs. For example, the Retreat Institute and Project Curriculum Renewal program staffs have worked to coordinate how informal education programs can be integrated into school curriculum, and have jointly sponsored a full-day seminar for teachers on nature as an educational tool and setting. As the Cleveland Fellows Program evolves, it will be another significant example of this, as faculty and students from the program will lend their expertise to many of the other programs.
- Implementation of specific programs has served as a catalyst for change at various institutions. The attention the community has focused on personnel issues has stimulated internal examination and action among synagogues, schools and agencies, consistent with the Commission's goals, and occasionally extending beyond the scope of the Commission's recommendations.
- Related to the previous point, implementation has surfaced new or newly recognized challenges and rising expectations. For example, the salary increases for day school teachers were intended to narrow the gap between our communal schools and other local schools. Teachers, in response to the movement thus far, are now focusing on closing the gap more quickly. These kinds of developments will have future planning implications.
- There is a need to continue to develop support from various constituencies--within the Federation, congregations, and the community as a whole. Funding the program at the increased levels called for will be a major challenge over the next two years and beyond. In addition, the agencies involved in implementation have all raised questions about the security of funding after the initial four years. The Commission has to develop advocates who will understand and maintain the priority of this initiative.
- As a result of the Commission process, the community has been able to attract some exceptionally talented Jewish education professionals to key positions. This is true both for positions

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EXECUTIVE SUMMARY	Progress Report	of the	February 18, 1991
Commission on Jewish	Continuity		Page 3

created through the Commission's programs, and for other positions in schools and congregations which have been filled in recent years. As the community has created an environment of serious commitment to and support for Jewish education, it has found professional educators prepared to make a serious commitment to the community.

In the congregations, where 80% of those who receive a Jewish education are reached, the Commission's programs have started to have a significant impact. Nevertheless there are barriers to overcome, as many synagogue lay and professional leaders are still unaware of the scope and purposes of the COJC initiatives. More effort must be given by the Commission to ensure that congregations understand and use the available resources.

The initial assessment is that the programs of the Continuity Commission are on the right track. There has been a positive response to them by service providers, program participants, lay leadership and the community as a whole. A cooperative and positive environment has surfaced through the project. In implementing such a wide range of programs, it is natural for new challenges and issues to arise. In particular, the Commission must ensure that the new resources put in place are understood and utilized by the various educational institutions in the community. As the Commission moves into its third year of implementation, it will continue to respond to these challenges, monitor and evaluate the programs, and plan for what lies ahead.

COMMISSION ON JEWISH CONTINUITY

Nathan Oscar and Charles Ratner, Co-Chairmen

PROGRAM COMMITTEE, CO-CHAIRMEN

Zachary Paris and Stanley Wertheim

PROGRAM PANEL CHAIRMAN

Alec Berezin Irvin A. Leonard Dr. Arthur Naparstek Robert Solomon

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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: Shulamith Elster DATE: December 22, 1992 Seymour Fox Ellen Goldring Roberta Goodman Annette Hochstein Barry Holtz Art Naparstek Claire Rottenberg Julie Tammivaara Jack Ukeles

FROM: Jo Ann Schaffer

SUBJECT: CIJE Staff Calendar

The attached calendar has been complied to facilitate communications among CIJE staff members. It contains all the information I have received to date.

CIJE STAFF CALENDAR JANUARY 1993 (as of 12/22/92)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1 HOLIDAY
4 EG - ISRAEL	5 AR - CLEVELAND EG - ISRAEL	6 RG - MILWAUKEKE SRE - SCHOOL VISITS EG - ISRAEL	7 RG - MILLWAUKEE EG - ISRAEL	8 SRE - DC/MD EG - ISRAEL
11 RG - CLEVELAND College of Judaic Studies (216) 464-4050 (contact Jeff Schein) EG - JSRAEL	12 JU - BALTIMORE RG - CLEVELAND	13 RG CLEVELAND	14 SRE - CLEVELAND (contact Art Naparstek)	15 SRE - DC/MD
18 UAI - CLOSED RG - NASHVILLE JT - NASHVILLE CR - NASHVILLE with Ellen Goldring	19 RG- NASHVILLE JT - NASHVILLE CR - NASHVILLE with Ellen Goldring	20	21 CIJE SENIOR.ADVISORS MTG. JU, SRE	22 SRE - DC/MD
25 AR - FLORIDA/SEMINAR	26 AR - FLORIDA/SEMINAR	27 AR - FLORIDA/SEMINAR SRE - WASHINGTON, DC	28	29 SRE - DC/MD

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TELEFAX

DATE: 12/21/92

FROM: Shulamith Elster

h Elster FAX #: Number of pages (including this sheet)

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:	December 21, 1992
	Annette Hochstein cc: Art Rotman Shulamith Elszer		
FROM:	Shulamith Elser	SUBJECT:	Lead Communities

I know that this is a very busy and productive time for you. I am certain that the Institute Board meetings will go well, as they have always been so carefully planned and executed.

There are a number of items that I feel I should bring to your attention, most particularly since I will be away from the office December 24th through January 3rd, returning for a busy January on the 4th. If there is any action required on the following, please fax or have Shmuel fax or phone.

- 1. See attached memos from Art regarding Atlanta. I was hoping that we might schedule a visit for Barry to meet with either lay leadership or educators in January. How do you think I should proceed now with the scheduling of these visits?
- 2. Re: Best Practices materials to Milwaukee and Atlanta I am meeting with Barry all afternoon tomorrow, and you have already received my memowith the progress report. What do you suggest? Shall Barry call both communities and speak with the planners and give them the status report? This he might do in conjunction with setting a time for a briefing.
- 3. The meeting in Baltimore went well, I thought. Julie was there and will include her observations in her report. There is great interest. There were good questions and a record turnout which may, in part, have been due to the business agenda for the evening as well.

Bob Abramson was in Baltimore for other business last week and reported to me that the local Conservative rabhis and leadership are not yet in the communications loop and know very little about the project. This suggests to me that:

1. We have to get the go-ahead from the Associated to schedule briefings by Barry. Can we go ahead with this now that Art has been to town.

2. We will have to move ahead with our own recommendation for how the concept is to be introduced. I would like to see us move in these directions in Atlanta as well.

I imagine that once Art has a Milwaukee date scheduled that this will proceed very smoothly there.

4. News from Milwaukee Department: Bader Foundation called this morning to say that they were also given an additional \$150,000 for the funding of Jewish education projects in Milwaukee (in addition to the position). Some \$50,000 of this will go to local scholarship funds and the other \$100,000 to fund a variety of other projects...some in connection with our work.

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MEMORANDUM

To: Shulamith Elster

Date: December 18, 1992

From: Arthur Rotman

I spoke to Steve Gelfand on December 17.

I was following up on a meeting we had scheduled some time ago. Prior to my call, I sent him the enclosed fax.

Steve suggested that it would not be appropriate at this time to consider the meeting with Mandel as his lay people were "impatient with the lack of momentum."

Accordingly, we cancelled my proposed January meeting in Atlanta.

Address: 163 Third Avenue #128 • New York, NY 10003 ..e: (212) 532-1961

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Bec: SRE EG

TELEFAX

TO: Stephen Gelfand DATE: December 17, 1992

FROM: Art Rotman

FAX #: (404) 874-7043

Number of pages (including this sheet) 1

MESSAGE:

Confirming our meeting in Atlanta on Thursday, January 7, with Dave Sarnat, yourself and whomever else you think appropriate.

I hope to have lunch that day with Gerald Cohen who, as you know, is a member of the CIJE Board. I will come over to Federation immediately after, which should be between 1:30 and 2:00 p.m. Please allow up to 4:30 p.m. for our meeting, although my guess is that it may not take that much time. These are my suggestions for the timing of the meeting, but I am flexible. If you have alternatives, let's discuss.

The main agenda item will be the planning for a meeting of those of your top potential funders for local Jewish education projects who would be interested in meeting with Mort Mandel, chairman of CIJE. (Will discuss the date possibilities. Mort Mandel is available to come to Atlanta for the purpose on March 26th.) Another agenda item is the disposition of the suggestion for a \$40,000 one-time grant by CIJE for the hiring of planning staff. If time allows, I am sure we will get into related matters.

Look forward to hearing from you.

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MEMORANDUM

To: Shulamith Elster

Date: December 18, 1992

From: Arthur Rotman

In recent conversations I have with both Milwaukee and Atlanta, they are anxious to get:

- Material on Best Practices

Would you please take it from here.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION Mailing address: 163 Third Avenue #128 • New T Phone: (212) 532-1961 FAX

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

MEMORANDUM

TO:	Art Rotman Annette Hochstein	DATE:	December 21, 1992
FROM:	Shulamith Elster	SUBJECT:	Notes from meeting with Barry Holtz: 12/14/92
Agenda	: Update on Best Practi	ces	
	Pilot Projects		
	Senior Advisors Meet	ing/January	

I. Best Practices;

A. Barry hopes to produce an 80-85 page report on Best Practices by the end of January. This will be an updated paper, the approach taken by the supplementary school group, executive summary of the reports and the edited reports.

The focus of this work will be educating the community about Best Practices.

- B. Early Childhood reports are underway with a number completed and others to be completed within a relatively short period of time.
- C. Additional work on day schools will wait until January.
- D. SRE will meet with Richard Joel next week regarding Senior Advisors and will talk with him about how CIJE should proceed with the campus division of Best Practices.
- E. Barry introduced the idea of a category called "community-wide initiatives". These would be exemplary special projects carried out by communities. This may be a good "catch-all category" that will cut across other programmatic areas (e.g., Melton funded "Discovery" project in Columbus).
- F. The Cummings grant proposal should be reviewed carefully at this time in light of commitments made to activities funded by the grant. Shulamith will send materials to Barry and put this on the continuing agenda.

Notes from meeting with Barry Holtz: 12/14/92 12/21/92

II. Pilot Projects

- A. A meeting is scheduled for 12/22 to work on the pilot projects.
- B. Pilot projects will center on the "enabling options" as per discussions during November-December staff meetings.
- C. Pilot projects may make good use of the consultants/educators who participated in the Best Practices work to date.
- D. Importance of the projects to "jump-start" the local efforts.

III. Senior Advisors Meeting

- A. Suggestions as to how to present Best Practices to this group. Possible reflection by panelist/writer/participants (Carol Ingall, Joe Reimer) in the process to date.
- B. Shall we share sample reports for the Advisors at the January meeting?
- C. Discussion to be continued at 12/22 meeting and in light of the proposed total agenda that Shulamith will develop later this week.

IV. Etc.

- A. Barry will visit Milwaukee with Art and also meet with John Colman there in John's capacity as Chairman of the Best Practices Committee of CIJE.
- B. Plans to have Barry visit Baltimore and Atlanta in near future as part of the "launch" and educational effort.

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MEMORANDUM

TO: Barry Holtz

Holtz

DATE:

December 18, 1992

cc: Art Rotman

FROM: Shulamith Elster

SUBJECT: Brandeis/Hornstein Program/ Bernie Reisman

As you can see from the date on the attached letter, Bernie Reisman was in touch with me last year following a stay and conversations with Seymour in Israel.

The reason I pulled the letter now is related to our conversations about pilot projects and the possibility that we could use our colleagues at Brandeis in connection with one of our "jump start" projects.

At any rate, let's add this to the growing list of agenda items for next week.



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March 11, 1992

Dr. Shulamith Elster 5800 Nicholson Lane # 508 Rockville, MD 20852

Dear Shula,

I've just returned from my sabbatical stint in Israel and I've had occasion to read the materials you sent out on the recent developments with CIJE. While I've only been away less than three months, certainly a great deal has happened with CIJE. I read over the materials on the Lead Communities and the minutes of the Senior Policy Advisors in January, and then the annual meeting a week or so later, and there does seem to be some important momentum underway. Earlier I also had a letter from Barry Holtz about his work with Lead Communities and Best Practice. I've also just written a letter with some suggestions to him. I am ready to get involved further as other meetings may be scheduled in the spring months. I will be away finishing up my sabbatical with a stint in Argentina and then in South Africa, working with Jewish communal leaders during the months of May and June.

My work in Israel was very exciting and I think I was helpful. Most of my time was spent both teaching and doing research on the use of informal education with adult groups visiting in Israel. I'm continuing that project now that I'm back home. It relates in many ways to some of the ideas which are beginning to get focused in the CIJE initiatives.

While in Jerusalem I spent some time talking with Seymour Fox. He encouraged me to write to you. I think a particular expertise, both of me and of my colleagues at the Hornstein Program at Brandeis, is in the realm of informal Jewish education and our faculty is determined to make this a central direction for our future growth. The idea which emerged from my conversation with Seymour was the possibility that our Brandeis faculty might be a resource for you to think about in some of the training of personnel working on the innovative education projects in the Lead Communities. In addition to informal education, I would list two other realms in which I think we could be helpful. One such area is in the creation of responsive organizational environments which will help educators be more aware of ways of responding to students, young or old, and also of working with Page

families in ways that assure the motivation and commitment of the students. Another area of special competence is the relationship between Jay and professionals. Given that our program generically educates Jewish professionals, including educators and more traditional communal workers, we spend a good deal of time on helping people develop good collaborative relationships between volunteers and professionals.

A primary faculty which would be available for this kind of consultative/training work include Susan Shevitz, Joe Reimer and myself. I hope we'll have the opportunity to talk further about these matters at some point in the near future.

Best regards.

Sincerely,

Bernard Reisman Director

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cc: Dr. Seymour Fox

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

TELEFAX

DATE: 12/18/92

FROM: Shulamith Elster

FAX #:

Number of pages (including this sheet) ____3

TO: Annette Hochstein

cc: Art Rotman Barry Holtz Jim Meier

I though you would be interested in seeing this project of the New American Schools Corporation. The expectations of the communities are handled in a very interesting fashion. Perhaps this is a format that we could discuss.

Community Learning Centers Request For Proposals

Introduction

The New American Schools Corporation has awarded a grant to Public School Incentives for its Community Learning Centers Project (CLC). We are looking for communities eager to create new public schools which meet "world class educational standards," that is, people who think this is the chance of a lifetime. Our selection of communities is a two stage process:

- From brief applications, we will select communities to receive planning grants to help prepare their final proposal.
- The second stage involves selecting the actual sites from first stage communities. These pilot sites will implement the design for the Community Learning Centers.

American business leaders created the New American Schools Development Corporation as a private, non profit, tax exempt organization to support the design and establishment of new high performance learning environments. The aim is to show how to transform schools for a quantum leap in learning for American children and youth.

We are looking for people and communities who want to create some of the most extraordinary schools in the world. We're looking for people who believe that schools can make an enormous difference in the lives of young people and families; and for people who believe that a school's continued existence should depend on all students achieving at very high levels.

These urban, suburban and rural restructured schools will serve as headquarters for learning for all ages with emphasis prior to and during the K-12 years. They will address national education goals by combining effective learning principles with restructured management to produce and be accountable for major gains in student achievement. They will provide integrated on-site social services for pre-schoolers, students, and their families to ensure consistent reinforcement of learning processes and to address the student and family complexities of modern society.

"Community Learning Centers" is the term we use to describe the new schools we will help develop. Our expectations for these Centers are listed below with the grant application process.

Community Learning Center Expectations

- 1. Students
 - 1.1 Community Learning Centers must serve a cross section of students. These centers may not screen out students on the basis of past achievement or behavior.

- 1.2 A Center's student body must be representative of the community it serves (race, socio-economic status, academic ability). They may not be designed only for "at risk" or "gifted" students.
- 1.3 Students must be treated as resources who will, as part of their studies, contribute to the program and community.
- 1.4 Each student must have an individualized learning plan.
- 1.5 No student is to be assigned to this program. The family chooses or selects this program.
- 2. Curriculum and Program
 - 2.1 Community Learning Centers will promote cultural diversity as an opportunity, not a problem. They will integrate perspectives from many cultures into the curriculum
 - 2.2 Each Community Learning Center will adopt "world class standards" and assessment methods approved by the project.
 - 2.3 To avoid reverting to the status quo, Community Learning Centers will commit to progress reviews. They will use formative data and make data-driven decisions regarding improvements.
 - 2.4 Centers will use the total community as the school campus and curriculum.
 - 2.5 Curriculum must include opportunities to help serve others and solve real problems.
 - 2.6 Centers must commit to a new learning design that engages all learners.
 - 2.7 Graduation must be based on a demonstration of skills and knowledge.
- 3. Personnel and Staffing
 - 3.1 Personnel must be a part of this program by choice.
 - 3.2 Centers must emphasize the role of teacher as facilitator and orchestrator of learning.
 - 3.3 Centers will use alternative staffing patterns and commit to the concept that staff includes licensed/certified teachers, aides, students and others.
 - 3.4 Centers must have a mechanism for counseling out ineffective staff.
 - 3.5 Centers must commit to allocating 20-30 days for staff development each year, every year.
 - 3.6 Centers must actively involve parents as partners in their child's education.

4. Relationship to Community and Other Organizations

- 4.1 Each Community Learning Center will bring together and gain the support of a variety of community groups.
- 4.2 This support must be broad based, and include representatives from governmental bodies, school administration, local businesses, agencies, parents and other community members.

- 4.3 The centers must integrate social services, preferably at the school site.
- 4.4 Centers must use facilities that meet local health and safety codes.

5. Operational/Financial

- 5.1 Each Community Learning Center will have an explicit contract with a local school board or other legislatively authorized body with continued funding dependent on achieving major improvement in student outcomes.
- 5.2 This contract will give people at the center the power to make decisions on program, personnel and budget.
- 5.3 Community Learning Centers must have all the education dollars a student represents, including local, state categorical and federal. A district may keep five percent for the administrative services it provides. The center may choose to purchase services from the district.
- 5.4 These centers will be open 12 or more hours per day, potentially year round.
- 5.5 These centers must operate at the same per pupil cost, aside from initial start-up costs, as other district schools.

Grant Application Process-Section I: What are we looking for?

In making planning grant awards, we will look for the following:

- 1. A demonstrated understanding of the extraordinary mission of New American Schools and the CLC project.
- Evidence of significant involvement in planning and support for the proposed center by members of its communities, including parents, students, educators, governance board members, school administrators, business leaders, elected officials and others. The planning group must be representative of the community to be served.
- 3. Creation of a new kind of school. However, no family, student or educator should be assigned to the program: it should be a choice, preferably among several options, but at least between the new CLC and the existing program. If the CLC takes the place of a community's total current programs, other choices must be made available through other means.
- 4. A fundamental rethinking of the way learning, teaching and schooling is organized for students and educators.
- 5. Inclusion of the ideas listed above under <u>CLC Expecta-</u> tions in terms of students, curriculum and program, personnel and staffing, relationship to the community and other organizations, and operational/financial.
- 6. Award winning proposals probably will include some ideas not listed here. We are looking for communities which will combine the best and most powerful approaches available for creating new, comprehensive schools and have educators, parents and community

members ready to make this a reality. Proposals incorporating only one focus (such as TQM, parent participation or youth service) will not be funded.

Grant Application Process-Section II: What format should the proposal follow?

We require no more than a five-page application post-marked by January 8, 1993. The application should summarize the proposal in one or two paragraphs and then answer the questions below. CLC staff will provide feedback within three weeks.

- 1. Why do people in your community want to do this?
- 2. Who was involved in developing the proposal? What was their role? (Potential sites may be visited. We must have clear evidence of a broad base of support in preparing the proposal and supporting its implementation.)
- 3. What kind of programs do you want to create? How will the ideas in Section I and the expectations listed above be incorporated into your program? How will your project increase student achievement and improve student attitudes? (Please be specific.)
- 4. What is your budget for this project? What local resources have been committed to help you reach your goal?
- 5. What local commignent is there to help the program continue after it starts?
- 6. What is your project's time line?
- 7. Who will be the contact person and fiscal agent?

Send applications to:

Community Learning Centers 2550 University Ave.W, Suite 347N St. Paul, MN 55114-1052

Based on these applications, we anticipate making up to 20 planning grants. No planning grant will be for more than 55,000. Each community receiving a planning grant will assemble a planning team, including teachers, administrators, students, parents and other community leaders. These teams will be invited to a two-day workshop to discuss and refine their ideas for the pilot site stage. Detailed guidelines for the final proposals will be provided to all community teams receiving planning grants. We anticipate providing implementation grants to about ten sites to adapt and test the design being developed by us.

Pilot sites will receive additional funding over the next several years, contingent on our continued funding from the New American Schools Corporation. These grants will be for start-up costs (\$100,000 to \$200,000). Sites will also receive on-site technical assistance.

For questions call Wayne Jennings or David Alley at 612-645-0200, Joe Nathan at 612-625-3506, Elaine Salinas at 612-348-8550. For legal questions call John Cairns at 612-334-8532.

221308

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

.

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

TELEFAX

DATE: December 17, 1992

FROM: Sh

Shulamith Elster Number of pages (including this sheet)

TO: ANNETTE HOCHSTEIN

THE FOLLOWING ATTACHED:

1. 10/28/92 Communications Plan: Draft #2

THIS WAS FROM AN OCTOBER A SIGNMENT. THOUGHT YOU WOULD LIKE TO SEE JT.

2. THIS MEMO TO ART WAS BASED ON A MEETING WITH SYLVIA ETTENBERG, ALVIN SCHIFF AND YAAKOV RABINOWITZ EARLY IN NOVEMBER (Memo: National Board of License (12/14/92)

3. This is FYI on the Israel Experience

221308

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

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

MEMORANDUM

DATE:

TO: CIJE Inner Staff Art Rotman Sol Greenfield Jack Ukeles

October 28, 1992

FROM: Shulamith R. Elster SUBJECT: Communications Plan: Draft #2

WORKING ASSUMPTIONS

- The CIJE should develop a coordinated communications program to reach the following constituencies:
 - CIJE Board of Directors
 - Large City Federation Executives, selected national agency executives (not included on Senior Advisors, e.g., UJA)
 - National organizations/denominations
 - Senior Advisors
 - Jewish press (and through it, the Jewish community-at-large)
 - Jewish education community
 - Current and potential funders
- Each requires an approach that will keep them informed about our progress, specific projects and initiatives, and focus attention on key issues related to CIJE goals and agenda.

- Types of formats for communication include:
 - memoranda, formal reports from the CIJE, occasional letters from the Chairman, periodic reports from project directors,
 - press releases to announce major events/developments to a wider print ` audience,
 - oral presentations to groups,
 - visits to communities by leadership and staff,
 - public events (e.g., sponsorship of forum at GA in 1991 and 1992).
- The Annual Meeting of the CIJE can also be an important communications activity (such as was held in January 1992).
- Visual representations -- logo, banner, and logo use on letterhead, releases and stationery.
- 6. Print materials -- brochures, information packet, list of printed materials (A Time to Act, Commission papers)
- Responsibility for communications to be assigned with specific and occasional assignments to be undertaken by all staff members, consultants, and sponsoring organizations.

CONSTITUENCIES

I. CIJE Board of Directors

Board members used to receive minutes of meetings and background material for meetings. No minutes have been sent from the August Board meeting. There have been occasional memos from the Chairman, Camper contacts have been generally limited to before and after meetings of the Board.

PROPOSAL: A letter from the Chairman every two months on the following schedule:

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Nov. '92/Jan. '93	Post GA in anticipation of a February Board/
	Annual Meeting
Spring 1993	
June/July 1993	Progress Report/Year in Review in
	anticipation of an August Board meeting

2. Large City Federation Executives

Consult with Steve Hoffman and perhaps other Senior Advisors (Shrage, Friedman) and Sarnat to develop best approaches beyond Chairman's letter.

3. National Organizations and Denominations . Need to develop list of key organizations -- beyond co-sponsors and denominational groups with which CIJE already has contact -- and formulate plan to reach (if appropriate) this list. Maximize use of Board members and Senior Advisors from these groups.

4. Senior Advisors

Senior Advisors meet twice a year, generally a month in advance of Board meetings. Minutes, actually summaries of meetings, were mailed. Background materials are mailed in advance of meetings.

PROPOSAL

Meetings twice a year in New York where majority of advisors work. Occasional letters or memos from Education Officer. Copy of MLM letter to Board (?)

5. The Jewish Press

Develop roster of key contacts at JTA and national level and at local level (New York, Atlanta, Baltimore, Milwaukee). Press releases keyed to major announcements and meetings. Consider role of Jewish magazines -- independent and those sponsored by sponsoring and other national organizations and denominations. Press packet to be developed. Press clips to be organize

- Jewish Education Community
 Stress communication role of Senior Advisors. Participation in conferences, CIJE as an educational resource may be best approach.
- 7. Potential continental funders

Discuss future approaches with Art Naparstek. Consider special type of occasional letter to this constituency. Importance of personal contacts.

A CIJE NEWSLETTER

PROPOSAL:

This proposal for a newsletter entitled *INITIATIVES* reflects discussions with Jonathan Woocher and a preliminary proposal from JESNA to undertake this assignment.

- 1. PURPOSE:
 - To keep constituencies noted above informed about CIJE work and progress.
 - To highlight specific initiatives being undertaken under CIJE sponsorship or with its collaboration and support.

To focus attention on key issues related to CIJE goals and activities

2. CONTENT:

- A feature article in each issue on a timely aspect of CIJE's work, e.g., Lead Communities, Best Practices
- Updates on other projects
- Lead Community activities
- Profiles of involved lay leadership, consultants, staff
- Insert articles on themes related to CIJE's work such as recent Holtz article on educational change, reprints from educational publications, or from CIJE partners, think pieces by Board members, consultants or staff statements about Jewish education from a variety of sources that provoke thought and comment.
- 3. FORMAT:
 - Eight pages plus inserts (?)
 - Three hole punched for reference
 - Clean layout/easy to read/use of pictures and charts as appropriate

EDITORIAL PROCESS:

JESNA to compile and edit on behalf of CIJE. A mutually-agreed upon editor will have responsibility for production working under the supervision of Jon Woocher in close consultation with senior staff. A small editorial board of CIJE Board members and educational professionals to be established to deal with overall policy issues.

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5. COST:

Cost will depend on the following factors:

- Circulation (as many as 10,000?)
- Production methods and values (i.e., type set/desktop/type of paper/colors)
- Number, type, and length of inserts
- Editorial and support staff time required
- Availability and cost of outside production assistance.
- 6. FYI:

JESNA Update/staff time, desktop publishing layout, printing, distribution of 2500 copies of two issues per year is approximately \$20,000.

7. SCHEDULE:

Editions two to three times a year. To be coordinated with communications with constituencies.



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: 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 <u>challenges</u> to its survival
- · Explore opportunities to work together with the CIJE
- Explore opportunities for the <u>funding</u> 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.

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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.
- 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.

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From: Peter Geffen

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to all federation exectly ves

and directors of savings

CJF: Marty Kraar Norbert Fruehauf JCCA: Art Rotman Len Rubin UJA: Brian Lurie Vicki Agron JESNA: Jon Woocher Art Vernon CIJE Resource: -Shulamith Elster

CRBF:

Tom Axworthy John Ruskay Mark Charendoff Barry Chazan Irwin Kula

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Poge 10

a collaborative offort of The CRis Joundation, CJJ, 900A, 905NA, and UJA

December 15, 1992

Dear Friends,

As you know, The CRB Foundation produced a short video for the recent General Assembly in New York. The video was intended to motivate lay leaders to support Israel youth travel when they returned to their respective communities.

The video was well received, and many of you took the time to convey your very positive reactions. Additionally, you asked about the future use of the video as we collectively promote youth travel to Israel.

We are now working on modifying the GA version for use at other lay leader conferences, conventions, and community functions. This new version, which will include Mr. Bronfman's comments encouraging lay leader support and action at the local level, will be ready in January. Additionally, we are developing collateral material that will outline the most effective ways to present and supplement this "lay leader video".

Regarding the use of video in your own promotional efforts, we are also analyzing the potential of creating a "core consumer video" that generally promotes Israel youth travel to teens and parents. Each agency would be able to supplement the "core consumer video" with its own promotional message.

Please return the questionnaire by January 8 in the enclosed stamped envelope. Thanks for your help. We'll keep you posted on further developments.

Peter Geffen

Youth Trips Officer, N.A.

сю Авганат Јозния Heschel School • 270 West 89th Street • New York, N.Y. 10024 (212) 595 7087 • fax:(212) 595-7090

a collaborative effort of the CRB Joundation, CSJ, 900A. JESNA, and UJA

THE USE OF VIDEO AS A SALES TOOL FOR THE ISRAFL EXPERIENCE FOR TEENS

1. Please list your primary sales tools and rank each according to how important it is to your overall sales efforts. (Sales tools include brochures, ads, video, slides, posters, etc.)

	Least Important		Most Important		
<u>ltem</u>	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
······································	1	2	3	4	5
·····	1	2	3	4	5
	1	2	3	4	5

If you currently use a video, please continue with <u>Question 2</u>. If you do not currently use a video, please continue with <u>Question 6</u>.

2.	When was your video produced?
	By whom?
	At what cost?
	Running time?
	How often is it shown?
	How many teens sec it per year?
	How many parents of teens see it per year?
	When are you planning to produce a new video?

3. How would you summarize the central theme of your video?

a collaborative effort of The CRB Joundation, CJ3, JCCA, JLSNA, and UJA

4. Who is the primary target of your video? _____Parents _____Teens _____Equally parents and teens _____Community leaders

program?

5. Do you use your video to encourage community support for your

6. The CRB Foundation showed a video at the recent General Assembly which was <u>intended to motivate lay leaders to support youth travel to</u>. <u>Israel</u>. Would you make use of this video in your local community? If yes, please describe how you would use it.

7. If we were to add a few minutes to the GA video, what additional information would you suggest that might inspire or motivate lay leader support?

a collaborative effort of The CRB Joundation, CJJ, JCCA, JESNA. and UJA

If you could produce a personalized ending identifying your program 8. to the CRB video used at the GA for a cost of approximately \$2,000, would you do it? If yes, how might you personalize the video?

If The CRB Foundation were to produce another video that generally 9. promotes the Israel Experience to teens and their parents, would you use it?

COUNCIL FOR	INITIATIVES IN JEWISH	EDUCATION	
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213-4078			

MEMORANDUM

TO: Art Rotman DATE: December 16, 1992 Annette Hochstein

cc: Barry Holtz

FROM: Shulamith Elster

SUBJECT: Senior Advisors Meeting: January 1993

- The Senior Advisors formerly Senior Policy Advisors -- have not met as a group since January 1992. Individual members of the group undertook assignments during the Lead Communities selection process and several attended the February Annual Meeting of the CIJE, but other than that, we have not made any effort to truly "keep them posted" or involved.
- I think the group has been very helpful in the establishment of the CIJE role as an intermediary -- that is, the CIJE and its agenda have been accepted and encouraged by the organizations, movements and denominations. The public relations value - and some good advice should not be underestimated.
- 3. We now have a new concept evolving. The advisors should perhaps meet only once a year and their role be less deliberative. For real advice, we plan to turn to a small core group. This new group would consist of individuals such as Jack Bieler, Josh Elkin, Elliot Spack, Jon Woocher, Sara Lee, John Ruskay and others yet to be identified.

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- 4. For the January meeting: Materials I would like to mail materials two weeks in advance. At the moment, I think they should include the latest papers and reports on Best Practice (Barry may have to do a version of his last report for this particular audience) and Monitoring, Evaluation and Feedback. The group received Adam's paper last year, but it was never an agenda item. I would like to send the paper again-with an update perhaps by Ellen. A copy of the Chairman's Letter to the Board, will bring the group up-to-date on a variety of items.
- 5. Agenda:

<u>Best Practices</u>: Barry and one of the consultants on supplementary schools - possibilities include Carol Ingall, Joe Reimer, Sam Joseph.

Monitoring, Evaluation and Feedback: Ellen and one of the field researchers - Roberta or Julie, or both.

<u>Foundation</u> Approaches: If you think the group can be helpful in either reacting to ideas presented by Art or generating new ones?

<u>Lead Communities: Two Perspectives</u> Planner from one of the communities - Marshall Levin or Howard Neistein.

Educator from one of the communities:

Chaim Botwinick (Baltimore) and Stuart Seltzer (whose school was a Best Practice Conservative supplementary school, Ramah veteran, at Chizuk Amuno Congregation)

Cheryl Finkel (Atlanta) who is Chairman of Solomon Schechter Principals Council.

As this appears to be becoming a full agenda, perhaps the Foundation item should be eliminated.

6. I would like to see this as an agenda item for a telecon between Art, Annette and myself very soon.

Fax Memorandum TO: Annette Hochstein cc: Ant Ratman FROM: Shulamith Elste RE: Milwaukee DATE: December 17, 199

I spoke at length yesterday to Howard Neistein who called to tell me about the first meeting of the Steering Committee. Enclosed are notes from the meeting which I think you will find of interest.

We spoke about Barry's visit to the community after the next meeting of the group. This would be sometime February-March. This will, of course, be coordinated with Art's visit- which as of today still has not been confirmed. If possible, a trip by Barry that would combine the lay and educator groups would be ideal.

Today (Thursday) I will be leaving early in the afternoon for Baltimore and on Friday I have a meeting with Richard Joel to help focus the Best Practices- campus work. This is preliminary to my own meeting with Barry on Tuesday about next steps with Best Practice as well as the pilot projects.

I would like to contact Atlanta and Baltimore regarding meetings with educators and particularly presentations by Barry on both Lead Communities and Best Practices. If you think that this is not appropriate at this time, please let me know by fax by Monday (here in New York). I understand that these meetings have to be part of a larger plan, but the way community calendars are set, we may need to schedule now for February-March meetings.

Also, I want to remind you (and Art and myself) that if we are going to use the April CJF Quarterly for lay or professional (or both) meetings, we have to let people know to "hold the date" and we have to begin our own internal work on the agenda, assignments and the like.

Best regards. I am certain your Institute Board meeting will go well.

- S.
 - P.S. A reminder: Shmuel or Dani was going to send me l. the preliminary work on the Curriculum for the Educated Jew/ goals project
 - 2. your current thinking on the Commissions so that
 - I can integrate it into my own.

Steering Committee for the Commission on Jewish Education Monday, December 14, 1992 5:30 p.m.

Summary Notes

- Attendance: Dan Bader, Brad Bernstein, Maris Bock, Alan Borsuk, Claudia Cohen, Jane Gellman (Co-Chair), Betsy Green, Judy Guten, Zachary Harris, Stan Jaspan, Rick Marcus, Ina Regosin, Steve Richman, Bonnie Shafrin, Louise Stein (Co-Chair), Jerry Stein, Bonnie Sumner, Jerry Tepper, Eve Joan Zucker, and Howard Neistein, Staff.
- I. Welcome/Introductions/Opening Remarks

Gellman, Commission Co-Chair, welcomed Committee Jane participants. She explained that in assembling the Steering Committee, an effort was made to include people who have demonstrated a commitment to the community and an appreciation that Jewish Education makes. An attempt was also made to appoint a Steering Committee whose members collectively constitute a balance of perspectives on Jewish Education and have credibility within the Federation and within specific agencies, schools and synagogues. She noted that while each of the members is recognized for having a broad community perspective, that they can enrich the process through their sensitivities toward the institutions and organizations that they are involved in. Mrs. Gellman reviewed the progress to date since the Federation Board had approved Milwaukee's participation in the "Lead Community Project" and thanked the Bader Foundation for its funding support of the Project Coordinator for the first year. She invited all Steering Committee members who were available to participate in the interview process. Committee members requested that there be some standard questions available for Committee members at each interview.

Louise Stein, Commission Co-Chair, presented a Jewish segment piece on the importance of Jewish Education to building community, based upon the writings of Rabbi Irving Greenberg. She noted that a similar segment will be included in each subsequent Committee meetings.

II. Visioning

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As a precursor to discussion about organizing the Commission on Jewish Education, Jane Gellman asked Committee members to spend some time talking about what outcomes our community should strive for through the project. She asked Committee members to respond to the following questions:

A. How does someone with a positive Jewish identity behave?

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Page 2

- B. What is the role of Jewish Education in contributing to a positive Jewish identity?
- C. What services/programs are necessary to sustain these elements in the community?

Committee members comments included the following:

- A. Elements of a Positive Jewish Identity
 - A knowledge and a positive feeling towards the State of Israel and a desire to go there.
 - Someone who applies Jewish values to daily living.
 - A knowledge of Jewish history.
 - A sense of bonding with others Jews.
 - Participation in the Jewish community.
 - Taking responsibility for others in the Jewish community K'lal Yisrael.
 - Growth through Mitzvot.
 - Carrying one's Judaism into the community.
 - Active studying of Judaism.
 - Jewish pride.
 - Identification through the Hebrew language.
 - Being able to define why it is important to be Jewish.
 - Maintaining a Jewish home.
 - Raising Jewish children.
 - Desire to perpetuate Judaism.
- B. Role of Jewish Education
 - Motivates a desire for Jewish identity.
 - Respect for Jewish learning.
 - Education should lead to doing.
 - Imparting Jewish knowledge "Ignorance is a barrier to education".
 - Having a basic set of skills to lead a Jewish life.
 - Giving one a sense of comfort in different Jewish community settings.
- C. Communal Opportunities
 - Institutions that compliment one another,
 - An organization that manages the overall structure.
 Funding.
 - A variety of institutions serving different age groups such as high schools, day schools, preschools, adult education and synagogue schools.
 - An opportunity to come together in a Jewish communal setting.

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17 '92

11:00 AM

CIJE

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- An opportunity for every person to experience Israel.

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- A diversity of programs that respond to different needs in the community.
- A desire for the pursuit of excellence.
- Qualified personnel in all settings.
- Education that is both affordable and accessible.
- Supplemental opportunities to public schools.
- Support for Jewish Education in the community and a general feeling that holds learning in high esteem.
- Opportunities that engage people throughout their lifetime.
- III. Mrs. Stein presented a model for organizing the Commission on Jewish Education and outlined roles and responsibilities undertaken by the Commission as a whole, the Steering Committee and various Task Groups that would be created throughout the process. The model envisions a relatively large body of people that who constitute the Commission.

Roles and responsibilities include:

- 1. Primary issues in improving Jewish Education and setting priorities for addressing them.
- 2. Defining what Task Groups are to be formed to address specific issues.
- 3. Adopting an overall 5 year plan and an implementation plan for each year.
- 4. Monitoring and evaluating progress of the Project as a whole.
- 5. Identifying sources and approaches for potential funding.
- 6. Communicating progress and results to the community groups in an effective manner.
- 7. Marketing involvement for the process.
- 8. Advocating the importance of Jewish education to the community as a whole.

The Steering Committee would focus its attention on the Commission's process. Specific responsibilities include:

1. Organizing the Commission and framing its work plan.

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- Reeping the Commission focused so that results are achieved.
- 3. Serving as a liaison to the Federation.
- Problem solving/agency relations.

During the process, different Task Groups would be formed around specific issues. Their responsibilities would include:

- Defining the problems and opportunities associated with specific issues.
- 2. Analyzing the issues and the community's ability to address them.
- 3. Identifying goals and objectives for intervention.
- Proposing strategies/program initiatives (possibly in conjunction with "Best Practices").
- 5. Identifying a method of evaluation.

Mrs. Stein emphasized that one of the goals of the Project is to engage as many people within the community as possible both through the formal structure and activities such as focus groups, open meetings, interviews and surveys. It is hoped that the Project will facilitate gaps in service and strengthen what is already in place.

In organizing the Commission, the following questions were addressed to the Steering Committee:

- 1. What should be the size of the Commission? How is representation on the Commission balanced with its ability to function?
- 2. How are professionals utilized throughout the process?
- 3. What is the process for selecting Commission members?
- 4. What decision making authority is given to the Commission as a whole, to the Steering Committee and to individual Task Groups?

A number of Committee members responded that the Commission should be as inclusive as possible and might even be redefined as a Consortium. Its primary function would be to build consensus and to communicate to the community as a whole. Since there would be no "cap" on the size of the Consortium, Page 5

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it was felt that either the Steering Committee would in effect be the ultimate decision making body. Others felt that while membership on the "Consortium" would involve a larger group of people, that withholding decision making authority to the group would detract from the quality of participation and the ultimate ownership of changes proposed through the Project. Concern was also expressed about perceptions by the stakeholders that actual decisions were being made behind "closed doors". They felt that while the Commission as a whole may be larger than is traditionally thought to be effective in decision making, it still must be empowered to do so.

It was agreed that the Steering Committee's first job would be to form the larger Commission/Consortium and that the actual model be further discussed at its next meeting on Monday, January 18, 5:30 p.m. Committee members were asked to begin compiling names to be involved in the process as a whole and discussion would focus at the next meeting on how people's energies could be best utilized. It was noted that the input of names to the process required consultation with a broader base of people that are currently on the Steering It was also pointed out that the consultation Committee. process to form the Commission could be an opportunity to help build support for the Project. The question of authority for decision making will be discussed further. Further instructions and materials are to be distributed prior to the next meeting.

HN/nm 12/16/92



Steering Committee - Commission on Jewish Education

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Louise Stein Cr. Ch4/R 2510 W. Dean Rd. Milwaukee, WT 53217 Betsy Green Enterprise Magazines 1020 N. Broadway ¥111 Milwaukee, WI 53202

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Mr. Daniel Bader Mr. Stan Jaspan Helen Bader Foundation 6590 N. Crestwood Dr. 777 E. Wisconsin Ave.\$3275 Milwaukee, WI 53209 Milwaukee, WI 53202

Dr. Brad Bernstein 270 Nob Hill East Colgate, WI 53017 Mr. Richard Marcus 6538 N. Bethmaur Lane Milwaukee, WI 53209

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Eve Joan Zucker 4856 N. Bartlett Ave. Milwaukee, WI 53217



Jay

Do: annette Hocheven

011-972-2-619951 From: Shunit Osken Re. Good leng Total: 2 paper

12/16/92.

Annette -

Load neue from Milwankee! Helen Bader Foundation has funded He LC position at the Milwankee Federation. Their is the outcome of many discussion withe He tourdakin (Danie Baderard Zaelary Harris) and we and they are very pleased. The Steering Committee met Monday evening and V'elgeta unne compete report today. D'el keep you posted! ulanith

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing Address: 163 Third Avenue #128 • N Phone: (212) 532-1961

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

TELEFAX

DATE: December 15, 1992

FROM: Shulamith Elster FAX #: Number of pages (including this sheet) _____

TO: Annette Hochstein

This article from a recent edition of the HUC-JIR Annual Report will be helpful as we think of the special "contribution" to the Lead Communities Project that can be made by the training institutions.

Also attached the most recent list of Senior Advisors.

EDUCATION AND JUDAIC STUDIES

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Sara Lee (back, left), Director, Rhea Hirsch School of Education, with RNSOE faculty and M.A. in Jewish Education recipients (front, from left) Cheryl Seidman, Dr. Isa E. Aron, Tamara Lawson, Carol Hjulberg, (back, from right) Dr. William Cutter, Scott Stineman, and Dr. Michael Zeldin.

Toward a New Century: Rhea Hirsch School of Education

Sara Lee, Director

During this past year, the Rhea Hirsch School of Education had the opportunity to evaluate its achievements since its founding 20 years ago and to chart its course for the decade ahead. The School and its faculty engaged in a strategic planning process, supported by a grant from the Mandel Associated Foundations of Cleveland, and completed a Master Plan for the Rhea Hirsch School in June, 1992. The mission statement in this plan teaffirms the following goals for the Rhea Hirsch School: to prepare future educational leaders for the expanding field of Jewish education; to enhance the leadership capability of professionals currently in the fiel '- to stimulate experimentation and contribute to change in institutions in which Reform Jews are educated; and to improve the state of Jewish education and to elevate its status within the North American Jewish community, through research and public discourse. These four goals derive from the belief that Jewish education has a vital role to play in insuring the continuity and vitality of the Jewish people through re-acquainting Jews with their heritage and deepening their knowledge of and commitment to Jewish tradition and texts.

To achieve these goals the Rhea Hirsch School seeks to build upon its achievements of the past two decades and undertake new initiatives in response to the challenges and opportunities presented by emerging trends in the Jewish community and in Jewish education. The current graduate degree programs at both the M.A. and Ph.D. level have contributed greatly to setting a high standard for the preparation of professional leaders for Jew – education. In the next decade professionals will be required to exercise their leadership in diverse educational settings, and the Jewish community will require many more Jewish educators, well educated and prepared to meet new challenges. To this end, the Rhea Hirsch School will expand its curriculum of academic and clinical education to prepare students for a variety of professional paths in Jewish education, while developing strategies to attract more committed individuals to its graduate programs and subsequent careers as professional leaders within Jewish education.

As a graduate professional school the Rhea Hirsch School has always felt a responsibility to work with other arms of the Reform movement to enhance the educational expertise of the movement's professionals. The School has cooperated with the National Association of Temple Educators, the Union of American Hebrew Congregations and the Central Conference of American Rabbis to respond to the needs of professionals in the area of Jewish education. As the institutions which provide Jewish learning to Reform Jews confront new challenges, and as innovative structures and programs for Jewish learning emerge. the need for continuing professional education in new skills, knowledge and areas of practice is greatly expanded. The Master Plan of the Rhea Hirsch School responds to this need with proposed initiatives in continuing professional development and new opportunities for post-graduate study.

To enable Jewish education to be a vital force i the continuity of the Jewish community and people requires both a deeper understanding of Jewish education as it currently exists, as well as the devel opment of new conceptions of what Jewish education might become. Through research, scholarship and participation in public discourse about issues (Jewish education, the Rhea Hirsch School Itas estal

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lished itself as a place of both analysis and action, a place where theory and practice unite in the service of enhancing Jewish education. The papers written and delivered by the faculty, the participation of faculty in major national commissions and committees dealing with Jewish education, and the contribution of the faculty to large-scale inquiries about the state of Jewish education indicate the important role the School plays in adding to public knowledge about Jewish education and in raising critical questions and issues which must be confronted. In the next decade of rapid change, growing complexity, and unique challenges within Jewish life, the Rhea Hirsch School will expand its capacity as a center of research and deliberation about the state of lewish education and the conditions necessary to improve and enhance the contribution Jewisb education can make. The goals and program initiatives set forth in the Master Plan of the Rhea Hirsch School have been endorsed by the Mandel Associated Foundations, which awarded a four-year grant in the amount of \$750,000 to the School in June, 1992.

School of Education, New York

Dr. Kerry M. Olitzky, Director

lewish education, Talmud Torah, is understood at the New York School of Education in its widest possible definition. Thus, not only do we offer programs in the discipline of Jewish education in the form of an M.A. program, but we also provide a variety of programs and services which transcend the norm. These range from the Miller High School Honors Program (which meets on Sundays), to the Institute of Jewish Studies at Washington Square which is an advanced program of adult studies cosponsored by the Skirball Department of Hebrew and Judaic Studies at New York University. Indepth series on archaeology are programmed each fall and spring. These archaeology programs provide the public a forum for dialogue over recent discoveries in the ancient Near East (primarily in Israel), and brings to light the discoveries at the College-Institute's own excavations.

Dr. Kerry M. Olitzky (from left), Director, School of Education, NY, and M.A.R.E. recipients Deborah Wasserman and Nancy Bossov.



The School of Education sees itself nurturing non-traditional students and thus offers non-traditional models of education. For example, the M.A. program in religious education is primarily designed for training people who are already supplementary school principals or who may be making a midcareer change, especially those moving from secular education into the field of Jewish education. It is the only graduate program in Jewish education at the College-Institute that offers students the opportunity to go to school part-time, acknowledging the fact that not all can move directly from undergraduate to graduate school on a full-time basis. In the future, we would like to move even beyond this flexible model by offering cluster models of study throughout the tri-state area so that students con study closer to home and study at the HUC-JIR campus in periods of intensive summer study.

As part of our efforts in Jewish education, we have worked very closely with the Department of Religious Education of the Union of American Hebrew Congregations. Our work rogether on behalf of the Movement is perhaps the most interesting and exciting of projects over the last few years. COMPASS magazine, the Movement magazine for reachers, is co-sponsored by the Department of Religious Education and the New York School of Education. It has been the vehicle for study seminars in which area teachers and educators are brought together for workshop training and other programs. This past academic year, two exciting non-traditional seminars were offered by our School with Rabbi Howard Bogot of the UAHC for educators specifically desirous of training in the Stepping Stones Program (for intermarried families) and the Liheyor Program (for special needs learners). Other joint projects include a series of teacher training films and a Torah Tapes Project in which a liberal commentary is offered by leading HUC-JIR teach-

CIJE

EDUCATION AND JUDAIC STUDIES

ers on the weekly *Torah* portion. These and other ongoing HUC-JIR/UAHC programs are intrinsic to the vitality and growth of education programs in the Reform Movement.

Jerome H. Loucheim School of Judaic Studies

Dr. David H. Ellenson, Director

The Jerome H. Louchheim School of Judaic Studies provides undergraduate instruction in Hebrew and Judaic Studies for students at the University of Southern California. Courses cover a wide range of topics. During the 1991-92 academic year, in addition to four levels of Hebrew language instruction, courses were offered on "Judaism and Christian Beginnings," "Holocaust," "American Jewish Fiction," "Evil, Suffering, and Goodness in the Jewish Tradition," "American Jewish Identity," "Zionism and Israel," "Jews and Their Contribution to the Creation of the Modern West," "Introduction to Jewish History," and "Introduction to Judaism." The latter two courses were subvented by a grant from the Jewish Chatauqua Society of the National Federation of Temple Brotherhoods. Five hundred undergraduate students were enrolled in these courses, making Judaic Studies one of the most popular departments on the USC campus.

In offering these courses at USC, the College-Institute has broadened its mission in Los Angeles to forge a relationship that is virtually unique in the annals of higher education in the United States. It is not uncommon for experts in Judaica to serve as adjunct professors in neighboring institutions. Nor is it unprecedented for universities to allow their students to enroll in courses in adjacent Jewish institutions on a consortium-type arrangement. However, HUC-JIR and USC may have the only arrangement in the United States in which a Jewish seminary provides exclusive instruction in Judaics for students at the university.

The Louchheim School is, for all intents and purposes, the Jewish Studies Department of the University of Southern California. Teaching in I School is an integral part of the duties and respon bilities of HUC-JIR's Los Angeles faculty member and out faculty serve on a wide variety of USC f. ulty committees and staff a significant number o USC academic programs. In so doing, the Colley Institute affirms its commitment to a pluralistic society and sees its ongoing mission, in part, as c tributing to the education and character develop ment of Jewish students and undergraduates of faiths in a highly complex, highly diverse urban setting. Given the prominence and pressige of U in the city, the nation, and the world, the Louchheim School takes this commitment serio and sees its task of educating undergraduates at USC as a major part of its goal of serving the Je people and our country as we embark on the 21 century.

The Louchheim School constantly reevalua its curricula offerings, and 1991-92 was no exce tion. The course on "Jews and Their Contributo the Creation of the Modern West," taught b Professor Norman Mirsky, was developed in response to perceived needs in the undergraduate curriculum of the university. Other courses, su "Jewish Aesthetics" and "Black-Jewish Relation the United States," are currently under considation.

In the meantime, the Louchheim School c tinues to be a vital part of USC. It constitutes essential component of the College-Institute's sion in Los Angeles as it strives to fulful its ace and communal responsibilities to the Jewish p and the larger community as our nation faces challenges of the contemporary world.

Dr. David H. Ellenson, Director, Louchheim School of Judaic Studies, teaching the undergraduate Jewish studies classes attended by more than S00 students of all faiths at neighboring USC.



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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION SENIOR POLICY ADVISORS (As of 8/10/92)

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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: Art Rotman Annette Hochstein DATE:

December 15, 1992

FROM: Shulamith Elster

SUBJECT: Agenda Item #2: Pilot Projects

I. WORKING ASSUMPTIONS

- A. Pilot projects are important, in and of themselves, but also for their potential in providing a "jump start" for energizing activity within the local community.
- B. Pilot projects are to be developed around the "enabling options" so as to provide important building blocks for future work in the community in the critical areas of: mobilizing and building community support for Jewish education, personnel and Israel experiences.
- C. Pilot projects also afford an opportunity for the CIJE to establish itself as a critical, important, able and effective resource to the community.

II. DEVELOPING PILOT PROJECTS

- A. Barry and Seymour met (11/29) to discuss possible pilot projects and the process by which they will be introduced to the Lead Communities.
- B. Barry will assume responsibility for the content of the pilot projects and for the process.
 - 1. Projects are to include both formal and informal education.
 - Initial projects are to be developed around the three enabling options.

To: Art Rotman, Annette Hochstein

Agenda Item #2: Pilot Projects December 15, 1992

- C. Among the projects discussed at the 11/29-30, 12/1 meetings were possible activities in the following areas:
 - 1. in-service training of personnel -- focus on principals, initially
 - 2. seminars for members of school Boards
 - 3. possibility for Israel-based seminars for all groups

ASSIGNMENTS:

- 1. proposal for the content of pilot projects (Barry)
- 2. design for the introduction of projects into the communities (Barry)

III. TO BE DISCUSSED

- A. Role of local communities in the planning of pilot projects.
- B. Relationship to work being done by Art Naparstek in funding foundation linkages

ASSIGNMENTS:

- 1. Proposal for involving local communities
- 2. Arrange meeting with Art Naparstek and Barry (Shulamith)

SRE:

DEC 14 '92	02:16 PM	CIJE
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Fax Memorandum

TO: Ar	nette Hochstein 011-9724619951
	Shulamith Elster/ CIJE .
DATE:	December 14, 1992
RE:	ETC

1. I have not been sending Shmuel duplicate copies of the various materials sent to you assuming that you will pass along the information that he needs to proceeed with his aspect of the work.

2. Later today Judy will fax you the second of the agenda items - Pilot Projects. The is attending a class today and when she returns it will come your way.

5. I meet with Barry in a few hours to continue our work on Best Practices and to begin our work together on the pilot projects. When we speak in the morning, I will report to you.

4. Jim Meier and I will be meeting tomorrow afternoon to begin work on the materials that you want UAI to produce. If you have any specific guidance on the matter that you would like me to convey, please either send a fax to arrive in the morning or let us include it in our conversation in the morning.

5. I've not spoken to Art since his trip to Baltimore on Friday but I am very interested in hearing about it.

6. Regarding the local commissions, I will phone today to get status reports from Atlanta and also from Milwaukee (assuming that Art has the latest from Baltimore). I am also awaiting word from Milwaukee as to the results of the meetings of the Bader Foundation and the request for funding for the CIJE/ Lead Communities position in Milwaukee.

st regards.

cc: Arthur Rotman

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

To: Shruel Wygoda

MEMORANDUM

TO: Art Rotman Annette Hochstein DATE:

December 11, 1992

cc: Barry Holtz Shmuel Wygoda

FROM: Shulamith Elster

SUBJECT: December Workplan

In our most recent meetings, Annette and I developed a ten point agenda for our work on the Lead Communities Project.

These items are as follows:

- 1. Local commissions
- 2. Design of pilot projects
- 3. Best Practices
- 4. Monitoring, Evaluation and Feedback
- 5. Materials
- 6. Communications and Networking
- Survey of educators in communities.
- 8. Goals project
- 9. The CIJE
- 10. How to introduce ideas into the Lead Communities

My plan is to develop individual memoranda on these topics which will serve as the basis for our ongoing work. Since they were prioritized ouring the 11/30 and 12/1 meetings, they will be developed in the order noted above.

Through the copies of these outlines to Shmuel and Barry, I can keep all of "our team" informed. Comments and suggestions are always most welcome.

A memorandum on the Local Commissions follows very shortly. I would like for Local Commissions to be the main item on the agenda for the telecon now scheduled for Tuesday, December 15, at 8:30 A.M.

Annette:

May I assume that the telecon is going to take place "as scheduled" and that you will place the call to me at 212-532-196I. If this is not the case, please let me know early in the day on Monday. I have a meeting with Barry at 3 P.M. and we will discuss #2 Pilot Projects and #3 Best Practices.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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		Dept. Fax#	1	Phone #
TO:	Art Rotman Annette Hochstein	E		•, •••
FROM:	Shulamith Elster	SUBJECT:	For Discussi Agenda Item Local Comm	· #1:

I. UNDERLYING ASSUMPTIONS

- A. The CIJE should provide a framework for the work of the local commissions in the Lead Communities.
- B. Local commissions are particularly of concern, for decision-making on the community level will rest with this group.
- C. The composition of the local commission will include top communal lay leadership, rabbis and educators.
- D. The CIJE can benefit from the experience of communities that have had successful local commission experiences.
- E. Atlanta, Baltimore and Milwaukee have each had experience to date with local planning commissions. The Lead Communities Project should build on this experience.

ASSIGNMENTS:

- Preparation of framework for the work of the local commissions (to be determined)
- Report on Cleveland experience (Shulamith)

II. STATUS REPORT: ATLANTA, BALTIMORE AND MILWAUKEE

- A. What is the current status of the community's effort to develop local commissions?
 - 1. How can the local commissions best be organized?
 - 2. What role can/should CIJE play?
 - Who has been recruited to lead the effort?
 - 2. Who has been appointed to the commissions to date?
 - 3. Do these individuals represent top lay and professional leadership?
 - 4. What role can CIJE lay leadership play in recruiting local leadership?
 - 5. How will this be accomplished?
- C. What knowledge do members have about the Lead Communities concept? How has this been communicated?
- D. What plans are in place for presentations on the concept to the commission members?

ASSIGNMENTS:

B.

- · Preparation of status report for each of the communities (Shulamith)
 - a. report from Art from trips to the communities
 - b. interviews with planners
- Plan for local presentations (Shulamith)

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:Art Rotman
cc:DATE:December 10, 1992cc:Annette Hochstein
Barry HoltzDATE:December 10, 1992FROM:Shulamith ElsterSUBJECT:Baltimore Briefing #2
The Reasons Why!

To review:

Lav Leadership

- Experienced
- Agencies and groups have all been involved in the strategic planning process for the community led by the Associated

Professional Leadership

- Federation executive and senior staff are outstanding
- Friedman and Bernstein are an exemplary "outside-inside" team
- Planning staff for Lead Communities Project includes three educators -Levin, Kutler and Botwinick. All have backgrounds and experience in both community planning and education, in a variety of settings.

Quality and extent of Jewish education network

- There is a wide variety of schools denominations (within the denominations), approaches, settings and sponsorship
- There is a strong, informal education network Jewish Family Service, Pearlstone Family Life Institute, JCC
- Local Jewish university in transition but with potential
- Solid central agency staffed to serve needs of institutions
- Potential for training in collaboration with other institutions

Financial Resources

- Record of support for education
- Specific foundation support: Hirschhorn and Blaustein, and other family foundations Meyerhoff and Kreiger

- From memo of August 24, 1992 from Darrell Friedman to Charles Bronfman

"The Weinberg Foundation has put forth an offer of a \$10 million challenge grant to be used for Jewish education. Of the \$20 million available if the grant is matched, 50% is to be used for formal classroom day school education. The federation is insisting that the other 50%, based on strategic planning for Jewish education, be used for purposes such as informal Jewish education, Israel programs, and the other types of community education activities outside the formal classroom setting."

Status of Local Commission

 A separate group is to be formed as a sub-group of the existing Commission to guide the Lead Communities project. The present commission has, in their words, "engaged and incorporated multiple providers (stakeholders) of Jewish education, both formal and informal in all its deliberations". LeRoy Hoffberger will chair the local commission.

Attachments:

Fiscal Year 1993 Allocation to Jewish Education 2/92: Strategic Planning for Jewish Education

FOR INITIATIVES IN JEWISH EDUCATION COUNCIL -New York, NY 10003 Mailing address: 163 Third Avenue #128 FAX: (212) 213-4078 Phone: (212) 532-1961 Post-It" brand fax transmittal memo 7671 # of pages > From Ynai Co. Ço. MEMOF Dept. Phone # Fax # Fax # DATE: December 10, 1992 Art Rotman TQ: cc: Annette Hochstein Barry Holtz SUBJECT: Baltimore Briefing #1 FROM: Shulamith R. Elster//. Lay and Professional Leadership

As you prepare for your visit to Baltimore, I thought it would be helpful for you to have the names of the individuals with whom we have already been in contact regarding the Lead Communities Project.

I. Lay Leadership

Individuals with whom we met during the site visit and since August 1992.

Alfred I. Coplan	Chairman of the Board of the Associated
LeRoy Hoffberger	Chairman, Commission on Jewish Education
David Hirschhorn	Member, Baltimore's Commission on Jewish
	Education, Commission on
	Jewish Education in North America
	and CIJE Board and Lead
	Communities Committee
Alvin D. Katz	Chairman, Community Planning and
	Budgeting
Richard Lansburgh	First Vice Chairman of the Board
0	(will follow Coplan and be next Chairman)
Richard Manekin	Chairman, Subcommittee on Jewish Day
	School Education
Morton J. Macks	Chairman, Joint Commission on Synagogue/
	Associated Relations
Ilene C. Vogelstein	President, Board of Jewish Education and
-	Chairman, Subcommittee on
	Congregational School Education

MEMBERS AT LARGE

LeRoy Hoffberger, Chairman * Rosalee Davison Jonathan M. Genn Dr. Leonard Golombek Rabbi Floyd Herman David Hirschhorn* Judy Hoffberger Dean Laurence Katz Roger Lipitz Richard Manekin * Rabbi Herman Neuberger* Jeffrey Picker Frederica K. Saxon Harry D. Shapiro Eve Steinberg Hannah Storch Jack Tucker Peggy Wolf Rabbi Joel Zaiman

AGENCY DELEGATES

Rabbi Donald Berlin - Synagogue Council William H. Engelman - Baltimore Jewish Council Allan J. Gibber - Council on Jewish Day School Education Louis J. Glick - Synagogue Council Florene Goldner - Council on Jewish Day School Education Alice Levin - Jewish Community Center Miriam Lowenberg - Jewish Historical Society Searle E. Mitnick - Board of Jewish Education Beverly Penn - Baltimore Hebrew University Ben Schuster - Baltimore Hebrew University Joan Sobkov - Jewish Family Services Ilene Vogelstein - Board of Jewish Education *

EX-OFFICIO

Alfred I. Coplan - Chairman of the Board * Michael Hettleman - Chairman, Strategic Planning Implementation Council Samuel K. Himmelrich - Chairman, Endowment Fund Board of Governors, 1989 - 1991 Alvin D. Katz - Chairman, Community Planning and Budgeting * Richard Lansburgh - Vice Chairman, Community Planning and Budgeting *

PROFESSIONAL STAFF

Darrell D. Friedman, President William S. Bernstein, Senior Vice President Marshall S. Levin, Director, Communic Plan. g and Budgeting Nancy R. Kutler, Associate Director Community Planning and Emgeting Dr. Chaim Y. Botwinick, Executive Director Coard of Jewish C. Satisn

*has participated in CIJE Lead Communities meetings

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Page 3

III. Educational Leadership

(Reform-Conservative-Orthodox, formal and informal education, pre-school through adult)

Executive Director, BJE
BJE Director of Human Resources
and Professional Development
Judaic Head Teacher, Solomon Schechter Day School
Principal, Talmudical Academy
Assistant Executive Director, JCC
Interim President, Baltimore Hebrew University
Principal, Beth İsrael Religious School (Conservative)
Director, Early Childhood, JCC
Dean-Undergraduate & Continuing Education, Baltimore Hebrew
University President New Install Call
President, Ner Israel Rabbinical College
Co-chair-Principal's Association and
Director of Religious Education
of Reform Congregation Ohev Shalom
Director, Jack Pearlstone Institute for Living Judaism
Director of Education,
Beth Tfiloh Community School (Orthodox)
Principal, Chizuk Amuno Religious School
(Conservative)
Executive Director, Jewish Family Services

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STRATEGIC PLANNING FOR JEWISH EDUCATION

Priority Recommendations from the Subcommittees on:

- Congregation and Communal Religious School Education
- Jewish Day School Education
- Informal Jewish Education

Approved by the Commission on Jewish Education, 2/3/92

KEY FOR INTERPRETING ATTACHED LIST OF RECOMMENDATIONS

- All of the recommendations are listed in priority order within their core area (Personnel, Programs/Initiatives, Special Populations) as ranked by members of the Commission on February 3, 1992. Two items sharing the same ranking indicates that they both received the same number of votes.
- Before each recommendation, you will note either 1, 2, or 3 asterisks. These asterisks indicate the following:
 - denotes a recommendation which appeared in one of the subcommittee reports to the Commission.
 - ** denotes a recommendation which appeared in 2 subcommittee reports.
 - *** denotes a recommendation which appeared in 3
 subcommittee reports.
- In the case of recommendations which appeared in more than one report, the original language has been modified to create a single integrated recommendation.
- A series of code letters appear in parenthesis after each recommendation. These letters are abbreviations for the constituencies which are impacted by that particular recommendation. The letters represent the following:

EC	= Early Childhood
С	= Children
Adol	= Adolescents
CAY	= College Age Youth
A	= Adults
F	= Families
ALL	= All of the above constituencies

oa/ personnel

- Poge 6
- *** 1. Increase teacher <u>salaries</u> and enhance <u>benefits</u>. New salary standards should be established by upgrading salaries for existing personnel and ensuring appropriate salary levels for newly created positions. (EC, C, Adol, A, F)
- *** 2. Develop and utilize professional growth opportunities for <u>in-service training</u> of both teachers and principals via classes, credit courses,workshops, seminars, and educational experiences on the local, national and international level. (EC, C, Adol, A, F)
- *** 2. Develop and establish an intensive <u>recruitment</u> program to identify potential teachers/educators and monitor and assist them with their educational training and ultimate <u>placement</u> within a school. (EC, C, Adol, A, F)
 - a) Use the BJE in assisting the schools in identifying and recruiting teachers in <u>specialty</u> <u>areas</u> such as art education, music education, family education, remediation as well as specific curriculum areas. (EC, C, Adol, F)
- ** 3. Provide teachers/educators with <u>incentive grants</u> in order to encourage and reward excellence. (EC, C, Adol)
- 3. Create more <u>full-time teaching positions</u> in order to make the field of Jewish education a primary vocational focus, rather than a supplementary position to other jobs in the community. (EC, C, Adol)
- 4. Enhance community <u>recognition</u> of teachers to express esteem and to elevate the status of teachers in the community. (EC, C, Adol)
- 5. Examine the personnel impact of the structure and funding guidelines of <u>Synagogue Council and Joint</u> <u>Commission</u> programs in order to determine whether these two programs meet the current needs of the Jewish educational community. (EC, C, Adol)
- For the feasibility of establishing a community or school-based <u>day care</u> program for children of teachers. (EC, C, Adol)
- 7. Provide more intensive educational <u>consultation</u> services to teachers and pupils. (EC, C, Adol)

PERSONNEL-NK-TW



- ** 1. Assist in making possible an <u>experience in Israel</u> for members of the Baltimore Jewish community. This should include the development and funding of pre-and post-trip educational programs, maximizing the Jewish identity-affirming impact of the experience in Israel. (Adol, CAY, A, F)
 - a) Develop an endowment fund to support educational experiences in <u>Israel for Secondary Education</u> students. (Adol)
- ** 1. Develop a <u>comprehensive outreach</u> campaign to extend to a wider segment of our community. New creative approaches must be identified to address the Jewish needs of the vast numbers of Jews who are marginally affiliated with or are not participating in existing Jewish institutions and their programs. Specific constituencies targeted for outreach should be school age children not currently enrolled in a Jewish school and unaffiliated college youth. (ALL)
- * 2. Commit funds on a <u>multi-year basis</u> in order to ensure the long-term viability of programs. (ALL)
- Increase staff and program resources on <u>college campuses</u> in the Baltimore area in a coordinated and unified manner. (CAY)
- ** 4. Provide <u>consultative services</u> from THE ASSOCIATED to the schools in financial resource development to assist in areas of capital needs, endowment development, fiscal planning and grantmaking. (ALL)
- 5. Continue to provide financial support for the <u>day schools</u> <u>operating needs</u>. (C, Adol)
- * 6. Encourage <u>interagency collaborative</u> projects, with synagogues participating as full partners, especially in community-wide events. (ALL)
- 7. Implement effective models for <u>family education</u>. (F)

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- 8. Increase the number of <u>hours of the BJE Resource Center</u> to provide more intensive educational consultation services to teachers and pupils. (EC, C, Adol)
- * 9. Establish <u>an informational resource</u> whose role would be to take responsibility for: (ALL)
 - a) Identifying gaps in our existing education system and advocating for the development of new programs;
 - b) Serving as a community resource for available programs/services, and enhancing the Jewish component of programs; and

c) Identifying opportunities for interagency collaboration on programming and reducing possible redundancies.

- to. Utilize <u>marketing resources</u> of THE ASSOCIATED to determine the desired needs of various population groups and to inform people about available programs. (ALL)
- 10. Increase <u>capitation grants to the day schools</u> based upon the number of students enrolled in the day schools. (C, Adol)
- * 11. Expand <u>BJE Resource Center materials</u> to include a greater variety of educational resource material as well as a resource bank of personnel in specialized areas. (EC, C, Adol)
- Provide schools with <u>ongoing information and data</u> regarding effective educational models which have the potential for replication in school setting. (EC, C, Adol)
- 13. Investigate feasibility for providing students with a community-wide school <u>transportation system</u>. (C, Adol)
- 13. Develop <u>recognition/incentives</u> to stimulate academic excellence of students. (C, Adol)
- Provide more intensive guidance and assistance to schools in the areas of program planning and development by the BJE. (EC, C, Adol)
- 14. Ensure the <u>transition</u> of pupils from preschool programs to elementary school. (EC, C)
- * 14. Assist principals in developing <u>measures of accountability</u> for their congregational schools. (EC, C, Adol)
- * 15. Offer new ventures and experiments in <u>adult education</u>. (A)
- * 15. Focus BJE's <u>curriculum service program</u> on the specific needs of each congregational school via assigned BJE consultants. (EC, C, Adol)
- * 15. Explore various educational <u>formats and methodology</u> in order to successfully implement the goals and objectives suggested in the Report of Subcommittee on Congregational and Communal Religious School Education. (EC, C, Adol)
- * 15. Provide ongoing <u>analysis</u> of congregational school-based educational needs. (EC, C, Adol)
- * 16. Organize, market, and coordinate all programs for singles. (CAY, A)
- * 16. Assist schools in the critical areas of experiential and informal Jewish educational programming. (EC, C, Adol)
- Provide schools with more source material relevant to their individual <u>curricular needs</u> through a BJE consultant. (EC, C, Adol)

INITIATIVES-NK-TW

SPECIAL POPULATIONS

- *** 1. Increase <u>scholarship and loan funds</u> available, enabling students from families with limited financial resources and/or new immigrant families and/or families with multiple children to experience Jewish education programs of their choice (e.g. day schools, congregational schools, higher Jewish education, Israel experience). (F)
- ** 2. Meet needs of children with <u>special educational</u> <u>needs</u> by: (EC,C,Adol)
 - a) enhancing the quality and scope of services;
 - b) strengthening community advocacy for special learning needs; and
 - encouraging interschool sharing of information and coordination of programs.
- Increase funding for <u>immigrant support services</u> such as ESL classes and other tutorial programs. (C,Adol)

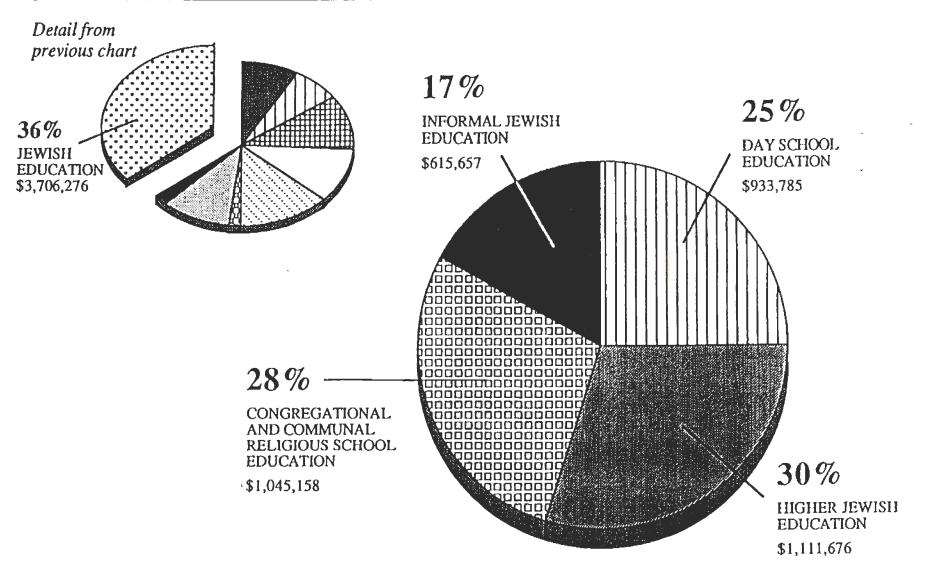
SPECIALPOPULATIONSNK

STRATEGIC PLAN FOR JEWISH EDUCATION CONCEPTUAL FRAMEWORK

	PERSONNEL	EDUCATIONAL PROGRAMS/ INITIATIVES	SPECIAL POPULATIONS
EARLY CHILDHOOD			
CHILDREN		AN JEWISH H I V E S	
ADOLESCENTS		¥.	
COLLEGE-AGE YOUTH			
ADULTS			
FAMILIES			

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FY 93 ALLOCATION TO JEWISH EDUCATION



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Mandel Institute

Tel. 972-2-617 418; 618 728

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Facsimile Transmission

To: <u>รณงเกิก</u> ก	ELSTER	CUE	Date:	Dre 1366 1992
From: SUNNEL	UNGODA	NI-15CN	No. Pages:	3
Fax Number: 001-	- 212 - 213	4078		

Dear Shulamit,

I hope this fax finds you and yours in the best of spirit and of health.

We were pleased to receive the mail you faxed to us .

Enclosed are some comments on the notes you sent us from our November 30th meeting on the L.C.

Thank you as well for the cc of your Dec 3rd to Barry Holtz. A propos, how was the Schechter Conference.

I understand you are in the midst of preparing the WORK -PLAN we talked about during our meetings in New-York. We look forward to receiving it as soon as possible and we will try to respond to it promptly. The importance of this document could not be overemphasised as it will help set priorities for all of us.

Best regards to Judy Levine, I look forward to meeting her in the future.

Shabbat Shalom,

Shmuel

Notes from LC project meeting with Annette Hochstein and Shmuel Wygoda/November 30, 1992

Agenda items for 11/30 and 12/1 meetings:

- 1. Local commissions
- 2. Design of pilot projects
- 3. Best Practice
- 4. Monitoring, Evaluation and Feedback
- 5. Materials

- - - - -

- 6. Communications and Networking
- 7. Survey of educators in communities
- 8. Goals project
- 9. The CIJE
- 10. How to introduce ideas into the lead communities

The following items from the above agenda were discussed. Notes under each item are just major points of the discussions.

III. Local Commissions

The following questions were raised: Who is the leadership? Who is involved in the local process at this time? How can the community be mobilized? What role can the CIJE board play in recruiting local leadership? How can the local commissions best be organized? possible task forces or working groups on specific issues- e.g., pilot projects, personnel

Comments:

a. CIJE has to provide a framework for the local commissions and communities act within it.

b. Local commissions are particularly important because decisions are as made by the planners are for allong with for allow, (A) CADELS, Ma c. Are the individuals who now chair the commissions in MARGS. Atlanta, Baltimore and Milwaukee the people who can muster the "wall-to-wall" coalitions?

d. Local commission must include top leadership, educators and rabbis, APD PROFESSIONALS

e. AH suggests contacting Mark Gurvis in Cleveland regarding the Cleveland process. It may be the most advanced that has been done- participation of groups, involvement of academics.

IV. Design of Pilot Projects

1.Specific pilot projects are important as they can "jump start" the local lead community.

2. Barry and Seymour meeting 11/29 to come up with pilot projects and the process by which they will be introduced.

3. Barry will take the lead in the content of pilot projects and the process. Project to cover both formal and informal education.

 Possible projects may include community mobilization and leadership training. [(Elserget Theorem 0.5, in Stance Theorem 0.6 Chains for 5. Important role of pilot projects in building credibility Theorem 1415.

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V. Monitoring, Evaluation and Feedback 1.Steering Committee for project now includes: Colman, Inbar, Gamoran, Fox, Hochstein. 8. Researchers will send reports to Adam/Allen who will submit then to steering Committee report then goes to At and Art will decide how it gets to each community. January report will de RECONSIDERED BJ COMMITEE IN LIGIT OF OVOING light of new timetable for launch in local communities. 34. Feedback need seful information k need to fine-tune to as to find a way for formation to get to the communities. System was designed by Aug CADARY AND ELLES GLORENG. THEY New useful VI. Materials:Package of Materials- CIJE Resources resources to include: handbook and reference books, CLASSIC Goof NO SELE ARGESTIENT EVIDE \bigcirc need for guide/ guide within a guide Planners know elements of a plan and the required process. need to infuse plan and process with specific content of the lead communities. Draft of guidelines lacks specificity. 3. goals include desire to grante a mase reflective comm. 34. can be achieved with attention to on-going process of selfassessment (studying select and developing tools and mechanisms for this assessment.) >> (>CAL LOUCATIONAL SUSTEM 45. year one: profiles, inventory sudded of Courses year two: achievement measures, client surveys 56. Planning is to be the main task of the local commission-first the immediate plan an then the preparation of a five YEAR PLAN. SYSTEMATIC INTRODUCTION OF THE IDEA INTO THE LEED COMMUNITIES WILL BE PLANNED. Comments: With what message and by whom does the word of the LC project get to the communities? (See reference in section on communications) VII. Communications and Networking (Just the beginning of the discussion) ني ا 1. Who is the most likely to be successful in attracting top leadership to the LC project? role of CIJE leadership and board in this process 2. As an example, CIJE leadership can be successful in the effort to get "dedicated staff" for the project in each of the communities. Also in area of funding. VIII. Educator Survey 1. The earlier the survey takes place, the better. 2.It has utility in the planning of in-service activities and in the planning piece for educators. Isa did work for the commission on educator surveys. LA, Philadelphia, and Miami had surveys at that time. Woocher and others may know of more recent ones. 5. Meier may know of others used in general education. Assignment: research what exists beyond those cited in Isa's work for the commission.

	CIL FOR INITIATIVES I Iress. 163 Third Avenue #128 2) 532-1961	+ I	New York	EDUCAT NY 10003 2) 213-4078	ION
	MEN	IOFi		brand fax transmi UTU NOA	
TO:	Art Rotman Annette Hochstein Barry Holtz	DAT	E:	December 9	9, 1992
FROM:	Shulamith Elster	SUE	SJECT:	Jack Bieler/	Senior Advisors

As part of my ongoing effort to keep the CIJE advisors and colleagues in the field abreast of developments in our work, I met last Friday afternoon with Jack Bieler.

As you will recall, Jack was a member of the Commission and has been an active participant in the meetings of the Senior (Policy) Advisors of the CIJE. Jack is on the administrative staff of the Hebrew Academy in Washington with specific responsibilities for the high school curriculum. His professional activities include writing for Ten Da'at, a publication that reaches the "modern" Orthodox day school eoucators. Unfortunately, no more funding is available for this publication - a real loss for this educator community.

I briefed Jack on the current status of our work, particularly on the Lead Communities and Best Practices and Monitoring, Evaluation and Feedback Projects, and on the Educated Jew Project and its relationship to the goals project in the Lead Communities.

He had some comments that I think are of special interest.

- 1. He wants to stay actively involved with the work of the CIJE as an advisor and as one of the "small group" of advisors that we are now developing. He sees a role in the Best Practices Project, especially the day school division. I will speak personally to Barry about how to best use him as a resource.
- 2. When we spoke about the model of "self-nomination" for the day school division of Best Practices, Jack noted that both this and the "goals" project will suffer because of the fact that we have not devoted sufficient attention to training teachers and educators to be reflective practitioners for example, will educators really know what they have that is worthy of export to other day schools? Do educators know how to analyze their own work well enough to make the type of contribution to our project that would be beneficial to other settings?

Jack feels that we ought to undertake an effort (similar to a Melton Retreat Program) to train reflective practitioners and this within the context of the Best Practices Project.

Jack is working on a piece (inspired in part by Sara Lee's introduction of David Schoen's work) on reflective practice in Jewish education. Alas, there will be no T'en Da'at publication - again, lack of funding - to bring this work to an audience that needs it!

For CIJE Agenda:

- Conversation with Jack and Barry regarding Best Practices in day schools.
- Consideration of in-service for educators in day schools on reflective practice so as to enhance the day school component of the Best Practices Project. Can Melton do this for us? Can it include educators from the three Lead Communities as well as others from the broader field?
- 3. Can we help T'en Da'at find funding? Pressure YU (through MAF leverage) to find some money for this educational publication?
- 4. How to use Jack in the Lead Communities -- the Educated Jew project and the goals extension, in-service for educators, community lectures?

I welcome your reactions and responses.

SRE:

COUNCIL	FOR	INITIATIVES	IN	JEWISH	EDUCATION
Mailing address:	162 Th	rd Avenue #198		New York	NV 10003

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

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

MEMORANDUM

	Art Rotman		December 9, 1992
FROM:	Shulamith Elster	SUBJECT:	BALTIMORE

As you prepare for your visit to Baltimore, I want to review the contacts that I have had with the community since its selection as a Lead Community at the end of August.

- 1. Planning meeting with Marshall, Nancy and Chaim regarding "conceptions of the lead community" our image of how the community will need to mobilize and gear up for the challenge now posed by CIJE.
- Meeting to introduce Julie as our field researcher and for Julie to introduce the Monitoring, Evaluation and Feedback Project. This meeting included Marshall, Nancy and Chaim as the "point people" for the community.
- 3. Meeting with Jack to discuss the then Letter of Understanding and its elements. Bill Bernstein participated in this meeting with Marshall and Chaim and Darrell dropped into the discussion for a time.
- 4. I attended an Institute sponsored by the Board of Jewish Education on the topic of "Visions of Jewish Education". The Lead Community project was noted, I was recognized and David Hirschhorn attended the session. Five supplementary school principals made <u>outstanding</u> presentations.
- 5. I have been invited to brief the Board of Jewish Education on the Lead Communities Project at its December 17th meeting. Eileen Vogelstein (who just happens to be Shoshana Cardin's daughter) is the Chairman of the Board. I will also lead the Board's study session at a dinner that precedes the meeting...after all, teaching is "where it's at".

As an aside, Dr. Norma Furst, the acting president of the Baltimore Hebrew University, is a long-time colleague, and I met with her - on another occasion - to try to ascertain if the BHU had resources that we could use as a part of our effort. On the same trip to Baltimore, I met with Chaim at the BJE to better understand the strengths of the central agency as a part of my own inventory of local assets.

I hope that this is helpful. Is there anything I can do in advance of your trip at the end of the week?

cc: Annette Hochstein N

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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:	Art Rotman	DATE:	December 9, 1992
FROM:	Shulamith Elster	SUBJECT:	Foundations and the Lead Communities

As I reflect further on our November meetings, I think it important to begin a discussion of how to best communicate and work with the communities regarding the various projects that Art has undertaken and now has on the "drawing board".

While I fully understand and well appreciate the necessity of obtaining funding to support the core CIJE budget and advance the cause of scholarship and research, it is important that our role as "broker-facilitator" - as outlined in <u>A Time to Act</u> and in the discussions with the communities -- come alive.

I'm hopeful that we can think along the following lines:

- 1. Art Naparstek to communicate with the planners in each of the three communities to bring them up-to-date and to schedule a visit to communities for meetings with staff, with chairs of the local commissions and with a small working group.
- 2. The purpose of these meetings would be to acquaint Art with the local scene, the local foundation world and local priorities.
- 3. The benefits to both the CIJE and the communities are several beyond public relations. The local communities have good ideas, some contacts in the foundation world (local and outside) and these conversations may also result in the development of projects (pilot project as in Barry's work) or others that could involve all three communities.

I plan to be in Cleveland for other work on January 14th and plan to meet with Art. If we have an idea about how you would like to proceed, we can use some of that time to plan for these local meetings.

cc: Annette Hochstein Art Naparstek

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Tel.	972-2-617 418; 618 728
Fax:	972-2-619 951
	Facsimile Transmission
то:_	Shulamit Elster C. I.J.E. Date: Dec 7th 1992
From	: Shmuel Wygoda No. Pages: 1
Fax	Number: 001-212-2134078
L	AMERICAN JEWISH
	Dear Shulamit,
	Dear Shulamit, It was a pleasure making your personnal aquaintance during my last trip to the U.S.
	It was a pleasure making your personnal aquaintance during my
	It was a pleasure making your personnal aquaintance during my last trip to the U.S. I enjoyed starting working with you and look forward to a
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11	It was a pleasure making your personnal aquaintance during my last trip to the U.S. I enjoyed starting working with you and look forward to a fruitfull continuation. Thank you for your last faxes to Annette and to me . My flu is on the way to be over and I am slowly getting back to myself. We are having here a series of meetings to deal with matters which emerged during our absence, and within a day or two we should be ready to answer your faxes. Should there be any matter of emmergency please feel free to fax us and we shall try to respond immediatly.

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COUNCIL FOR INITIATIVES IN JEWISE	I EDUCATION	
Mailing address: 163 Third Avenue #128 Phone: (212) 532-1961	• New York, M FAX: (212)	
MEMO	RANDUM	
/		
TO: Barry Holtz DA	ATE: December 3, 19	92
FROM: Shulamith R. Elster SU	BJECT: Etc.	
It's been a busy week a classic understat develop a workplan for myself that includ past week.	ement! I'm taking the nex les the assignments and ch	t few days to nallenges of the
We need to schedule a block of time (pro already have the 12/17 (12-1:30) JESNA dat	obably the week of Decemb ie.	er 14th). We
 Can you meet that morning, 12/17, at JC or 	CCA	
2) Anytime and anyplace on Monday, Tu	uesday or Wednesday aftern	noons?
AGENDA 1) Best Practice Update Day Schools Early Childhood		
2) Trips to Communities Approach Content Scheduling		
3) Pilot Projects		
 Communications Keep in touch Reporting to Art Rotman, Annette 	Hochstein and Sevmour Fe	1¥
5) Senior Advisors Agenda		/n
You'll be pleased to know Judy Levine has as well when you arrive here. I'll be in V Conference Monday, so let Judy know your	Vashington Friday and at a	the Cohecher
Shabbat Shalom!		
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4 #	Art:
	January 21st is the new date for the Senior Advisors of the CIJE. The meeting is scheduled from 10-3 here at the JCCAssn. We will start with coffee etc. at 9:30.
· · · ·	I have confirmed the date with staff and key individuals we will want to have in attendance. These include Barry Holtz, Jon Woocher, Ellen Goldring, Jack Ukeles- and of course, yourself. I am also contacting our "key" movement and organizational opinion leaders today to have them hold the date.
	I am meeting with Jack Bieler in Washington on Friday. He and Josh Elkin are our "key" working educators in the field and I want both of them in especially as we consider pilot projects/ bestpractices etc. in various settings.
bet	I will do a draft agenda for this meeting- consult with those mentioned in the second paragraph- and then give it to you for final approval before you leave for Israel.
· · · · · · ·	We have a meeting scheduled for tomorrow (Thursday) and 1'm hoping by then to have sorted out some of the items from the past-two-days so that I can proceed in a meaningful way - whatever that means (I guess it means productive and helpful) - with the Lead Communicies Project.
a – vetende textinov	ahueamit
	P.S. I think it very important that you inform Adam Gamoran and through him- or separately- Ellen that Annette is now the supervisor of the Lead Communities Project. In a conversation with Ellen this morning about the meeting date, I did mention this to her. They both need to hear from you about it.
	Has Jon Woocher been informed? Chuck Ratner as the chair of the Committee?

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:
 Art Rotman
 DATE:
 December 3, 1992

 FROM:
 Shulamith R. Elster
 SUBJECT:
 Senior Advisors

As per our discussions, notices have gone out for the Senior Advisors meeting on January 21st at the JCC Association. The meeting will be from 10 A.M. - 2 P.M. in the Conference Room.

MAI LA CUE

A small group of advisors (Bieler, Elkin, Hoffman, Joel, Lee, Spack, Woocher, and perhaps one or two more) will be convened to help plan the agenda. Thank you for this helpful suggestion.

Barry, Jack, Jon Woocher and Ellen have been alerted to "hold the date" so we have much flexibility with the agenda.

cc: Annette Hochstein

SRE:jl

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION Mailing address: 163 Third Avenue #128 • New York, NY 10003

Mailing address: 163 Phone: (212) 532-1961 28 New York, NY 10 FAX: (212) 213-4078

MEMORANDUM

To: The File

Date: December 2, 1992

From: Shulamith R. Elster

Subject: Notes from meeting with Seymour Fox, Annette Hochstein, Art Rotman and Barry Holtz, December 1, 1992

I. Pilot Projects

- A. Enabling options
 - AH: Details of in-service training of personnel have to be worked out
 - 2. AR: Would there be pilot projects in each of the Best Practices areas?
- B. Integration of formal and informal education
- C. Staffing of local seminars in enabling options
 - 1. Academic coordinators: BH & SE
 - 2. Possible local or national presenters
 - 3. Composition of local groups
 - 4. Early '93: Proposal
 - September '93: Implementation of plan based on work with principals
 - 6. Summer '93: Israel seminar (?)
 - a. Participants
 - 1. Local people from the Commissions
 - 2. Educators
 - b. Content
 - 1. Specific to groups above
 - 2. Israel experience

- D. Refer to chart from AH's presentation re: 4-6 pilot projects
 - 1. New hires talented new people for community
 - 2. Two from the list for implementation
- E. Community Mobilization
 - Curriculum for lay leadership in Jewish education

 CLAL, JESNA, denominations
 - 2. Rabbis discrete group
 - 3. Communal workers federations
 - 4. Public community forum
 - a. Scholars from The Educated Jewish Project
 - b. BH on Best Practices
- II. Reflections on SF meeting with BH (Barry Holtz)
 - A. Need to work on:
 - 1. Level of understanding in community about what LC means
 - 2. Individual approaches
 - a. Staffing CIJE staff, others
 - 3. "Gatekeeping" by federation staff
 - a. Remains an issue in access
 - b. Strategies for introduction
- III. Seminars in Israel/Harvard
 - A. "Educated Jew" lay and professional
 - B. Training re: goals

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:	December 3, 1992
FROM:	Shulamith Elster	SUBJECT:	Notes from Meetings 11/30-12/1/92

I hope that you and Seymour and Shmuel had a safe and uneventful trip home. For certain, there was much for you to talk about and ponder on the way.

Enclosed are my "working notes" from our meetings They are, at best, a way to jog the memory. As promised I will use them as the basis for my own work in the coming month.

I will be meeting with Art very shortly to discuss his trips to the communities and how I can be helpful with that assignment.

Best regards.

cc: Art Rotman

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Page 2

Notes from LC project meeting with Annette Hochstein and Shmuel Wygoda/November 30, 1992

Agenda items for 11/30 and 12/1 meetings:

- 1. Local commissions
- 2. Design of pilot projects
- 3. Best Practice
- 4. Monitoring, Evaluation and Feedback
- 5. Materials
- 6. Communications and Networking
- 7. Survey of educators in communities
- 8. Goals project
- 9. The CIJE
- 10. How to introduce ideas into the lead communities

The following items from the above agenda were discussed. Notes under each item are just major points of the discussions.

III. Local Commissions

The following questions were raised: Who is the leadership? Who is involved in the local process at this time? How can the community be mobilized? What role can the CLJE board play in recruiting local leadership? How can the local commissions best be organized? possible task forces or working groups on specific issues- e.g., pilot projects, personnel

Comments:

a. CIJE has to provide a framework for the local commissions and communities act within it.

b. Local commissions are particularly important because decisions are not made by the planners alone.

c. Are the individuals who now chair the commissions in Atlanta, Baltimore and Milwaukee the people who can muster the "wall-to-wall" coalitions?

d. Local commission must include top leadership, educators and rabbis.

e. AH suggests contacting Mark Gurvis in Cleveland regarding the Cleveland process. It may be the most advanced that has been done- participation of groups, involvement of academics.

JV. Design of Pilot Projects

1.Specific pilot projects are important as they can "jump start" the local lead community.

2. Barry and Seymour meeting 11/29 to come up with pilot projects and the process by which they will be introduced.

3. Barry will take the lead in the content of pilot projects and the process. Project to cover both formal and informal education.

4. Possible projects may include community mobilization and leadership training.

5. Important role of pilot projects in building credibility

V. Monitoring, Evaluation and Feedback

l.Steering Committee for project now includes: Colman, Inbar, Gamoran, Fox, Hochstein.

2.Researchers will send reports to Adam/Ellen who will submit them to Steering Committee/report then goes to Art and Art will decide how it gets to each community.

3.January report may be limited, interim document or delayed in light of new timetable for launch in local communities.

4. Feedback loop needs to be fine-tuned so as to find a way for useful information to get to the communities.

VI. Materials:Package of Materials- CIJE Resources resources to include: handbook and reference books

1. need for guide/ guide within a guide

Planners know elements of a plan and the required process. 2. need to infuse plan and process with specific content of the

lead communities. Draft of guidelines lacks specificity.

goals include desire to create a more reflective community.

4. can be achieved with attention to on-going process of selfassessment (studying selves and developing tools and mechanisms for this assessment)

- 5. year one: profiles, inventory
 - year two: achievement measures, client surveys

6. Planning is to be the main task of the local commissionfirst the immediate plan an then the preparation of a five

year plan.

Comments: With what message and by whom does the word of the LC project get to the communities? (see reference in section on communications)

VII. Communications and Networking

(Just the beginning of the discussion)

 Who is the most likely to be successful in attracting top leadership to the LC project? role of CIJE leadership and board in this process
 As an example, CIJE leadership can be successful in the

effort to get "dedicated staff" for the project in each of the communities. Also in area of funding.

VIII. Educator Survey

1. The earlier the survey takes place, the better.

2.It has utility in the planning of in-service activities and in the planning piece for educators.

3.Isa did work for the commission on educator surveys. LA, Philadelphia, and Miami had surveys at that time.

4. Woocher and others may know of more recent ones.

5. Meier may know of others used in general education.

Assignment: research what exists beyond those cited in Isa's work for the commission.

NOTES FROM LEAD COMMUNITY PROJECT MEETING December 1, 1992

Participants: Annette Hochstein, Shulamith Elster, Shmuel Wygoda

- I. <u>Goals Project</u>: Combines two Mandel Institute projects and initiatives
 - A. The Educated Jew Project

Revised papers now accompanied by an interpretive piece (Maron & Fox)

B. Training Institutions

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What will their involvement be in the application of principles in educational endeavors?

C. At what point will this impact schools-educational institutions? SW not certain regarding classrooms but feels very soon with curriculum planning and development.

D. Evidence from general education is that without a vision, content, goals, etc.
 reform will not happen. AG in discussions regarding MEF Project that without goals, difficult to evaluate.

- 1. Community deliberations on Goals at the Level of:
 - a. institution (principals)
 - b. continuity leadership

 How to introduce : (Fox and Maron paper)
 A descriptive project paper

E. One year from now -- question from SE to AH:

- 1. public introduction -- speakers
- 2. vision statement

"Seriousness and richness of the project" suggests its power at the level of community.

- II. The Five-Year Plan and Ongoing Self-Study
 - A. We know very little about what is happening and what works. Communities should take the lead, in the development of instruments, and make a contribution in this area as they learn about their own community and use information for informed decison-making.
 - B. Need for credible, valid knowledge base for educational system. Concern for status of achievment testing - assessment.
 - C. JU assigned: Guidelines, self-assessment for looking at the system, background material for the communities.
 - D. Art to visit each community around Letter of Understanding and the staffing issues.

III. Communication and Networking

- * A. CIJE and Lead Communities
 - 1. What do we want to say to them?
 - 2. Interpretive Piece and JU's assignment to produce handbook
 - 3. Optimum frequency and format
- *B. Board-Chairman's Letter (AR to develop system)
- C. Between communities -- Networking Advantages and possible "down side" of networking
- D. Communications
 AH to review draft #2 of Communications memo

* PRIORITY

IV. Working with the Community

- A. Next steps
 - 1. AR to call, visit, communicate about:
 - a. next steps work plan
 - b. staffing
 - c. letter of understanding
 - d. congruence

- 2. Start up Activity
 - a. content
 - i. Pilot Projects
 - ii. Best Practice
 - iii. Goals
 - b. Process
 - i. mobilization of leadership
 - ii. further introduction
 - iii. Commission
 - mandate
 - composition
 - planning assignment
- B. Intelligence at the level of community
 - 1. local talent scouting -- leading and interpreting
 - 2. introduction of concept of key groups
 - a. principals
 - b. rabbis
 - c. planners-federation pros
 - d. lay leadership
 - e. et al.

***3. How should this happen in the community? Educators -- BH and SE Planners - AR and SE Other Groups - ? and SE

SE to decide how this should be organized. SE to review composition of local commissions in relationship to intelligence about opinion leaders in each Lead Community.

(?) When will local Commissions be ready to go?

- C. Pilot Projects:
- D. Best Practices:
- E. Fund Raising:

*** MAIN ASSIGNMENT = highest priorty

V. Community Scenario: Next Steps in the Community -- One Scenario

- A. Planner
 - 1. has received Best Practices papers
 - invite Barry to community to bring content "into motion" in the community
 - 3. will convene group regarding pilot projects

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- B. Arrange Ongoing Seminar with Principals:
 - 1. In-service training of teachers
 - 2. Best Practices

Result will be part of planning!

- C. Concurrent meetings on local level with key groups
- VI. Interpretive Piece Specific comments by AH:
 - A. Role as a talk piece
 - B. One of CIJE resource pieces
 - C. Needs to be more specific and closer to the original message of A Time To Act
 - D. Personnel needs to be up front
 - E. Omit sections on "all groups" and "settings"

The from LC project whether mixic annucli to che the I. Goals Project: Combines two Markel fraitileke projects and initiatives A. The Educated Lew Choject revised population accompanied by an interpretice piece (marin x Fox) B. <u>haining fratitutions</u> What will their invaluement he is the Splicaking principles in educational endeavour ? C. SE pained queation fat what point this meet inpart schould - educational institutions. Swinat certain regarding Classioome but feele ary soon with Curriculum planny& Development. D. AH: enderic from general education year. bision, content, gaale lete. hoform mill hat wer pu happen . Al said that without gaale auffaret to evaluate. 1. Connenity detertications of guale: a institution - (principalse) b. Community leaders hip 2. How to introduce - henry discussed: (For and Main Auger) adescription project paper)

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d. lay leaduchip e. let. al. . How should this Pappen i'tle community educators - party x SE plannew - art TKSE/ K SE Y Other groups -SE to decide how this should be Organized, SETO Conmissions in relations Rips to intelligence about aperion leade in earlied When will local communities he leady to go? Pilat Projecter; Best Brochiews. Fund Raisings E. The main assignment -Righer Jucity

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D. Clesennel need to be upfint E. Omit references to ape groups and settings



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Community Initiative Pilot Project

a collaborative effort of the CRB Joundation, CJJ. JCCA, JESNA, and UJA

To Annette Hoch	ster. From Chuig in The Elster
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Dept.	Phone #
Fax#	Fax #

AGENDA MANAGEMENT GROUP MEETING 11:00 A.M. to 1:00 P.M.

- 1. Conclusive Selection of Pilot Communities
- 2. Challenge Grants: criteria and amounts Discussion and approval of Brian and Vicki's proposal
- 3. Staffing structure and assignments
- 4. Evaluation mechanism
- 5. Setting of additional meetings

clo Abraham Joshua Heschel School • 270 West 89th Street • New York. N.Y. 10024 (212) 595-7087 • fax: (212) 595-7090

a collaborative effort of The CRB Joundation, CJJ, JCCA, JESNA, and UJA

Proposed Operational Plan (as of Wed. 12.2.92)

December, 1992:

Meeting of Consortium staff to plan agenda for community visits (December 15, 9am- 2pm). Evaluation methodology will be part of this discussion, with participation from Mr. Murray Glow of A.R.A. Consultants, Toronto, Ontario who has advised CRBF on several important evaluation projects in the past.

Meeting will to be scheduled towards the end of December of Advisory Committee made up of representatives of AZYF and members of the NAJYD Association.

January ,1993:

Visit to community (two days) by 2-3 member team. Visit is preceded by receipt of key community data supplied by local Federation. Community is asked to schedule meetings over the two day period with all individuals, committees, agencies whom they feel are essential to the successful mobilization of community. Agenda for those meetings is open-ended, fact-finding in nature, with goal of accumulating as much data on local community as possible. Our goal is a diagnostic one: to determine the strengths and weaknesses of the local apparatus with the goal of returning with a proposed agenda leading towards an operational plan for that community.

February, 1993:

Staff of Consortium holds several meetings with advisors (information/experience sources) from consortium members' appropriate staffs to piece together plan for the individual communities. This will be done for all four communities at the same time, thus allowing for efficient scheduling of staff visits, timing of development of materials, etc., financial planning consultation, feasibility studies of new local program initiatives, etc.

March, 1993:

CRBF annual conference to which pilot projects will have been asked to send 5-6 representatives. An afternoon orientation session is planned for these people to meet each other and gain a broader perspective of the continental project.

Return 2-3 day visit from team assigned to community. General presentation of recommendations. Recommendations are not final directive. They are agenda setting in nature and begin a local process of focussed discussion and planning.

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April-June, 1993: Local communities schedule monthly meetings of Israel Experience Committee to which a Consortium staff member is available if needed. The period includes telephone conference time and much "hand-holding". Visits may be necessary by Management execs for fund-raising purposes and other leadership purposes.

Management group will meet monthly.

Staff group will meet every 2-3 weeks, or more often, as needed.

Consortium suitcase:

1. Consultation services (scheduled through PG's office in NY) are available from the following staff members:

Vicki Agron Norbert Fruehauf Len Rubin JCCA Leora Issacs or Art Vernon JESJA Mark Charendoff - is ab Barry Chazan Peter Geffen a sur Irwin Kula Jay Levenberg JCC

In addition, Brian Lurie has indicated his willingness to attend both events and meetings in pilot communities. It is suggested that other management execs do so as well. Personal involvement and participation of Charles and Andy Bronfman will also be most helpful to the task of motivating local leadership.

2. Topics include (but are not limited to):

UJA A LIGI

New Trip Development Financial Planning: Savings Plans, scholarship endowment development, Bar Mitzvah Registry Local marketing studies Advertising/Publicity approaches Educational material development Promotional Video: maximizing usage, preferred settings, follow-up

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Staff Training Evaluation and Research Program modules in Israel: identification, use, funding Placing the Israel Experience in the context of Jewish education Development of comprehensive pre and post programs Philosophical issues related to the place of Israel in NA Jewish life. Field visits to groups programs in Israel

3. Video is being completed for local community use. Exploration of recruitment video for parents and for teens is in process.

4. Proposal has been solicited from Comet International (Lewis Bernstein, President) for provision of a portion of marketing services and production of educational inaterials (video, interactive video, etc.)

5. Program for continental Savings Plan program is being presented to CRBF for final approvals. This program would be administered by Bank Leumi, thereby eliminating the enormous staff drain on smaller local communities in establishing incentive plans.

6. Marketing experience from the first and second years of the Joint Authority/CRBF marketing Initiative is being collected and prepared for use by the pilot communities.

7. Winnipeg will make its program available as a resource.

8. Bar/Bat Mitzvah registry programs currently being developed should be ready for pilot communities trials by June 1992. These represent important potential of inclusion of new, outside capital to the funding process.

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Staff Deployment:

Each community will have a basic team of 3-5 who will work with that community through the three year period. Each team will have one coordinator who will work more closely with Peter as well as serve as the contact person for the community staff and lay people. Not more than 3 people would comprise an individual visitation team.

One model for the initial communities is: (* indicates coordinator)

Atlanta	New York	Palm Beach	Toronto
Barry Chazan	Vicki Agron*	John Ruskay*	Mark Charendoff
Mark Charendoff*	Irwin Kula	Barry Chazan	Art Vernon
Len Rubin	Barry Chazan	Vicki Agron	Irwin Kula*
Peter Geffen	Peter Geffen	Peter Geffen	Peter Geffen
Norbert Fruehauf	Mark Charendoff	Irwin Kula	John Ruskay

Jay Levenberg will be brought in for marketing seminars and consultations as needed. CRBF will be funding Jay's services.

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THE ATTACHED PA	PERS ARE REFERRED			
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Remarks of Stuart E. Eizenstat Council of Jawish Federations Council for Initiatives in Jewish Education New York, New York November 12, 1992

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We all carry the heavy burden of having failed to react more urgently to the pieces of evidence which filtered into the United States before and during World War II about Nazi intentions to destroy the Jews of Europe. In the process, we lost a third of 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 meaningrul Jewish identity in the United States, we continue to act as if no crisis is upon us. Yet, a huge bombahell has been dropped in our midst--the CJF National Jewish Population Survey. Yet cur Jewish institutions and leadership has reacted as if only a popgun had counded.

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Stuart E. Eizenstat was Assistant to the President for Domestic Affairs and Policy and Executive Director of the White House Domestic Policy Staff from 1977-1981. He is a partner and Vice Chairman of the law firm of Powell, Goldstein, Frazer & Murphy in Washington, D.C., and an adjunct lecturer at the Kennedy School of Government, Harvard University. Mr. Eizenstat appreciates the excellent research assistance of Mr. H. Andrew Schwartz and the help of Mrs. Shulamit Elster, Jewish Education Service of North America, Inc. (JESNA). education a Jewish Day school provides. (36 percent). From 1957 until 1987, the number of day schools more than doubled from 248 to nearly 550, and day school enrollment increased fourfold from 42, 650 to over 168,000. In 1957, "fewer than 8 percent of those enrolled in Jewish schools were in day schools, compared to nearly 36 percent in 1927." (What We Know About Jewish Education, ed. by Dr. Stuart L. Keiman, from the article "What We Know About...Enrollment", Leora W. Issacs, p. 64).

 Between 1981 and 1988, there was an 8 percent increase in the total number of Jewish schools and a 26 percent increase in the number of students in Jewish Day schools, supplementary schools and independent preschools.

• More American Jews than ever engage in overt religious practices -- from almost one in five families keeping a kosher household to more kippt in public to an increase in religious tradition across denominational lines.

• American Jewish political influence is at its zenith, with more than 90 Jewish-oriented political action committees raising over two million dollars annually to support candidates with pro-Israel and pro-Jewish agendas, and with organizations like AIPAC and the Conference of Presidents of Major Jewish Organizations effectively advocating Jewish interests. We vote in high numbers. We were 4 percent of the total vote this November 3,

continue to enrich the diverse mosaic of our country, which is our matich's distinguishing feature.

• Only a minority of American Jewish school age children (ages 2 to 17)--46 percent--are enrolled in any organized program of Jewish education. Eighteen (18 percent) of all school age children are in day schools and 28 percent are in supplementary schools.

• While supplementary schools are the predominant form of Jewish education, with nearly two-thirds of the students in Jewish schools, the total number of these schools, as well as their enrollments, has declined dramatically over the past decade. In 1987, "there were 1,879 supplementary schools throughout the U.S., as compared to a peak of 3,154 schools in 1957, and supplementary school enrollment has declined 43 percent from 511,000 to 207,000" from 1957 to 1987. (What We Know About Jewish Education, ed. by Dr. Stuart L. Kelman, from the article, "What We Know About... Enrollment", Leora W. Jsaace, . 64).

In great part this decrease in enrollment is due to the declining birthrates, together with the growth in the day school movement. But it also reflects the dichotomy in American Jewish life: the periphery is abandoning Judaism and the core is increasingly engaged in intensive Jewish activity.

One of the most serious signs of the deterioration in Jewish education is the diminished intensity with which supplementary

(one-half the percentage of the U.S. population in 1930) -identify themselves as Jews by religion, one and half million less than we assumed.

• Since 1985, interfaith marriages involving a Jewish spouse exceeded 50 percent, up from 30 percent as recently as 1970. To compound matters, conversion rates by the non-Jewish spouses are down to rock bottom--6 percent. As many Jews convert to Christianity as Christians convert to Judaism, while 600,000 Americans born or raised as Jews now have either no religion or have another religion.

Your own CJF study documents that where there are not conversions, less than one third of the children of mixed marriages are raised as Jews. A Philadelphia study showed that virtually none of the grandchildren of mixed marriages without conversions to Judaism identified themselves as Jews.

A bell tolled last year when the CJF study was published, but most of our Jewish institutions and leaders have failed to react as if it tolled for us. We continue to pursue business as usual.

I believe that the Council of Jewish Federations nationally and UJA Federations locally, must lead the way in responding with urgency and a new sense of priorities.

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preserve our particularity; they will melt into the landscape of America and deprive our country of our distinctiveness.

And you and I and our generation will bear responsibility for the spiritual loss of Jews by our inaction, as an earlier generation failed to act to save the physical lives of Jews in World War II.

I was fortunate to be a member of the Commission on Jewish Education in North America, which, thanks to the remarkable leadership and generosity of Mort Mandel, took the most in-depth, comprehensive look at Jewish education in modern American history, with a broad range of Jewish educators and educational leaders. Its report, <u>A Time to Act</u>, noted a Jewish education system beset by "sporadic participation; deficiencies in educational content; an underdeveloped profession of Jewish education; inadequate community support; the absence of a research function to monitor results, allocate results, and plan improvements."

From my cwn personal perspective I would be more blunt. The Jewish supplemental school system of Hebrew and Sunday schools is disastrously inadequate. The Day school system, while a major improvement, still has a long way to go. In many communities it does not extend to the high school grades. Its graduates frequently have no fluency in Hebrew. Adult education programs, while sprouting-up on many Jewish community centers and synagogues is uneven, at best.

• <u>Developing a research capability</u> and a comprehensive research agenda to monitor results and make informed decisions and to conduct on-going studies on the state of Jewish education.

• Establishing three to five Lead Communities to function as local laboratories for Jewish education, and to determine, based on local initiatives, the educational practices and policies which work best.

• <u>Creating the Council for Initiatives in Jewish Education</u> to operate as a catalytic agent to help assure implementation of the Commission's plan; to help secure funding; oversee the establishment of the Lead Communities; and to help replicate the successful experiences from the Lead Communities throughout North America.

The Council, again thanks to the dynamic leadership and vision of Mort Mandel, is beginning the difficult process of carrying-out the agenda of <u>A_Time to Act</u>. Fifty seven (57) North American communities were invited to participate in the selection process for Lead Communities; twenty three (23) submitted proposals from which nine (9) finalists were selected. The Council Board reviewed these nine proposals, consulted with educators and lay leaders and made site visits. Three (3) Lead Communities were selected after this exhaustive process--Atlanta (70,000 Jews), Baltimore (90,000), Milwaukee (28,000).

of the Jewish community around the nation, to place Jewish education at the very top of their list of priorities. It would do little good for Israel in the long run if we continue to sap our strength in the United States, which is so vital to their support.

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Again, neither <u>A Time to Act</u> nor the CJF Population Survey has yet had the impact it should. 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 our woefully inadequate Jewish education system in the competition against assimilation and indifference?

2. <u>Priorities cannot be established by rhetoric. They must be</u> <u>demonstrated by money</u>. Jewish education is under funded in our Jewish communities throughout the country. This is not to suggest that there has been no progress. Between 1987 and 1991, total dollars allocated for Jewish education by federations nationwide has increased by 14.5 percent, although this has flattened out in the past year given the economic problems of the country. But even this increase is not substantially above inflation over this four year period.

Now about 26 percent of moneys spent locally by federations go to Jewish education. This is insufficient. <u>A goal should be</u>

for individual congregational-based schools. However, <u>to</u> <u>encourage the efficient use of limited resources and to upgrade</u> <u>the supplementary school system, local federations should provide</u> <u>funding to encourage "magnet supplementary schools" formed by</u> <u>several congregations or other communal groups which are willing</u> <u>to bool their limited resources</u>.

4. Israel must be challenged to play an even bigger role in American Jewish education. Israel will soon have the largest Jewish population in the world, as their population swells with relatively high birthrates and continued emigration from Eastern Europe and the former Soviet Union, where 1.2 million Jews have already filled-out applications to be united with families already in Israel.

Israel is the center of Jewish life and has an obligation to help fight assimilation. The WZO spends some \$34 million on Jewish education in the Diaspora and helps provide teachers, materials and technical assistance. I am aware of the enormous budget pressures on the Jewish Agency and the WZO. But more money must be allocated to Diaspora Jewish education.

The Jewish Agency and WZO should organize an Israeli Teacher Corps in which communities, kibbutzim, and Israeli universities would be challenged to send, with UJA Federation assistance, qualified people to help teach in American Jewish schools for up to two years.

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language. Not so in many of our Jewish day schools. This will require an attitudinal change by Jewish educators, so that, for example, Judaic courses in day schools are taught in Hebrew from the first grade on. Hebrew must be seen as a living, spoken language.

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7. To encourage more adult Jewish education, Jewish Community Centers should be encouraged through federation funding to provide the type of serious adult Jewish programming that the JCC of Greater Washington has developed, in addition to concentrated certificate-granting education programs within the JCC context. The Florence Melton Adult Minischool program is an excellent model. It exists in a score of cities and grants a Certificate in Jewish Studies from the Hebrew University for a two year program, taught one night per week for 30 weeks.

8. To set an example and to assure that our Jewish leaders are themselves educated in Judaica, it should be a condition of accepting the presidency of every major Jewish organization, whether at the local or national level, that in-service Jewish education be provided and accepted. Organizations like Rabbi Irving Greenberg's CLAL should be encouraged to widen their reach in educating emerging Jewish leaders.

The time to act is now. We cannot delay any longer.

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:FileDate:November 5, 1992

From: Shulamith R. Elster Re: Atlanta: Report of Site Visit -July 20, 1992

Background

Though Atlanta has an old Jewish community, in the past several years Atlanta and its surrounding communities have experienced a dramatic rate of growth. Atlanta's Jewish population numbers 65,000 and continues to increase. Eighteen percent of the Jews in Atlanta are native, long-term residents of the city. Unfortunately, 30 % of the community are unaffiliated. Of the \$20 million raised by the United Jewish Appeal Federation, 57% goes to support Israel and overseas programs. Local agencies have received an 8.6% increase in allocations, as well. \$1.3 million is directed towards education. This includes the \$300,000 which previously funded the Bureau of Jewish Education. A young couple influenced by their experience with the Wexner Heritage Foundation recently gave one million dollars to establish the Davis Academy, \$20-50 million endowment earmarked for Jewish education. The regular endowment is \$30-50 million.

Atlanta proudly boasts that Jewish educators number 165.

David Sarnat provides strong leadership as the Federation executive. His experience in community planning and strong support for Jewish education is evident in the Federation's work on the strategic plan for Atlanta's Year 2000. Steve Gelfand is his assistant for planning and Lauren Azoulai is the planning associate assigned full time to the Commission on Jewish Continuity. Lauren served as the coordinator of the site visit.

In its proposal, Atlanta identified several areas to target their efforts. These include the development of programs to recruit and train educators, the creation of formal and informal educational programs for teens, and the improvement of programs in adult education.

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<u>Strengths</u>

Atlanta represents a traditional, established community, yet a growth community. The growth which Atlanta continues to experience is a strength not only for the numbers of people and institutions which result, but because Atlanta has used growth as a catalyst for change within their community and its institutions. This community continues to grow without cessation! Thus, Atlanta has the potential to become a regional center in the South.

Most impressive in the community is the involvement and commitment of the lay leaders. Gerald Cohen is the elder spokesman of the Jewish community. He is both an advisor and a mentor to a younger generation of lay leaders. It is interesting to note that the lay leaders with whom the CIJE panelists met are younger, multiconnected within the synagogues and Day Schools, and past presidents of diverse organizations within the community. Clearly this strongly demonstrates the community's ability to work collectively and cooperatively. The inclusion of several rabbis in the meeting of the lay leadership suggests that rabbis are an integral part of this community's top leadership. Furthermore, their presence also insinuates the collaborative relationship which exists between the rabbis and their synagogues and the Federation.

Atlanta's Jewish community is comprised of truly diverse institutions which work independently and collaboratively. Twenty-three synagogues which span the gamut of the movements, an Orthodox Kollel, a Reform Day School, a community program for intermarried couples taught by members of the Kollel, a Jewish Community Camp in which the curriculum is planned by the teachers from the Epstein Day School are but a few examples.

Atlanta is fortunate to have educational leaders who are not only qualified and competent, but who are also national leaders within their fields. Cheryl Finkel, who is the Head of the Epstein Day School, is the Chair of the Principals Council of the Solomon Schecter Day School Association. The Educators Council (of directors of Congregational Schools) is Chaired by The Temple's Educational Director, Joanne Barrington, RJE, a graduate of the Rhea Hirsch School. Harry Stern is the relatively new Director of the Jewish Community Center.

Atlanta's financial resources represent yet another strength. Atlanta has made a commitment to Jewish education through its allocation of funds from its capital campaign. Community leaders are aware that a major financial initiative in Jewish education requires a major financial commitment. This community has demonstrated not only a strong prior record of giving, but also the ability to raise the necessary funds. Atlanta's institutes of higher education provide a potential magnet for increased formal study and training. Emory's Department of Jewish Studies, under the direction of David Blumenthal, has greatly expanded its programs and course offerings. It is conceivable that the development of training programs for Jewish educators and strong Jewish studies programs at Emory and Georgia State would provide a magnet for committed young people, future educators, and teachers who need and/or desire professional development opportunities to become part of this growing community.

Areas in Need of Development

- Though Atlanta represents a strong Jewish community, 30 percent of the Jews remain unaffiliated.
- Despite the growing numbers of Day Schools, there is only one which includes a high school.
- Youth programs still do not include many of Atlanta's Jewish children.
- "We do not have a profession of Jewish education; we need more." Although schools have staff development programs, there is no formal system of teacher training. With the dismantling of the Bureau, this presents an even greater concern.
- Teachers (especially in congregational schools) would benefit from a professional library and resource center.
- Attention needs to be given to the further development of special needs programs for students in all institutions.

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TELEFAX

TO:Annette HochsteinDATE:October 2, 1992

FROM: Shulamith Elster FAX #: 619 452

Number of pages (including this sheet) ___8___

MESSAGE:

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FOR YOUR INFORMATION...FROM MY OCTOBER 14 MEETING IN MILWAUKEE WHICH WAS MY SECOND VISIT SINCE THEIR SELECTION.

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AGENDA

Jewish Education Task Force October 14, 1992 5:45 p.m.

Ι.	Lead Community Project - "Letter of Agreement"
II.	Planning System for Jewish Education
III.	Program Coordinator

1360 N. Prospect Avenue Milwaukee, Wisconsin 53202-3094 414-271-8338 FAX 414-271-7081

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Principles of the Letter of Understanding Between CIJE and Milwaukee as a "Lead Community"

I. How Will CIJE Be Staffed?

CIJE is a catalytic agent for change in Jewish education. The board consists of the leadership of national organizations, foundations, and key resources in Jewish Education. It is staffed by an Executive Director, a Chief Education Officer and a Planning Director. The Chief Education Officer and Planning Director serve as a team that will consult and work with "Lead Communities" as they proceed in developing their strategic plans to benefit Jewish Education. In addition, CIJE employs three field researchers that will document the process of change in each community and to report progress back to local leadership as well as national sponsors. One of the three field researchers will be deployed in each of the "Lead Communities".

II. Components of the "Letter of Understanding"

- A. The "Lead Community" Project is a collaborative effort between the CIJE and three local communities. It is premised on the assumption that the best way to maximize improvement in Jewish Education continentally is to demonstrate success at the local level.
- B. CIJE's agreement with the "Lead Communities" is for three years. The first year will be dedicated to planning with the outcome consisting of:
 - 1. A five year plan for Jewish Education. The content of each plan should include mission or vision statements, a needs assessment, an articulation of program priorities and a strategy for developing human and financial resources for Jewish Education.
 - 2. A minimum of one program initiative to be undertaken in the spring of 1993.
 - 3. An implementation plan for the year 1993/94.
- C. CIJE's Responsibilities

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1. CIJE will bring to each community the results of its "Best Practices" project which is a systematic effort to collect what is working well around the country in the field of Jewish Education. It will be organized by program area.

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- 2. CIJE will provide a roster of experts and will pay for their work with and in Milwaukee as needed. (Preliminary estimate of value, about \$30,000 to \$40,000 per community in the first year.)
- 3. CIJE is not a Foundation. However, CIJE will introduce "Lead Communities" to national foundations that have expressed an interest in Jewish Education and help advocate for grant funds to support program initiatives.
- 4. CIJE will coordinate the assistance from national organizations and training institutions to "Lead Communities" as needed.
- 5. CIJE will fund the field researcher component of the project to monitor the process of change and report back progress to communities approximately three times a year.
- D. Responsibilities of Milwaukee As A "Lead Community"
 - 1. Each "Lead Community" will establish a committee of top community leadership to direct the project including a "wall to wall" coalition of institutions and religious movements and agencies.
 - 2. Each community will develop a planning system that draws input from a broad base of education stakeholders. The planning system should allow for meaningful participation by all segments including teachers and parents.
 - Each community will identify and/or hire a lead staff person to assist in the design and development of the planning process and to manage the project.
 - Each "Lead Community" will utilize the "Best Practices" project.
 - 5. Each community will develop one pilot project in 1993 to demonstrate that progress is being made.
 - Each community will significantly expand resources available to Jewish Education. These resources may evolve from private foundations, endowment development, Campaign allocation or any combination of the above.

Page 3

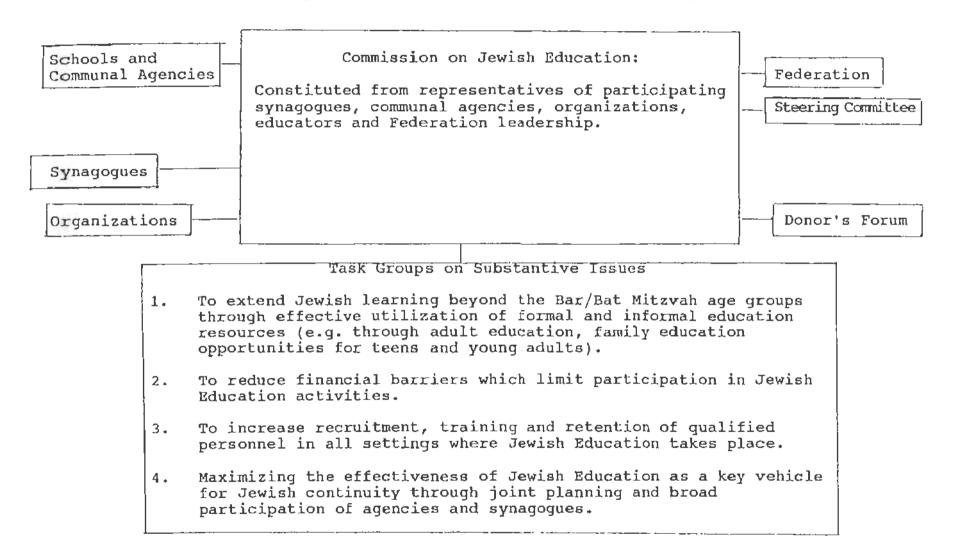
- 7. Each "Lead Community" agrees to monitor and evaluate its progress utilizing the field research team.
- 8. Each "Lead Community" will work with CIJE to disseminate information that is learned in the planning process to other communities around the country.

III. Timeline

- A. Presentation of basic principles of the "Letter of Agreement" to Jewish Education Task Force - October 14.
- B. Discussion and action by Federation Board of Directors -October 27.
- C. Assuming Milwaukee agrees to participate in the "Leads Project", a reception for all "Lead Communities" will be held at the General Assembly in New York - November 12.
- D. Meeting/Seminar for "Lead Community" planning staff late November.
- E. Begin process of involving education stakeholders in the "Leads Project" through a scheduled event/activity -December or January.

HN/nm Rev. 10/6/92

Proposed Model for Jewish Education Planning



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Models for Education Planning: General Findings From Select Communities That Have Initiated, Or Are In the Process Of Creating, A Broad Based System Of Planning For Jewish Education

The following is a listing of general themes that were elicited through a survey of six (6) communities that have recently been involved with developing a community-wide planning system for Jewish Education. Those communities include Baltimore, Atlanta, Columbus, Cleveland, St. Louis and Syracuse.

- 1. All systems were initiated through the Federation. However, ultimate success depends upon ownership by a broad consortium of education stakeholders.
- All systems maintain planning for Jewish Eduction structurally linked in some way to the Federation's planning and allocation committees.
- 3. While each system has been structured to incorporate broad input and participation, it does not take the place of individual agencies pursuing objectives that fall within their current mission. The planning system needs to be sensitive to these missions and the ongoing operational needs of participating agencies and synagogues.
- 4. Composing these broad based commissions has been both approached through having organizations designating representatives and through the Federation selecting members that reflect a broad spectrum of the community. In those cases when the majority of the commission members were organizational representatives, the Federation often appointed a steering committee to frame the commission's agenda and coordinate its activities. Again, the composition of the Steering Committee (12-15 people) should reflect a broad spectrum of perspectives.
- 5. Each system utilizes sub-committees and task forces to address substantive issues rather than attempting this process through the commission as a whole. This has also been a more effective means of involving professional and educators than creating a separate educators advisory counsel.
- The broad commission serves as a forum for priority setting, policy development, exchange of information, planning coordination and reviewing the recommendations of each task force.
- 7. These systems must be adequately staffed. Attention should be given to available staff support when creating the planning system.

Page 2

- 8. Consideration should also be given to the strength and time that can be devoted by community leadership when deciding the number of subcommittees to be created.
- 9. The development of a broad community planning system under the framework of the Federation has often paralleled, and in some cases has emerged from, transitions in the community's Central Agency for Jewish Education.
- 10. Integral to each system is a strategy to develop funds beyond what is available to the general Campaign.

HN/nm 9/24/92

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Fax Memorandum

TO: Annotte Hochstein 011-972-2.619951 FROM: Shulamith Elster 1.201-230-2012 DATE: October 10, 1992

Shavua Tovl Chag Damadhi I want to get this very quick note off to you before we leave town for the first days of Sukkot. I know that you are meeting with Art on Sunday morning in Natanya and I will try to reach you at home before Sukkot. JoAnn and I spoke about arrangements for a conference call with you and Seymour and Jack sometime on Wednesday or Thursday. This I will confirm with her on Wednesday.

Annette, it most certainly has been an clernity since we've spoken and almost everyday I think about calling to share the excitement of each day's developments with you and Seymour. There is such enthusiasm, good will, optimism and 'hope' in the three communities that working with them is very energizing. I do believe and yes. I know that the level of commitment that we hoped would be forthcoming for such a major endeavor for change is there!

I'm in touch with Ellen and with the field researchers and, of course, with Barry. You did not receive early childhood materials because they are not yet in. I do have the supplementary school papers with me for reading the next few days because I think we have to deal with issues of 'unevenness' and with 'gaps'. More on this later. Barry and I met on Thursday in New York to work on our own workplan and time line for the next cycles.

Best regards!

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טופס מעקב

טופס זה מיועד למקרים בהם מסמך אחד יכול להיות רלוונטי ליותר מתיק אחד, ומהווה בעצם שלד למסמך המקורי המתוייק בתיק אחר.

Shulamith Elster : TDODA 201 (1 8 october 1992 : 12 (2 CRB Foundation Meeting 50/52:11717 (3 (CRB RB 5) שם התיק בו מתוייק המסמך המקורי:

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MEMORANDUM

Annette Hochstein To: Seymour Fox Adam Gamoren Ellen Goldring

Date: September 23, 1992

From: Shulamith Elster

Re: The Introduction of the Field Researchers to the Lead Communities

CC: Arthur Rotman Jack Ukeles Sol Greenfield

On September 17 and 18 I went to Atlanta and Baltimore to introduce Claire Rottenberg and Julie Tammivaara to the community for which each will have primary responsibility. There were three separate meetings which are described below.

ATLANTA

Meeting #1: This meeting was held in David Sarnat's office and included Steve Gelfand (planning director), Lauren Azoulai (planner with direct responsibility for Jewish education), Claire, and myself. Dave asked to meet with us prior to the larger meeting of staff and lay leadership which he would not be able to attend. I. Dave asked about the project as a whole, how the communities were going to work and plan together, and for a timetable with details on the scope and the management of the project.

I explained that our work with the communities was best described by the term "collaborative effort" and that we viewed each of the Lead Communities as participants in planning as the CIJE continues to shape and mold this project. 1 then asked Claire to briefly describe her role. Claire was well-prepared, articulate and clear in her description and responses to questions.

We concluded by setting a date -- October 1 -- when Jack Ukeles and I will go to Atlanta to discuss the "letter of understanding" with Dave and his Senior Staff, that is, with Steve and Lauren.

Meeting #2: We next met with Steve Gelfand, Lauren Azoulai, Gerald Cohen (CIJE Board member), Dr. William Shatten, who chairs the local Commission, Peter Aaronson, chairman of the Economics Department at Emory University and active

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in Jewish educational affairs, Toby Goldman, and Michael Hillman, who chairs the successor to the central agency.

This meeting followed the format developed by the field researchers. I began by describing the CIJE, our current efforts, particularly the Lead Communities Project, and brought them up-to-date on our plans and developments. I congratulated Atlanta on having been selected and, hopefully, generated some enthusiasm! I then introduced Claire who spoke about the project in general, about each of the field researchers, how the group is going to function as a team, the scope of their work, some of the methods they would be using, and the techniques that were part of the design. There were some questions about the project. I think it is fair to say that Claire and the project were very warmly received. The group expressed interest in being helpful and in working together.

BALTIMORE

Meeting #3: It was the decision of THE ASSOCIATED staff that Julie's introduction be handled differently from what we had suggested. It was Marshall Levin's preference that this meeting be limited to the coordinating group, that is, the three individuals who will make up the professional staff for the project. Julie and I met with Marshall, Nancy Kutler, and Dr. Chaim Botwinick at THE ASSOCIATED for about three hours. We introduced ourselves and the project following a format similar to the one we used in Atlanta. There was a lively exchange of ideas and information. I think Julie will report a very congenial, informative, and stimulating set of challenges for Baltimore. Clearly Julie's years of experience as a field researcher, educator, and teacher will be a great asset to the project. This was evident in her presentation and in the manner in which she engaged the group. Before the close of the meeting, we made a date for Jack and me to come to Baltimore on October 2 to discuss the intended "letter of understanding". We will meet with the staff, Darrell Friedman and Phil Bernstein.

I am pleased to report that we have gotten off to a good start in both of these communities and that we have learned from this as well. Each community has its own culture, its own way of working, and its unique concerns which must be incorporated in our planning. Jack and I will be in Milwaukee on September 24. We have two purposes for the day: (1) to introduce the letter of understanding to staff and lay leadership and (2) to introduce Roberta Goodman. I will report to you following that visit.

I hope that this has been informative and I welcome your comments and specific questions.

SEP 21 '92 84:08 PM CIJE 221308

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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TELEFAX

TO: Annette Hochstein

DATE: September 21, 1992

096

FROM: Shulamith Elster

FAX #: 619 452

Number of pages (including this sheet) __1__

MESSAGE:

FOR YOUR INFORMATION

EDUCATION WEEK-SEPTEMBER 9, 1992

Fed Up With Tinkering, Reformers Tout 'Systemic' Approach to School Redesign

By Lynn Olson

CINCINNATI—Vexed by the lack of success of school-reform efforts of the past decade, a growing group of scholars and lawmakers is arguing that the incoherent and fragmented nature of the initiatives may be part of the problem.

What is needed, they say, is "systemic reform."

Advocates of the new way of thinking note that education is funded and regulated by multiple layers of government and that there is little coordination among the numerous players who shape education policy at each level.

In retrospect, say the proponents—including policymakers and politicians at meetings this summer of the Education Commission of the States here and the National Governors' Association—the huge volume of programs and policies adopted during the 1980's exacerbated the fragmentation.

The solution, they say, is to rethink teaching, learning, and governance all at the same time. States need to develop learning goals for students, based on a broad public consensus, and then adopt policies on student assessments, instructional materials, teacher training and licensure, and funding that are aligned and coordinated.

Within such a framework, the advocates say, states would free individual schools to design their own curricula, pedagogy, and organizational structures.

> "Really, what you're trying to do," said Marshall S. Smith, the dean of the school of education at Stanford University and a leading proponent of systemic reform, "is develop the' system so it can support really serious local creativity in the context of a common vision."

> But the notion of systemic reform is not without its detractors, who argue that such thinking still underestimates the complexity of the education system and that it will lead to a further erosion of local control and flexibility.

In addition to guiding the work of the E.C.S. and the N.C.A., the concept of systemic reform undergirds a host of national initiatives.

The Business Roundtable's ninepoint agenda, the National Science Foundation's Statewide Systemic Initiative for improving mathematics and science instruction, and the omnibus school-reform billa now pending on Capitol Hill, S 2 and HR 4323, are all based on encouraging what the roundtable describes as "systemic change in our schools."

Several states, including California, Connecticut, Delaware, Florida, Kentucky, Maine, and Vermont, have also launched what they describe as systemic-reform initiatives.

'A Lot of Conflict'

The appeal of the new philosophy stems from, among other reasons, frustration with the current, incoherent approach to policy.

"Policymakers and educators are aware of a lot of conflict that was created by so-called reforms, all wellintentioned, but that were not necessarily created in a cohesive manner," said Rep. Ronald Cowell, the chairman of the House Education Committee in Pennsylvania.

The new orthodoxy is also being spurred on by a recognition that many other nations have a much more cohesive system of educational standards-setting than exists here.

But the commonalities in language and thinking generally reflect the influence of a small circle of educational scholars, including Mr. Smith and his colleagues at the Consortium for Policy Research in Education.

These analysts—including David W. Hornbeck, the former state superintendent of education in Maryland; Marc S. Tucker, the president of the National Center on Education and the Economy; and Lauren B. Resnick, the co-director of the Learning Research and Development Center at the University of Pittsburgh—have served as consultants to a range of national groups and individuals whose rhetoric is becoming increasingly indistinguishable.

Over the past year, U.S. Secretary of Education Lamar Alexander has also convened representatives of the Education Department, the U.S. Chamber of Commerce, the roundtable, the E.C.S., and the governors to chat regularly about their areas of ~ conceptual agreement.

'Lack of Clarity'

Pinning down just what advocates

mean when they speak of "systemic reform" is difficult, however.

"There's a lot of talk," said Commissioner of Education Lionel R. Meno of Texas, "but a lot of lack of clarity as to what it really means."

Agreed Dick Clark, a retired superintendent of the Bellevue, Wash., public schools and a consultant to several national reform efforts, "My guess is 85 percent of the people who use the word have no more meaning for it than for radical change."

When policymakers attempt to define the term, they frequently invoke words like "coherent," "coordinated," and "comprehensive."

"The purpose of using this 'systemic change'—and we're using it in Florida now," said Commissioner of Education Betty Castor of Florida, "is to differentiate it from individual, piecemeal efforts at educational improvement."

Eve Bither, a former superintendent of education in Maine, said systemic reform "is a reaction to the lack of success that we have found to be associated with specific projects."

"People used to think if you just reformed the curriculum, then that would fix everything, or if you just fixed assessment or governance or finance," she argued. "That hasn't worked."

"So now," Ms. Bither added, "people realize what is really needed is a reshaping of the system itself."

'Nothing But Chaos'

Advocates of the new ideology emphasize, however, that thinking about such changes in a strategic fashion does not mean altering everything at once.

Many of the comprehensive school-reform packages of the 1980's did just that, instituting policy changes on everything from high school graduation requirements to teacher certification.

But policymakers paid little attention to whether these reforms were compatible with each other, seldom set priorities among competing initiatives, and rarely challenged the underlying rules and traditions of the system.

One southeastern state, for example, mandated a challenging core curriculum for students, but then evaluated teachers on the basis of generic teaching skills that had nothing to do with the curriculum. . 1

The result, according to Robert Palaich, the director of policy studies at the E.C.S., was that when researchers asked educators how they would evaluate reforms. They said: 'There's nothing but chaos. Our best strategy is to ignore them and close our doors and go about our business.'"

Greater 'Sensitivity'

Despite widespread agreement that a more holistic approach to education policy is needed, few agree on where to begin.

Some states—such as California, Delaware, Maine, and Vermont are starting by developing challenging learning goals for students in the core subject areas.

These curriculum guidelines will be the basis for redesigning student assessments, teacher training and licensure, textbook adoption, and rewards and sanctions for performance.

Other states—including Connecticut—have started with changes in assessment, arguing that such revisions will provide the greatest lever for forcing reforms elsewhere in the system.

Pennsylvania officials last year completed a policymaking "audit."

After determining what they wanted students to know and be able to do, lawmakers reviewed all existing statutes to identify potential conflicts.

"There is a great deal of sensitivity to how this all fits together," said Representative Cowell, "one thousand times more so than was the case in the mid-1980's."

'So Much We Don't Know'

States and national initiatives also vary in the list of policies and programs that they would include in a systemic-reform initiative.

The roundtable's nine-point agenda includes improvements in health and social services to reduce barriers to learning, the creation of rewards for success and penalties for failure at the school level, and giving school-based staff members a major role in instructional decisionmaking.

A draft document on systemic reform by the z.c.s. cites the need to engage the public in school improvement, involve higher education, and reshape school finance "to support both equity and improved performance."

"There's so much we don't know, it's incredible," said Mr. Smith of Stanford. "We're imagining a system where we're changing the content, we're changing the pedagogy, we're changing what teachers need to know." "We're changing an awful lot of things at once," he cautioned. "You can create a situation where everything might just fail because of the weight of the changes."

"On the other hand," he added, "I think we're beginning to get, for the first time, a common vision about the kinds of things that we might drive for."

Who Does What??

Nonetheless, lawmakers admit that the turf-conscious, interestgroup nature of education politics works against such coherence.

"What we have now," said Susan H. Fuhrman, the director of the Consortium for Policy Research in Education, "is neither a system nor the ambitious outcomes."

Frequently, legislative committees in the same state pursue their goals without even consulting each other.

In Michigan, the Speaker of the House, the Governor, the Michigan Business Roundtable, and the state board of education each have named separate commissions to prepare reports on the future of the schools.

"How do you pull together all these groups that are doing individual studies?" Rep. Bill Keith asked. "I change is going to happen, it's going to have to have the political coherence that people of this state want this to pass."

The same lack of coordination occurs in moving among the federal, state, and local levels of government. Even if lawmakers develop and connect policies at the state level, Ms. Fuhrman warned, the state policies may be in conflict with existing district or federal practices.

"I don't believe we have clarity of who does what," Superintendent of Public Instruction Pascal D. Forgione Jr. of Delaware argued. "What does the state education agency do versus the local education agency? Where does the principal fit in?"

'All About Power'

Others worry that the emphasis on tightly aligning all pieces of the system could lead to an educational organization that is even more homogeneous and lockstep than the one that now exists and one even further removed from the priorities and concerns of local communities.

"It's all about power," said Theodore R. Sizer, a professor of education at Brown University, "and it's a shift in power. Once you're clear on who decides what, then you organize things in order to reflect that reality." "It's a very linear notion of schooling, which is orderly," he cautioned. "But learning isn't orderly."

Still others suggest that systemic change may indicate a maturation in thinking about how educational improvements occur but that it is a far cry from a deep understanding of how the "system" works.

"Systemic change is beautifully chosen," quipped John I. Goodlad, a professor of education at the University of Washington, "because policymakers are only interested in the systemics of education; they're not interested in the substance."

"It is a progression," he added, "that you can't just drop a bill into the educational system without its having an impact on other things. But it's a far cry from what the sociologist means by systemic."

Indeed, Seymour B. Sarason, a professor of psychology emeritus at Yale University, argued in his 1990 book, The Predictable Failure of School Reform, that policymakers' "superficial conceptions" about how complicated settings are organized have led to the intractability of schools to reform.

"[W]hen I advocate a system approach to education reform." he wrote, "it is not because I think we now have the understanding of school systems we need to have or that whatever understanding we have tells us clearly where our starting points might be. Far from it."

"What I do assert," he continued, "is that school systems have been intractable to the reforms sought by reformers"—a "sad, brute fact" based on acceptance of school systems as they are.

Michiga	n l	State	University
College	of	Educ	cation

Erickson Hall East Lansing Michigan 48824	 February 2, 1993
FAX - (517) 353-6393 TEL - (517) 353-6393 Facsimile Transmission Form	Total # of pages in transmitted document, (including this page)
To: Seymour Fox	2 619 901
Organization:	
From: David K. Cohen Address: Michigan State University	7-353-1716

Message:

Dear Seymour: Here is the information concerning February 22 and 23. I can get a train from Washington that is scheduled into New York City at 7:30 p.m. So we could be having dinner by 8:00 if the train was on time. I can meet the next morning till 10:30--I'd need to catch a noon plane back here from JFK--and could begin as early as you like.

So, New York would work. The only trouble is that it depends partly on the train being on time. If you came to Washington, and if your timing were less tight, dinner might be less iffy. I'd have to leave at 10:30 am the 23rd to catch a noon plane from Dulles.

Either way is fine with me.

David Cohen 415-776-8316 Sent

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TO: FAX NO. () 619 - 951	FROM: FAX NO. (216) <u>361.9962</u>
Name _ SEYMOUR Fox	Name <u>Grany</u> LEVI
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For your info

02 619 452

(216) 361-9962

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION Meiling Address: 163 Third Avenue #128 New York, NY 10003

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

1. . . .

TELEFAX

DATE:January 20, 1993TO:Annette HochsteinFAX #:Henry ZuckerFAX #:

CC: Ginny Levi

FROM: Art Rotman

Number of pages (including this sheet) ____2___

MESSAGE:

FOR YOUR INFORMATION

Page

EXCERPT FROM JANUARY 14, 1993 LETTER TO AR FROM HOWARD NEISTEIN:

In follow up to our phone conversation last Friday, I want to reiterate the need for CIJE supplying those materials which we discussed during our meeting. Items such as a planning guide, an instrument for conducting an educator survey and materials for use with the focus groups will only have impact if they are available in the early part of our organization process. We are in that stage now. I also ask that you give further consideration to how CIJE can be presented as a tangible partner at the local level. This includes applying some flexibility to using consultation funds for initial start-up costs and to clarifying how grants that have been received by CIJE impact work in the local communities.

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To:	Seymour Fox	Date:	January 20, 1992
From:	Arthur Rotman	Fax #:	011 972 2 619 951

Mr. Darrell D. Friedman Jewish Community Federation of Baltimore 101 W. Mt. Royal Avenue Baltimore, MD 21201

Dear Darrell:

As I mentioned to you on the phone the other day, we are extremely pleased that Leroy Hoffberger will be able to attend the CIJE Board meeting on February 25.

The chairman will be calling on Roy to present what the Baltimore community under the leadership of the associate has done over the past few years, since the formation of your commission. In addition, he will also talk about the CIJE connection and the projects that the Associated and CIJE are working on together. I hope that you yourself will be able to be present. I know that you have another commitment from which you are trying to extracate yourself. If you cannot come I understand that Marshall Levin will attend.

I understand that you are working on the dates I supplied to you for a CIJE Board meeting in Baltimore and we look forward to hearing from you.

Charles Bronfman will be available for a visit to Baltimore in June to meet with your leadership and particularly those individuals in the community whom you are interested in attracting to be identified with your Jewish Continuity program. We will be in touch shortly to settle those dates as well.

It's always a pleasure working with someone as cooperative and understanding as yourself.

With warmest personal regards,

Sincerely,

ARTHUR ROTMAN

cc: Morton L. Mandel

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION Mailing address: 163 Third Avenue #128 . New York, NY 10003

Phone: (212) 532-1961

FAX: (212) 213-4078

FAX

To: Seymour Fox Date: January 19, 1992 Arthur Rotman Fax #: 011 972 2 619 951 From:

You mentioned that there is evidence that the collective wisdom of authorities in the field are often better at evaluating a program or at least as good as intensive research. I would be interested in seeing the article involved. Any help you can provide pointing me in the right direction would be appreciated.



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COUNCIL FOR INITIATIVES IN Mailing address: 163 Third Avenue #128 New Phone: (212) 532-1961

VES IN , B Nei FA: Post-it" brand fax transmittal memo 7671 # of pages > From ART COTWAN Co. Phone #

BCC: SRE BH

<u>FAX</u>

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 marshall 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 meerting 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.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION Mailing address: 163 Third Avenue #128 New York, NY 10003

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

MEMORANDUM

DATE:

TO:

S. Elster S. Fox E. Goldring A. Hochstein S. Hoffman B. Holtz M. Kraar G. Levi A. Naparstek J. Ukeles J. Woocher

FROM: Art Rotman

SUBJECT: February Meetings

January 13, 1993

- - -

Below is a schedule of meetings all of which we hope you will be able to attend:

Wednesday, February 24 Professional Steering Committee 11:00 a.m.-3:00 p.m. JCC Association, Conference Room 15 East 26th Street, 14th floor Thursday, February 25 Annual Meeting (including lunch) 12:00 p.m.-2:00 p.m. JESNA, Conference Room 730 Broadway 2:00 p.m.-3:30 p.m. Board Meeting JESNA, Conference Rocm 3:30 p.m.-5:00 p.m. Debriefing - Steering Committee Friday, February 26 (TENTATIVE)

8:30 a.m.-12:00 p.m. Meeting on Lead Communities Project JCC Association, Conference Room - 140-19-483 18119 + - Kon ace accorrect

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION Mailing address: 163 Third Avenue #128 New York, NY 10003

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MEMORANDUM

TO:

S. Elster DATE: January 13, 1993 S. Fox E. Goldring A. Hochstein S. Hoffman B. Holtz M. Kraar G. Levi A. Naparstek J. Ukeles J. Woocher

FROM: Art Rotman SUBJECT: February Meetings

Below is a schedule of meetings all of which we hope you will be able to attend:

Wednesday, February 24	
11:00 a.m3:00 p.m.	Professional Steering Committee JCC Association, Conference Room 15 East 26th Street, 14th floor
Thursday, February 25	
1 2:00 p.m2:0 0 p.m.	Annual Meeting (including lunch) JESNA, Conterence Room 730 Broadway
2:00 p.m3:30 p.m.	Board Meeting JESNA, Conference Room
3:30 p.m5:00 p.m.	Debriefing - Steering Committee
Friday, February 26	
8: 30 a.m11:0 0 a.m.	Meeting on Lead Communities Project JCC Association, Conference Room

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TELEFAX

CONFIDENTIAL

To:	Seymour Fox/Annette Hochstein	Date:	January 11, 1993
From:	Arthur Rotman	FAX #:	011 972 2 619 951

Number of pages (including this sheet)

As I told you in our telephone conversation on Sunday, the communities have expressed to me on several occasions their unhappiness with the fact that they have not received material that was promised. Specifically:

- The Planning Guidelines. At the meeting with the planners in November, we said that the Planning Guide would be going out in "a few weeks" and certainly before end of the year.
- Best Practices. We promised the planners that they would have at least one of the Best Practice areas in their hands "within two or three weeks" of that November meeting.
- Vision statements need to be developed by the communities. We started discussing this in August at our meeting with our Professional Advisory Committee and at that time Seymour said he would develop a paper to assist communities in formulating such statements.
- On several occasions we have talked about having the community commissions develop a "wall-to-wall coalition." Some of the material, such as the questionnaire for Jewish educators, depends on the presence of such a coalition. However, we haven't done much in helping the communities to learn how to develop this coalition.
- While I did not discuss this with you on the phone, we did lead the planners to believe there would be several pilot projects suggested to them by now.

The executives and the planners in the communities have told me that the lack of material has affected CIJE's "credibility", both with themselves and with their lay people. They may be telling others as well. We are now faced with an issue we had never anticipated: CIJE's credibility.

I was glad to hear that you plan to have a good amount of material in the hands of the communities by the end of January. That should help. .

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MEMORANDUM

TO: Seymour Fox

DATE:

SUBJECT: Milwaukee

January 8, 1993

FROM: Art Rotman

Shulamith told me she received a call from Howard Neistein yesterday. They are very anxious to get:

- Best Practices
- Planning Guidelines
- Questionnaire for Educators

that they were promised. The pace with which we are moving is causing concern in the community. He also made the statement that "he is doing his best to keep people from raising the question of CIJE's credibility."

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

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MEMORANDUM

TO: Annette Hochstein Seymour Fox DATE:

January 8, 1993

FROM: ArtRotman

SUBJECT: Our Periodic Conference Calls

Regarding our periodic conference calls, I would like to have one on February 4 and February 18 at 9:30 a.m. Eastern Time.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

MEMORANDUM

DATE:

TO: Shulamith Elster Seymour Fox Annette Hochstein Steve Hoffman Art Naparstek Jon Woocher

Art Rotman

FROM:

January 8, 1993

SUBJECT: February 25th Meetings

Agendas are attached for the three meetings we will have on February 25th.

Please let me have your suggestions for additions and/or changes.

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EXECUTIVE COMMITTEE MEETING February 25, 1993 10:30 a.m.-12:00 p.m.

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PROPOSED AGENDA

I. Budget and Funding:

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- Grants -- Cummings Foundation, Blaustein Foundation
- Proposals in Progress
- II. Plans for Board Meeting in Lead Communities

-

- III. Monitoring, Evaluation, and Feedback Project Progress Report (Chair & Professional Respond)
- IV. Pilot Projects

CIJE ANNUAL MEETING February 25, 1993 12:00 p.m.-2:00 p.m.

PROPOSED AGENDA

I. Presentation by Ismar Schorch on Lead Communities

II. JESNA and CIJE Working Together -- Neil Greenbaum

III. What is a Lead Community? -- Annette Hochstein

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

MEMORANDUM

DATE: January 7, 1993

TO: Shulamith Elster Seymour Fox Ellen Goldring Sol Greenfield Annette Hochstein Steve Hoffman Barry Holtz Marty Kraar Ginny Levi Art Naparstek Jack Ukeles Jon Woocher

FROM: Art Rotman

SUBJECT: Professional Steering Committee Meeting

* 2 *

As usual we will have our "rehearsal" in advance of the CIJE Board meeting on February 25.

Please plan to meet in the JCC Association Conference Room on Wednesday, February 24. No time has been set but hold 11:00 a.m. to 5:00 p.m.

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TELEFAX

TO:	Annette Hochstein Seymour Fox	DATE:	January 6, 1993
FROM:	Art Rotman	FAX #:	619 452

Number of pages (including this sheet) __1_

MESSAGE:

THIS IS TO RECONFIRM OUR CONFERENCE CALL FOR THURSDAY, JANUARY 7, AT 9:30 A.M. EASTERN TIME.

REGARDS.

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COUNCIL FOR INITIATIVES IN J Mailing Address: 163 Third Avenue #128 • Ne Phone: (212) 532-1961

To SEYMOUR Fox	From ART BIMBI
co. 7	Co.
Dept.	Phone #
Fax #	Fax#

TELEFAA

To: Morton L. Mandel

Date: January 4, 1993

From: Arthur Rotman FAX #: (216) 361 9962

Number of pages (including this sheet) _____

MESSAGE:

Re the Tuesday afternoon schedule:

The following will be in attendance at our 3:00 p.m. meeting:

Seymour Fox Steve Hoffman Stanley Horowitz Marty Kraar Ginny Levi Mort Mandel Henry Zucker

We have asked everyone to hold the time from 3:00 p.m.-6:00 p.m., although I doubt that our meeting will last a full three hours.

The agenda is funding of CIJE.

A background paper prepared by Art Naparstek was sent to all participants on December 23. The headings of that paper form the agenda items of the meeting.

AGENDA

MEETING ON CIJE FUNDING

January 5,1993

- Status report on foundations
 - Already committed
 - Not yet committed/in process
- Prospects not yet contacted
- Operating assumptions
- Management of fund seeking activity
- Committee on development of the Board of Directors

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Honorary Chair Max M. Fisher

Chair Morron L. Mandel

Vice Chairs Charles H. Goodman Nat Greenboum Mannow J. Maryles L. Pollack

Executive Director Arrhur Retmon

Chief Education Officer Dr. Shuramith R. Eister "DATA board merge.add December 18, 1992

«NAME» «IF SCHOOL=" "» «ELSE» «IF COMPANY=" "» «ELSE» «COMPANY» «ENDIF» «SCHOOL» «ENDIF» «ADDRESS» «CSZ»

Dear «SALUTATION»:

You have already received a hold-the-date memorandum about our forthcoming Board and Annual Meetings on February 25, 1993. I am pleased to confirm that the meetings will be held at JESNA, 730 Broadway, and will begin with coffee at 9:30 a.m. and conclude about 3:30 p.m.

We deliberately selected JESNA as the site of our next Board meeting to underscore the close relationship CIJE has established with them, and also to send a message to Jewish community leaders that CIJE seeks to work "within the system" to bring about meaningful change in Jewish education.

To further enhance this connection with the American Jewish community, we will discuss holding future Board meetings in each of our Lead Communities. This could greatly enhance our understanding of what is happening outside of our own spheres of experience and help us form a more pragmatic view of how our work is progressing.

I look forward to seeing you in February.

Warm regards,

Morton L. Mandel

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Dept.	Phone #
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New York, NY 10003 FAX: (212) 213-4078

TELEFAX

TO: Annette Hochstein DATE: December 28, 1992

FROM: Art Rotman FAX #: 619-951

Number of pages (including this sheet) 3

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MESSAGE:

Jame 17

CIJE:LC3 TIMESHEET Dec 1992				
DATE	JBU Hours	JM Hours	Assoc Hrs	Sub-total
1 2/1 12/2 12/3 12/4	2.75 0.25 0	1 1 0	0 0 0 0	3. 75 1. 25 0.00 0.00
12/6 12/7 12/8 12/9 12/10 12/11	0 0 0 0 0	0 0 1 0	0 0 0 0 0	0.00 0.00 1.00 0.00 0.00
12/13 12/14 12/15 12/18 12/17 12/18	0 0 0 0.25 0	0 0.5 2.75 0.5 0 0	000000000000000000000000000000000000000	0.00 0.50 2.75 0.50 0.25 0.00
TOTAL	3.25	6.75	0,00	10.00

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UKELES ASSOCIATES, INC. 1992 TIMESHEETS

		HOURS	OF	
WEEK OF	JACK UKELES	JIM MEIER	ASSOCIATES	TOTAL
Aug. 25-28	5.00	0.0	0.0	5.00
Sept. 8-11	5.50	0.25	0.0	5.75
Sept. 13-18	5.25	2.75	0.0	8.00
Sept. 20-25	16.50	5.00	0.0	21.50
Sept. 27-Oct. 2	9.50	1.00	0.0	10.50
Oct. 4-11	7.00	4.00	0.0	11.00
Oct. 12-18	3.75	3.00	0.0	6.75
Oct. 19-25	11.00	7.75	0.0	18.75
Oct. 26-31	4.50	14.75	0.0	19.25
Nov. 1-6	9.00	16.50	0.0	25.50
Nov. 8-13	10.00	6.50	0.0	16.50
Nov. 15-20	7.25	10.50	0.0	17.75
Nov. 22-27	0.0	11.00	0.0	11.00
Nov. 29-30	0.0	0.50	0.0	0.50
Dec. 1-5	3.00	2.00	0.0	5.00
Dec. 6-11	0.0	1.00	0.0	1.00
Dec. 13-18	0.25	3.75	0.0	4.00
AVERAGE TOTA	L HOURS PER M	IONTH:	45.69	

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MEMORANDUM

TO:	Seymour Fox Steve Hoffman Stanley Horowitz Marty Kraar Ginny Levi Mort Mandel Henry Zucker	DATE:	December 23, 1992
FROM:	Art Rotman	SUBJECT:	Background material, January 5 meeting, Cleveland

Attached is a background piece for our meeting at the Premier offices, room 140, from 3:00 p.m. to 6:00 p.m. on Tuesday, January 5, 1993.

I look forward to seeing you all then.

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TELEFAX

To: Annette Hochstein Date: December 17, 1992

From: Arthur Rotman FAX #: 011 972 2 619 951

Number of pages (including this sheet) _____

MESSAGE:

Steve Gelfand of Atlanta called:

- 1. He would like to get some material on Best Practices. I am not sure how you want to handle this -- whether you want Barry to meet with him on the material, or whether it would be all right to mail it, or whatever. Please take it from here and keep me posted so that I know that Gelfand's request is being met.
- 2. Steve is also concerned about his next steps in planning. He heard a number of suggestions at the meeting in New York on planning which he thought were excellent, as far as they went. However, that appears to be only a skeleton and he would like to have something fleshed out either in writing or in person. Again, please take it from here and keep me posted.

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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

To: Morton L. Mandel V Seymour Fox

Date: December 17, 1992

From: Arthur Rotman

Number of pages (including this sheet) _____

MESSAGE:

At our meeting on December 17, we agreed to discuss the following at our meeting in Israel on Monday:

The Funding Picture. We reviewed a five-year projection of expense and income from all sources. We took into account income from funders of the CORE budget, funders of Best Practices and Monitoring and Evaluation, as well as special projects; and we took into account the income from foundation grants and any income which would accrue to us for "overhead." After taking all these sources into account, it seems clear that on the present basis the MAF, as the "guarantor" of last resort, will not in the next four to five years be able to reduce its contribution below the level of \$1,000,000-\$1,200,000.

The budget projection apparently supported an impression that you have had for some time. We came to no conclusions other than to say that we will need to look at this again at the meeting on Monday, December 21, and at the meeting on funding in Cleveland on January 5.

Adenda, Board meeting February 25. (see enclosed)

Monitoring and Evaluation. We will take advantage of the presence in Israel of Esther Leah Ritz and yourself, as well as Seymour, Annette and myself to have a conference call with Adam Gamoran and Ellen Goldring in order to brief Esther Leah in her capacity as chair and the rest of us on recent developments and outlook for the future. I will be asking the Mandel Institute staff to arrange for this conference call.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

ANNUAL MEETING AND BOARD MEETING February 25, 1993

PROPOSED AGENDA

- I. A Community Progress Report
 - Baltimore -- Roy Hoffberger
- II. Foundations:
 - Grant -- Cummings Foundation
 - Proposals in Progress
- III. Planners Meeting -- Report of Planners Meeting, New York, November 1992
 - One of Planners to report; issues raised at meeting: resolved and unresolved.
- IV. Presentation by one of Seminary Heads (along lines of Lamm presentation at last Board meeting)
- V. JESNA and CIJE Working Together -- Neil Greenbaum
- VI. Introduction of new Board member -- Susan Crown (Gershon Kekst)
- VII. Plans for Board Meeting in Lead Communities
- VIII. Monitoring, Evaluation, and Feedback Project Progress Report
- IX. Pilot Projects
- X. CIJE Staff
 - Roll of Annette Hochstein and Seymour Fox
 - Lenny Rubin-type
 - Barry Holtz

TELEFAX

TO:	Annette Hochstein Seymour Fox	DATE:	December 17, 1992
FROM:	Art Rotman	FAX #:	619 452

Number of pages (including this sheet) __1_

MESSAGE:

1. RE DEVELOPMENT OF "VISION" STATEMENTS

YOU UNDERTOOK AT THE AUGUST 26 MEETING TO DEVELOP. I REMINDED YOU ON DECEMBER 7 BY FAX. ANYTHING NEW?

2. ALSO, A REMINDER THAT YOU UNDERTOOK AT THE MEETING ON NOVEMBER 23 TO DISCUSS THE PROSPECT OF JESSELSON'S INVOLVEMENT WITH DAY SCHOOLS OR ANOTHER PROJECT WITH DANNY TROPER. ANY DEVELOPMENT?

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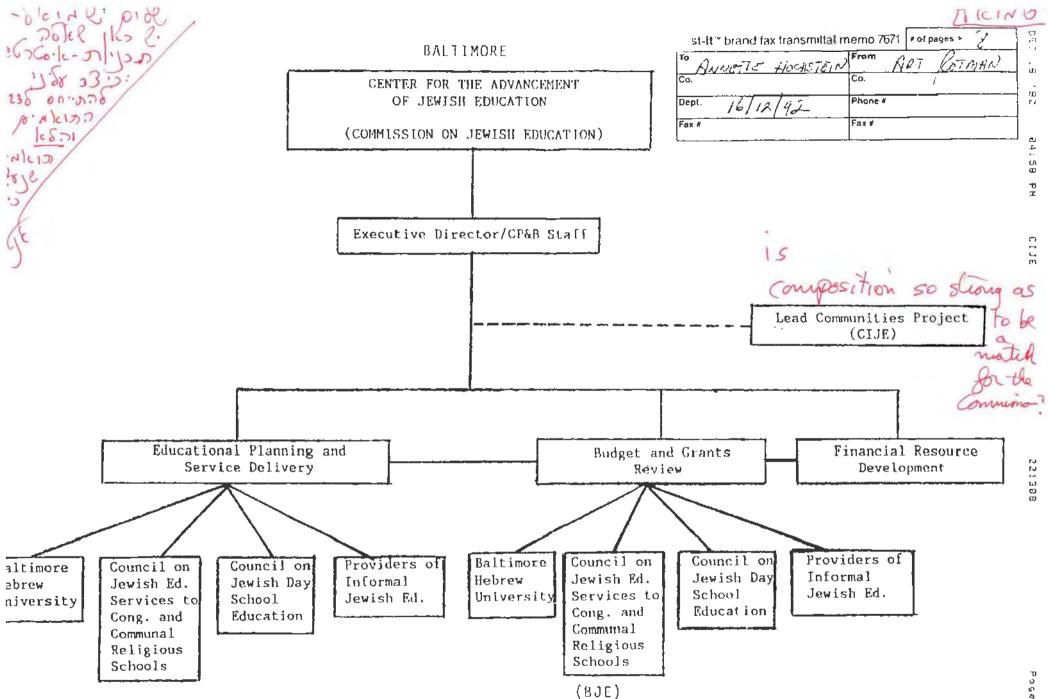
TELEFAX

TO:	Annette Hochstein	DATE:	December 16, 1992
FROM:	Art Rotman	FAX #:	619 452

Number of pages (including this sheet) __1_

MESSAGE:

THIS IS TO CONFIRM MY MEETING WITH YOU AT 5:00 P.M. ON WEDNESDAY, I PLAN TO LEAVE THE MEETINGS TUESDAY (11:30 A.M.-2:30 P.M.) TO MEET WITH THE JCCA STAFF.



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STRATEGIC PLANNING FOR JEWISH EDUCATION

Priority Recommendations from the Subcommittees on:

- Congregation and Communal Religious School Education
- Jewish Day School Education
- Informal Jewish Education

Approved by the Commission on Jewish Education, 2/3/92

KEY FOR INTERPRETING ATTACHED LIST OF RECOMMENDATIONS

- 0 All of the recommendations are listed in priority order within their core area (Personnel, Programs/Initiatives, Special Populations) as ranked by members of the Commission on February 3, 1992. Two items sharing the same ranking indicates that they both received the same number of votes.
- 0 Before each recommendation, you will note either 1, 2, or 3 asterisks. These asterisks indicate the following:
 - denotes a recommendation which appeared in one of the subcommittee reports to the Commission.
 - ** denotes a recommendation which appeared in 2 subcommittee reports.
 - *** denotes a recommendation which appeared in 3 subcommittee reports.
- In the case of recommendations which appeared in more \mathbf{O} than one report, the original language has been modified to create a single integrated recommendation.
- A series of code letters appear in parenthesis after \mathbf{O} each recommendation. These letters are abbreviations for the constituencies which are impacted by that particular recommendation. The letters represent the following:

EC	= Early Childhood
С	= Children
Adol	Adolescents
CAY	= College Age Youth
Α	= Adults
F	= Families
ALL	= All of the above constituencies

oa/ personnel

PERSONNEL

- *** 1. Increase teacher <u>salaries</u> and enhance <u>benefits</u>. New salary standards should be established by upgrading salaries for existing personnel and ensuring appropriate salary levels for newly created positions. (EC, C, Adol, A, F)
- *** 2. Develop and utilize professional growth opportunities for <u>in-service training</u> of both teachers and principals via classes, credit courses,workshops, seminars, and educational experiences on the local, national and international level. (EC, C, Adol, A, F)
- *** 2. Develop and establish an intensive <u>recruitment</u> program to identify potential teachers/educators and monitor and assist them with their educational training and ultimate <u>placement</u> within a school. (EC, C, Adol, A, F)
 - * a) Use the BJE in assisting the schools in identifying and recruiting teachers in <u>specialty</u> <u>areas</u> such as art education, music education, family education, remediation as well as specific curriculum areas. (EC, C, Adol, F)
- ** 3. Provide teachers/educators with <u>incentive grants</u> in order to encourage and reward excellence. (EC, C, Adol)
- * 3. Create more <u>full-time teaching positions</u> in order to make the field of Jewish education a primary vocational focus, rather than a supplementary position to other jobs in the community. (EC, C, Adol)
- 4. Enhance community <u>recognition</u> of teachers to express esteem and to elevate the status of teachers in the community. (EC, C, Adol)
- * 5. Examine the personnel impact of the structure and funding guidelines of <u>Synagogue Council and Joint</u> <u>Commission</u> programs in order to determine whether these two programs meet the current needs of the Jewish educational community. (EC, C, Adol)
- Investigate the feasibility of establishing a community or school-based <u>day care</u> program for children of teachers. (EC, C, Adol)
- 7. Provide more intensive educational <u>consultation</u> services to teachers and pupils. (EC, C, Adol)

PERSONNEL-NK-TW

PROGRAMS/INITIATIVES

- ** 1. Assist in making possible an <u>experience in Israel</u> for members of the Baltimore Jewish community. This should include the development and funding of pre-and post-trip educational programs, maximizing the Jewish identity-affirming impact of the experience in Israel. (Adol, CAY, λ, F)
 - a) Develop an endowment fund to support educational experiences in <u>Israel for Secondary Education</u> students. (Adol)
- ** 1. Develop a <u>comprehensive outreach</u> campaign to extend to a wider segment of our community. New creative approaches must be identified to address the Jewish needs of the vast numbers of Jews who are marginally affiliated with or are not participating in existing Jewish institutions and their programs. Specific constituencies targeted for outreach should be school age children not currently enrolled in a Jewish school and unaffiliated college youth. (ALL)
- * 2. Commit funds on a <u>multi-year basis</u> in order to ensure the long-term viability of programs. (ALL)
- * 3. Increase staff and program resources on <u>college campuses</u> in the Baltimore area in a coordinated and unified manner. (CAY)
- ** 4. Provide <u>consultative services</u> from THE ASSOCIATED to the schools in financial resource development to assist in areas of capital needs, endowment development, fiscal planning and grantmaking. (ALL)
- 5. Continue to provide financial support for the <u>day schools'</u> <u>operating needs</u>. (C, Adol)
- * 6. Encourage <u>interagency collaborative</u> projects, with synagogues participating as full partners, especially in community-wide events. (ALL)
- * 7. Implement effective models for <u>family education</u>. (F)
- * 8. Increase the number of <u>hours of the BJE Resource Center</u> to provide more intensive educational consultation services to teachers and pupils. (EC, C, Adol)
- * 9. Establish <u>an informational resource</u> whose role would be to take responsibility for: (ALL)
 - a) Identifying gaps in our existing education system and advocating for the development of new programs;
 - b) Serving as a community resource for available programs/services, and enhancing the Jewish component of programs; and

- c) identifying opportunities for interagency collaboration on programming and reducing possible redundancies.
- 10. Utilize <u>marketing resources</u> of THE ASSOCIATED to determine the desired needs of various population groups and to inform people about available programs. (ALL)
- * 10. Increase <u>capitation grants to the day schools</u> based upon the number of students enrolled in the day schools. (C, Adol)
- * 11. Expand <u>BJE Resource Center materials</u> to include a greater variety of educational resource material as well as a resource bank of personnel in specialized areas. (EC, C, Adol)
- Provide schools with <u>ongoing information and data</u> regarding effective educational models which have the potential for replication in school setting. (EC, C, Adol)
- 13. Investigate feasibility for providing students with a community-wide school <u>transportation system</u>. (C, Adol)
- 13. Develop <u>recognition/incentives</u> to stimulate academic excellence of students. (C, Adol)
- Provide more intensive guidance and assistance to schools in the areas of program planning and development by the BJE. (EC, C, Adol)
- * 14. Ensure the <u>transition</u> of pupils from preschool programs to elementary school. (EC, C)
- * 14. Assist principals in developing <u>measures of accountability</u> for their congregational schools. (EC, C, Adol)
- 15. Offer new ventures and experiments in <u>adult education</u>. (A)
- * 15. Focus BJE's <u>curriculum service program</u> on the specific needs of each congregational school via assigned BJE consultants. (EC, C, Adol)
- * 15. Explore various educational <u>formats and methodology</u> in order to successfully implement the goals and objectives suggested in the Report of Subcommittee on Congregational and Communal Religious School Education. (EC, C, Adol)
- 15. Provide ongoing <u>analysis</u> of congregational school-based educational needs. (EC, C, Adol)
- * 16. Organize, market, and coordinate all programs for singles. (CAY, A)
- * 16. Assist schools in the critical areas of experiential and informal Jewish educational programming. (EC, C, Adol)
- Provide schools with more source material relevant to their individual <u>curricular needs</u> through a BJE consultant. (EC, C, Adol)

INITIATIVES-NK-TW

SPECIAL POPULATIONS

- *** 1. Increase <u>scholarship and loan funds</u> available, enabling students from families with limited financial resources and/or new immigrant families and/or families with multiple children to experience Jewish education programs of their choice (e.g. day schools, congregational schools, higher Jewish education, Israel experience). (F)
- ** 2. Meet needs of children with <u>special educational</u> <u>needs</u> by: (EC,C,Adol)
 - a) enhancing the quality and scope of services;
 - b) strengthening community advocacy for special learning needs; and
 - encouraging interschool sharing of information and coordination of programs.
- Increase funding for <u>immigrant support services</u> such as ESL classes and other tutorial programs. (C,Adol)

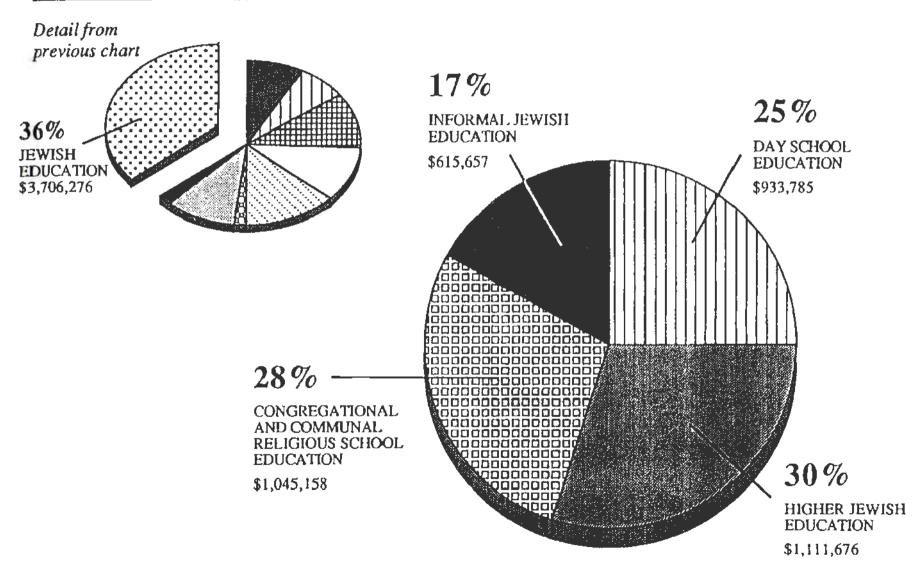
SPECIALPOPULATIONSNK

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STRATEGIC PLAN FOR JEWISH EDUCATION CONCEPTUAL FRAMEWORK

	PERSONNEL	EDUCATIONAL PROGRAMS/ INITIATIVES	SPECIAL POPULATIONS
EARLY CHILDHOOD			
CHILDREN			
ADOLESCENTS			
COLLEGE-AGE YOUTH			
ADULTS			
FAMILIES			

FY 93 ALLOCATION TO JEWISH EDUCATION



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DEC 15 (92 05:41 PM CIJE

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

TELEFAX

TO:	Seymour Fox Annette Hochstein	DATE:	December 15, 1992
FROM:	Art Rotman	FAX #:	619 452

Number of pages (including this sheet) __10_

MESSAGE:

- 1. I thought you would be interested in the enclosed agenda for my meeting with MLM on Thursday.
- Also enclosed is the second draft of the Chairman's Letter. Thanks for your; we have revised accordingly. You will be interested in this latest draft which is not a change in substance but in style.
- 3. For your information, here is a draft of my letter to Barry Holtz.

ART

MEETING PARTICIPANTS: Mort Mandel, Art Rotman

DECEMBER 17, 1992

AGENDA

- 1. Funding meeting -- January 5
- 2. Potential Funders
 - Bill Berman
 - Max Fisher
 - Ludwig Jesselson
 - Jim Joseph
 - Mark Lainer
- 3. Conference Call -- all staff and consultants -- re February 25 Annual Meeting and Board agendas. Suggested time: January 21, 9:30 a.m., EST
- 4. Board of Directors Meeting -- February 25
 - Agenda -- Annual Meeting and Board Meeting
 - Roy Hoffberger to report on Baltimore
 - Rehearsal: Steering Group February 24
 - Camper contacts
- Request from three Lead Communities for CIJE to provide one-time cash payment for the hiring of Planning Staff and providing consultations for first year. total cost \$100,000-\$120,000
- 6. Future Meeting Dates
 - Executive Committee meeting in May 1992
 - June meeting in Baltimore with CIJE leader (e.g., CRB) and potential major givers (to include planning for Board meeting in fall in Baltimore)
 - September or October Board Meeting in Baltimore
 - Board Meeting date in March 1994
 - Meeting of MLM and AR
 - -- Suggest change from February 4 to January 29 in Cleveland
- 7. Addition to the Board -- Gershon Kekst

December 17, 1992 Meeting AGENDA continued

- 8. Best Practices Committee Chair briefing: John Colman, Barry Holtz, and AR, Milwaukee, January 28
- 9. Monitoring and Evaluation Chair briefing: ELR, Fox, Hochstein, AR with Adam Gamoran and Ellen Goldring
- 10. Conference Call with CIJE lay leaders (Executive Committee or selected leaders)
- 11. Monday, December 21, meeting at 11:00 a.m. (Israel)
- 12. Search for "Lenny Rubin-type" person
- 13. Professional Steering Committee
- 14. Chairman's Letter to the Board and PR possibilities
- 15. Barry Holtz hiring

SECOND DRAFT

CHAIRMAN'S LETTER TO CIJE BOARD

DEAR ____:

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

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

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

As you are aware these are three very different communities but each is now engaged in the planning process with us at a pace that reflects their unique communal structure. Considering the diversity of our three Lead Communities, and, indeed, of all American Jewish communities, of primary importance to the Lead Communities Project is the documentation of <u>how</u> real change in Jewish education is accomplished. To that end we have implemented the **Monitoring, Evaluation, and Feedback Project**. Three professionals, each with her own area of expertise in education and research, are already at work in the Lead Communities to collect and analyze data on an ongoing basis. This information will provide communities with a meaningful tool for evaluating themselves and the process and progress of change.

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

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

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

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

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

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

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

As you have heard me stress many times before, the Lead Communities Project is a collaborative effort. In order for it to succeed we <u>must</u> build strong relationships with these three communities based on trust, mutual respect, and cooperation. I am

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pleased to note that a meeting held in late November with Lead Community Project planners from Atlanta, Baltimore, and Milwaukee and CIJE staff and consultants produced significant progress towards that goal. We shared with the community planners how we envision the implementation of this process for change, and they, in turn, left us with a better understanding of how these changes might best be approached within the context of their own communities.

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

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

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

In addition, we have formed an Executive Committee which will act on the Board's behalf between meetings and will prepare reports to the Board. (list names?)

It has taken us just two short years to go from the abstract to the concrete. Since the release of the recommendations of the Commission on Jewish Education in North American in 1990, we have created an entity to oversee the implementation of these recommendations, assembled a team of exceptional professionals, further refined the

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guidelines for accomplishing change, selected three outstanding communities to share in this great experiment, and taken our first steps towards not only reversing the trends reported in the recent CJF study, but revitalizing our Jewish communities in a way few thought possible.

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

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

Morton L. Mandel

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

MEMORANDUM

TO: Annette Hochstein

Art Rotman

FROM:

DATE: December 14, 1992 SUBJECT: Letter of Understanding

Thanks for your memo of December 10th.

The letters you have are substantially the same as those we looked at on November 23rd. At that time you did say that the Letter of Understanding should be reviewed in a year's time. However, the statement in your memo that "this is in order to allow us to negotiate the real agreement <u>during</u> the current year" is a new idea which I don't recall us discussing before. Perhaps we can take it up when we meet in Jerusalem.

I note the issues which you raise as "problematic." Yes, these are issues which we've discussed over the last several months. Nevertheless, we decided some time ago to go ahead with the Letter of Understanding despite the fact that they are "problematic."

TO: Annette Hochstein FROM: CIJE/New York RE: Senior Policy Advisors Minutes: January 7, 1992 Enclosed for your information. Total: 5 pages

Updated Senior Advisor List to follow.

SPA

MINUTES COUNCIL FOR INITIATIVES IN JEWISH EDUCATION SENIOR POLICY ADVISORS JANUARY 7, 1992 12:30 - 4:30 P.M. THE JEWISH AGENCY NEW YORK CITY

Attendance

Robert Abramson, Jack Bieler, David Dubin, Shulamith Elster, Sylvia Ettenberg, Darrell Friedman, Irving Greenberg, Robert Hirt, Stephen Hoffman, Barry Holtz, Richard Joel, Martin Kraar, Virginia Levi, James Meier, Arthur Rotman, Jeffrey Schein, Alvin Schiff, Barry Shrage, Eliot Spack, Daniel Syme, Jacob Ukeles, Jonathan Woocher

<u>Copy to</u>

Josh Elkin, Sam Fisher, Joshua Fishman, Seymour Fox, Gene Greenzweig, Annette Hochstein, Sara Lee, Morton L. Mandel, Daniel Pekarsky, Bernard Reisman, Stephen Solender, Henry L. Zucker

I. Welcome and Introductory Remarks

Shulamith Elster welcomed senior policy advisors and thanked The Jewish Agency for its hospitality in hosting the meeting. She announced the addition of Darrell Friedman, President of Associated Jewish Charities & Welfare Fund, Inc. of Baltimore and Jeffrey Schein of the Cleveland College of Jewish Studies to the senior policy advisors and welcomed them to their first meeting. She introduced consultants Barry Holtz, Jim Meier, and Jack Ukeles.

II. <u>Report on CIJE Activities</u>

Stephen Hoffman, Acting Director of the GIJE, reported that activities since the August meeting have focused primarily on the development of the Lead Communities project. He noted great excitement for the concept, expressed concerns which have been heightened by the CJF demographic study, and described the desire and willingness on the part of many communities to try new approaches on behalf of Jewish education.

In conjunction with the Lead Communities project, the CIJE has launched the Best Practices project (See III: Best Practices), and has worked with consultants on the development of a system of monitoring, evaluation, and feedback for application in the Lead Communities and the development of a research capability. Council for Initiatives in Jewish Education January 7, 1992

Page 2

Staff has consulted with a wide range of lay and professional leaders of Jewish education and Jewish communal service to ensure that the agenda of the CIJE reflects the concerns of the denominations, professional organizations, and training institutions.

A search committee of the board has undertaken a search for a full-time director and hopes to have concluded by mid-February. At present, Shulamith Elster remains the single full-time staff member.

III. Best Practices

A. <u>Report</u>

Barry Holtz, Director of the Best Practices Project, reminded the group that one of the recommendations of the Commission was to develop an inventory of best practices for use in supporting the Lead Communities project and for dissemination to the education community. The first step in this project was to select the first programmatic area from the list of 23 options. There was strong agreement among those polled on the centrality of the <u>supplementary</u> <u>school</u> to any project focusing on Jewish education.

The process of developing an inventory of best practices in supplementary schools will hopefully serve as a model for the development of similar inventories in the other areas. The panel has no illusions of collecting <u>every</u> good example. It was noted that what is being sought are good examples which can serve as models to the Lead Communities and the field.

A team of professional educators, knowledgeable and experienced in supplementary school education, met for two days in December to begin to define exemplary practice in supplementary school education and to establish criteria for the selection of best practices. Members of the team will be visiting schools and summarizing their findings. A guide is now being prepared, library research will be conducted with the assistance of JESNA, and examples will be identified of supplementary schools which meet the criteria. Senior policy advisors will receive the criteria and will be asked to make suggestions. The process will be refined as it progresses.

B. Discussion

In the discussion that followed, it was suggested that academics and practitioners may have different views of a successful program. Both should be consulted during the process. It was also noted that the success of some programs depends on the individuals, staff members and principals, while others have a history of success and that this should be considered among the criteria. It was suggested that a look at "best practices" include both good programs and the good policies that help make them successful.

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Council for Initiatives in Jewish Education January 7, 1992

Page 3

There is a concern that an inventory of best practices could "freeze the field." It will be important to encourage innovative and pioneering projects and approaches as well.

A question was raised about the timing of the project relative to Lead Communities. Lead Communities will require a year to develop a plan, during which time it is anticipated that inventories of best practices will have been developed in at least 3-4 programmatic areas.

It was suggested that the best practices project not be viewed as oriented toward <u>radical</u> change, an approach which has not worked in education in the past. Best practice is intended to introduce "first order change," which is more likely to succeed. Senior policy advisors were optimistic about the possibility of successfully implementing change within the Lead Community context.

We should proceed with what can have an early impact while encouraging further study of more major opportunities for change in the future. It was suggested that the 1992 CAJE conference feature the Best Practices Project and involve a large number of educators on its behalf.

IV. The Lead Communities Project

Papers describing the rationale, guidelines for potential participants, and timetable for the Lead Communities project had been distributed in advance. These materials prepared by Jack Ukeles and Jim Meier were reviewed in a presentation by Jack Ukeles. His presentation was followed by extensive discussion.

It was suggested that the selection criteria include replicability as a criterion. Rather than focusing solely on replicability, we may be seeking sites in which we can learn lessons about what does and does not work. It was suggested that where not all criteria meet the guidelines, the review committee will have to make decisions. Our ultimate goal is to find models that can succeed.

Concerns were raised about limiting city size to 300,000. It was suggested that New York City or Los Angeles might wish to propose a county or region as a Lead Community. It was agreed that the selection committee would consider such applications, if submitted.

Arguments were made both for extending the timetable and for retaining it as proposed. Some suggested that systemic change cannot be planned in so short a time, while others noted the urgency of moving quickly. It was suggested that the process might be simplified by eliminating a step or by asking that the <u>vision</u> be developed following selection rather than in advance. It was noted, on the other hand, that many communities have begun commission or planning processes similar to that required by the CIJE and are in a position to move relatively quickly. Council for Initiatives in Jewish Education January 7, 1992

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It was hoped that Lead Communities would be encouraged to work together and that they would be asked to share experiences and expertise with other communities outside the Lead Community group.

It was suggested that the materials clarify the commitment of CIJE to the process and be more specific about what CIJE will offer.

V. The chair concluded the meeting with thanks to all who participated. She noted that the suggestions made would be carefully considered as the CIJE moves forward with both the best practices and Lead Communities projects.

She indicated that Adam Gamoran's proposal on monitoring, evaluation, and feedback would be sent with these minutes and that senior policy advisors will be kept informed as each of the projects moves ahead. It is anticipated that this group will meet again in March or April.



FROM:

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

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

MEMORANDUM

DATE:

TO: Seymour Fox Annette Hochstein

Art Rotman

December 14, 1992

SUBJECT: Conference Call, Dec. 16

Agenda items for our call on Wednesday at 9:30 a.m. ET:

- 1. Planners' request for \$40,000
- 2. Formation of a Steering Committee of educators and community pros
- 3. Briefing of John Colman -- Best Practices
- Briefing of Esther Leah Ritz -- Monitoring, Evaluation, and Feedback 4.
- 5. Technical assistance to communities in planning.

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

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

TELEFAX

TO:	Seymour Fox	DATE:	December 14, 1992

FROM: Art Rotman FAX #: 619 452

Number of pages (including this sheet) __1_

MESSAGE:

INSTEAD OF BEING PICKED UP AT THE AIRPORT ON ARRIVAL, I WOULD APPRECIATE YOUR ARRANGING FOR A CAR TO PICK ME UP IN NATANYA ON MONDAY MORNING, DECEMBER 21, AT 9:00 A.M.

ADDRESS: JABOTINSKY 27, APARTMENT 11 TELEPHOHE: 053 828227

PLEASE CONFIRM.

REGARDS.

ART

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

TELEFAX

TO: Seymour Fox DATE: December 11, 1992

FROM: Art Rotman **FAX #:** 619 452

Number of pages (including this sheet) ___8___

MESSAGE:

IF YOU HAVE ANY COMMENTS ON THE ATTACHED, PLEASE LET ME HAVE THEM BY TUESDAY, 12:00 P.M. EST.

REGARDS.

ART

FIRST DRAFT

CHAIRMAN'S LETTER TO CHE BOARD

Dear (Addressed individually to each Board member.)

In the preface to <u>A Time To Act</u>, I noted that we now faced *the* challenge of implementation and the opportunity to make a significant difference to help usher in a new era in Jewish education. I am pleased to tell you that in the months since the August meeting of the CIJE Board of Directors we have been engaged in a number of important and exciting activities to help meet that challenge.

Board committees for our key projects have been developed and the following people agreed to serve as their Chairs:

- Chuck Ratner, from Cleveland, will oversee the Lead Communities Committee:
- Esther Leah Ritz, from Milwaukee, will lead the Monitoring, Evaluation and Feedback Committee; and
- John Colman, from Chicago, will head up the Best Practices Committee.

Because the CIJE Board only meets once every six months, we have established an Executive Committee which will act on the Board's behalf between meetings and will prepare reports to the Board.

Since the selection of the first three Lead Communities (Atlanta, Baltimore and Milwaukee) at our August Board meeting, there have been numerous contacts between CIJE and members of the planning groups from each city.

CIJE hosted a breakfast reception at the GA for leaders from all three Lead Communities and members of our Board -- "you", and lin the final form of the letter the name of the addressee, if s/he is one of

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those mentioned below, should be removed and replaced by "you") Chuck Ratner, Charles Bronfman, Dr. Alfred Gottshalk, Neil Greenbaum, Ludwig Jesselson, Lester Pollack, and Esther Leah Ritz -- who were attending the GA. This gathering served as a "kick off" for the Lead Communities Project. Chuck Ratner joined me in welcoming the group and expressing our hopes for, and understanding of, this initiative. We noted that the Lead Communities can serve as compelling models of what can be achieved when whole communities recognize the priority of Jewish education and work together to achieve significant systemic improvements.

Our enthusiasm was echoed by Dr. William Shatten (Chair of the Council for Jewish Continuity and Past President of the Atlanta Jewish Federation), Alfred Coplan (Chairman of the Associated Jewish Charities of Baltimore) and Louise Stein (Vice President of the Milwaukee Jewish Federation) when they spoke on behalf of their communities. Each of them described their communities' excitement about the project and the potential of the evolving partnership between CIJE and local communities.

As you know, for the first time the GA devoted an entire day, Thursday November 12th, to Jewish Continuity and Identity. I was pleased to chair the session on "Jewish Community Building: New Institutional Relationships and New Roles for Federations." After noting the significance of Federations devoting an entire day to the crucial themes of Jewish Identity and Continuity, I used the forum to inform participants about the background and nature of CIJE's mission. The session also provided an excellent opportunity for me to reiterate the important role of Federations as the convener and facilitator of a wall-to-wall coalition in each of our Lead Communities.

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The featured speakers at the session were CIJE Board member Melvin Merians, Boston Jewish community leader Michael Rukin, and Stuart E. Eizenstat, a distinguished public servant and Jewish communal leader who served as a member of the Commission on Jewish Education. Stu began his remarks by noting that "... a huge bombshell has been dropped in our midst -- the CJF National Jewish Population Survey." "Yet,", Mr. Eizenstat went on to note, "our Jewish institutions and leadership has reacted as if only a popgun had sounded."

Arguing for forceful and comprehensive action, he proclaimed that "Only a major sea change in the priorities of the American Jewish community, which will place Jewish education -- a systematically reformed Jewish education -- at the top of the agenda, can provide hope against a mounting tidal wave of assimilation which threatens to engulf us."

Calling upon Federation leaders to act to prevent "the spiritual loss of Jews", Mr. Eizenstat argued that the Commission on Jewish Education in North America took the "most in-depth, comprehensive look at Jewish education in modern American history." He went on to liken our final report to the dramatic 1983 report <u>A Nation At Risk: the Imperative for Educational</u> <u>Reform</u>, issued by the Commission on Excellence in Education.

Stu lamented the fact that <u>".. the Jewish community and its leaders</u> have not reacted to the crisis in Jewish education presented in <u>A Time to Act</u> with anything approaching the urgency that Governors. Members of <u>Congress, labor and business leaders, and the President of the United States</u> have done in response to <u>A Nation At Risk</u>."

The session was very well attended by Jewish leaders from the Lead Communities and others who wanted to know more about CIJE's work. I think that it helped create a greater awareness of our our efforts and more

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of an appreciation of the urgency and centrality of the tasks we have set for ourselves.

Of course much of our work during the past few months has gone on in less public arenas.

The Best Practices Project, under the direction of Barry Holtz, has been working to identify and describe "best practices" in the following educational settings and venues: the supplementary school, the Jewish community center, early childhood, Israel programs, and day schools. A team of report writers has been visiting and writing reports about ten "Best Practices" in supplementary schools and a similar group is working on Jewish Early Childhood Education. We are developing a team for Jewish community centers and will rely heavily on an excellent report on best practices in the Israel Experience which has already been produced for the CRB Foundation.

I am very pleased to report that CIJE was recently awarded a \$150,000 grant from the Nathan Cummings Foundation to implement a program of Best Practices in Supplementary Schools in the three Lead Communities. Through the transfer of knowledge from one community to another, the grant will help support the development of models of innovation in supplementary schools and will help to foster the approaches necessary on a community-wide level which will bring about change in supplementary education through the Lead Communities.

Our Monitoring, Evaluation and Feedback Project has also begun its work. As you may recall, our twin objectives for this project were to affect immediate changes in the carrying out of educational initiatives by offering information to help communities asses and improve their work while it is in process; and to provide CIJE and the communities with an excellent oversight mechanism.

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Dr. Adam Gamoran of the University of Wisconsin is heading this important effort. Dr. Ellen Goldring of Vanderbilt University is the Associate Director of this project. Three highly experienced field researchers, Dr. Claire Rottenberg (Atlanta), Dr. Julie Tammivaara (Baltimore) and Roberta Goodman, M.A. (Milwaukee) have been hired to collect and analyze data on an ongoing basis in each city and to present their findings to community leaders and practionners as it is developed.

Although each field researcher has the key responsibility for the Lead Community where she is based, we are using a team approach to our research efforts in all sites. During designated time periods, all three field researchers conduct site visits in the same city. By enabling us to benefit from the individual perspectives and particular expertise of all of our field researchers in every city, this method will allow CIJE to capture a better total picture of each community

The key to the success of our Monitoring, Evaluation and Feedback Project, as Professor Goldring explains, will be developing a collaborative, trusting and interactive process. The Lead Communities need to know that our researchers are working with them to help achieve our mutual goals. Recognizing the importance of developing this relationship, we have placed a great emphasis on the initial *Launch and Gearing Up* stage of the project and are helping communities to think about themselves and what it means to be Lead Communities while they develop their goals and feedback mechanisms. By getting our field researchers in on the "groundfloor" of the project and paying close attention to the start up period, CIJE is doing what most researchers usually only dream about. Professor James Coleman, of the University of Chicago, has observed that researchers *always want* to get into a project before the process begins; but are rarely able to.

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In addition, during this program year our researchers are focusing on three key questions:

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

The field researchers' approach to evaluation is to: conduct formal interviews during which time they would *listen* to the community, *observe* what is occurring in the communities, and *uncover the story or stories* which they then *mirror or reflect back* is the leadership of the communities.

Since August the field researchers: were recruited; received an orientation and training on the methods of the project, the background of the CIJE and the Lead Communities; learned more about the status of Jewish education and the current debate about continuity; were formally introduced to their communities and began developing relationships with people in the communities; established interview schedules; participated as observers in the planning workshop; and conducted 30 interviews from November 16-20th in Milwaukee.

This project is of interest to the general education community as well as those whose primary interest is in Jewish education. Thus, as appropriate, our findings will be shared with the general community.

Our ability to carry out this important work is being strengthened by David Hirschhorn. David has secured a significant grant from the Blaustein Foundation to help underwrite the Monitoring, Evaluation and Feedback Project.

Another exciting part our work in the past few months was the Workshop we held with Planners from each of the Lead Communities on

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November 23rd and 24th. This was the first extensive working meeting involving people who will play a key role in developing the project in all three of the Lead Communities and the CIJE staff.

The Workshop gave everyone an opportunity to learn more about each of the participating communities, the Lead Communities Concept, our ideas for implementation of the project and the ways in which we envision CIJE helping each locality. We also focused on the key elements in the projected plan of work for the first year of the project. Perhaps most importantly, the gathering advanced the process of team building and the development of a mutual support system which will be so important in the years to come.

Finally, I want to let you know that our Board has been greatly enriched by the addition of Susan Crown who accepted our invitation to become a Director of the CIJE. For your convenience, I am enclosing an updated list of CIJE Board members with this letter.

We all know that the task we have set ourselves as members of the CIJE is not an easy one. Nor will our goals be accomplished in a short time. However, I hope that after reading this update on our project, you will share my feeling that we are off to an excellent start.

I look forward to discussing our work with you in greater detail at the CIJE Board meeting on February 25, 1993. I will be sending you more information about that meeting in the next few weeks.

With best wishes for a wonderful Chanukah and a Happy and Healthful New Year. I am,

Sincerely yours, Morton L. Mandel

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

MEMORANDUM

TO: FILE

DATE: December 14, 1992

CC: Shulamith Elster Seymour Fox Ellen Goldring Sol Greenfield Annette Hochstein Steve Hoffman Barry Holtz Mort Mandel Jack Ukeles Jon Woocher Hank Zucker

FROM: Art Rotman

SUBJECT: Meeting Notes, Dec. 11, Baltimore

Participants: Darrell Friedman, Marshall Levin, Chaim Botwinick, AR

The meeting had been arranged to explore the possibility of a visit to the community by one of CIJE's top lay leaders to meet with potential Baltimore donors to local Jewish education projects. The situation in Baltimore is such that they are well along in the development process. They have had a commission on Jewish education for some time and have started to receive funding (\$300,000). It became apparent that the visit of a CIJE leader is not a pressing need at this time.

We discussed the possibility of having the August-September CIJE Board meeting in Baltimore. This could be preceded by a meeting six weeks to two months in advance with top leadership and potential donors in Baltimore. Part of the agenda would involve preparation for the CIJE Board meeting there in the fall.

Names suggested for invitations to such a meeting included:

George Hess (Meyerhoff Foundation). While he is a "pro" as the president of the Foundation, he is independently wealthy and is a \$50,000 giver to the campaign;

Leroy Hoffberger, chairman of the Commission and influential in the Hoffberger family foundation;

David Hirschhorn (Blaustein Foundation);

Kaplan (Strauss Foundation).

The Baltimore pros made a strong pitch for using a portion of the consultation budget of CIJE. In the first year it doesn't appear that they will have much use for consultant services. Accordingly, they suggested that a cash payment be made to the community in lieu of such consultation services to assist them in setting up their own service. This would be a one-time only arrangement. In the second and succeeding years, CIJE would provide consultation services at its discretion but there would be no cash transfer.

I mentioned the Annual Meeting in February and they suggested that Leroy Hoffberger be invited to attend and perhaps speak a bit about developments in Baltimore.



15/12/92

Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

TO: ART ROTHAN	Date:	15/12/92
From: ANNETTE HUCHSTEIN	No. Pages:	1
Fax Number:		

Dear Art,

Re: Telecon - Wednesday December 16th

Thanks for sending us the agenda. We would like to suggest the following additional items:

1. Getting communities on board:

- a. Lay leaders and CIJE Board members
- b. Planners' seminar
- c. Local commissions

2. Pilot projects

3. Meeting with Mort -- Monday December 21

Best regards,

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

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

TELEFAX

TO: Seymour Fox DATE: December 10, 1992

FROM: Art Rotman FAX #: 619 452

Number of pages (including this sheet) __2_

MESSAGE:

WHEN WE ALL MET WITH MLM ON NOVEMBER 23rd, WE DISCUSSED THE ATTACHED ISSUE. ANYTHING NEW?

REGARDS.

ART

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EXCERPTS FROM MEETING WITH MORT MANDEL, NOVEMBER 23, 1992:

Ludwig Jesselson is a prospect for day school or other projects. SF undertook to discuss this with Danny Troper who is close to Jesselson. Subsequent to that, and depending on the outcome, the stage will be set for MLM to meet with Jesselson.

Mailing Address: 163 Third Avenue #128 • New York, NY 10003 Phone: (212) 532-1961

FAX: (212) 213-4078

TELEFAX

To: Annette Hochstein Date: December 10, 1992

011 972 2 619 951

From: Arthur Rotman

FAX #:

Number of pages (including this sheet) _____

MESSAGE:

I will need to meet with you during the time I am in Israel. Please call so we can schedule.

Your memos of December 7 on my visits to the communities and Jack Ukeles assignments are very helpful.

In a letter dated December 7, you provided background material on the forthcoming meetings in Israel. You indicated this schedule would be available "on arrival." It is much too late for me as I must spend time doing other things as well. Please let me know what you have in mind for the schedule so that I can make plans accordingly. Also, please provide Don Scher, at our office, with a copy as well.

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: Participants in Lead Communities DATE: December 1, 1992 Planners Workshop 11/23-24/92

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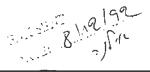
FROM: Art Rotman SUBJECT: Record of Decisions

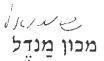
The following is a list of decisons agreed to by participants in the planning workshop. A full set of minutes is being prepared.

- 1. CIJE will draft a pilot projects plan for working with the Lead Communities, including open dates and questions for completion by Lead Communities.
- 2. CIJE will provide Lead Communities with the following:
 - A. A paper will be prepared on Best Practices which will include descriptions of Best Practices. It will also list steps for introducing the Best Practices Project to the Lead Communities within three weeks.
 - B. A Planning Guide to assist communities in developing a five-year strategic plan and a first-year acton plan.
 - C. A list of names, addresses, and telephone numbers of workshop participants and other resource people.
- 3. CIJE will set up a conference call for the Lead Communities and CIJE staff to begin planning the next steps.
- 4. The three communities will work together to identify at least one common pilot project that each will develop in the near future.
- 5. A meeting of this group, possibly to include the communities' lay leadership, will be planned for April 24 to coincide with the CJF Quarterly.
- It was proposed that one or more CIJE Board members meet with local lay leaders.
- 7. CIJE and JESNA will prepare an inventory of current initiatives in Jewish education which might be of use to Lead Communities in their planning.
- CIJE will seriously consider the possibility of providing up to \$40,000 toward funding a position in each Lead Community to facilitate the planning process.

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TO ANNETTE	HaWSTON From JO ANN SHRFFER
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Dept.	Phone #
Fax#	Fax #

Mandel Institute





Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To:Mr. Arthur Rotman	Date:December 7, 1992
From: <u>Annette Hochstein</u>	No. Pages: 5
Fax Number:	

Dear Art,

Enclosed is a memo towards your visit to the communities. It might be effective to look at this in conjunction with a copy of my slides, the September memos on the workplan and on "Lead Communities At Work," and, of course,"<u>A Time to Act</u>."

Hope this is helpful and am of course available for any further details or clarifications.

Best regards,

amette

מכון מַנדֵל

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For the Advanced Study and Development of Jewish Education

December 7, 1992

Mr. Arthur Rotman

Dear Art,

Re: Your Visit to the 3 Lead Communities

December 1992

In our conversation in New York last week, we agreed that it would be important for you to visit each of the lead communities at the earliest possible time, in order to discuss next steps with community leadership (both lay and professional) and to get actual work underway in each community.

I cannot tell you how pleased I was to learn that you have in fact found the time to go to the communities this week and next -- I believe your visit will be of significant benefit to the process and the project. The following notes may be useful for your visit.

A. DESIRED OUTCOMES

Optimally, your trip would have the following outcomes:

1. You would <u>help lay and professional leadership identify next</u> <u>steps in the process</u>. This would result in full-scale operation of the local commission (e.g., preparation of the 5-year plan; decision on an action plan for the current year including pilot projects). It would also pave the way for Barry and Shulamith to begin work with the educators and the rabbis (e.g., the best practices project for supplementary school teachers) and allow the field researchers to carry on with their work (the feedback to communities). In other words, the CIJE could then make its full contribution to the community (see details below).

2. An early step might be <u>the proposed meeting between key CIJE</u> <u>board members and top local leadership</u> to discuss the project, the role of the lead communities and of the CIJE, leadership

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mobilization for the local commission, funding, staffing, etc.

3. Negotiate further <u>the letter of understanding</u> (separate memo forthcoming). ł.

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4. Get the planners further on board. We need to find a way for the planners to encourage the actual intensive launch to take place, even before special staff is hired -- or to hire immediately staff that could dedicate all their time to the project.

5. Further the joint agreement and understanding as to the following steps in the process:

a. Staff the project locally with paid, dedicated staff == planner or educational planner -- at least half-time, but preferably full-time.

b. Set up the local commission and if it already exists, ascertain the calibre of leadership.

- c. Review the commission's assignments:
 - 1. Prepare an action plan for the current year that would include pilot projects in the areas of personnel and community leadership (these would be defined and designed with Barry Holtz, but might include, for example, a summer leadership seminar in the U.S. or in Israel; an in-service training program for principals and directors of educational institutions; a leadership training program for members of school boards).
 - Begin addressing the content and its application in specific settings: introduction of the best practices project -- beginning with supplementary schools and early childhood programs (Barry Holtz).
 - 3. Prepare a 5-year plan for dealing with the enabling options and with the Israel Experience (see <u>A Time to</u> <u>Act</u>).
 - 4. Assessment of the community's Jewish educational system -- its resources, strengths, weaknesses. Begin perhaps with a survey of the educators (their qualifications, numbers, scope of positions, training needs) ... Guides are forthcoming for the 5-year plan and the assessment of the community's educational system. (Ukeles and Meier.)

6. <u>In sum</u>, your meetings might include the following items:

a. Getting the leadership further onboard, comfortable with the recommended process (see "c." above) -- the current year being a planning year and a year for pilot projects; joint design of the lead communities project by the CIJE and the communities through

an ongoing planning effort throughout the year. A desired outcome of your visit would be the possibility for local and CIJE staff to systematically introduce the idea of lead communities to the various actors in the community.

b. The content: preparation of a 5-year plan that focuses on dealing with the shortage of qualified personnel (e.g., strengthen in-service training opportunities; new hires) and on community mobilization for Jewish education. This would include:

- 1. Pilot projects for immediate, or early, implementation.
- 2. Introduction of the best practices project to the educators, rabbis and to leaders in the community.
- 3. Discussion of the vision and goals for Jewish education at several levels in the community.
- 4. Monitoring and evaluation with the purpose of giving feedback to the community and the CIJE as to how work is progressing and what the impact of the effort is.

* * * * * * *

B. BACKGROUND NOTES:

1. Since selection of the communities, the contacts with the CIJE have dealt with the following: the letter of understanding, the field workers (monitoring, evaluation, feedback loop), the November Planners' Workshop in New York, selected contacts with local organizations. These contacts have involved Shulamith Elster and Jack Ukeles in 1-3 meetings in the communities plus a large number of telephone contacts and of course they have involved you in many contacts.

2. Important beginnings have taken place. We now want to move towards an action plan for the current year.

3. In each community one or more federation planners have been appointed to be currently the key local professionals for the lead communities project. They do this in addition to their normal workload, and until paid staff is hired. This places a limit on the amount of work that can be done at the present time.

4. In each community, a lay person has taken the leadership position, to be the Chair of the Lead Community Committee or Commission. The calibre of leadership needs to be ascertained (are these the "champions" that will give leadership and resources to the project?).

5. In each community there is a commission or committee, completed or in formation. It was not clear how effectively this group has been convened at the present time.

6. Leadership mobilization: lay, professional, educational and rabbinic leadership needs to be brought on board. It is not clear at the present time what the needs of each of these groups is and we ought to devise ways of finding out. Key CIJE leadership, such as MLM or CRB, might help in finding this out for lay leadership.

First steps have already been taken as regards federation planners, local leaders who are CIJE board members, and additional individuals.

* * * * * * *

It is clear that there have been good beginnings and that certain people have been informed of the project. Our challenge now is to find the appropriate venues to discuss with the communities what the project entails, why it holds the great hopes it does, and how we will jointly move ahead with it.

FAX #:

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

To: Morton L. Mandel

Date: December 7, 1992

(216) 361 9962

From: Arthur Rotman

cc: Seymour Fox Art Naparstek

Number of pages (including this sheet) _____

MESSAGE:

David Hirschhorn was admitted to hospital late last week with a heart attack. He is expected home in a few days.

EXCERPT FROM AUGUST 26, 1992 MEETING OF CIJE PROFESSIONAL ADVISORY COMMITTEE ON LEAD COMMUNITIES:

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Seymour Fox will develop a paper for us on the critical issue of communities developing a vision statement. It will contain information on work currently being done on visions; Denominations need to be polled to see what they have done along these lines; what JESNA and other organization have done in this area; what schools have done with regard to vision.

Post-It" brand fax transmittal n SEYMOUR Fox	From ART FOTMAN
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OF THIS?	Phone #
Fax #	Fax #

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: December 7, 1992

FROM: Art Rotman

SUBJECT: Conference Call reschedule

CC: Seymour Fox

I need to reschedule the periodic conference call we planned for Thursday, January 21, at 9:30 a.m. Would you be able to talk with me instead on Wednesday, January 20, at the same time?

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:

December 4, 1992

FROM: Art Rotman

SUBJECT:

When you were in New York I asked you about charges for the use of Mandel Institute (Israel) staff by CIJE.

You indicated that in the last few months you had not been making any such charges and that it is not your intention to do so.

Please confirm.

121 -

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: Shulamith Elster DATE:

CC: Annette Hochstein

FROM: Art Rotman

SUBJECT: Senior Policy Advisorys

December 2, 1992

Re the Senior Policy Advisors meeting on January 21:

- 1. The 10:00 a.m. to 3:00 p.m. sounds like a long stretch. I suggest a shorter time frame.
- I would also suggest that we get a group of five or six of the "Senior Advisors" (i.e., Josh Elkin, etc.) to come together to help you prepare for the meeting. Our hidden agenda is, of course, that this could be the beginning of a <u>real</u> advisory group.

7 HE · NATHAN · CUMMINGS · FOUNDATION

December 5, 1992

Reference No.: 4723 For all inquiries

Mr. Arthur Rotman Executive DIrector Jewish Community Centers Association of North America 163 Third Avenue #128 New York, NY 10003

Dear Mr. Rotman:

On behalf of The Nathan Cummings Foundation, I am pleased to enclose a check for \$65,000 in support of the work of the Jewish Community Centers Association of North America, as specified in the grant agreement.

We look forward to working with you and hearing about the progress you make in the coming months. Please feel free to contact the Foundation staff if you have any questions.

Sincerely,

Fran m. Browne

Jean M. Browne Grants Administrator

Enclosure

TO HOCHSTEIN / Fox	From A P
Co. HOCHSTEIN FOX	Co. HET COTMAN
Dept.	Phone #
Fax #	Fax #

COUNCILFOR INITIATIVESINJEWISH EDUCATIONMailing address:163 Third Avenue #128•New York, NY 10003Phone:(212) 532-1961FAX: (212) 213-4078

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MEMORANDUM

TO:	Shulamith Elster	DATE:	November 17, 1992
FROM:	Art Rotman	SUBJECT:	Revised Agenda for 11/19-20

Attached is a revised Agenda for our meetings on November 19 and 20. You are scheduled to lead the meeting for the following items at the approximate times indicated:

<u>Thursday. November 19</u>			
12:30 p.m.	The First Year		
	 Desired Outcomes (with A. Hochstein) 		
4:30 p.m.	Community Mobilization and Work Process (with S. Fox, J. Ukeles)		
Friday, November 20			
8:30 a.m.	Lead Communities Planning Workshop (with J. Ukeles, A. Hochstein)		

CIJE STAFF MEETING Thursday, November 19, 1992 Friday, November 20, 1992

Participants: S. Elster, S. Fox, E. Goldring (Arrival 1:00 p.m. Thurs.), S. Greenfield (Arrival 3:00 p.m. Thurs.), A. Hochstein, B. Holtz, D. Marom, J. Meier, A. Naparstek, A. Rotman, J.A. Schaffer, J. Ukeles Arrival 3:30 p.m.Thurs.), J. Woocher, S. Wygoda

AGENDA

THURSDAY, NOVEMBER 19

NOTE: Aside from starting and adjournment times, all times are approximate

12:30 (Including Lunch) NY County Medical Society, Suite 1101 15 East 26th St., 11th fl. THE FIRST YEAR

- · Overview and Work Plan
- Desired Outcomes
- Expectations of CIJE
 - Pilot Projects
 - Goals Project
 - Other
- Planning with Lead Communities
 - Short & Long Range Plan
 - Self Assessment

3:30 p.m. BREAK

3:45 P.m. BEST PRACTICES

4:30 p.m.	COMMUNITY MOBILIZATION AND WORK PROCESS
	 Introduction of Lead Communities Idea into the community Local Mechanism for Implementation Organizational and Process Issues
5:45 p.m.	GOVERNANCE AND FINANCES
6:30 p.m.	ADJOURN
	FRIDAY, NOVEMBER 20
8:30 a.m. JCCA Conference Room 14th floor	 LEAD COMMUNITIES PLANNING WORKSHOP (November 23-24) Desired Outcomes and Format Participants Program Timetable Evaluation
10:15 a.m.	MONITORING, EVALUATION, AND FEEDBACK
11:15 a.m.	OTHER WORK AND NEXT STEPS Purveyors Next Staff Meeting Assignments Timetable Other
12:00 p.m.	ADJOURN

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OUNCIL FOR INITIATIVES IN JEWISH EDUCATION

iling Address: 163 Third Avenue #128 one: (212) 532-1961

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

TELEFAX

DATE:

TO: Seymour Fox Annette Hochstein

FROM: Art Rotman

FAX #: 619 452

100 million (100 million)

November 12, 1992

Number of pages (including this sheet) 17_

MESSAGE:

I asked Shulamith to develop an interpretive piece on CIJE based on what has already been prepared. This is for discussion on the 19th and 20th.

Warm regards,

Art

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<u>DRAFT III</u>

WHAT IS THE LEAD COMMUNITIES PROJECT?

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

II. RATIONALE

A. IMPROVING EFFECTIVENESS

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

Jewish education involves not only acquisition of knowledge but also the development of skills, shaping of values, and influence of behavior. It can take place in a day school, a supplementary school, summer camp, congregation or Jewish community center, on a trail in the Galilee, in a living room in Iowa, or in a setting where young and old learn together. It happens through study of text, a lecture, film, computer, discussion groups, or field trips.

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

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

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

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

B. "MODELS" AS A STRATEGY FOR POSITIVE CHANGE

Local efforts that are working well need to be reinforced. Local communities have to be connected to the pockets of excellence across the nation that too often have worked in isolation. Positive change will require a vehicle to encourage inspired approaches and to support innovation and experimentation. This project makes it possible to evaluate, improve, and try out a variety of approaches for Jewish eduction throughout the

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community, and prepare the groundwork for adoption and expansion of good ideas elsewhere.

Fundamental to the success of this project will be the commitment of the community and its key stakeholders. The community must be willing to set high educational standards, raise additional funding for education, involve all or most of its educational institutions, and, thereby, become a model for the rest of the country.

C. Systemic Change at the Community Level

For the purposes of this project, a <u>community</u> is an urban or metropolitan area with a communal organization structure and decision-making system in place. The initial focus is on three communities with a population range of from 28,000 to 92,000 -- Atlanta (70,000), Baltimore (90,000), and Milwaukee (28,000).

A cornerstone of the Lead Communities Project is the emphasis on the <u>entire local community</u> rather than the individual school, program, or Jewish camp. The evidence is growing in general education as well as Jewish education that lasting educational reform involves the interaction of school, family, and community because there is a continuing interplay among them. One needs to affect the entire community, not just a single setting, program, or age group.

To improve Jewish education we need to create integrated service delivery systems and dramatically increase the quantity and quality of Jewish education in the community. 111.

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ESSENTIAL ELEMENTS: BUILDING THE LEAD COMMUNITIES

A. LEADERSHIP AND COMMUNITY SUPPORT

Recruiting top community leaders to the cause of Jewish education will help raise Jewish education to the top of the communal agenda. A task force/commission will serve as the local implementation mechanism with professional staffing and the appointment of an outstanding individual to lead the commission. All sectors of the community -- congregations, schools, community centers, and federations -- will need to be involved in work with a wall-to-wall coalition consisting of the federation, synagogues, centers, educational institutions, i.e., day schools, camps, central agencies, the college campuses. Rabbis, educators, professionals, scholars, lay leaders, and parents will participate in guiding the project in each community with public discussion and debate among all the stakeholders encouraged. Lead Community leadership, both professional and lay, will also participate in the ongoing effort to define and refine the Project as it is extended to other communities.

B. PROGRAMS: LOCAL PROJECTS AND INITIATIVES

Each of the Lead Communities will engage in the process of redesigning and improving Jewish education through a wide array of intensive programs. The programs of the Lead Community need to reflect continental as well as local experience and ideas.

Lead Communities will benefit from successful experiences across the continent. CIJE is undertaking a systematic effort to identify the best examples of specific programs, projects, or institutions in North America, called the "Best Practices Project." In preparing action plans, Lead Communities will have access to the inventory of the most promising programs.

There are two kinds of programs -- "<u>enabling options</u>" and <u>programmatic</u> options.

The report of the Commission on Jewish Education in North America recommends that Lead Communities concentrate on personnel and broadening community support as critical "enabling options."

"The Commission realizes that personnel and the community are interrelated, each being dependent on the other for success. For Jewish education to attract talented and dedicated Jews to the field, these individuals must believe that the Jewish community will give them the support and resources necessary to make the difference. The community, on the other hand, will only mobilize for the cause of Jewish education if it believes that a highly qualified profession of Jewish educators is being developed. It is, therefore, necessary to develop a program that includes simultaneous treatment of both the shortage of personnel and the community's support for Jewish education." (Fox and Hochstein, Jewish Education. Fall 1991)

A promising programmatic option is study and travel in Israel, which has proven to be a very effective motivator for young and old alike. Thus, personnel, community support, and educational travel by youth to Israel will be important ingredients in the community's plan of action.

Local initiatives may include improvement or expansion of existing programs or the creation of new ones. It is anticipated that communities will devise new programs that cross traditional boundaries of age, setting, or content. Examples of other programs that <u>could</u> be undertaken, separately or combined in an imaginative way as part of a Lead Community's program include:

- Replicating good schools and/or establishing model schools;
- Developing outstanding programs at Jewish community centers;
- Intensifying and improving early childhood programs;
- Designing programs in adult and family education;
- Creating cooperative programs between the community and local college campuses;
- Developing new models of post bar or bat mitzvah education;
- Developing strategies for outreach;
- Raising the level of Jewish knowledge of communal leaders;
- Using new technology (video and computers).

Lead Community projects are expected to address both scope and quality; they should be comprehensive enough to make an impact on a large segment of the community; and focused enough to ensure standards of excellence. ni-

C. RESOURCES

A program of breadth, depth, and excellence will require new monies, primarily because the endeavor has long been underfunded. A Lead Community will point a direction in this area as well -- substantially upgrading the local investment in Jewish education from a variety of sources: federation's allocations, private foundations, congregations, endowments, tuition, and other sources.

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

D. PLANNING

The plan for each Lead Community will include: an assessment of the state of Jewish education in the community at the present time; an analysis of needs and resources; the development of a strategy and priorities; the design of programs; and the preparation of action plans for improving educational effectiveness.

The Lead Communities Planning Guide will provide guidance in the methods of analysis and assessment of each community's current status \mathcal{N} -and in the establishment of priorities and the design of implementation strategies, including approaches to the design of specific programs to address these priorities.

IV. THE CONTENT OF THE EDUCATIONAL PLAN

A. A VISION FOR CHANGE

Change will depend upon the development and projection of a vision of what the community hopes to achieve within the next 3-5 years as a Lead Community and where it "wants to be" in terms of the Jewish education (knowledge, behavior, participation) of its children and adults.

It is anticipated that the community's participation in the Lead Communities Project will generate serious discussions and work on the content of Jewish education throughout the community and within all of the institutional settings (synagogues, schools, centers, camps, etc.) where Jewish education takes place. The discussion of "vision" at the level of community may be paralleled within institutions and like-minded groups such as the movements and denominations.

B. APPROACHES TO AFFECT EACH AGE GROUP -- EARLY CHILDHOOD THROUGH SENIOR ADULT

The plan will address the education of each major life cycle group in the community. (E.g., singles, families with young children, teens, the college years, empty nesters, and older people.)

Within each major group of community clients, planning will focus on:

articulation of content and related curricular issues

- introduction of "Best Practices"
- personnel (recruitment, training [pre-service], compensation, [to include benefits], and related issues) and the required in-service training for all personnel in all programs and in all settings
- integration of formal and informal programs through development of an integrated service delivery system
- identification of best use of the resources of the national organizations, movements, and training institutions

C. APPROACHES TO EACH SETTING -- WORKING WITH THE LOCAL EDUCATIONAL INSTITUTIONS

Jewish education takes place in a variety of formal and informal settings and under the auspices (sponsorship) of various local (and sometimes regional) organizations. These local settings may include:

- Adult residences
- Camps
- Central agency
- College campús
- College of Jewish Studies
- Community Supplementary Schools
- Congregational Schools
- Féderation
- Israel programs
- Jewish community centers
- Libraries
- Museums

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Synàgogues

Youth Groups

APPROACHES TO PERSONNEL: THE ROLE OF EDUCATORS AND

Within each setting and mindful of the required in-service training for all personnel in all programs and in all settings Lead Community-wide effort, planning will focus on the "enabling option" the building of the profession:

- articulation of content
- curricular issues
- introduction of "Best Practices"
- recruitment
- training (pre-service)
- compensation issues (to include benefits)
- retention .
- identification of best use of the resources of the national organizations and training institutions
- MAXIMIZING THE IMPACT OF THE INTEGRATION OF FORMAL AND E. INFORMAL EDUCATIONAL PROGRAMS

In a community-wide effort to improve Jewish education, the integration of formal and informal programs is the optimal approach for the introduction A mile 1 Marine of innovation and change.

Planning on the local level is the responsibility of the local commission working with the guidance and assistance of the CIJE staff and will include:

attention to content and its articulation

- development of key personnel
- maximum use of Best Practices
- all institutions involved

Special strategies will need to be developed to address the challenges of the integration of formal and informal Jewish education in an <u>integrated</u> service delivery system.

V. BEST PRACTICES

The Best Practices Project will create an inventory of exemplary/ effective/successful/good or "best practice" in a wide variety of programmatic areas of Jewish education. Beginning with the most "popular" and familiar settings in which Jewish education takes place at the communal level -congregational religious schools, nursery and preschools (sponsored by congregations, Jewish community centers, and others), day schools, Jewish community centers, Israel programs, campus programs, camp pregrams -- both residential and day -- and continuing to encompass all of the settings that are applicable to the Lead Communities.

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One of the purposes of the Project is to assist the individual communities in bringing about significant change in local institutions through consideration of adaptation and possible replication of "best practice."

By January 1993 it is anticipated that materials and approaches will have been developed to introduce this Project to the Lead Communities so that it can be utilized in the planning process.

It is expected that the Talent Bank will include the individual experts who have participated in the Best Practices Project as well as those professionals responsible for the successful best practices that the project has identified.

VI. FOUNDATION LINKAGES AND FUNDING

Contacts have been established between the CIJE and foundations interested in Jewish education, in general, and specific programmatic areas. Proposals are being developed around the following areas:

- systemic change in Jewish education
- demonstration projects in three local communities (simultaneous efforts in a single or several programmatic areas)
- introducing Best Practices to a local community (proposal submitted to the Nathan Cummings Foundation re Supplementary schools)

personnel issues (preliminary discussion with the Covenant Foundation re their funded project for "avocational" teachers in a synagogue school in a small community

This approach is based on the image of the Lead Communities as "local laboratories" for programs that will eventually be disseminated to other than Lead Communities.

On the local level, the CIJE has begun work with the communities to identify, educate, and cultivate local foundations towards support of the Lead Communities project and local initiatives in Jewish education.

The Mandel Associated Foundation (MAF) grants to the training institutions (Hebrew Union College, Jewish Theological Seminary, Yeshiva University) and the Jewish Community Centers Association will directly benefit the Lead Communities as it is expected that these schools or departments of education will undertake specific assignments in the area of personnel.

In a new foundation initiative, discussions are underway with secular foundations whose interests include general and religious education and specifically the issues of change and reform

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VII. ATLANTA, BALTIMORE, AND MILWAUKEE: PLANNING AT THE LOCAL LEVEL

VIII. MONITORING, EVALUATION, AND FEEDBACK

How will we know the lead communities have succeeded in creating better outcomes for Jewish education? On what basis will the CIJE encourage other cities to emulate the programs developed in lead communities?

The Monitoring, Evaluation, and Feedback Project will help each Lead Community answer these questions through a comprehensive process which will document a community's efforts and gauge its success. Three experienced field researchers will be responsible for collecting and analyzing data in the Lead Communities. Working individually and as a team, the researchers have begun to observe, interview, and document many aspects of the project in an effort to fulfill the three-fold purpose of this CIJE initiative:

- to carry out ongoing monitoring of progress
- to evaluate progress

to provide feedback (channel findings back to the community and the CIJE)

During the initial year of the Project, the field researchers will seek to insure that each community has a specific set of goals for the improvement of Jewish education. For example,

- What are the visions for change in Jewish education held by members of the communities:
- How do the visions vary among different individuals or segments of the community?
- How vague or specific are these visions?

To focus attention on the critical role of the Jewish educator and to address the community's attention to the enabling option of "building the profession" of Jewish education, the researchers will address personnel concerns by surveying the community with regard to the following:

- What is the nature of the professional life of educators in this community?
- Under what conditions do teachers and principals work (i.e., what are their salaries and benefits)?
- Are school faculties cohesive or fragmented?
- Do principals have offices?
- What are the physical conditions of classrooms?
- Is there administrative support for innovation among teachers?

The community's ability to mobilize broad-based support -- the second of the enabling options -- will be addressed by the following questions:

- Who is involved, and whis not?
- How broad is the coalition supporting the CIJE's efforts?
- How deep is participation within the various agencies (i.e., beyond a small core of leaders, is there grassroots involvement in the community)?
- To what extent is the community mobilized financially as well as in human resources?

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

CIJE STAFF MEETING Thursday, November 19, 1992 Friday, November 20, 1992

Participants:

Fax #

Fax #

S. Elster, S. Fox, E. Goldring, S. Greenfield, A. Hochstein, B. Holtz, D. Marom, J. Meier, A. Naparstek, A. Rotman, J.A. Schaffer, J. Ukeles, J. Woocher, S. Wygoda

AGENDA

THURSDAY, NOVEMBER 19

12:30-3:00 p.m. THE FIRST YEAR A. Rotman (Including Lunch) S. Elster **Desired Outcomes** S. Elster Expectations of CIJE . B. Holtz Monitoring, Evaluation, and Feedback E. Goldring Mobilization of Funding Resources A. Naparstek **Goals Project** A. Hochstein Pilot Projects A. Hochstein Other Expectations of Lead Communities S. Elster J. Ukeles . Short & Long Range Plan Self Assessment **Desired Outcomes** Involvement of Broad Spectrums Development of Plus Resources for Jewish Education Post-It" brand fax transmittal memo 7671 # of pages > From Fox MAN Co. Co. Dept. Phone #

NOV 12 '92 12:53 PM	EIJE	221306	Page 2
3:00-4:30 p.m.	COMMUNITY MOR	BILIZATION AND WORK PROCESS	J. Ukeles S. Elster
	 into the commute Local Mechanis Organizational Purveyors of E 	Lead Communities Idea inity sm for Implementation and Process Issues ducational Services ities: An Interpretive Statement	
4:30-6:30 p.m.	FUNDRAISING		
	 Local Foundations CIJE Board 		
	FRIDAY.	NOVEMBER 20	
8:30-11:30 a.m.	LEAD COMMUNIT (November 23-24)	TES PLANNING WORKSHOP	J. Ukeles
	 Desired Outcor Participants Program Timetable Evaluation 	nes and Format	
1:30 a.m12:00 p.m.	NEXT STEPS		A. Rotman
	 Next Staff Meet Assignments Timetable Other 	ting	

e "