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CIJE correspondence, meetings, planning documents, and reports. Lead Communities Educational Leader Survey, 1992-1993.

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Fax Memorandum

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

In this transmission the following are included:

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

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

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

Best regards,

S.

for Staff Use Only

MEMORANDUM

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

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

I. Introduction and Opening Comments:

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

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

II. Update on Lead Communities - Shulamith Elster

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

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

1. committed lay leadership
2. vision
3. commitment

III. Planning in the Lead Communities

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

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

The Planning Manual will detail this planning process.

IV. Best Practices - Barry Holtz

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

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

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

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

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

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

Discussion Notes:

Pekarsky: How did you decide this was good school?

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

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

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

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

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

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

Barry: Problem solving was the focusing issue here.

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

Beiler: Who's reading this?

Ettenberg: Are other reports different?

Barry: There are some similarities, some differences.

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

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

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

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

V. Technical Assistance - CIJE Resources

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

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

Discussion Questions:

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

VI. Advisors Comments and Discussion

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VII. Monitoring, Evaluation and Feedback (MEF) Project

ELLEN GOLDRING/ROBERTA GOODMAN

Community Focus:

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

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

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

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

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

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

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

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

QUESTIONS:

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

COMMENTS AND QUESTIONS FROM ADVISORS:

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

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

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

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

Abramson: Synagogues don't understand what evaluation is.

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

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

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

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

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

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

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

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

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

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

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

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

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Council for Initiatives
in
Jewish Education

Date sent: 6/28/93 Time sent: 10:15 a.m.

No. of Pages (incl. cover): 3/

To: Annette Hochstein, Seymour Fox,
Shmuel Wygoda
Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Shmuel,

Attached are:

- ① Draft agenda for Wed. telecon
- ② Memo of 6/23 to MLM re Ratner presentation
- ③ Torah Umesorah letter + proposal.

Steve Neider has been asked by MLM to go to Israel to work with AH + staff for about a week. He proposes the following dates, and would like to know which is better:

Sept. 19-23 or Oct. 24-28

Please let me know soon. Thanks,

Ginny

If there are any problems receiving
this transmission, please call:

216-391-1852

DRAFT 6/28/93

AGENDA
CIJE STAFF TELECON
June 30, 1993
9:00 AM (EDT)

Participants: Shulamith Elster, Seymour Fox, Annette Hochstein, Steve Hoffman, Barry Holtz, Ginny Levi, Shmuel Wygoda, Henry L. Zucker

Assignment

- I. Review minutes of June 16 VFL
- II. Review assignments of June 16 VFL
- III. Aug. 26 Board Meeting
 - A. Contacts with campers
 - 1. Outline for Camper Calls
 - 2. Reassign SE's campers to NH
 - B. Memo re Ratner presentation (Attached)
 - 1. Invitation/preparation of community lay leaders
 - 2. Invitation of community pros
 - C. Materials to be mailed in advance; timing
 - D. Status of changes in board make-up
 - 1. Gerald Cohen/Jay Davis
 - 2. Neil Greenbaum/Billie Gold
 - 3. Marvin Lender
 - 4. Whose campers?
- IV. Other Upcoming Meetings
 - A. Staff Seminar - 7/18 in Jerusalem?
 - B. Lead Community Seminar - 8/23-34 in Baltimore
 - 1. Agenda
 - 2. Scheduling of future meetings now
 - 3. Staff planning session on 8/22?

- V. SE memo on Senior Advisors
- VI. Status reports on communities

SE

- A. Atlanta
- B. Baltimore
- C. Milwaukee

- VII. Schedule next telecon

VFL

July 7, 9am

July 14, 9am



TO: Morton L. Mandel FROM: Virginia Levi DATE: 6/23/93
NAME NAME
DEPARTMENT/LOCATION DEPARTMENT/LOCATION

SUBJECT:

HLZ, Shulamith, and I had an opportunity to meet with Chuck Ratner on June 22 to discuss his presentation to the August 26 board meeting on Lead Communities. Chuck is happy to provide background and frame the discussion, but feels that the centerpiece of the discussion should be presentations by the leaders of the communities. The goal would be to engage the board members and lead community leadership in discussion and the sharing of views which could infuse the communities with energy and give our board the sense of concrete participation.

Attached is an outline of what we have proposed. Please let me know what you think. If you agree with this approach, I will draft letters to the lay and professional leaders of the three communities, inviting them to the meeting and explaining this approach.



INTERNET-FOFFICE CORRESPONDENCE

6/23/93

Proposal

LEAD COMMUNITIES PRESENTATION AT BOARD MEETING

Presenter: Chuck Ratner, Chair Lead Communities Committee

Lay Leadership:

Atlanta: Bill Shatten

Baltimore: Eileen Vogelstein

Milwaukee: Louise Stein and Jane Gellman

Focus: Progress Report will focus on issues/challenges so as to engage board members in discussion around the project.

Idea: Chuck to provide background, frame the discussion and elicit reactions from board members.

Leader from each community to speak about one challenge and how the community is going about addressing it. e.g., forming community coalitions, meshing local issues with CIJE conceptions ("enabling options"), building local support, focusing on personnel, developing vision.

Next Steps:

1. MLM to approve approach.
2. Staff to review specific issues to be addressed.
3. Clear with Chuck.
4. Contact with Federation Execs to explain approach, clear date, contact lay leader from local community.
5. Touch base mid-August.

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Name GINNY LEVI

Company

Tele. No. () Ext.

Annette,

Here is a draft set of minutes
from our meeting last Wed. I
thought it would be a useful
basis for tomorrow morning's
telecon

Ginny

MINUTES: CIJE Staff

DATE OF MEETING: February 24, 1993

DATE MINUTES ISSUED: March 4, 1993

PRESENT: Shulamith Elster, Seymour Fox, Ellen Goldring,
Annette Hochstein, Stephen Hoffman, Barry Holtz,
Virginia Levi, Arthur Naparstek, Shmuel Wygoda,
Henry Zucker

COPY TO: Morton L. Mandel

1. Progress Report

SHH opened the meeting with a status report on the mobilization of the three communities and the outlook for each. He noted that each has a different work style resulting in different expectations of CIJE.

A. Milwaukee

Milwaukee was described as the closest to our ideal lead Community. The staff is ready, willing, and reasonably able to move ahead. The lay leaders of the project are committed and anxious to be active in the project.

Milwaukee has hired a project director--Ruth Cohen. The community has a tremendous thirst for knowledge and is eager for anything CIJE can provide. They have established a good wall-to-wall coalition, have identified a key donor, and have the attention and interest of key federation leaders.

All of the necessary building blocks appear to be in place in Milwaukee. This, along with an openness to engage in dialogue,

provides a good situation for the Lead Community process to move ahead. Our major challenges in Milwaukee are for CIJE to move rapidly enough to influence decisionmaking at the appropriate time and to respond to community expectations with sufficient resources in the form of materials and consultants.

B. Atlanta

Atlanta is in the process of restructuring its Jewish education program. The recent meeting in Atlanta included time with William Schatten and Gerald Cohen, lay leaders ready to support the process. (Cohen appears ready to provide financial backing, as well.)

The only staff involved at this time is the federation planning staff. The particular personalities involved provide us with a challenge because of a basic cynicism, cockiness, and unwillingness to accept anything we do or say at face value.

Atlanta will require frequent communication, thoughtful suggestions, careful attention, and constant checking back to be sure we are understood. Over time, we should be able to develop a trusting relationship. In the short term, our support for the hiring of a planner should increase our level of acceptance, but we will have to work at developing an ongoing trusting relationship.

Page 3

In summary, Atlanta has a game plan, but no concrete direction. Atlanta is not ready to listen easily, but with constant work can be brought along. Its greatest strength at present is its lay leadership. Its status as a growth community provides us with an opportunity to help build important models. It was noted that the lack of a wall-to-wall coalition reflects a significant split between newcomers and old-timers. It was suggested that the sense of cynicism and lack of effective communication are important issues even within the staff of the federation.

C. Baltimore

The Baltimore Federation is strongly controlling. The federation has developed a plan for reorganizing the education structure, but has no clear sense of how to use that structure effectively. There is a top lay leader for the project, but no wall-to-wall commission.

Baltimore has a strong planner who is the key focal point for the project and who believes he knows what must be done. Our challenge in Baltimore is to introduce questions and challenge programs as the community proceeds down the path it has set for itself.

It was noted that Baltimore is engaged in projects related to master teachers, supplementary schools, and the Israel experience, but in none of these cases is there a clear plan of how to

Page 4

proceed. Our role is to help Baltimore develop an overall vision and to provide ideas and knowledge for use in implementing that vision.

D. Summary of Outcomes of Recent Visits

It was noted that we succeeded in the past month in changing the perception of CLJE from one of a source of money to that of a source of content. We made some headway in clarifying the roles of individuals within the CLJE structure and beginning to build bridges which will be solidified as we follow through on our promises.

II. Next Steps

A. The Issues

The following issues were listed as central to consideration of next steps:

1. Mobilization of the community across-the-board
2. The need to move ahead with pilots
3. Establishment of a multi-year plan
4. Goals project
5. Ensuring that monitoring, evaluation and feedback is in place
6. Organizing to work with the community
7. Funding issues

B. Progress to Date

1. The Planning Guide is in the hands of each community and provides guidance for moving ahead.
2. The first of the Best Practices papers is completed and in the communities. This provides a basis for content-based action in each community. Moving ahead now will help to establish credibility and draw people into the CIJE process.
3. The monitoring project is in place and ready to proceed. There has been a problem with the lag in our activity, but Ellen Goldring will now prepare a new schedule for moving forward.
4. Conversations are under way with the training institutions and specific approaches to the Lead Communities are now being developed.

C. Short-term Goals with the Lead Communities

1. We wish to encourage each community to focus on the need for bringing in or upgrading personnel. This requires understanding and commitment.
 - a. The communities can turn to CIJE to help:
 - staff unstaffed positions
 - recruit 1-3 outstanding educators

- identify current staff to train for a specific role through attendance at the Melton Center or the Jerusalem Fellows program

b. The MAF grants to the training institutions allow us to ask those institutions to:

- respond to immediate inservice training needs
- consider organization a seminar for all senior personnel
- build on the Best Practices project to establish priorities

Our ultimate goal in training is to move toward universal, high-quality inservice training in North America

c. Each Lead Community should establish a task force on inservice training.

d. Following are actions we wish to initiate in Lead Communities during the first year:

- i. An educators survey should be conducted to provide quantitative data on the current personnel picture. Simultaneously the field researchers will conduct a qualitative study of current personnel, i.e., evaluating the current conditions for Jewish

educators in each community. With SE as the point person, we may wish to turn to Isa Aron and others to help the communities move this process ahead.

ii. We are ready to launch a pilot project in the Best Practices area. Possible projects include:

- A seminar for supplementary school principals on best practices in supplementary education.

- A series of conversations with lay leaders on introduction of change.

Meetings with someone like Joe Reimer on the role of rabbis in upgrading supplementary school education.

- Discussions on upgrading the Israel experience.

- A seminar on state-of-the-art education in day schools, perhaps with a focus on the teaching of Hebrew.

- * 2. It was suggested that CIJE prepare an inventory of the resources available to Lead Communities including opportunities with the seminaries, the Melton Center, the Jerusalem Fellows, and our various consultants. This will involve going to each of those resources and asking them to commit themselves to what they are ready to provide to the Lead Communities immediately.

3. Following is a list of what we wish to do in the Lead Communities in the first year to work toward upgrading personnel:
 - a. The qualitative and quantitative educators surveys leading to an overall personnel plan, including an emphasis on inservice training.
 - b. Pilot projects to move us ahead.
 - c. New hires and/or uptraining of current personnel in the communities.
 - d. Networking of educators among the three communities.
4. At the same time, in order to encourage mobilization of the community, we should encourage the formation of the local commission and the establishment of task forces including one on personnel and one on Best Practices.

The commission should be encouraged to discuss vision. It was noted that Milwaukee provided us a challenge by asking for our assistance in developing that vision. In further discussion it became evident that we are not currently ready to offer concrete support. We are working with the training institutions to help guide this process and will continue to work on this.

Page 9

D. The meeting concluded by noting that the following issues still need to be discussed:

1. The need for a planning seminar to help move the communities ahead through interaction and conversation.
2. A plan for how to proceed with the Israel experience. It was suggested that we should work with each community on what it wants to do with the Israel experience and then help to make an approach to the CRE Foundation for support.
3. A concrete plan for how to proceed with each community.
4. Longer, more regular staff meetings to move this process ahead.



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Name <u>ANNETTE HOCHSTEIN</u>	Name <u>GINNY LEVI</u>
Company _____	Company _____
Street Address _____	Tele. No. () _____ Ext. _____
City _____ State _____ Zip _____ Country _____	



MINUTES: CIJE Steering Committee

DATE OF MEETING: March 18, 1993

DATE MINUTES ISSUED: March 19, 1993

PRESENT: Stephen Hoffman, Ann Klein, Virginia Levi (Sec'y),
Morton Mandel, Barry Reis

COPY TO: Seymour Fox, Annette Hochstein, Henry L. Zucker

I. Purpose of Committee

The purpose of this committee is to coordinate and facilitate the work of CIJE. Over time, the committee will develop a regular modus operandi for CIJE.

Future meetings should include Seymour Fox and Annette Hochstein by telecon.

II. Administrative Needs

Ann Klein will serve as office manager for CIJE. Under her guidance, we will systematically develop policies and procedures. When we have a new secretary/bookkeeper, that person will be directly involved in implementation of many of the procedures.

AGK is preparing an operations manual with sections on general administration, travel, equipment and supplies, personnel, and communications. As we formalize our approach in each of these areas, the appropriate policies and forms will be distributed to CIJE staff and consultants.

With respect to travel, we are working toward an arrangement where one person at a selected travel agency will be responsible for handling all CIJE plane and hotel reservations.

III. Status of the Work with the Lead Communities

A. Atlanta

Discussion centered around the reluctance of Atlanta to move rapidly. This is of great concern to us. We will work with Atlanta to correct the situation.

There is an additional complication in Atlanta because they have been selected by the CRB Foundation as a CRB Lead Community and don't know how to respond. Barry Holtz spoke with Peter Geffen, director of the CRB project, in an effort to learn what is actually happening. He was frustrated with the "snow job" he got as a response. This is something to be considered further in the future.

B. Baltimore

Baltimore is in a better position than Atlanta because they are well staffed. They are trying to put us on their timetable, but CIJE is succeeding in moving them more quickly than they might like. We are shaping their style.

C. Milwaukee

Milwaukee is moving most quickly and our challenge is to keep up with the necessary materials and ideas. The relationship with Milwaukee seems to be working well.

D. Lay Involvement

It was noted that most of the work in the communities so far has involved staff with staff or, on occasion, staff with lay leaders. At some point MLM or perhaps Chuck Ratner should probably visit each community. It was suggested that this would provide the lay people in most communities with a sense of purpose and excitement.

It was suggested that at the next steering committee meeting a plan and timetable for lay involvement with each Lead Community be developed.

IV. Communication Needs

It was noted that a modest communication plan could be very beneficial for CIJE. This might involve the periodic publication of a newsletter, distribution of documents such as Stu Eizenstat's 1992 GA speech, and similar communications with various publics.

It was suggested that we consider hiring a consultant to work on this for a half to a full day each week. Ideally, this would be someone already familiar with Jewish education who could be up-trained and would be available to help strategize and make contacts with the media while keeping our various publics informed. Steering Committee members are encouraged to submit any suggestions to VFL.

It was agreed that VFL will now arrange to distribute the minutes of the Executive and Board meetings of February 25. Further consideration will be given to what distribution, if any, there should be of the minutes of the Annual Meeting.

Internal communication is being handled through a weekly telecon of CIJE staff.

There was some discussion of the possibility of using JESNA as a distributor of CIJE publications. It was agreed that there are advantages and disadvantages and that this will be considered further in the future.

V. Funding

- A. VFL will work with AJN on drafting grant proposals and arranging meetings with prospective funders. She will solicit reactions and involvement of others on the CIJE team as appropriate.
- B. When checks arrive from funders, BR will notify VFL who will prepare acknowledgements for MLM's signature.

VI. Personnel Needs

The need to seek a full-time executive for CIJE was discussed. It was suggested that the ideal candidate will probably not be interested in the organization until we are somewhat further along. It was suggested that we look for someone who would be available to carry us through the next couple of years until we are on firmer footing. One possibility might be for SF to identify someone from Israel who would be available to work with us here for two years.

Two names were raised as examples of the sort of person we might wish to consider: Carmi Schwartz or Alvin Schiff. It was suggested that members of the Steering Committee consider this and submit any names to MLM.

VII. Future Meetings

The following is a tentative schedule of future meetings, to be revised if they do not mesh with the schedules of SF and AH.

Thursday, April 15, 7:30 a.m.
Thursday, May 13, 7:30 a.m.
Thursday, June 17, 7:30 a.m.
Friday, July 9, 7:30 a.m.
Wednesday, August 4, 7:30 a.m.



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FROM: FAX NO. R/G 261-9962

Name GINNY LEVI 391-5430

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Tele. No. () _____ Ext. _____

Orana,

*Please let Suzannah know that
MLM will be in New York tomorrow.*

Thanks,

Ginny



MINUTES: CIJE Staff Telecon
DATE OF MEETING: March 5, 1993
DATE MINUTES ISSUES: March 10, 1993
PRESENT: Shulamith Elster, Seymour Fox, Annette Hochstein,
Stephen Hoffman, Barry Holtz, Virginia Levi, (Sec'y),
Henry L. Zucker
COPY TO: Morton L. Mandel

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

1. Atlanta

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

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

2. Israel experience programs.

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

Assignment

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

Assignment

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

Assignment

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

Assignment

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

II. Baltimore

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

Assignment

A. SE and BH will begin work immediately with Baltimore on developing a pilot project.

B. BH and SE will make the community aware of the availability of CIJE as a resource on hiring and training for senior staff.

C. No immediate steps are necessary in Baltimore with respect to the funding support we have promised for planning. We will wait to hear how Baltimore proposes to use that support.

D. We should encourage Marshall Levin to discuss what it means to be a Lead Community with the lay leaders.

Assignment

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

III. Milwaukee

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

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

IV. Checklist for the Communities

AH summarized the discussion as follows:

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

signment

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

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

2. Atlanta is working on this and is progressing slowly.
3. Baltimore wishes to postpone this until summer.

F. Educators Survey

Assignment

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

G. Mobilization of Leadership

To be worked out.

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

1. Help with new hires.
2. Offer the training capacity of the institutions of higher Jewish learning and the Melton Center.

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

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

V. Communications

- A. It was agreed that each of the core staff people or consultants will submit a written report on the highlights of their work to VFL on the 15th and 30th of each month. VFL will pull this together into a single report and distribute it.
- B. We will hold a weekly conference call. VFL will poll participants to identify a regular day and time each week for the call. Everyone is to submit agenda items to VFL who will develop and distribute an agenda prior to each call.
- C. Ongoing contact with the Lead Communities is necessary, but it was suggested that it is too early in the process for this to be done by telecon. At the next telecon of this group we will schedule meetings with the Lead Communities and discuss communications beyond the internal staff group.



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FROM: FAX NO. (216) 391-5430Name Genny Levi

Company _____

Tele. No. (216) 391-9300 Ext. _____

Here are the minutes of our Wed. telecon. I have to wait for Joan to get back from vacation next Mon. to do the assignments, but I thought you might find this useful in the meantime.

Genny

MINUTES: CIJE Staff Telecon

DATE OF MEETING: March 24, 1993

DATE MINUTES ISSUED: March 25, 1993

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

COPY TO: Barry Holtz, Morton L. Mandel

I. The Minutes and Assignments of March 5 and 10 were reviewed.

- A. Ellen Goldring sent a letter to Steve Gelfand in Atlanta describing the monitoring, evaluation and feedback project. SE will see that this is circulated to the staff group.
- B. SF reported on a conversation with David Hirschhorn, who is enthusiastic about the work of CIJE. SF is to write a letter to Mr. Hirschhorn indicating our understanding that he would like to encourage the Lead Communities to formulate goals for use as a basis of evaluation. Mr. Hirschhorn also wants to meet with MLM and Esther Leah Ritz to discuss how he can help with the work of a monitoring, evaluation and feedback committee. He would also like to meet with Adam Gamoran and Ellen Goldring to be kept in touch with the work they are doing. SF will draft a letter for review by SHH, MLM, and HLZ.

SF noted that Mr. Hirschhorn is anxious to be involved in the local Lead Community project in Baltimore. It was suggested that SHH encourage Daryl Friedman to involve Hirschhorn locally. SHH will also suggest that MLM talk with Roy Hoffberger about the process in Baltimore and will provide him with an outline of discussion points.

- C. HLZ will encourage MLM to talk with Corky Goodman so that the meeting with the presidents and executives of CJF, JCCA and JESNA can be scheduled.
- D. VFL was encouraged to move ahead on drafting a communication with board members about membership on board committees so that those committees can begin to function.

II. Update on Communities

A. May Seminar

Work is under way to schedule a seminar with the training institutions in which they are to discuss how best to work with the Lead Communities, followed by a seminar of the Lead Communities, to include some overlap time for interaction with the training institutions. It may be impossible for the two to coincide, in which case we may try to hold a meeting with the training institutions during the week of May 10 and a separate meeting with the communities on May 17 and 18 at which one agenda item would be a presentation of what the training institutions are prepared to offer.

Discussions will be held in Israel about the various options and SF will advise VFL by Friday, March 26 on how to proceed with the planning and arrangements.

It was suggested that we involve the communities in preparation of the agenda for the seminar. SE, SF, and AH will begin by developing our proposed agenda. This will then be presented to the communities for their additions and comments.

B. Atlanta

Atlanta continues to have problems with availability of staff time. SE, EH, and E. Goldring are scheduled to hold a series of meetings in Atlanta on April 20. They will begin by meeting with educators and other professionals, followed by a series of presentations to the Atlanta commission on the work of CLJE. During that visit, they will begin to work with Emory University on the possibility of developing a pilot project on personnel development. They will also continue conversations about Atlanta's participation in the CRB Israel experience project.

It was noted that Atlanta will not send a representative to the meeting on March 29 on the educators survey. They will, however, send someone to the May seminar.

It was suggested that the lay leaders of Atlanta are more ready to move ahead than the professional staff. It was noted, however, that there are two factions of lay people trying to take the community in different directions and that the staff is caught somewhere in the middle. It was agreed that this all needs to be thought through carefully.

C. Baltimore

A meeting has been scheduled for May 14 at which presentations will be made to a group of community professionals on the work of CIJE. SE will meet with the Baltimore team on April 2 to prepare for that May 14 meeting. She will talk with them at that time about the possibility of including meetings with lay people on that May date.

SE and BH have begun to talk with Baltimore about pilot projects. There are some materials on the "teacher specialist" concept which SE will circulate to this group. This project has been funded; the professional advisory committee has met; and this project is under way. Baltimore has received funding to expand Israel programming for teens. [Later: At this stage of the projects, do they qualify as pilots?] Finally, Baltimore is responding to a request by a local synagogue to rethink its supplementary education program.

When SHH calls Daryl Friedman to talk about David Hirschhorn's interest in being involved locally, he will also ask about the status of lay participation in the Lead Community activity.

C. Milwaukee

SE and BH were in Milwaukee for a series of meetings and visits to schools on March 23 and 24. The Milwaukee commission has been established and is planning to work over the next six months through task forces on personnel, supplementary schools, and strategic planning. They are working on developing a pilot project based on the Best Practices in the Supplementary Schools report.

It was noted that a project on staff development on family education through the JCC has been funded for two years by the Bader Foundation. Daniel Bader is enthusiastic about CIJE and pleased to be on the board. It was suggested that we begin to develop our relationship with him. It may be that Chuck Ratner could be an effective mentor for him. This will be considered further.

It was reported that Milwaukee has expressed concern about their perception that CIJE is not meeting its part of the bargain in the monitoring, evaluation and feedback project. Milwaukee was expecting feedback on the work they have already undertaken and would like that process to begin as soon as possible.

AH indicated that she was aware of this concern and has spoken with Adam and Ellen about how to proceed. Adam will be in Israel for a meeting with SF and AH on April 8, at which this issue will be discussed. A time table for written reports will be developed then. In the meantime, it was agreed that SE should arrange for Ellen and Roberta to meet with the Milwaukee group in May and to provide oral feedback at that time.

III. Educators Survey

A meeting is scheduled for Monday, March 29 in Baltimore at which the survey is to be drafted. Participants will include Ellen Goldring (Chair), Shulamith Elster, Chaim Botwinick of Baltimore, Ruth Cohen of Milwaukee, and the three field researchers. They will discuss the methodology, content, and logistics of the educators survey. Each participant has received an agenda for the meeting and material for review. The outcome should be a draft survey which will be circulated to this group for quick response. The goal is to have a finished survey by the second week of May in order that it can be administered before the end of the current academic year. It was suggested that the draft also be circulated to local educators for their input.

As noted earlier, Atlanta will not have a representative at the meeting. However, SE will consult with Atlanta staff in advance of the meeting and will keep their issues and concerns on the table as discussions proceed.

IV. Progress Report on Best Practices

- A. The JCCA project is still under way, but has experienced some delay as JCCA moves its offices.
- B. The early childhood project is moving ahead. Participants have submitted their reports and EH is in the process of compiling them.
- C. The campus project began with a meeting with Hillel and will move forward from there.
- D. Conversations have taken place with Bob Hirt and Bob Abramson on the day school project. This is just getting under way.
- E. Preliminary conversations have been held with Jon Woocher on the possibility of identifying community initiatives on behalf of Jewish education.

It was suggested that with the supplementary school project completed, our current priority should probably be the day schools, with early childhood, the Israel experience, and the JCC following in that order. There was a sense that community initiatives should be postponed while we move forward in the other areas.

V. Next Steps

- A. Based on the discussion at this meeting and activities in the communities, SE and VFL will develop a calendar for how we should be proceeding in each community, including a time line and assignments.
- B. It was agreed that we should begin now to plan for meetings with the Lead Communities and training institutions to follow the meetings now being set for May. This will be a topic for the next staff telecon.
- C. Future telecons will be scheduled for 9:00 a.m. Eastern time every Wednesday. The next telecon is scheduled for March 31. We will skip the following Wednesday and hold a telecon on April 14. Subsequent telecons will be confirmed as we proceed.





TO: FAX NO. () <u>619-951</u> Name <u>SEYMOUR FOX</u> <u>ANNETTE HOCHSTEIN</u> Company _____ Street Address _____ City _____ State _____ Zip _____ Country _____	FROM: FAX NO. (216) <u>391-5430</u> Name <u>GINNY LEVI</u> Company _____ Tele. No. () _____ Ext. _____
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Dear Seymour + Annette,

I hope your Pesach is a happy one.

- Here are the minutes of our last staff telecon. We'll be reviewing these same assignments on the 14th, at our next staff telecon, and on the 15th, at our Steering Committee telecon. Please arrange to have them both times.
- At a finance meeting MLM asked whose travel expenses we are paying for the May seminar. I said not the people from the Lead Communities, but that we were planning to cover our staff + consultants as well as the people from the training institutions. He asked why we're paying for the training inst. Can you help me with a rationale, or am I wrong to think we'll pay for them? A quick response would be helpful. We're meeting again at 10:00 Wed. morning.

Thanks + warm regards, Ginny

MINUTES: CIJE Staff Teleconference

DATE OF MEETING: March 31, 1993

DATE MINUTES ISSUED: April 2, 1993

PARTICIPANTS: Shulamith Elster, Seymour Fox, Stephen H. Hoffman,
Barry Holtz, Virginia F. Levi (Sec'y), Shmuel Wygoda,
Henry L. Zucker

COPY TO: Annette Hochstein, Morton L. Mandel

I. The minutes and assignments of March 24 were reviewed.

- A. BH suggested that we reconsider the community initiatives concept and its priority level within the best practices lineup.
- B. It was felt that the letter drafted for use by Atlanta in introducing Claire Rottenberg and the monitoring, evaluation and feedback project needed strengthening. SE will check with Atlanta to see if the letter has been sent and, if not, will work with Ellen Goldring to be sure the letter includes a clear description of the project and an explanation of Claire Rottenberg's strengths.
- C. It was noted that the three projects listed in the minutes as pilots in Baltimore are actually projects that Baltimore has undertaken independently of CIJE. CIJE was asked for help in the form of ideas and identification of staff. It was noted that we should be helpful in any way we can, pointing out if we think an approach is off base, but should understand if the community decides to proceed anyway. SE will distribute descriptive information of the teacher specialist project and we will put it on the agenda for the next teleconference. Our goal will be to recommend to SE and BH how to proceed in conversations with Baltimore.
- D. SHH reported having spoken with Darrell Friedman about the status of lay participation in the Lead Community project and about David Hirschhorn's interest in being involved. Friedman has recently met with Hirschhorn and plans to involve him. He did not know about lay involvement in general and will follow up.

II. Educators Survey

A meeting was held on March 29th, chaired by Ellen Goldring, to draft the Educators Survey. Participants included SE, Chaim Botwinick, Ruth Cohen, and the three field researchers. It began with an open discussion of what we hope to learn from the survey to assist in planning for the Lead Communities. It was followed by the development of a draft instrument,

based on materials distributed in advance of the meeting. It concluded with a discussion of logistics on the management of implementation. The result of the day was a first draft of the instrument which is being put together and will be circulated for feedback.

Several issues were raised as a result of the meeting:

A. Timing

Because of the end-of-the-year academic schedule in Milwaukee, the instrument will have to be administered at the end of April. In order to accomplish this, it must be reviewed quickly once we receive it. SE will see that it gets to Israel by Sunday.

It was noted that the input of local educators is critical if this is not to appear as a top down approach. SE will suggest to AH a list of critical educators in each Lead Community who should be consulted. Israel will provide the academic input on reliability and validity. At the same time SE will check with the local educators to be sure the instrument is on target.

B. Analysis of Data

There was a strong sense at the Baltimore seminar that the data collected should be evaluated by a single person rather than having each community use local experts. It was felt that this would provide continuity in the evaluation and could become the start of a national data pool. SE and EG will summarize this recommendation and discuss it with AH.

C. Cost of the Survey

It was noted that this was an issue raised at the meeting, but no details were discussed during the telecon. SE will discuss this directly with AH.

III. Update on Communities

The focus during this telecon was on Milwaukee. SE and BH spent two days in Milwaukee meeting with educators, lay leaders and staff, and planning for a pilot project. The next step in launching a project on best practices in supplementary schools is to bring the prospective players together to consider ideas for change and steps for implementation. It was felt that it is important to conclude the next stage by mid-June so that implementation can begin with the start of the next academic year. Our approach will be to present the work to rabbis, educators and lay people from each of the supplementary schools, followed by the establishment of teams from each school which will work on their specific needs in consultation with SE and BH. The following timetable was outlined:

- A. Members of the Milwaukee commission will personally visit each rabbi and supplementary school director.
- B. Teams of rabbis, educators and lay people from each supplementary school will be established and will meet together with BH for a presentation on best practices in the supplementary school.
- C. BH and SE will meet with each individual team for consultations on issues particular to their school.
- D. BH and SE will synthesize the outcomes of the individual consultations and develop an overall project for launch in the fall.

It was reported that there is a complicated relationship between the Lead Communities project and MAJE (Milwaukee's BJE). It was noted that MAJE has a new acting director in whom our team has confidence and was suggested that it might be wise for us to help empower her by involving her in the project.

IV. Involvement of the Denominations

It was noted that the Milwaukee congregations are more involved in the Lead Communities project than are the congregations in the other two communities. The local commission members are meeting with rabbis and believe that all but one will be brought on board easily. They requested help with one Reform rabbi and it was suggested that Mel Merians be asked to talk with him. [Who will speak with Mr. Merians and when should this occur?]

Sara Lee reported to VFL that the Reform movement has met with its rabbis and educators in Atlanta and Baltimore to discuss involvement in the Lead Communities project. She noted that in both communities the denominational representatives feel that this is a federation process and that they are being left out. It was suggested that SHH and SE develop a plan for including the denominations in each community.

V. Plans for May Seminar

- A. It was noted that the development of an agenda should include input from the three communities. SE will talk with representatives of each about what they would like to see addressed.

- B. SE will also let Atlanta and Baltimore know that Milwaukee plans to bring lay leaders.

- C. Israel plans to run a simulation of the seminar in late April based on a sense of what would be viewed as successful outcomes for CIJE, the Lead Communities, and the training institutions. A first draft of an agenda for the seminar will be developed in Israel and distributed for discussion at the next telecon.

- D. The seminar will begin at 8 a.m. on Tuesday, May 11 and will conclude by 5 p.m. on Wednesday, May 12.

VI. The Function of Board Committees

A very brief discussion was held of the function of the board committees. It was suggested that they be viewed as similar to visiting committees at a university, involved in intensive review within their specific areas. VFL will use this concept to draft descriptions of the committees.

VII. Next Meeting

The next telecon is scheduled for Wednesday, April 14 at 9 a.m. eastern time. That and future meetings will be scheduled for a full two hours.



MINUTES: CIJE Staff Teleconference

DATE OF MEETING: April 14, 1993

DATE MINUTES ISSUED: April 19, 1993

PARTICIPANTS: Shulamith Elster, Seymour Fox, Annette Hochstein,
Stephen H. Hoffman, Barry Holtz, Virginia F. Levi (Sec'y),
Shmuel Wygoda, Henry L. Zucker

COPY TO: Morton L. Mandel

I. The minutes and assignments of March 31 were reviewed.

- A. In discussing the relationship of the Israel Experience programs to the Lead Communities, it was noted that Atlanta has a meeting scheduled with the CRB Foundation on April 25 and has asked for our guidance on how to proceed. It was noted that there is a lack of coordination between CIJE and CRB and that efforts of CIJE staff and consultants to clarify the situation have been unsuccessful. The next logical step appears to be a conversation between MLM and Charles Bronfman.

gnment It was suggested that SF prepare a brief summary of the issues, questions, and agreements we seek from CRB. Included will be our request that Atlanta be permitted to join the CRB process when they are ready and a suggestion that all three Lead Communities be involved with the project in a way different from the one currently being proposed in Atlanta.

gnment B. SHH indicated that before he can prepare talking points for MLM with Roy Hoffberger about Baltimore, he needs a better sense of what is happening there. It was agreed that SE will prepare a brief outline for SHH of progress in Baltimore.

- C. It was suggested that in the future the individual communities be asked to pay the salaries of their field researchers. This was recommended by David Hirschhorn early in the process. It was agreed that it is premature to discuss this now, and was suggested that the issue be raised again in approximately six months.

II. Update on Educators Survey

- A. The educators survey has been drafted and reviewed by the CIJE team. At the time of the telecon it was being put in final form for submission to the communities for their review. It is being completed on schedule and should be ready for the communities to administer by the end of April, as planned.

CIJE Staff Teleconference
April 14, 1993

Page 2

- gnment
- B. Regarding the analysis of the data, it was reported that Adam Gamoran and/or Ellen Goldring will either do the analysis and subsequent report or will find one person to do so. This will be finalized when it is clear that the communities prefer this approach.
 - C. The costs of administering and evaluating the survey are still being determined. It was agreed that these should be borne by the communities, but that we can arrange to do some portions centrally (such as printing and analysis) to help keep the cost down. The issue of whether to pro-rate costs to the communities on the basis of size will be considered further.

III. Plans for May Seminar

- A. It was reported that Baltimore is uncomfortable with Milwaukee's plan to bring lay people to the seminar. Discussion included the belief that all participants in the seminar should feel comfortable, on the one hand, and that each community should be able to bring whom they wish, on the other. This question was not resolved.
- B. Israel has begun work on an agenda. SE is checking with the Lead Communities for items they wish to have addressed. A draft agenda will be submitted to the CIJE staff prior to the next telecon.
- C. It was noted that a meeting has been scheduled for the field researchers with the staff team, including Adam Gamoran and Ellen Goldring, for the evening of Monday, May 10. This will begin with dinner. The field researchers may stay in Cleveland for the two days of the seminar, but would meet independently of the seminar.
- D. It was noted that the vision and goals project will be on the agenda with some concrete suggestions. It was suggested that we should be careful not to move forward too quickly with a project we may not be ready to staff. Our priorities need to be clear.

IV. Communications and Staff Deployment

- A. In the context of discussing the vision and goals project, conversation turned to deployment of our limited staff. It was suggested that we might ask the denominations to handle portions of this as well as to take responsibility for implementing pilot projects. It was noted, however, that if a denomination goes into a community without the participation of a CIJE representative, issues of quality control and who is in charge are immediately raised. It was suggested that the best way to ensure both quality and continuity is to have a CIJE representative involved.

It was suggested that we clarify what CIJE involvement should be in any given project at the May seminar. It was noted that regular, ongoing dialogue with the key players through seminars every month or two might help to clarify these issues.

CIJE Staff Teleconference
April 14, 1993

Page 3

It was suggested that we discuss the relative value of treating the three Lead Communities together versus individually. There may be only limited value in working jointly as the communities move in their own directions.

- B. The question of who should speak with whom in the Lead Communities was raised. It was suggested that we appear disorganized when calls are made in an uncoordinated fashion. We need to develop a system of coordination, a plan of who is responsible for specific topics, and a means of introducing those people appropriately in the communities.

V. Community Updates

A. Baltimore

A strategic plan will be ready to introduce to a lay group by June. Baltimore will use this as the means to launch their commission. They are anxious to have MLM present for the launch. VFL will ask MLM to recommend dates on which he might be available to go.

B. Atlanta

SE, EG, and BH are all scheduled to be in Atlanta for part of a two-day series of meetings on April 19 and 20. The project will be introduced to a variety of players at that time. Meetings are planned with Jewish educators, rabbis, congregational lay leaders, representatives of Emory University, and Atlanta's commission.

C. Milwaukee

Plans are under way for a series of meetings which will position the pilot project in supplementary school education for launching in the fall.

- D. It was suggested that SE begin now to prepare a report on each launch, outlining what it entails and what constitutes a successful launch.

VI. Schedule of Future Meetings

- A. The next full board meeting is tentatively scheduled for August 26, which would involve preplan meetings on the 25th. It was reported that May 23 could be the date for an Executive Committee meeting, but was noted that this date was not good for either SHH or HLZ. [It has since been decided not to hold an Executive Committee meeting in May.] An Executive Committee meeting is tentatively scheduled for November 9.
- B. Future telecons were scheduled for 9 a.m. on Wednesdays.

MINUTES: CIJE Steering Committee

DATE OF MEETING: April 15, 1993

DATE MINUTES ISSUED: April 19, 1993

PRESENT: Morton L. Mandel, Chair, Seymour Fox, Annette
Hochstein, Stephen Hoffman, Ann Klein, Virginia Levi
(Sec'y), Barry Reis, Henry L. Zucker

I. The minutes of March 18, 1993 were reviewed.

MLM indicated that he would have a draft of a policy and procedure on travel to discuss with SF and AH at their meeting on April 18.

SF will talk with MLM on April 18 about the status of fund development.

II. Lead Community Status Reports

- A. A seminar is planned for May 10-12 in Cleveland. The agenda is currently being developed in consultation with the Lead Communities. Representatives from the three Lead Communities and the three major denominational groups will be present at the seminar.
- B. Work has begun on the preparation of an educators survey. Shulamith Elster and Ellen Goldring met with representatives of Baltimore and Milwaukee to develop a first draft for review in Israel. The survey is to be administered in Milwaukee at the end of April and in Baltimore during May and a report is scheduled for release at the end of the summer. It is not yet clear how Atlanta will fit into this timetable, if at all.
- C. Shulamith Elster and Barry Holtz are working in each community to develop pilot projects and introduce the best practices concept.
- D. Baltimore is scheduling a formal launch of its commission for some time in June.
- E. Milwaukee's commission has been launched and a pilot project on best practices in supplementary schools is in the planning stages.
- F. Atlanta is holding its first commission meeting on April 20. Shulamith Elster, Ellen Goldring and Barry Holtz will be in Atlanta for that and related meetings.
- G. Discussion

It was noted that final authority for decisions related to CIJE rests with MLM. Any major decisions will be made by him.

CIJE Steering Committee
April 15, 1993

Page 2

signment

It was suggested that a PERT chart be developed on which clear milestones for CIJE are highlighted. This would provide a frame of reference relative to our ideal and would allow us to focus on areas of concern in each community.

It was noted that we should have a privately agreed upon vision. We can then adapt to the individual styles of the Lead Communities, as necessary, within our own frame of reference.

III. Activation of Board Committees

We have tentatively established the following three board committees:

<u>Committee</u>	<u>Chair</u>	<u>Staff</u>
Best Practices	John Colman	Barry Holtz
Lead Communities	Charles Ratner	Shulamith Elster
Monitoring, Evaluation and Feedback	Esther Leah Ritz	Ellen Goldring

It was noted that the ideal is for each committee to work closely with the related project and to make all but final decisions related to it. Given our current staffing situation, this would mean three more "bosses" with no clear guidance and could easily lead to confusion in the communities.

It was suggested that we move slowly, beginning by having AH brief each of the three committee heads. We would keep them informed and see if they can be involved in some way.

It was agreed that we will do nothing, for now, about inviting people to serve on these committees.

IV. Letter from Mel Merians and Fred Gottschalk

Reference was made to a letter dated March 2, 1993 from Fred Gottschalk and Mel Merians in which they note an absence of "the deliverers of Jewish education" in the governance structures of the three Lead Communities.

It was reported that CIJE has been working with the Conservative and Orthodox movements to develop a plan for involvement in the Lead Communities. The Conservative movement (JTS and United Synagogue) is prepared to participate at the appropriate time. Yeshiva University is also prepared to get involved, when appropriate. (There is no cohesive movement organization to bring into the process.)

The Reform movement has begun to work on a plan, but does not yet have a coordinated approach. The UAHC has hired Seymour Rosele to work on education issues. He and Sara Lee will be working together to develop an approach to the Lead Communities.

CIJE Steering Committee
April 15, 1993

Page 3

It was noted that the Merians/Gottschalk letter is correct in its statement that the Lead Communities are not involving the denominations centrally. CIJE should be working with the communities and the movements to orchestrate a cooperative effort.

It was noted that one item on the PERT chart discussed earlier would relate to the appropriate involvement of congregations. We will establish an ideal and compare it to the actual in each community.

It was suggested that denominational involvement is a top priority and should be given more emphasis at this stage in the process. It was suggested that we develop a list of generic and unique needs for each community and then do a prioritization for each. This is all part of the PERT chart process.

V. Organization Review

A. Status of Ukeles Involvement

It was noted that the Ukeles team had been very helpful to CIJE in preparing documents such as the program guidelines and planning guide. While we have no specific assignment for them at present, we may wish to turn back to them in the long run.

It was noted that, as a consulting firm, Ukeles & Associates has set aside time for CIJE and that we cannot simply walk away from the arrangement. It was concluded that SHH would talk with Jack Ukeles, indicating that we would like to keep him on the team but have no immediate assignments for him, and explore an interim financial arrangement that he would find fair.

VI. Operations

- Assignment
- Assignment
- Assignment
- A. AGK will develop a system for preplanning conferences to clarify attendance and costs.
 - B. HLZ is to call a candidate for executive director of CIJE who was recommended by Mel Merians. He will arrange for himself and SHH to interview this candidate in Cleveland. If he appears well qualified, we will ask Phil Bernstein to check his references.
 - C. HLZ will prepare a list of CIJE consultants, their proposed duties, areas of engagement, direct supervisors, and means of involving them.

VII. Next Meeting

The next meeting of the CIJE Steering Committee is scheduled for Thursday May 13, 7:30 to 10:00 a.m. At that meeting we will discuss communications and consider organization review.



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Get draft of educators survey to Israel for review.		SE	3/31/93	4/4/93	
2.	Suggest to AH a list of critical educators in each Lead Community whose input to educators survey should be obtained.		SE	3/31/93	4/4/93	
3.	Check with local educators to see that the educators survey is on target.		SE	3/31/93	4/4/93	
4.	Circulate materials on the Baltimore "teacher specialist" concept to staff group.		SE	3/24/93	4/5/93	
5.	Provide the communities with a summary of opportunities for working with the orthodox and reform training institutions, as well as Melton in Israel.		SE	2/22/93	4/9/93	
6.	Check on status of letter drafted for use by Atlanta in introducing Claire Rottenberg and the monitoring, evaluation and feedback project.		SE	3/31/93	4/9/93	
7.	Let Atlanta and Baltimore know that Milwaukee plans to bring lay leaders to the May seminar.		SE	3/31/93	4/9/93	
8.	With VFL, develop a calendar for how to proceed in each Lead Community, including a time line and assignments.		SE	3/24/93	4/14/93	
9.	Get input from each Lead Community for agenda for May seminar.		SE	3/31/93	4/14/93	
10.	Talk with AH about the cost of the educators survey.		SE	3/31/93	4/14/93	
11.	With EG, summarize recommendation that data be evaluated by a single person and discuss with AH.		SE	3/31/93	4/15/93	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
12.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Gerald Cohen b. Susan Crown c. Arthur Green d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer g. S. Martin Lipset (with SF) h. Matthew Maryles		SE	2/25/93	4/15/93	
13.	Arrange with Ellen Goldring and Roberta Goodman to meet with the Milwaukee group in May to provide oral feedback on work they have undertaken.		SE	3/24/93	4/15/93	
14.	With SHH, develop a plan for involving denominations in each Lead Community process.		SE	3/31/93	4/21/93	
15.	With BH, discuss the Israel experience program and determine whether this is an Atlanta/CIJE priority.		SE	3/5/93	4/30/93	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Alfred Gottschalk b. David Hirschhorn (with AJN) c. S. Martin Lipset (with SE) d. Florence Melton e. Isadore Twersky		SF	2/25/93	4/15/93	
2.	Draft a letter to David Hirschhorn for review by SHH, MLM, and HLZ indicating our understanding of his interest in CIJE.		SF	3/24/93	4/15/93	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft agenda for the May seminar for presentation to the Lead Communities for their additions and comments.		AH	3/24/93	4/9/93	
2.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		AH	2/25/93	4/15/93	
3.	Stay in close touch with field researchers to be sure they are serving CIJE needs effectively.		AH	1/28/93	ongoing	
4.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		AH	1/28/93	ongoing	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Propose to MLM that he talk with Roy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points.		SHH	3/24/93	4/15/93	
2.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz		SHH	2/25/93	4/15/93	
3.	With SE, develop a plan for involving denominations in each community in CIJE.		SHH	3/31/93	4/21/93	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With SE, meet with Atlanta about a pilot project.		BH	3/5/93	4/20/93	
2.	With Ellen Goldring and Claire Rottenberg, present MEF projects to Atlanta's Council on Jewish Continuity.		BH	3/5/93	4/20/93	
3.	With SE, begin work with Baltimore on a pilot project.		BH	3/5/93	4/29/93	
4.	With SE and SF, prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TBD	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE KRAAR ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA.		MLK	1/28/93	TBD	
2.	Arrange second meeting to include CRB, Crown, Avi Chai, Wexner and other funders		MLK	1/28/93	TBD	





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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With SE, develop a calendar for how to proceed in each Lead Community, including a time line and assignments.		VFL	3/24/93	4/14/93	
2.	Set dates for board and executive committee meetings through February 1994.		VFL	2/25/93	4/14/93	
3.	Prepare a memo briefly outlining the roles of the 3 board committees and inviting board members to state their preference.		VFL	2/25/93	4/14/93	
4.	Schedule a telecon with executive committee members following a meeting of presidents and executives of partner organizations.		VFL	2/25/93	TBD	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Charles Bronfman b. Max Fisher b. Ludwig Jesselson (with AJN) c. Richard Scheuer		MLM	2/25/93	4/15/93	
2.	Consider grant request from CIAL at an appropriate time.		MLM	3/30/93	TBD	



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

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FUNCTION	CIJE STEERING COMMITTEE		
SUBJECT/OBJECTIVE	NAPARSTEK ASSIGNMENTS		
ORIGINATOR/PROJECT LEADER	VFL	DATE	4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact the following board members in follow up to the February 25 meeting and send brief report to VFL:</p> <ul style="list-style-type: none"> a. Mandell Berman b. Maurice Corson c. David Hirschhorn (with SF) d. Ludwig Jesselson (with MLM) e. Henry Koschitzky 		AJN	2/25/93	4/15/93	





PREMIER INDUSTRIAL CORPORATION

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

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ROTMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Lester Pollack		AR	2/25/93	4/15/93	





PREMIER INDUSTRIAL CORPORATION

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

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 4/2/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board member in follow up to the February 25 meeting and send brief report to VFL: a. John Colman		HLZ	2/25/93	4/15/93	
2.	Encourage MLM to talk with Corky Goodman prior to scheduling of a meeting with the presidents and executives of CJF, JCCA and JESNA.		HLZ	3/24/93	4/15/93	

AMERICAN JEWISH
ARCHIVES

AGENDA
CIJE STAFF TELECON
Wed., March 31, 1993
9:00 AM (EST)

Expected Participation: Shulamith Elster, Seymour Fox, Steve Hoffman,
Barry Holtz, Ginny Levi, Shmuel Wygoda, Henry Zucker

Assignment

- I. Review Minutes and Assignments of 3/24/93 VFL
- II. Report on Baltimore meeting on educators survey SRE
- III. Update on each community, including status of:
 - A. Best Practices Project
 - B. Pilot Projects
 - C. Monitoring, Evaluation & Feedback
 - D. Mobilizing the community
 - 1. Leadership mobilization (lay leaders, educators rabbis, professionals)

Baltimore: VFL report on conversation with Sara Lee
[The denominations and Lead Communities]
 - 2. Launching local commissions
 - 3. Hiring full-time project directors
- IV. Plans for May Seminar
 - A. Preparations
 - B. Involving communities in planning
 - C. Schedule
- V. Define function of Board Committees VFL
 - A. Lead Communities Committee
 - B. Best Practices Committee
 - C. Monitoring, Evaluation & Feedback Committee
 - D. What about a Finance Committee?
- VI. Confirm next telecon

Wed., April 14, 9:00 a.m. (EDT)

MEMO TO: CIJE Steering Committee

FROM: Virginia F. Levi *Linny*

DATE: March 30, 1993

This will confirm plans for CIJE Steering Committee meetings at
7:30 a.m. on the following dates:

✓ Thursday, April 15

✓ Thursday, May 13

✓ Thursday, June 17

Friday, July 9

Wednesday, August 4

Seymour Fox and Annette Hochstein will participate via telecon.





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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/25/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Circulate Ellen Goldring's letter to Steve Gelfand describing the monitoring, evaluation and feedback project to staff group.		SE	3/24/93	3/31/93	
2.	With VFL, develop a calendar for how to proceed in each Lead Community, including a time line and assignments.		SE	3/24/93	3/31/93	
3.	Circulate materials on the Baltimore "teacher specialist" concept to staff group.		SE	3/24/93	4/2/93	
4.	Provide the communities with a summary of opportunities for working with the orthodox and reform training institutions, as well as Melton in Israel.		SE	2/22/93	4/9/93	
5.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Gerald Cohen b. Susan Crown c. Arthur Green d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer g. S. Martin Lipset (with SF) h. Matthew Maryles		SE	2/25/93	4/15/93	
6.	Arrange with Ellen Goldring and Roberta Goodman to meet with the Milwaukee group in May to provide oral feedback on work they have undertaken.		SE	3/24/93	4/15/93	
7.	With BH, discuss the Israel experience program and determine whether this is an Atlanta/CIJE priority.		SE	3/5/93	4/30/93	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/25/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Alfred Gottschalk b. David Hirschhorn (with AJN) c. S. Martin Lipset (with SE) d. Florence Melton e. Isadore Twersky		SF	2/25/93	4/15/93	
2.	Draft a letter to David Hirschhorn for review by SHH, MLM, and HLZ indicating our understanding of his interest in CIJE.		SF	3/24/93	4/15/93	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/25/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft agenda for the May seminar for presentation to the Lead Communities for their additions and comments.		AH	3/24/93	4/9/93	
2.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		AH	2/25/93	4/15/93	
3.	Stay in close touch with field researchers to be sure they are serving CIJE needs effectively.		AH	1/28/93	ongoing	
4.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		AH	1/28/93	ongoing	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/25/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Ask Daryl Friedman about the status of lay participation in the Lead Community activity in Baltimore and encourage him to involve David Hirschhorn.		SHH	3/24/93	3/31/93	
2.	Propose to MLM that he talk with Roy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points.		SHH	3/24/93	4/8/93	
3.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz		SHH	2/25/93	4/15/93	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

3/25/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With SE, meet with Atlanta about a pilot project.		BH	3/5/93	4/20/93	
2.	With Ellen Goldring and Claire Rottenberg, present pilot projects to Atlanta's Council on Jewish Continuity.		BH	3/5/93	4/20/93	
3.	With SE, begin work with Baltimore on a pilot project.		BH	3/5/93	5/15/93	
4.	With SE and SF, prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TBD	

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE KRAAR ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

3/25/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA.		MLK	1/28/93	TBD	
2.	Arrange second meeting to include CRB, Crown, Avi Chai, Wexner and other funders		MLK	1/28/93	TBD	





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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/25/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With SE, develop a calendar for how to proceed in each Lead Community, including a time line and assignments.		VFL	3/24/93	3/31/93	
2.	Design meeting planning process and pull raw materials out of minutes to use for planning.		VFL	3/8/93	3/31/93	
3.	Set dates for board and executive committee meetings through February 1994.		VFL	2/25/93	3/31/93	
4.	Prepare a memo briefly outlining the roles of the 3 board committees and inviting board members to state their preference.		VFL	2/25/93	4/1/93	
5.	Schedule a telecon with executive committee members following a meeting of presidents and executives of partner organizations.		VFL	2/25/93	TBD	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/25/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact the following board members in follow up to the February 25 meeting and send brief report to VFL:</p> <p>a. Charles Bronfman b. Max Fisher b. Ludwig Jesselson (with AJN) c. Richard Scheuer</p>		MLM	2/25/93	4/15/93	





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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE NAPARSTEK ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/25/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact the following board members in follow up to the February 25 meeting and send brief report to VFL:</p> <p>a. Mandell Berman b. Maurice Corson c. David Hirschhorn (with SF) d. Ludwig Jesselson (with MLM) e. Henry Koschitzky</p>		AJN	2/25/93	4/15/93	





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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ROTMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

3/25/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Lester Pollack		AR	2/25/93	4/15/93	





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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 3/25/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board member in follow up to the February 25 meeting and send brief report to VFL: a. John Colman		HLZ	2/25/93	4/15/93	
2.	Encourage MLM to talk with Corky Goodman prior to scheduling of a meeting with the presidents and executives of CJF, JCCA and JESNA.		HLZ	3/24/93	4/15/93	

AMERICAN JEWISH
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FROM: FAX NO. 4/9 ~~211-1771~~
391-5430

Name GINNY LEVI

Company _____

Tele. No. () _____ Ext. _____

Dear Seymour & Shmuel,

First, I am sending the letter prepared for Atlanta's introduction of Claire Rottenberg, per my assignment.

Second, I'm sending a draft agenda for our Wed. telecon. Items V. and VII. were on the list of suggested items that AH sent me. I'm not sure we have a lot to discuss, except maybe my conversation with S. Lee.

Please let me know your suggestions for the agenda. Unless otherwise notified, I will assume you'll be at 617-418.

Best,
Ginny

Dear :

As you may know, Atlanta has been selected by the Council for Initiatives in Jewish Education (CIJE) as one of three lead communities in Jewish education in North America. An underlying goal of the Lead Communities Project is to foster Jewish continuity through Jewish education. Essential to this goal is mobilization of the Jewish community behind Jewish educational efforts.

One part of the collaborative effort between CIJE and the Atlanta Jewish community is the CIJE Monitoring, Evaluation, and Feedback project. The purpose of this project is to document the process and implementation of efforts in Jewish education made by Atlanta. Claire Rottenberg is the field researcher for Atlanta. As part of the effort at documentation, Claire will be interviewing a wide-range of community members, including lay leaders, rabbis, educators, parents, and students. She also will be observing Jewish educational programs and meetings related to Jewish education in Atlanta. As part of her role, Claire will be contacting many of you to discuss Jewish education in Atlanta during the course of this project. She looks forward to a collaborative effort between CIJE and the Atlanta Jewish community.



AGENDA
CIJE STAFF TELECON
Wed., March 31, 1993
9:00 AM (EST)

Expected Participation: Shulamith Elster, Seymour Fox, Steve Hoffman,
Barry Holtz, Ginny Levi, Shmuel Wygoda, Henry Zucker

	<u>Assignment</u>
I. Review Minutes of 3/24/93	VFL
II. Review Assignments of 3/24/93	VFL
III. Report on Baltimore meeting on educators survey	SRE
IV. Best Practices Project	BH
V. Pilot Projects: What do communities want?	SRE
VI. Monitoring, Evaluation & Feedback: Anything new?	SRE
VII. Mobilizing the community	???
A. Leadership mobilization (lay leaders, educators rabbis, professionals)	
VFL report on conversation with Sara Lee	
B. Launching local commissions	
C. Hiring full-time project directors	
VIII. Board Committees	VFL
Help to define function of board committees:	
A. Lead Communities Committee	
B. Best Practices Committee	
C. Monitoring, Evaluation & Feedback Committee	
D. What about a Finance Committee?	
IX. Confirm next telecon	
Wed., April 14, 9:00 a.m. (EDT)	

MEMORANDUM

TO: SF & SW
FROM: AH
DATE: MARCH 22, 1993

RE: CIJE -- LEAD COMMUNITIES
DESIRED OUTCOMES -- MARCH-SUMMER 1993

We need to get started in the lead communities on the following elements:

A. Joint work -- CIJE-LC Now

1. Develop pilot project
2. Best practices in supplementary school
 - a. Present to various audiences
 - b. Work with educators and lay people
3. Goals project
 - a. Work with training institutions and school people
4. Relaunch the monitoring, evaluation & feedback project
 - a. The lives of educators and first complete report by the summer

B. Process & Set-Up

1. ^{Hire}~~Higher~~ full-time project director
2. Launch local commission
3. Set-up task forces
4. Do educators' survey
5. Mobilize the leadership
 - a. Presentations to lay people
rabbis
educators
professionals
6. Work with training institutions

C. We will, in addition, do the following:

1. Provide expertise
2. Help with new hires, if required
3. Help with training institutions

D. Process at CIJE Level

1. Board
2. Sub-committees
3. Funding/fundraising
4. Work with foundations
5. P.R.

E. Set next planning seminar date and launch work with training institutions and LC together



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E
T**Council for Initiatives
in
Jewish Education**To: *Diana O*

Company Name: _____

Phone Number: _____

Fax Number: _____

From: **Shulamith R. Elster**Description: *The Educator Survey (Draft #1)*

*is at the typist - hope to have copy to Ellen
sometime tomorrow (Friday) There are issues
to discuss related to the process as well as
the content. We need the telecon to continue
our work. We may not have (or may have)
the draft to you by tomorrow. Please let*

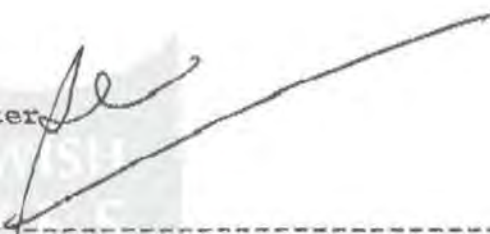
Number of pages (including cover): 1Date sent: 4/8/93Time sent: 8:45 am*us back
tomorrow!*

If there are any problems receiving
this transmission please call:

301-230-2012

Memorandum

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



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

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

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

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

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

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

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

We will speak with you soon.

8.

EDUCATORS SURVEY: LEAD COMMUNITIES PROJECT

ATTITUDES

This group of questions ask about your perceptions of Jewish education.

74. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you first made a decision to enter the field of Jewish education?

(1) very important (2) somewhat important
(3) somewhat unimportant (4) very unimportant

- | | | | | |
|---------------------------------------|---|---|---|---|
| a. service to the Jewish community | 1 | 2 | 3 | 4 |
| b. supplementary income | 1 | 2 | 3 | 4 |
| c. part-time nature of the profession | 1 | 2 | 3 | 4 |
| d. working with children | 1 | 2 | 3 | 4 |
| e. teaching about Judaism | 1 | 2 | 3 | 4 |
| f. learning more about Judaism | 1 | 2 | 3 | 4 |
| g. recognition as a teacher | 1 | 2 | 3 | 4 |
| h. opportunity for career advancement | 1 | 2 | 3 | 4 |

5. The following items deal with the policy-making processes in Jewish education. Please indicate the extent to which you agree or disagree with each of the following statements:

(1) Agree strongly (2) Agree
(3) Disagree (4) Disagree Strongly

- | | | | | |
|--|---|---|---|---|
| a. Teachers should have a greater say in the way things are done in their schools. | 1 | 2 | 3 | 4 |
| b. Teachers should have an opportunity to participate in defining school goals, objectives and priorities. | 1 | 2 | 3 | 4 |
| c. Teachers generally have an opportunity to participate in curriculum planning. | 1 | 2 | 3 | 4 |
| d. Decision-makers may ask for teachers' advice before they make a decision, but they do not seem to give teachers' recommendations serious consideration. | 1 | 2 | 3 | 4 |
| e. Teachers already have enough work to do, without getting involved in policy-making. | 1 | 2 | 3 | 4 |

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

Yes 1

No 2

3. Below is a list of individuals with whom you interact. In your opinion how is Jewish education regarded by each of the following?

- | | |
|--------------------------------|------------------------------|
| (1) with <u>great</u> respect | (2) with <u>some</u> respect |
| (3) with <u>little</u> respect | (4) with no respect |
-
- | | | | | |
|---|---|---|---|---|
| a. Most other Jews | 1 | 2 | 3 | 4 |
| b. Most rabbis | 1 | 2 | 3 | 4 |
| c. Most of your students | 1 | 2 | 3 | 4 |
| d. Most parents of the children you teach | 1 | 2 | 3 | 4 |
| e. Lay leaders of your school | 1 | 2 | 3 | 4 |
| f. Your family | 1 | 2 | 3 | 4 |

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

- (1) very satisfied (2) somewhat satisfied (3) somewhat dissatisfied (4) very dissatisfied
- | | | | | |
|---|---|---|---|---|
| a. student attitudes towards Jewish education | 1 | 2 | 3 | 4 |
| b. student behavior | 1 | 2 | 3 | 4 |
| c. feeling part of a community of fellow teachers | 1 | 2 | 3 | 4 |
| d. being part of a larger Jewish community, such as a synagogue | 1 | 2 | 3 | 4 |
| e. support from the principal or supervisor | 1 | 2 | 3 | 4 |
| f. number of hours of teaching available | 1 | 2 | 3 | 4 |
| g. salary | 1 | 2 | 3 | 4 |
| h. status accorded to you as a teacher by parents and students | 1 | 2 | 3 | 4 |
| i. physical plant and facilities | 1 | 2 | 3 | 4 |
| j. serving as a mentor | 1 | 2 | 3 | 4 |
| k. being a protoge | 1 | 2 | 3 | 4 |
| l. availability of resources | 1 | 2 | 3 | 4 |
| m. benefits | 1 | 2 | 3 | 4 |
| n. status accorded you as a teacher | 1 | 2 | 3 | 4 |
| o. other (specify) _____ | | | | |

EXPERIENCE

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

66. For each of the following settings indicate all positions you have held in that setting and the total number of years in each position:

Setting	Position	Number of years
---------	----------	-----------------

SUPPLEMENTARY SCHOOLS

Aide

Teacher
Supervisor
Specialist
Principal
Other

DAY SCHOOLS

Aide
Teacher
Supervisor
Specialist
Principal
Other

Day or Residential
Camp

Counselor
Specialist
Unit leader
Division head
Director
Other

JCC

Group worker
Program Director
Department head
Director

PreSchool

Assistant teacher
Teacher
Director

Informal education

Youth work group advisor
 youth director

Adult education

Teacher
Program Director

68. What positions have you held in general education?
(Circle all that apply)

	Position	Total number of years
1.	Never worked in general education	
2.	Aide	_____

- 3. Teacher _____
- 4. Librarian _____
- 5. Specialist _____
- 6. Counselor _____
- 7. Supervisor _____
- 8. Principal _____
- 9. Other _____

15. Please indicate how many years of total work experience you have had in each of the following areas of Jewish education.

No. of Years

a. Supplementary (afternoon or Sunday) schools _____

b. Day School _____

c. Jewish camps _____

d. Jewish pre-schools _____

e. Adult education _____

f. Informal Jewish education/youth groups _____

g. Other Jewish education (specify) _____

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

19. How many years have you been working in this community, including this year? _____

20. How many years IN TOTAL have you been working in the field of Jewish education, including this year? _____

TRAINING AND STAFF DEVELOPMENT

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

75.A. In your first position as a new educator in Jewish education did you receive any of the following kind of support:

Yes (1)

No (2)

- | | | |
|--|---|---|
| a. lesson planning skills | 1 | 2 |
| b. classroom management skills | 1 | 2 |
| c. feedback from the principal/ supervisor | 1 | 2 |
| d. in-service training in content areas | 1 | 2 |
| e. interactions with other teachers | 1 | 2 |
| f. staff development | 1 | 2 |
| g. clear articulation of school goals/objectives | 1 | 2 |

75.B. As a new educator in Jewish education to what extent did you receive help from the following:

(1) Never (2) Seldom (3) Occasionally (4) Frequently

a. colleagues	1	2	3	4
b. supervisors	1	2	3	4
c. principal	1	2	3	4
d. rabbi(s)	1	2	3	4
e. parents	1	2	3	4
f. lay leadership	1	2	3	4
g. central agency	1	2	3	4
h. professional organization	1	3	3	4
i. textbooks	1	2	3	4
j. curriculum guides	1	2	3	4
k. workshops	1	2	3	4
l. other published materials	1	2	3	4
m. conferences	1	2	3	4
n. formal coursework	1	2	3	4

53. How proficient are you in Hebrew?
Circle one.

- 1 fluent
- 2 moderate comprehension
- 3 limited comprehension
- 4 not at all

9. In a typical year are you required to attend in-service workshops?

Yes 1 No 2
How many? ----

10. In the last two years have you attended local workshops beyond the required ones in any of the following areas:

	Yes (1)	No (2)
a. Judaic subject matter	1	2
b. Hebrew language	1	2
c. Teaching methods	1	2
d. Classroom management	1	2
e. New curricula	1	2
f. Art/drama/music workshops	1	2
g. Other (specify) _____		

11. How useful were the workshops in helping you perform your job?

- 1. Very helpful
- 2. Helpful
- 3. Somewhat helpful
- 4. Did not attend

a. Judaic subject matter	1	2	3	4
b. Hebrew language	1	2	3	4
c. Teaching methods	1	2	3	4
d. Classroom management	1	2	3	4
e. New curricula	1	2	3	4
f. Art/drama/music workshops				
Other (specify) _____				

12. During the past twelve months did you:

	Yes(1)	No (2)
a. Attend a course in Judaica or Hebrew at a university, community center or synagogue	1	2
b. Participate in a private Judaica or Hebrew study group	1	2
c. Study Judaica or Hebrew on your own	1	2
d. Participate in some other on-going form of Jewish study (Specify) _____	1	2

13. Overall, how adequate are the opportunities for professional growth and development offered in your community?

1. Very adequate
2. Somewhat adequate
3. Somewhat inadequate
4. Very inadequate

14. During the past twelve months did you:

	Yes (1)	No (2)
a. participate in an Israel experience	1	2
b. attend a retreat	1	2
c. attend a national conference	1	2
d. other Jewish growth experience	1	2

16. In which of the following areas would you like to develop your skills?

	Do not need (1)	Need somewhat (2)	Need very much (3)
a. Classroom management	1	2	3
b. Child development	1	2	3
c. Lesson planning	1	2	3
d. Devising creative activities	1	2	3
e. Creating materials	1	2	3
f. Communication skills	1	2	3
g. Parental involvement	1	2	3
h. Motivating children to learn	1	2	3

7

17. In which of the following do you feel you need to increase your knowledge of subject matter?

(1) Do not need (2) Need somewhat (3) Need very much

a. Hebrew language	1	2	3
b. Customs and ceremonies	1	2	3
c. Israel and Zionism	1	2	3
d. Jewish history	1	2	3
e. Bible	1	2	3
f. Synagogue skills	1	2	3
g. Rabbinic literature	1	2	3
h. Other _____			

SETTING

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

72. Do you tutor students in Hebrew or Judaica?

Yes No

How many? _____

21. In how many Jewish schools do you teach? _____

22. What is the affiliation of each school you work in?

Check appropriate response.

First school Second school

a. Reform	()	()
b. Conservative	()	()
c. Orthodox	()	()
d. Reconstructionist	()	()
e. Community	()	()
f. Jewish Community Center		
g. Other (specify) _____		

23. In what type of program do you work?

Check all that apply.

First school Second school

a. Day School	()	()
b. One day only	()	()
c. Two or more days	()	()
d. Preschool	()	()
e. Adult education	()	()
f. Other (specify) _____		

24. How many hours per week do you work at each school?

_____ First school _____ Second school

25. What grade levels did you teach or work with this year (check all that apply):

	First school	Second school
a. Pre School	()	()
b. K - 2	()	()
c. 3-6	()	()
d. 7 and 8	()	()
e. 9 -12	()	()
f. Adult Education	()	()
g. Other (specify) _____		

26. What subjects do you teach this year (check all that apply):

	First school	Second school
a. Hebrew language	()	()
b. Judaica (e.g., Bible, history, holidays) in Hebrew	()	()
c. Judaica (e.g., Bible, history, holidays) in English	()	()
d. Bar/Bat Mitzvah Preparation	()	()
e. Secular subjects (e.g., math, reading, science)	()	()
f. Other (specify) _____		

27. How many students are in your school?

_____ First school _____ Second school

28. How many students are in your smallest class this year?

_____ First school _____ Second school

29. How many students are in your largest class this year?

_____ First school _____ Second school

30. How many miles do you travel from your home to the school?

First school: (one way) _____
 Second school: (one way) _____

31. How did you find this teaching position?

(Check the one that best applies to you)

First school Second school

- | | | |
|--|-----|-----|
| a. Central Agency for Jewish Education | () | () |
| b. Graduate school placement | () | () |
| c. Through a friend or mentor | () | () |
| d. Recruited by the School | () | () |
| e. Approaching the school directly | () | () |
| f. Newspaper advertisement | () | () |
| g. National professional association | () | () |
| h. Other (specify) _____ | | |

33. Which of the following kinds of help and support do you currently receive?

(1) Never (2) Seldom (3) Occasionally (4) Frequently

- | | | | | |
|---|---|---|---|---|
| a. Guidance from your principal or supervisor | 1 | 2 | 3 | 4 |
| b. An opportunity to work with other teachers | 1 | 2 | 3 | 4 |
| c. Supervision from a mentor teacher | 1 | 2 | 3 | 4 |
| d. Consultation from a faculty member at a local university | 1 | 2 | 3 | 4 |
| e. Consultation from a central agency consultant | 1 | 2 | 3 | 4 |
| f. Access to a teacher resource center | 1 | 2 | 3 | 4 |
| g. Other areas of support | 1 | 2 | 3 | 4 |
| h. Other (specify) _____ | | | | |

QUESTION: (Repeat for second school)

34. To what extent did each of the following factors affect your decision to become a Jewish educator where you are presently working?

(1) Definitely affected (2) Somewhat affected
(3) Definitely did not affect

- | | | | |
|---|---|---|---|
| a. hours available for teaching | 1 | 2 | 3 |
| b. salary | 1 | 2 | 3 |
| c. convenient location | 1 | 2 | 3 |
| d. friends who teach there | 1 | 2 | 3 |
| e. wanted to work with the principal or rabbi | 1 | 2 | 3 |
| f. reputation of the school | 1 | 2 | 3 |
| g. quality of the students | 1 | 2 | 3 |
| h. religious orientation | 1 | 2 | 3 |
| i. my own synagogue | 1 | 2 | 3 |
| j. effort to recruit me | 1 | 2 | 3 |
| k. other (specify) _____ | | | |

QUESTION: Repeat for second school.

36.A. Which of the following benefits are available to you as a teacher in the first school in which you work? (check all that apply)

Available/Receive

- | | | |
|--|-------|-------|
| a. free or reduced tuition for your children | _____ | _____ |
| b. day care for your children | _____ | _____ |
| c. free or reduced membership in a synagogue or JCC | _____ | _____ |
| d. synagogue membership privileges such as High Holiday tickets | _____ | _____ |
| e. money to attend conferences | _____ | _____ |
| f. full or partial subsidy for continuing educational courses or in-service training | _____ | _____ |
| g. sabbatical leave (full or partial pay) | _____ | _____ |
| h. disability benefits | _____ | _____ |
| i. employer contributions to health plan | _____ | _____ |
| j. pension benefits | _____ | _____ |

36.B. Which of the following benefits are available to you as a teacher in the second school in which you work? (check all that apply)

Available/Receive

- | | | |
|--|-------|-------|
| a. free or reduced tuition for your children | _____ | _____ |
| b. day care for your children | _____ | _____ |
| c. free or reduced membership in a synagogue or JCC | _____ | _____ |
| d. synagogue membership privileges such as High Holiday tickets | _____ | _____ |
| e. money to attend conferences | _____ | _____ |
| f. full or partial subsidy for continuing educational courses or in-service training | _____ | _____ |
| g. sabbatical leave (full or partial pay) | _____ | _____ |
| h. disability benefits | _____ | _____ |
| i. employer contributions to health plan | _____ | _____ |
| j. pension benefits | _____ | _____ |

76. The following questions concern the goals, objectives and priorities of the schools in which you teach. For each of the schools you teach in, circle the response that best describes your school:

- | | |
|--------------------|-----------------------|
| (1) Agree strongly | (2) Agree |
| (3) Disagree | (4) Disagree strongly |

A. FIRST school in which I work.

- a. The school's goals and objectives are clearly communicated

1 2 3 4

- b. My school has a set of objectives that indicate what students are expected to attain over a specified period of time 1 2 3 4
- c. I know what my school's goals are 1 2 3 4
- d. I generally agree with my school's goals 1 2 3 4
- e. The teachers in my school have a common set of priorities indicating which goals and objectives take precedence when two or more come into conflict 1 2 3 4
- f. Priorities change too frequently and are sometimes hard to keep track of 1 2 3 4
- B. SECOND school in which I work:**
- a. The School's goals and objectives are clearly communicated 1 2 3 4
- b. My school has a set of objectives that indicate what students are expected to attain over a specified period of time 1 2 3 4
- c. I know what my school's goals are 1 2 3 4
- d. I generally agree with my school's goals 1 2 3 4
- e. The teachers in my school have a common set of priorities indicating which goals and objectives take precedence when two or more come into conflict 1 2 3 4
- f. Priorities change too frequently and are sometimes hard to keep track of 1 2 3 4

FUTURE

The next set of questions ask about your future plans in the field of Jewish education.

69. In which of the following do you have knowledge and skills which you would be interested in utilizing to enhance Jewish education in your community? Circle all that apply.

1. Hebrew
2. Bible
3. Customs and Ceremonies
4. Rabbinic literature
5. Jewish history

6. Israel and Zionism
7. Skills and special talents
8. Family education
9. Special education
10. Library
11. Gifted and talent
12. Technology/computers/media
13. Counseling
14. Parent education
15. Teacher training
16. Curriculum development
17. Music
18. Drama
19. Art
20. Youth work
21. None
22. Other _____

6. Three years from now, do you think you will be working in the field of Jewish education?

Yes 1 No 2

Do you think you will be working in Jewish education in the same community?

Yes 1 No 2

7. Do you think you will be working in the SAME setting or school?

Yes 1 No 2

8. Which of the following best describes your career plans over the next five years. Choose one.

1. plan to continue what I am doing
2. plan to teach in a different supplementary school
3. plan to teach in a day school (or a different day school)
4. plan to be an administrator or supervisor in a Jewish school
5. plan to have a position in Jewish education other than in a school (such as a JCC, Jewish library, or camp)
6. plan to be involved in Jewish education in Israel, or in some other country
7. plan to seek permanent position outside of Jewish education
8. to resign from employment
9. plan to retire

10. don't know/uncertain

FULL-TIME/PART-TIME

The following items concern the full-time/part-time nature of Jewish education:

73. Do you have to teach in more than one setting in order to earn a suitable wage?

Yes (1)

No (2)

71. To what extent are each of the following advantages or disadvantages of teaching in more than one school:

- (1) definite advantage
- (2) somewhat an advantage
- (3) somewhat a disadvantage
- (4) definite a disadvantage

a. Distance between settings	1	2	3	4
b. Scheduled faculty meetings	1	2	3	4
c. Scheduled faculty in-service	1	2	3	4
d. Preparation time	1	2	3	4
e. Classroom autonomy	1	2	3	4
f. Adjustment to different expectations	1	2	3	4
g. Variety of programs	1	2	3	4

70. If you had an opportunity to work full-time, would you prefer to teach.. circle one.

- 1. in one school
- 2. in several schools
- 3. I don't want to work full-time

2. If you are a part-time Jewish educator, what sorts of things would encourage you to consider full-time employment in Jewish education. Rank the three most important by writing 1,2,3, next to your choice where 1 is the most important.

- a. salary
- b. benefits
- c. job security
- d. career advancement
- e. greater background in Judaica and Hebrew
- f. greater educational background
- g. presence of colleagues and opportunities to work with them
- h. change in family status
- i. availability of training opportunities

- j. job security, tenure
- k. more resources at work

4. Are you a full-time or part-time Jewish educator? Check one.

full-time () part-time ()

AFFILIATION

Next we are going to ask you about your Jewish affiliations.

38. At the present time, which of the following best describes your Jewish affiliation: Circle your response.

- 1. Orthodox
- 2. Conservative
- 3. Reform
- 4. Reconstructionist
- 5. Secular
- 6. Other (Specify) _____

40. Are you currently a member of a synagogue?

Yes 1 No 2

41. What denomination is the synagogue of which you are a member? Circle your response.

- 1. Orthodox
- 2.. Conservative
- 3.. Reform
- 4.. Reconstructionist
- 5.. Secular
- 6. Other (Specify) _____

42. Are you a teacher in the synagogue where you are a member?

Yes () 1 No () 2

43. Which of the following, if any, do you usually observe in your home? (circle all that apply)

- 1. light candles on Friday evening
- 2. attend a seder in your home or somewhere else
- 3. buy Kosher meat for home use
- 4. use separate dishes for meat and dairy
- 5. light Hanukkah candles

6. have a Christmas tree
7. fast on Yom Kippur
8. refrain from handling money on the Sabbath
9. refrain from riding on the Sabbath
10. build a Sukkah
11. fast on Tisha B'Av
12. fast on minor fasts such as Ta'anit Esther

44. During the past year, did you....
- | | Yes (1) | No (2) |
|---|---------|--------|
| a. attend synagogue on the High Holidays | 1 | 2 |
| b. attend synagogue at least twice a month on Shabbat | 1 | 2 |
| c. attend synagogue on holidays such as Sukkot, Passover or Shavuot | 1 | 2 |
| d. attend synagogue daily | 1 | 2 |

45. To which of the following Jewish organizations do you belong:

- | | Yes (1) | No (2) |
|---|---------|--------|
| a. local Jewish social service organizations or auxiliaries - e.g., Home for the Aged, Child and Family service | 1 | 2 |
| b. Sisterhood or Men's Club | 1 | 2 |
| c. Zionist organization | 1 | 2 |
| d. Bnai Brith/ADL | 1 | 2 |
| e. Jewish Community Center | 1 | 2 |
| f. Other (specify) _____ | | |

46. Have you ever been to Israel? Yes () 1 No () 2

47. If yes, did you ever live in Israel for three months or longer? Yes () 1 No () 2

48. As a member of the Jewish community in which of the following do you actively participate.

- | | Yes () 1 | No () 2 |
|--|-----------|----------|
| a. volunteer on behalf of Jewish organizations | 1 | 2 |
| b. contribute to local Jewish federation campaign | 1 | 2 |
| c. contribute to Jewish causes | 1 | 2 |
| d. support causes by attendance at public gatherings such as rallies | 1 | 2 |

49. My children are enrolled in (circle all that apply)

1. Jewish day school
2. supplementary synagogue school
3. Jewish pre-school
4. public school

5. other private/independent school
6. I have no school age children.

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

1. one/day week or "Sunday" school
2. two or three day/week supplementary school
3. four or five day/week Talmud Torah
4. day school
5. none
6. other (specify)

57. Did you attend a Jewish summer camp with mainly Jewish content or program? Circle your response.

Yes () 1 How many Summers? _____

No () 2

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

1. one day/week confirmation class
2. two or more days/week Hebrew high school
3. day school
4. none
5. other (specify)

DEMOGRAPHICS

Lastly, we want to ask you some questions about yourself.

35. What is your annual salary from your teaching?

	First school	Second School
a Under \$1,000	()	()
1,000 - \$2,999	()	()
\$3,000 - \$4,999	()	()
\$5,000 - \$6,999	()	()
\$7,000 - \$9,999	()	()
\$10,000 - \$14,999	()	()
\$15,000 - \$19,999	()	()
\$20,000 - \$24,999	()	()
\$25,000 - \$30,000	()	()
Over \$30,000	()	()

65. What is your total family income?

1. \$30,000 or below

2. \$31,000 - \$40,000

3. \$41,000 - \$50,000

4. \$51,000 - \$75,000

37. Are you Jewish?

Yes 1 No 2

39. Are you a convert to Judaism?

Yes 1 No 2

50. Age _____

51. Sex: Male () 1 Female () 2

52. Where were you born?

USA

Other, please specify _____

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

1. some high school
2. graduated high school
3. some college
4. graduate college
5. some post-graduate courses
6. graduate or professional degree
7. technical school
8. teacher-training institute

55. What degrees do you hold? Please list:

DEGREE

MAJOR

59. How many college or graduate credits do you have in each of the following:

number of credits

- a. Judaica or Jewish studies
- b. Hebrew language
- c. education
- d. Jewish communal service

60. Do you hold a professional license or certification in:

a. Jewish education Yes 1 No 2
 1 2

- | | | |
|---------------------------|---|---|
| b. general education | 1 | 2 |
| c. other (please specify) | 1 | 2 |

61. Marital status

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

62. Is your spouse Jewish? Yes 1 No 2

63. Is your spouse also a Jewish educator? Yes 1 No 2

64. How important to your household is the income you receive from Jewish education? Choose one of the following:

1. the main source of income
2. one of our/my main sources of income
3. an important source of additional income
4. significant to our/my total income
5. I do not earn an income from Jewish teaching

THANK YOU VERY MUCH FOR YOUR COOPERATION!

B: Survey

17-3-93

17-3-93

Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Shulamit R. Elster Date: March 17, 1993
From: Oriana Or No. Pages: 1
Fax Number: _____

Dear Shulamit,

Best time to call Annette on Thursday, March 18th is anytime between 2:00 to 4:00 p.m. Israel time. More specifically, would be 3:00 or 4:00 o'clock, Israel time.

Sincerely,

Oriana



Memorandum

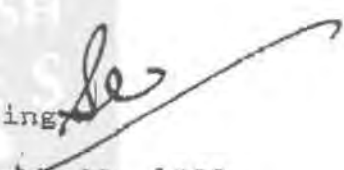
TO: Lead Communities Project Directors:

Lauren Azoulai
Chaim Botwinick
Ruth Cohen

Field Researchers:

Robertta Goodman
Claire Rottenberg
Julie Tammivaara

FYI: CIJE Staff and Consultants:

Annette Hochstein and Shmuel Wygoda
Steve Hoffman
Barry Holtz
Virginia F. LeviFROM: Shulamith Elster and Ellen Goldring 

RE: Educator Survey Consultation: March 29, 1993

DATE: March 16, 1993

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

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

You can expect an update by Thursday!

se

3/16/93

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T**Council for Initiatives
in
Jewish Education**

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

From: Shulamith R. Elster

Description:

Please send a fax and let
me know a good time to
talk with you on Thursday!
I can call you - Can you give
me a choice of 2 times?

Number of pages (including cover): 2

Date sent: 3/16/93

Time sent: 4pm

If there are any problems receiving
this transmission please call:

301-230-2012

Fax Memorandum

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

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

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

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

Best regards.

S.

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Council for Initiatives
in
Jewish Education

Date sent: 5/4 Time sent: 8:00

No. of Pages (incl. cover): 7

To: Annette Hochstein, Seymour Fox,
Shmuel Wygoda
Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Oriana -

Here are the pages you asked for, plus a
memo from SE on the Jim Joseph Fdn.
Will the telcom be to 617-418?

Thanks,
Ginny

If there are any problems receiving
this transmission, please call:
216-391-1852

MINUTES: CIJE Staff Teleconference
DATE OF MEETING: April 29, 1993
DATE MINUTES ISSUED: April 30, 1993
PARTICIPANTS: Shulamith Elster, Seymour Fox, Annette
Hochstein, Stephen H. Hoffman, Barry Holtz,
Virginia F. Levi (Sec'y), Shmuel Wygoda, Henry
L. Zucker
COPY TO: Morton L. Mandel

I. The minutes and assignments of April 14 were reviewed.

- ss ment A. SE will talk with Steve Gelfand for a report on the meeting with the
ssignment CRB Foundation on the Israel experience. It was noted that Alan
Hoffman met recently with CRB staff and AH will get a report from
him.
- B. The matter of how CIJE, the Lead Communities, and the denominations
will relate to each other still needs to be worked out. It is
anticipated that this will be covered during the May seminar.
- ssignment C. The first feedback session in Milwaukee has now taken place. SE
will forward a brief report to the staff group.
- D. SF is working with David Hirschhorn on a letter clarifying the
purpose of the support which will be provided by the Blaustein
Foundation.
- E. SHH has been in touch with Jack Ukeles about an interim financial
arrangement. It is likely that some negotiations will take place
before a final agreement is reached.
- ssignment F. VFL will arrange for SF to talk with AJN about the proposal to the
Spencer Foundation during the May seminar.
- ssignment G. VFL will schedule a meeting of MLM with Lester Pollack and Gershon
Kekst to discuss CIJE.
- H. HLZ reported that he, SHH, and VFL will interview a candidate for a
CIJE position on April 30.

II. Report on Simulation

- A. It was reported that our team of SF, AH, and SW worked with Alan
Hoffman, Marshall Levin and Mark Rosenstein to review in depth the
issues for discussion at the May seminar and, as a result,
substantially revised the proposed agenda. They concluded that
there are a number of basic issues related to team building and
trust building which must take place at this seminar and that, as a

MINUTES: CIJE Staff Teleconference

DATE OF MEETING: April 29, 1993

DATE MINUTES ISSUED: April 30, 1993

PARTICIPANTS: Shulamith Elster, Seymour Fox, Annette Hochstein, Stephen H. Hoffman, Barry Holtz, Virginia F. Levi (Sec'y), Shmuel Wygoda. Henry L. Zucker

COPY TO: Morton L. Mandel

I. The minutes and assignments of April 14 were reviewed.

Assignment A. SE will talk with Steve Gelfand for a report on the meeting with the CRB Foundation on the Israel experience. It was noted that Alan Hoffman met recently with CRB staff and AH will get a report from him.

B. The matter of how CIJE, the Lead Communities, and the denominations will relate to each other still needs to be worked out. It is anticipated that this will be covered during the May seminar.

Assignment C. The first feedback session in Milwaukee has now taken place. SE will forward a brief report to the staff group.

D. SF is working with David Hirschhorn on a letter clarifying the purpose of the support which will be provided by the Blaustein Foundation.

E. SHH has been in touch with Jack Ukeles about an interim financial arrangement. It is likely that some negotiations will take place before a final agreement is reached.

Assignment F. VFL will arrange for SF to talk with AJN about the proposal to the Spencer Foundation during the May seminar.

Assignment G. VFL will schedule a meeting of MTM with Lester Pollack and Corshon Keker to discuss CUE

[illegible]

substantially revised the proposed agenda. They concluded that there are a number of basic issues related to team building and trust building which must take place at this seminar and that, as a

result, it seems premature to involve representatives of the training institutions and denominations. SF agreed that he would call the training institution and denomination representatives and inform them of the change in plans.

Marshall Levin has agreed to contact the planners in Atlanta and Milwaukee, to review the revised, proposed agenda and to get their input before the agenda is finalized.

The schedule will be as follows (All meetings to take place at the Jewish Community Federation, 1750 Euclid Ave.):

Monday, May 10 - 6 PM to 10 PM Meeting of full staff, including field researchers, to discuss launching of the reporting process.

Tuesday, May 11 - 8 AM to 9:30 PM
Meetings with representatives of the communities.

Wednesday, May 12 - 8 AM to 4 PM
Meetings with representatives of Lead Communities

Wednesday, May 12 - 4 PM - 5 PM
Debrief.

B. Proposed Agenda

It was noted that the ultimate goal of the two day seminar is to emerge with a joint plan of action. The following is a summary of the current proposed agenda:

1. Overview - Tuesday morning

We will begin by laying out the issues which have been raised and which require resolution in order to establish how CIJE, the lay leaders and professional staff of the Lead Communities, the denominations, training institutions, and others should work together. A set of questions was developed during the simulation which can serve as the basis for this discussion. Participants will be encouraged to raise others. This will be a working session at which issues will be put on large papers on the wall as they are generated. Any which cannot be answered immediately should be dealt with during the course of the seminar.

2. Draft Action Plan Tuesday afternoon and evening

a. The three Lead Communities together and CIJE

We will come to the meeting with a proposed schedule of meetings for the next two years, including gatherings of lay and professional leaders of the three communities with CIJE staff, working meetings of the CIJE and Lead Community staff, and regular sessions of CIJE staff in local communities.

b. Elements

The purpose of this session will be to remind participants that the ultimate goal of CIJE is to bring about systemic change in the areas of personnel and community mobilization. The specific projects being undertaken by CIJE (i.e., Best Practices, the goals project, and monitoring, evaluation and feedback) should be looked at as ways of moving toward that systemic change. Discussion should include how we can work together on these projects and how we can effectively integrate them with the agendas of the individual communities.

3. Synthesis Wednesday, May 12 - Morning

This session, to be lead by SHH and Marshall Levin, should lead to a joint action plan and calendar for work among CIJE and the three lead communities and between CIJE and each individual community.

4. Local Lead Community issues: Open Discussion Wednesday, May 12
- Afternoon

This discussion will be lead by SE and is an opportunity to resolve any issues that came up during the seminar and have not yet resolved.

At the conclusion of the two days, each person should leave knowing what should happen next, both in the short term and long term.

Following a revision of the agenda on the basis of this discussion by staff and Marshall Levin's contacts with Atlanta and Milwaukee, AH will prepare a revised agenda and a cover letter to accompany it and will send those to VFL for immediate distribution.

5. Debrief 4 PM to 5 PM

At the conclusion of the two days, the staff will meet to debrief and concretely determine next steps.

assignment

III. Other Business

Assignment

- A. SHH reported that he had received a letter from Milwaukee requesting the \$30,000.00 promised by CIJE in February. He will forward copies of that letter to MLM and to Israel for consideration.

He expects to receive a similar letter from Atlanta in the near future.

- B. It was reported that CJF has asked JESNA to take over CJF's continuity commission. JESNA is uncomfortable with this request in light of the fact that there appears to be significant duplication with the work already done by the Commission on Jewish Education in North America and now being undertaken by CIJE. It is clear that JESNA would like to have a major role in work related to the future of Jewish education in North America, but that there is awareness of the potential conflict.

Assignment

It was suggested that SHH bring MLM up to date on this issue and that the CIJE Steering Committee consider how best to respond to the CJF commission approach. SHH will recommend to MLM that he meet with Jonathan Woocher and Bennett Yanowitz to discuss this and a role for JESNA in the CIJE process. It was also noted that this is another reason to encourage MLM to meet soon with Corky Goodman.

IV. Future Meetings

The next telecon is scheduled for Wednesday, May 5 at 9:00 AM.

Fax Memorandum

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

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

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

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

3. The three communities have been notified regarding Conservative movement opportunities within the next few months. Aryeh and Bob both said that Shmuel met with them regarding the same issues. Shmuel, please send me a fax and let me know with whom you met within the Orthodox and Reform movements so I have this information before I schedule my own appointments.

Best regards,

טופס מעקב

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

1) שם כותב המסמך: שולמית אלסטר Shulamith Elster

2) תאריך: 13 במרץ 1993

3) הנדון: "אלסטר"

4) תוכן מקוצר:

5) שם התיק בו מתויק המסמך המקורי: L.C. אלסטר



טופס מעקב

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

- 1) שם כותב המסמך: Ellen Goldring
Shulamith Elster אילן גולדרינג
שלומית אלסטר
- 2) תאריך: 12.3.93 12 מרץ 1993
- 3) הנדון: The Educator Survey
- 4) תוכן מקוצר:
- 5) שם התיק בו מתויק המסמך המקורי: L.C. מוזס 885

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**Council for Initiatives
in
Jewish Education**

To: Aspetee Hochstein
Company Name: Mayflower
Phone Number: 212-265-5098
Fax Number: 212-265-5098

From: Shulamith R. Elster

Description:

Milwaukee Materials

Number of pages (including cover): 6 more!

Date sent: 3/5/93

Time sent: 9:01 am

If there are any problems receiving
this transmission please call:

301-230-2012

JEWISH EDUCATION PROGRAMS IN MILWAUKEE - JANUARY 1993

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

1207

***Council for Initiatives
in
Jewish Education***

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To:

Annette Hochstein

Company Name:

Mayflower

Phone Number:

212-265-5098

Fax Number:

212-265-5098

From: Shulamith R. Elster

Description:

Milwaukee Mailer

Number of pages (including cover):

6

Date sent:

3/5/93

Time sent:

9:10 am

If there are any problems receiving
this transmission please call:

301-230-2012

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

ANNOTATED AGENDA

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

Page 2

8:30 VI. Role of the Commission

Jane Gellman

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

8:35 VII. CIJE's Link to Milwaukee

Dr. Shulamith Elster

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

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

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

Page 3

C. Activity II - Table discussions

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

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

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

1. Local priorities
2. National/CIJE priorities

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

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

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

Page 4

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

RC/nm

LEAD COMMUNITY PROJECT
ORGANIZATIONAL CHART - DECISION MAKING PROCESS

1/14/93

Decision Making Process

- Managing process of Commission and Task Forces
- Developing outline for strategic plan
- Liaison to participating organizations and Federation

- Identifying issues
- Setting priorities
- Building consensus
- Approving strategic plan
- Reviewing recommendations of Task Forces
- Monitoring progress
- Liaison to participating organizations

- Gathering data
- Addressing specific issues
- Developing action plans



STEERING COMMITTEE

2 Co-Chairpersons
17 Members
Year Term

COMMISSION ON EDUCATION

2 Chairpersons
Members
Year Term

10-15 members per Task Force			
1 Chairperson			
Term - Contingent upon nature of task			
A	B	C	D

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

Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

DATE 4/6/93
C. J. R.

Facsimile Transmission

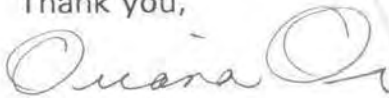
To: <u>Barry Holtz</u>	Date: <u>June 4, 1993</u>
From: <u>Oriana Or</u>	No. Pages: <u>1</u>
Fax Number: _____	

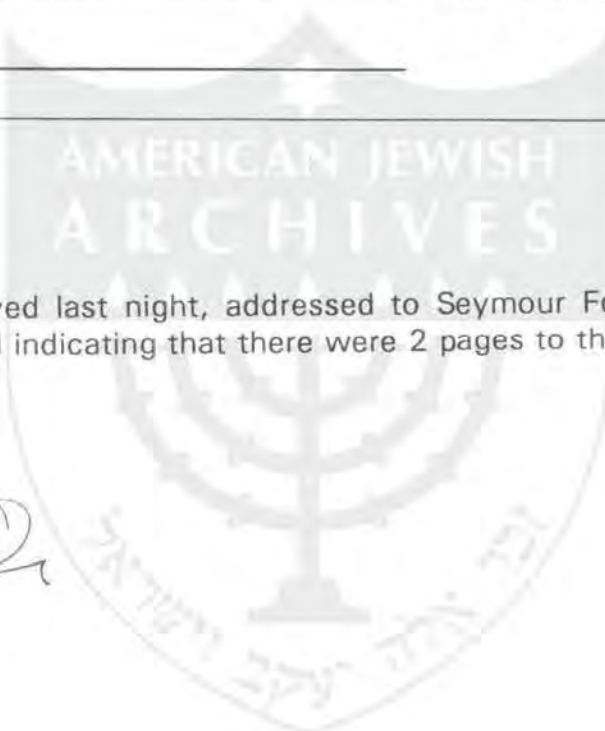
Dear Barry,

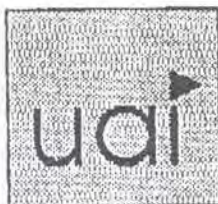
A one page fax arrived last night, addressed to Seymour Fox, marked Personal, without any text, and indicating that there were 2 pages to this fax.

Please resend.

Thank you,


Oriana Or
Executive Assistant





UKELES ASSOCIATES INC.

611 Broadway, suite 505 · New York, NY 10012

tel (212) 260-8758 · fax (212) 260-8760

FACSIMILE TRANSMITTAL SHEET

	DATE: 4-15-93
TO: Annette Hochstein	FROM: Jack Ukeles
COMPANY:	PAGES (including cover): 3
FAX #:	FAX #: (212) 260-8760

MESSAGE:

If there is a problem with this transmission

please call _____ at (212) 260-8758.

M E M O R A N D U MVIA FACSIMILE & REGULAR MAIL

To: Steven Hoffman

From: Jack Ukeles

Date: 4/15/93

Re: UAI Work for CIJE

cc: Annette Hochstein
Henry Zucker

=====

I am writing to follow up on my letter of March 26th to Henry Zucker and our phone conversation of earlier today regarding the status of our work for CIJE.

I understand that the CIJE does not have a current assignment for us, but wishes to leave open the possibility of future work on its behalf. We are willing to extend the current agreement (without additional dollars) from June 30th to the end of December, 1993.

I also understand that CIJE has agreed to compensate UAI for the time we had committed to CIJE through the end of April. I am enclosing an invoice covering the balance due through the end of April, which totals \$22,000.

We wish the Board, staff, and consultants to CIJE every success in your future work.

F A X C O V E R L E T T E R

DATE: 06/28/93
TIME: 13:14

Wisconsin Center for Ed Research
1025 W. Johnson St.
Madison, WI 53706
TEL
FAX 608-265-2140

0 Pages Follow

TO: Shmuel Wygoda
COMPANY: Mandel Institute
FROM: Adam Gamoran
COMPANY: University of Wisconsin

C O M M E N T S

Thanks, we are well though still getting settled in. I'm glad the contracts are fine; will Ginny prepare them for H. Zucker to sign, or what is the procedure? Regarding Claire's replacement, Ellen and I are meeting this week to develop a strategy. We are also meeting with the field researchers, although Claire will miss the meeting because her father just passed away in Phoenix.

Best to all,
Adam

FAX SENT

DATE:

28/6/93

Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To:	Pr Adam Gamoran	Date:	June 28th 1993
From:	Shmuel Wygoda	No. Pages:	1
	001 608 263-6448		
Fax Number:			

Dear Adam,

I hope this fax finds you and yours in good spirit and health, after a safe return to the US.

We went over your proposed contracts for Julie and Roberta and they both look fine.

Any news with regards to a replacement for Claire in Atlanta?

Best regards,

Shmuel



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*****  
*          REPORT          ( JUN 28 '93 08:53 ) :MANDEL INSTITUTE          *  
*****  
*          DATE      START TIME    REMOTE TERMINAL        MODE      TIME     TOTAL   RESULTS DEPT.  
*          PAGE(S)   TIME           IDENTIFICATION       G3ST      PAGES    OK      CODE  
*          JUN 28    08:52         608 263 6448          00'30"    001      OK      0001  
*  
*          ERROR MESSAGE:  
*          PAGE(S) CONCERNED :  
*          SERVICE CODE      :  
*****
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Council for Initiatives
in
Jewish Education

Date sent:

Time sent:

No. of Pages (incl. cover):

To: Annette Hochstein, Seymour Fox,
Shmuel Wygoda
Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Seymour,

I was to send you the attached, for your comments, before sending it to M.L.M. I'd appreciate any suggestions. Is it something you want to share with him in Israel or should I wait until he's back?

Would you please let Caroline know that there are no bios on Jack + Joe Mended.
Sorry.

Hope all goes well.

Warmly,
Ginny

If there are any problems receiving
this transmission, please call:

216-391-1852

MEMO TO: Seymour Fox

DATE: May 26, 1993

FROM: Ginny Levi 

SUBJECT: Agenda for August 26 CIJE Board and Executive Committee Meetings

Following is a memo I propose to send to MLM, with your approval or corrections:

We have scheduled an Executive Committee meeting for the morning of Thursday, August 26 and a Board meeting for the afternoon. I have reserved rooms at UJA/Federation with the thought that the Executive Committee meeting might go from 10 to 11:30 and the Board meeting from noon to 3:30 or 4:00, including lunch.

SF, HLZ and I met recently to discuss these meetings. We listed the following desired outcomes:

1. Provide the Board with a sense of the momentum of CIJE.
2. Demonstrate that the Communities are coming aboard.
3. Indicate that individual activities within the Lead Communities will have an impact well beyond the local communities.

Following are the items proposed for the Executive Committee:

- I. Update on personnel (SF - I added this in light of developments)
- II. Approval of fiscal 1993-94 budget.
- III. Discussion of CIJE as a fund raiser, not a funder, for the Lead Communities.
- IV. Development report by AJN.

We propose the following for the Board meeting:

- I. Progress Report
- II. Centerpiece - Report on work in the Lead Communities (we suggest that Chuck Ratner present the report with careful preparation by CIJE staff.) Items to be covered would include:
 - A. The establishment of local coalitions
 - B. Educators' Survey
 - C. Progress of local commissions

We may wish to invite one or all three of the Communities to respond to Chuck's report.

III. "Teaser" report on Educators Survey

Esther Leah Ritz might introduce Adam Gamoran to make the report on what has occurred to date and what is scheduled.

IV. Update on Best Practices and Pilot Projects

We might ask John Colman to introduce Barry Holtz, who would make the report.

V. Report on meeting of MLM with partners (assuming this meeting has taken place by then)

VI. Development report on grants received and requests outstanding

We propose that a progress report be prepared for distribution in advance of the meeting to incorporate written reports by Adam and Ellen on Monitoring, Evaluation and Feedback, Barry on Best Practices and Pilot Projects, and Shulamith on the Lead Communities.



Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: <u>Ellen Goldring and Adam Gamoran</u>	Date: <u>May 24, 1993</u>
From: <u>Annette Hochstein</u>	No. Pages: <u>1</u>
Fax Number: <u>615-343-7094</u>	

Dear Ellen and Adam,

In response to your fax of May 19th, re - compensation for Educator Survey Reports.

I will discuss your proposal with Mort when he is here next week and hope to have a positive answer for Ellen when she is here.

Warm regards,

Annette

Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: <u>Ellen Goldring</u>	Date: <u>May 24, 1993</u>
From: <u>Annette Hochstein</u>	No. Pages: <u>1</u>
Fax Number: <u>615-343-7094</u>	

Dear Ellen,

Thank you for your fax of May 19th. A tentative schedule has been set up for June 13th as follows: from 9 or 10 till 12 with Shmuel Wygoda, Danny Marom and myself at my office on Rechov Yehoshafat 10. A meeting has also been set up with Alan Hoffmann at the Melton Center from 12 to 2. Alan is trying to arrange to have Mark Rosenstein join the meeting as well.

The items that you suggested for the agenda are fine. I would like to add one more item:

- CIJE update since Cleveland

I look forward to your visit.

Regards,

Annette



FACSIMILE TRANSMISSION

TO : Annette Hochstein
FAX NO : 010 972 2 619951
FROM : Adam G.
DATE : 19 May
PAGES : (including top sheet) 2

CENTRE for EDUCATIONAL SOCIOLOGY
Department of Sociology

The University of Edinburgh
7 Buccleuch Place
Edinburgh EH8 9LW
Scotland

Fax UK (0)31 668 3263

Email CES@uk.ac.edinburgh

Telephone UK (0)31 650 1000

or direct dial UK (0)31 650 4186/4187

NOTES :

I'm faxing this only because my
e-mail connection is broken. It can
wait for Annette's return to Israel.

Adam

FAX NUMBER FOR REPLY +31 668 3263.

**PLEASE TELEPHONE +31 650 4186/4187 IF THERE ARE ANY PROBLEMS WITH THE
RECEIPT OF THIS DOCUMENT.**

Dear Annette,

As always I enjoy working with you and Seymour, and despite (or perhaps because of) the difficulties and challenges of the meetings last week, I am ready to push onward. (Lo alecha ha-m'lacha ligmor...)

We discussed some short-term monitoring, both of CIJE's follow up to the communities, and of the communities' follow-up to the meetings last week. I am writing to ask for elaboration on both of these points.

You had a moment to write five items that CIJE is supposed to do for follow-up. You wrote:

- (1) staffing - exec
- (2) funding - response
- (3) holding communities' hands
- (4) ed survey

I think I know what the 3rd and 4th points mean. Could you explain the first two? What do you want us to monitor there?

Regarding the communities, I need a similar list: What, exactly, are they supposed to do over the 30-90 days following the meetings, that you wish us to monitor? Let me try the following:

MILWAUKEE

- (1) Finish administering ed survey.
- (2) Follow through with commission meetings.
- (3) Expand mobilization to larger donors???? They don't know about this.
- (4) Incorporate personnel into all task forces.

BALTIMORE

- (1) Kick off lead communities on July 1.
- (2) ???

ATLANTA

- (1) Dedicate someone to the lead community project--did they agree to this??

As you can see I am struggling to come up with concrete steps that were promised to you. Do you have specific items or questions we can be looking out for?

Adam
\$

MEMO		תזכיר	
TO:	<i>Mike Miller</i>	אל:	דרושה תשובה עד תאריך:
FROM:	<i>Mike Miller</i>	מאת:	RESPONSE NEEDED BY (DATE):
SUBJECT:	<i>FR's report</i>	נושא:	DATE: תאריך:

MESSAGE: *set of homogeneous report. cannot* הודעה:

report draft seeming ad-hoc.

Homogeneity of the whole, they talked

we must have homogeneity for reliability

internal drafts not reports (homogeneous)

= reliable re sources etc. -

minimum # of interviews (adam has to decide)

SIGNED

REPLY: *To each problem & priorities* תשובה

Nothing

MEMO		תזכיר	
TO: Mike Milbar	אל:	דרושה תשובה עד תאריך:	
FROM:	מאת:	RESPONSE NEEDED BY (DATE):	
SUBJECT: F-R		נושא:	תאריך: DATE:

MESSAGE:

No focus on problems
rather general impressions
N/A
Heterogeneous -

הודעה:

SIGNED

REPLY:

Balt Be ready to answer

תשובה:

MEMO		תזכיר	
TO:	אל:	דרושה תשובה עד תאריך:	
FROM:	מאת:	RESPONSE NEEDED BY (DATE):	
SUBJECT:	FR Milbrouk	נושא:	תאריך: DATE:

MESSAGE:

הודעה: milbrouk - nothing to say. No eds. interview
 Political problem

SIGNED

REPLY:

תשובה: Atlanta - also not much to say. No cje
 Atlanta discuss.
 Fascinating - Best Practice on what

Mandel Institute

- פנימי -

מכון מנדל

MEMO		תזכיר	
TO:	אל:	דרושה תשובה עד תאריך: RESPONSE NEEDED BY (DATE):	
FROM:	מאת:		
SUBJECT:		נושא:	תאריך: DATE:

MESSAGE:

answer the two questions
re - ed underment

SIGNED

REPLY:

תשובה:

Received: by HUJIVMS via NJE (HUyMail-V61); Fri, 23 Apr 93 15:44:30 +0300
Received: from RL.IB by UKACRL.BITNET (Mailer R2.07) with BSMTTP id 4973;
Fri,

23 Apr 93 13:44:11 BST

Received: from RL.IB by UK.AC.RL.IB (Mailer R2.07) with BSMTTP id 9782;
Fri, 23

Apr 93 13:44:10 BST

Via: UK.AC.ED.ERCVAX; 23 APR 93 13:44:08 BST
Date: Fri, 23 APR 93 13:43:45 BST
From: EKJC68@ERCVAX.EDINBURGH.AC.UK
To: annette@hujivms
Subject: preparations for May 10 feedback meeting
Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX"
<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Thanks again for making time for me while you were in London, and for the excellent suggestions you provided. I'll probably hear this weekend how things went in Milwaukee yesterday. A special BIG THANKS to Caroline and

Oriana for helping me get in contact with you while you were in London.

In preparation for the evening meeting on May 10, at which members of the evaluation team will give updates to CIJE staff, we are asking each of the CIJE staff members to let us know of any particular topics, issues, or questions they'd like us to be sure to address. I am writing to ask you and/or Seymour to suggest any particular topics on which you would like an update.

Adam

Received: by HUJIVMS via NJE (HUyMail-V6k); Tue, 30 Mar 93 13:24:50 +0200

Received: from RL.IB by UKACRL.BITNET (Mailer R2.07) with BSMTTP id 2282; Tue,

30 Mar 93 12:24:17 BST

Received: from RL.IB by UK.AC.RL.IB (Mailer R2.07) with BSMTTP id 9687; Tue, 30

Mar 93 12:23:53 BST

Via: UK.AC.ED.ERCVAX; 30 MAR 93 12:13:24 BST

Date: Tue, 30 MAR 93 12:12:00

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: MANDEL@HUJIVMS

Subject: Oriana, here's my itinerary. I'll call you from Jerusalem, probably this Thursday. L'hitraot, Adam Gamoran.

Adam Gamoran

Itinerary for March 31 - April 20, 1993

Sunday, March 31, to Thursday, April 8:

c/o Kanyas Family, Jerusalem

tel. 972-2-346367

fax 972-2-346082

Wednesday, April 7

meeting with Hebrew University faculty

contact: Dr. Tamar Rapoport

office tel. 972-2-882086

office fax 972-2-322345

(Note: Office will be closed on the day of the meeting.)

(home tel. 972-2-619956)

Thursday, April 8

meeting with Seymour Fox and Annette Hochstein,

Mandel Institute of Jerusalem

tel. 972-2-617418

fax 972-2-619951

e-mail: bitnet%"mandel@hujivms"

Friday, April 9 - Monday, April 12

c/o Medina Family, Sderot
tel. 972-7-899262

Tuesday, April 13 - Thursday, April 15

Club Inn, Eilat
tel. 972-2-7-334555

Friday, April 16 - Tuesday, April 20

c/o Dr. Hanna Ayalon
office phone: 972-3-640-8626
office fax: 972-3-640-9477
home phone: 972-3-533-7465
e-mail: ayalon@il.ac.tau.ccsq

Note: From Edinburgh I reach this e-mail address as:
earn%ayalon@earn.il.ac.tau.ccsq

Note: If the gods of technology are with me, I will also be checking my own e-mail at my Edinburgh address on April 7 and April 16-20.

Adam



Received: by HUJIVMS via NJE (HUyMail-V6k); Tue, 30 Mar 93 15:18:29 +0200

Received: from RL.IB by UKACRL.BITNET (Mailer R2.07) with BSMTTP id 6315; Tue,

30 Mar 93 14:17:42 BST

Received: from RL.IB by UK.AC.RL.IB (Mailer R2.07) with BSMTTP id 5115; Tue, 30

Mar 93 14:17:34 BST

Via: UK.AC.ED.ERCVAX; 30 MAR 93 14:08:23 BST

Date: Tue, 30 MAR 93 13:57:38

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: MANDEL@HUJIVMS

Subject: Oriana: here's my suggested agenda for the meeting on April 8

Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX"
<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Dear Annette and Seymour,

Just a brief note to suggest that our agenda on April 8 include the following:

I. Evaluation project issues

A. Field research

1. roles of the field researchers
2. integration of field research into community efforts
3. the feedback loop
 - a. to the communities
 - b. to CIJE
4. schedules of the above
5. contracts for the field researchers

B. The advisory process for the evaluation project

C. Quantitative research

1. supporting quantitative evaluation in the communities
2. the possibility of a comparative survey some day

II. General CIJE issues that affect the evaluation project

- A. Centralization
- B. Leadership
- C. the meaning of systemic reform

I look forward eagerly to our meeting, and I am especially grateful you are able to make time for it during chol hamoed.

Adam



Received: by HUJIVMS (HUyMail-V6k); Thu, 25 Mar 93 13:34:43 +0200
Date: Thu, 25 Mar 93 13:32 +0200
Message-id: <25030093133217@HUJIVMS>
From: <MANDEL@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: mandel
MIME-version: 1.0
Content-type: Text/plain; charset=US-ASCII
Content-Transfer-Encoding: 7BIT
Subject: Re:message

Dear Adam,

I will be out of town next week. However, I would appreciate it if you would call my office and speak to Oriana and give her your full itinerary with phone numbers.

Oriana will confirm the details of the meeting with you.

Looking forward to seeing you.

Annette



Received: by HUJIVMS via NJE (HUyMail-V6k); Thu, 25 Mar 93 14:31:29 +0200

Received: from RL.IB by UKACRL.BITNET (Mailer R2.07) with BSMTTP id 3429; Thu,

25 Mar 93 12:26:34 GMT

Received: from RL.IB by UK.AC.RL.IB (Mailer R2.07) with BSMTTP id 9299; Thu, 25

Mar 93 12:25:38 GMT

Via: UK.AC.ED.ERCVAX; 25 MAR 93 12:04:30 GMT

Date: Thu, 25 MAR 93 12:05:16

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: message

Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX"
<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Message received, will do. I'm looking forward to it also.

Adam



Received: by HUJIVMS (HUyMail-V6k); Wed, 24 Mar 93 11:22:55 +0200
Date: Wed, 24 Mar 93 11:22 +0200
Message-id: <24030093112239@HUJIVMS>
From: <MANDEL@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: mandel
MIME-version: 1.0
Content-type: Text/plain; charset=US-ASCII
Content-Transfer-Encoding: 7BIT
Subject: Re: meeting in April

Dear Adam,

Thank you very much for your various bitnets and their various comments as well as for your report on the meeting with Jim Coleman. Just wanted you to know that we are reading it all and are looking forward to our face to face meeting for in-depth consideration of the issues, next steps, etc.

Sorry for not responding earlier to your request for funding. We are pleased to participate and will cover the \$250. that you requested. Please let me know where you will be staying, and at what telephone number you can be reached.

Have a safe flight.

Annette

Received: by HUJIVMS via NJE (HUyMail-V6k); Wed, 24 Mar 93
11:43:50 +0200

Received: from RL.IB by UKACRL.BITNET (Mailer R2.07) with BSMTTP id
5320; Wed,

24 Mar 93 09:37:44 GMT

Received: from RL.IB by UK.AC.RL.IB (Mailer R2.07) with BSMTTP id
5057; Wed, 24

Mar 93 09:37:43 GMT

Via: UK.AC.ED.ERCVAX; 24 MAR 93 9:37:40 GMT

Date: Wed, 24 MAR 93 09:38:34

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: message

Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX"

<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Thanks for your message, and for the financial assistance. I will
send you my full itinerary with phone numbers. Shall I call you
next week when I arrive in Israel, to confirm the details of our
meeting?

Adam



Mar 93 12:01:13 GMT

Via: UK.AC.ED.ERCVAX; 22 MAR 93 12:00:40 GMT
Date: Mon, 22 MAR 93 11:31:59
From: EKJC68@ERCVAX.EDINBURGH.AC.UK
To: annette@hujivms
Subject: trip funding
Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX"
<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Did you receive my message about participating in the funding of my upcoming trip to Israel? Would that work out? I need to know so I can tell the funding agency, the "U.S.-Israel Education Fund." Their system is, they pay for the trip, but the participating institutions each must contribute directly to them. If this won't work for you I can manage ok, I just need to know.

Adam

Received: by HUJIVMS via NJE (HUyMail-V6k); Fri, 19 Mar 93 17:43:47 +0200

Received: from RL.IB by UKACRL.BITNET (Mailer R2.07) with BSMTTP id 4223; Fri,

19 Mar 93 15:42:38 GMT

Received: from RL.IB by UK.AC.RL.IB (Mailer R2.07) with BSMTTP id 9236; Fri, 19

Mar 93 15:42:36 GMT

Via: UK.AC.ED.ERCVAX; 19 MAR 93 15:42:31 GMT

Date: Fri, 19 MAR 93 15:43:19

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: field researchers' contracts

Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX"

<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Annette,

I want to add one more item to our discussion on April 8: renewal of the field researchers' contracts. Their contracts for this year stated that they will be informed by April 15, 1993, whether they will be rehired for next year.

I hope we will be able to sustain that promise.

As part of this process, I am initiating a performance review for each field researcher. Each is to write a self-evaluation and submit it to me. In addition, Ellen will give me her assessment of each one's work since August. I will take this input and, on the basis of my own experience and judgment, will write a performance review for each field researcher. I plan to keep these confidential but of course would be willing to submit them to my boss. (I'm not sure who that is, though.)

I will be making specific criticisms to each, but in general all three have done creditable jobs, and I will be advising CIJE to rehire them.

Adam

Received: by HUJIVMS via NJE (HUyMail-V6k); Sun, 14 Mar 93
14:49:56 +0200

Received: from RL.IB by UKACRL.BITNET (Mailer R2.07) with BSMTTP
id 5696; Sun,

14 Mar 93 12:48:53 GMT

Received: from RL.IB by UK.AC.RL.IB (Mailer R2.07) with BSMTTP id
2636; Sun, 14

Mar 93 12:48:53 GMT

Via: UK.AC.ED.ERCVAX; 14 MAR 93 12:48:51 GMT

Date: Sun, 14 MAR 93 12:49:18

From: EKJC68@ERCVAX.EDINBURGH.AC.UK


To: annette@hujivms

Subject: meeting with Coleman

Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX"
<EKJC68@ERCVAX.EDINBURGH.AC.UK>

To my great pleasure, Jim Coleman lectured in Edinburgh last week
and I was able to meet with him about the ealuation project.
I've written a letter about the meeting, which I'm sending you by
fax since I'm sending it by fax to Jim also. The meeting was
very helpful to me, and I look forward to your reactions when we
meet.

I am looking forard to seeing you.



MINUTES: CIJE Staff Teleconference
DATE OF MEETING: May 28, 1993
DATE MINUTES ISSUED: June 2, 1993
PRESENT: Shulamith Elster, Seymour Fox, Annette Hochstein,
Stephen Hoffman, Barry Holtz, Virginia Levi, (Sec'y),
Shmuel Wygoda
COPY TO: Morton L. Mandel, Henry L. Zucker

I. The assignments of May 19 were reviewed.

- Assignment
- A. SF and AH have talked with MLM about the CIJE/CRB relationship and suggest that this be discussed by this group at the next telecon.
 - B. SF reported briefly on meetings with the Conservative and Orthodox movements on preparations to work with the Lead Communities on goals and in-service education. He plans to discuss this with Sara Lee in the near future and suggested that this be discussed at the next telecon.

II. Follow-Up to Seminar and Ongoing Contacts with Communities

A. Milwaukee

SF reported on meetings he and Daniel Pekarsky had in Milwaukee on May 21. He felt that these meetings were valuable in the ongoing effort to establish a working relationship with the community. Daniel Pekarsky will now work with Milwaukee on moving the CIJE agenda forward.

SE is scheduled to be in Milwaukee on June 16 for a series of meetings. She will propose to Danny that he accompany her.

B. Atlanta

1. BH has had several conversations with Harry Stein, a faculty member at Emory University, about working in the area of personnel development. David Sarnat has approached another faculty member, David Blumenthal, and asked him to work with the project. It was agreed that SF will call Dr. Blumenthal, to encourage him to get involved with the project. [Later: SF spoke with Dr. Blumenthal, who was very cooperative. They agreed to meet when SF returns to the States.]

2. Atlanta is working with the local JCC to place a Jewish educator in that agency, a move which is threatening to the rabbis. David Sarnat has asked CIJE for help in finding examples of communities which have successfully involved their JCCs in Jewish education while maintaining good relations with the local congregations. BH offered to work on this as part of the Best Practice study being undertaken with JCCA.

We were reminded to keep the core concerns of personnel development and community mobilization in mind as we decide which projects to undertake with a Lead Community. It was suggested that the situation in Atlanta cuts across both enabling areas, in particular because it has the potential to divide the community and interfere with the establishment of a wall-to-wall coalition. It was concluded that SHH will talk with David Sarnat about the politics of the JCC search to fill this position and will offer to be helpful in any way he can.

Assignment

3. Concern was expressed regarding the need for Atlanta to hire someone to manage the Lead Communities Project. It was noted that Atlanta has made a good faith effort to do so, but has not been successful. It was suggested that we place on our agenda the issue of helping Atlanta to identify a candidate, noting that this will be important as the agenda of Atlanta's commission is shaped. Until someone is found, it was noted that it will be important to work very closely with Lauren Azoulai in order to help focus her time on this project. It was agreed that SE and BH will follow up with Atlanta and report at the next telecon on next steps.

Assignment

C. Baltimore

It was noted that Baltimore plans to launch its commission in September, but that they do not appear sufficiently focused on this effort. It was suggested that the problem is the lack of full time staff devoted to CIJE in Baltimore. In the absence of this staffing, it is not clear that anything significant will happen in September.

It was suggested that the way to move Baltimore forward is to have frequent, regular contact. This might involve BH traveling to Baltimore regularly interspersed with regular telecons with Israel.

Assignment

Assignment

It was agreed that SHH will discuss with Darrell Friedman the importance of assigning someone full time to this project. Prior to that discussion, AH will let Marshall Levin know that this is planned and will notify SHH when she has done so. As a follow up to the Hoffman/Friedman conversation, it is proposed that the two of them meet with SF and AH in Jerusalem when they are there in late June.

- D. The matter of when and where to hold the next joint meeting with the Lead Communities and the focus of that meeting was raised. It was

suggested that whenever such a meeting is scheduled, a meeting of the total CIJE staff should be scheduled to precede it. This will be discussed further at the next telecon.

III. August 26 Board Meeting

An agenda for the meeting is currently being drafted. SE will now draft a talk piece for use in contacting campers and preparing them for the meeting.

IV. Best Practices Time Table

Reference was made to a memo from Barry Holtz dated May 25 in which he summarized the status of work in each of the Best Practice areas and raised some concerns about how to proceed. The next step is for SF and BH to discuss this directly, after which it will be placed on the agenda of a future telecon.

Assignment

V. Distribution of Materials

A. It was reported that the communities are asking for information on the Educated Jew project. It is expected that there will be materials for distribution in about two weeks.

B. It was noted that the availability of materials such as the report on Best Practices in Supplementary Schools is not widely known. We have the potential to impact Jewish education by more effective distribution of materials prepared for CIJE. BH will prepare a memo summarizing his proposal on the subject and it will be discussed at a future meeting.

Assignment

VI. Future Meetings

There will be no staff telecon during the week of May 31. The next meeting will be scheduled at 10:00 a.m. on Tuesday, June 8.

Received: from RL.IB by UKACRL.BITNET (Mailer R2.07) with BSMTF id
7684; Tue,

09 Mar 93 12:43:48 GMT

Received: from RL.IB by UK.AC.RL.IB (Mailer R2.07) with BSMTF id
1051; Tue, 09

Mar 93 12:41:49 GMT

Via: UK.AC.ED.ERCVAX; 9 MAR 93 11:58:24 GMT

Date: Tue, 9 MAR 93 11:59:04

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: MANDEL@HUJIVMS

Subject: meeting in April

Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX"
<EKJC68@ERCVAX.EDINBURGH.AC.UK>

April 8, 10am - 2pm, is fine with me. My only concern is whether
this will
allow enough time to cover all the issues we need to address. If the

time could be flexible in one direction or the other, in case more
time is needed,
that would be helpful. But if not, then we'll just have to work
fast!

P.S. Jim Coleman is giving a lecture at Edinburgh University
tomorrow. I just found out about this a few days ago. I am hoping
to meet with him privately tomorrow morning.

Received: by HUJIVMS via SMTP(132.65.16.10) (HUyMail-V6k);
Tue, 09 Mar 93 13:50:40 +0200

Received: by cs.huji.ac.il id AA17301
(5.65b/HUJI 4.27 for MANDEL@vms.huji.ac.il); Tue, 9 Mar 93
13:51:24 +0200

Message-Id: <9303091151.AA17301@cs.huji.ac.il>
Date: Tue, 9 Mar 93 13:51:24 +0200
From: Mail Delivery Subsystem <MAILER-DAEMON@cs.huji.ac.il>
To: MANDEL@vms.huji.ac.il
Cc: postmaster@cs.huji.ac.il
Subject: Returned mail: Host unknown

Received: from vms.huji.ac.il by cs.huji.ac.il with SMTP id AA17299
(5.65b/HUJI 4.27 for mandel@huji); Tue, 9 Mar 93 13:51:24 +0200
Received: by HUJIVMS (HUyMail-V6k); Tue, 09 Mar 93 13:50:03 +0200
Date: Tue, 9 Mar 93 13:48 +0200
Message-Id: <09030093134834@HUJIVMS>
From: <MANDEL@vms.huji.ac.il>
To: ekjc68@ercvax.edinburgh.ac.uk
Cc: mandel@huji.vms
Subject: trip in April

dear Adam,

WE have received your bitnet messages for Annette. Annette has extended her stay in the US and will only return to the office on the 16th. However, I am faxing your message dated Ma4rch 5th to her in the USA.

Annette asked me to contact you and ask you if she and Seymour could meet with you on April 8th from 10 a.m. to 2 p.m. Please let me know if this date and time is convenient for you, and I will confirm it in everyone 's diaries.

Sincerely,
Oriana

Received: by HUJIVMS via NJE (HUyMail-V6k); Fri, 05 Mar 93 14:29:08
+0200

Received: from RL.IB by UKACRL.BITNET (Mailer R2.07) with BSMTTP id
4752; Fri,

05 Mar 93 12:27:56 GMT

Received: from RL.IB by UK.AC.RL.IB (Mailer R2.07) with BSMTTP id
5054; Fri, 05

Mar 93 12:27:56 GMT

Via: UK.AC.ED.ERCVAX; 5 MAR 93 12:27:49 GMT

Date: Fri, 5 MAR 93 12:28:35

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: trip in April

Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX"
<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Annette,

I'm looking forward to meeting with you during the first week of April. I think we have a lot to cover, so I will be grateful for any time you can spare for me.

I'm writing now about the arrangements for that trip. I had hoped that my trip would be fully funded by Tel Aviv University, but it turns out that's not quite true. Is there any possibility you can contribute \$250 towards the cost of my trip in April?

How did I get to this point? It's a long story, do you want to hear?

Here goes: I have been awarded a grant from the United States-Israel Foundation (I think this is the Israeli Fulbright group) for "lecturing and consulting at Tel Aviv and Hebrew Universities." I did not apply for this grant; the folks I am lecturing to at Tel Aviv University did. When I received the letter, I assumed "Hebrew University" meant Seymour, so I accepted. It turns out that

unbeknownst to me, a group in Sociology of Education at Hebrew U had also applied for these funds to bring me over, but unfortunately they did not tell me they were doing so, and I made my plans without leaving any open days for them, except during the chofesh when they cannot schedule a lecture.

Each of the institutions I am visiting is supposed to contribute \$250 towards the grant, but now the folks in Sociology of Education at Hebrew U do not want to chip in (understandably). So I am writing to see if you are able to take their place.

Sorry for the trouble, and if this is not possible for you I'll understand -- and I will still want to meet with you!

Yours,

Adam



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Council for Initiatives
in
Jewish Education

Date sent: 6/29 Time sent: 8:15

No. of Pages (incl. cover): 5

To: Ariana

From: Ginny Levi

Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

Comments: 972-2-619951

216 391 5430

Here are copies of the pages
you requested.



If there are any problems receiving
this transmission, please call:
216-391-1852

TO: Morton L. Mandel
NAME
DEPARTMENT/LOCATION

FROM: Virginia Levi
NAME *VL*
DEPARTMENT/LOCATION

DATE: 6/23/93
REPLYING TO
YOUR MEMO OF: _____

SUBJECT:

HLZ, Shulamith, and I had an opportunity to meet with Chuck Ratner on June 22 to discuss his presentation to the August 26 board meeting on Lead Communities. Chuck is happy to provide background and frame the discussion, but feels that the centerpiece of the discussion should be presentations by the leaders of the communities. The goal would be to engage the board members and lead community leadership in discussion and the sharing of views which could infuse the communities with energy and give our board the sense of concrete participation.

Attached is an outline of what we have proposed. Please let me know what you think. If you agree with this approach, I will draft letters to the lay and professional leaders of the three communities, inviting them to the meeting and explaining this approach.



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6/23/93

Proposal

LEAD COMMUNITIES PRESENTATION AT BOARD MEETING

Presenter: Chuck Ratner, Chair Lead Communities Committee

Lay Leadership:

Atlanta: Bill Shatten

Baltimore: Eileen Vogelstein

Milwaukee: Louise Stein and Jane Cellman

Focus: Progress Report will focus on issues/challenges so as to engage board members in discussion around the project.

Idea: Chuck to provide background, frame the discussion and elicit reactions from board members.

Leader from each community to speak about one challenge and how the community is going about addressing it. e.g., forming community coalitions, meshing local issues with CIJE conceptions ("enabling options"), building local support, focusing on personnel, developing vision.

Next Steps:

1. MLM to approve approach.
2. Staff to review specific issues to be addressed.
3. Clear with Chuck.
4. Contact with Federation Execs to explain approach, clear date, contact lay leader from local community.
5. Touch base mid-August.

these children receive no formal Jewish education whatsoever.² Of the remaining four hundred thousand, approximately two hundred, eighty thousand attend supplementary schools and one hundred twenty thousand attend Day Schools.³

The ratio between these alternative forms of Jewish education has not been constant. Between 1962 and 1982, "the most extensive form of Jewish education in the U.S., the supplementary school, declined by about 50%, from 540,000 to 280,000, while Day School enrollment rose from 60,000 to 110,000, a rise of 80%.⁴

This dramatic decrease in Jewish supplementary school education has been attributed to a lessening of interest in Jewish education as well as to demographic trends (the end of the baby boom).⁵ Their quality and responsiveness of education in supplementary schools cannot be ignored, however, when considering this trend. In discussing supplementary schools, The Report of the Commission on Jewish Education in North America notes:

Although there are notable exceptions, over the past several decades there has been a significant decline in the role and quality of such schools. As one commissioner put it, "As long as supplementary school is something you have to live through rather than enjoy, it cannot be valuable."⁶

Regardless of etiology, the contrast in population trends

² *ibid.*, page 37.

³ *ibid.*, page 33.

⁴ *ibid.*, page 38.

⁵ *ibid.*, pages 37-38.

⁶ *ibid.*, page 34.

THE PROGRAM

Graduate Yeshiva students have a wealth of knowledge in Jewish studies. As future teachers, however, they are deficient in the area of teaching methodology. In addition, Yeshiva students need improved communication skills and the motivation to enter community service despite the low pay and prestige associated with this profession. (Increasing the pay and prestige of Jewish communal workers, particularly teachers, must also be a high priority of all parties interested in the continuity of the Jewish community. (This, however, is beyond the scope of this proposal.)

Table 1 outlines the training to be offered by the proposed teacher training program. The program will run intensively for two summers during the period between regular Yeshiva sessions. During the year, however, master teachers will supervise teachers inside their classrooms - a critical part of the program.

Appendix A provides brief outlines of each course and training opportunity that will be provided by the program.

Table 2 outlines the minimum training time that will be required to achieve certification through the program as a Jewish studies teacher. This minimum exceeds the Torah Umesorah requirements for Jewish studies teacher certification and certification will be awarded jointly by the program and Torah Umesorah. Accreditation by Long Island University is being sought for these courses.

Fax Memorandum

TO: Shmuel Wyszogoda

FROM: Shulamit Elber.

DATE: 6/28/93.

Thank you for your very gracious note and good wishes. I hope that you will continue to find personal and professional fulfillment through your CITE activities.

Elber and I discussed some minor revisions to the survey and the final copy is now being run and I will see that Ruth Cohen has it on Wednesday (6/30) for her administrators.

Beaueel

FAX SENT

DATE: 12.6.93

Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Shulamith Elster Date: 17.6.93

From: Shmuel Wygodza No. Pages: 2

Fax Number: 301-230-2012



TO: SHULAMITH ELSTER

FROM: ELLEN GOLDRING

FAX: 301-230-2012

I'LL CALL WHEN I GET BACK.

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

Q1 Underline your

Q5 Move to setting

Q6 Add, your colleagues (other ed. leaders?)

Q7 m, need line

Q10 2nd part. Do you move.... this is a separate question, it needs its own number, and do not indent, move to setting as well.

Q12 b is repeated Q22. Take out 12b.

Q15 b -- add leadership/administrative skills

Q22 Not clear -- add in Jewish education

Q23 Same at Jewish education

Q24 Before 24, need directions about which position to refer to -- the one you hold on ed. leadership position.

Q26 In directions add one appropriate ...

Q28 Are 28a and f repeats of information asked before? I'm not sure.

Q29 Change wording: How important were the following factors in your....

Q31 Change very dissatisfied, dissatisfied, sat....

Missing a number after 33. I fyou are not a FT educator Needs number.

Q50 Wording not clear -- "your total family income" -- is that including a spouse? What is your income from work in Jewish education? Would be clearer.

RECEIVED
DATE

6/5/93

Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Shulamith Elster	Date: May 6, 1993
From: Seymour Fox/Annette Hochstein	No. Pages: 1
Fax Number: _____	

Dear Shulamith,

We are looking forward to seeing you at 5 p.m. on Monday.

Best regards,

Annette



6/5/93

Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Shulamith Elster	Date: May 6, 1993
From: Seymour Fox/Annette Hochstein	No. Pages: 1
Fax Number: _____	

Dear Shulamith,

We are looking forward to seeing you at 5 p.m. on Monday.

Best regards,

Annette



Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Shulamith Elster	Date: May 6, 1993
From: Seymour Fox	No. Pages: 1
Fax Number: _____	

Dear Shulamith,

I would very much appreciate receiving the curriculum of the Jim Joseph proposal when we meet in Cleveland.

Best regards,

Seymour



Fax Memorandum

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

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

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

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

3.

17 1/12-20
12 2 1/2

Shulamith's survey of 2/1/8

Fax Memorandum

FROM: Shulamith
RE: Draft of Educator Survey
DATE: April 14, 1993

Total: 22 pages including this note

Ellen wanted you to see this draft of the survey. It is the one that is going today to the three communities, the field researchers and to Ellen herself.

She reminded me that you were to contact Coleman before she called as a follow-up to her note with the original draft. Also are there others who you think should see it?

Do you have any reactions?

S.

Ellen - Atlanta

6/5/96
Mike Inbar

18⁰² - 20⁰² - Guadalupe

23⁴⁰

EDUCATORS SURVEY

Lead Communities Project

ATTITUDES

This group of questions ask about your perceptions of Jewish education.

74. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you first made a decision to enter the field of Jewish education?

(1) very important (2) somewhat important (3) somewhat unimportant (4) very unimportant

(Check One)

(1) very important (2) somewhat important (3) somewhat unimportant (4) very unimportant

a. service to the Jewish community

☐ 1 ☐ 2 ☐ 3 ☐ 4

b. supplementary income

☐ 1 ☐ 2 ☐ 3 ☐ 4

c. part-time nature of the profession

☐ 1 ☐ 2 ☐ 3 ☐ 4

d. working with children

☐ 1 ☐ 2 ☐ 3 ☐ 4

e. teaching about Judaism

☐ 1 ☐ 2 ☐ 3 ☐ 4

f. learning more about Judaism

☐ 1 ☐ 2 ☐ 3 ☐ 4

g. recognition as a teacher

☐ 1 ☐ 2 ☐ 3 ☐ 4

h. opportunity for career advancement

☐ 1 ☐ 2 ☐ 3 ☐ 4

5. The following items deal with the policy-making processes in Jewish education. Please indicate the extent to which you agree or disagree with each of the following statements:

(1) Agree strongly (2) Agree (3) Disagree (4) Disagree strongly

(Check One)

(1) Agree strongly (2) Agree
(3) Disagree (4) Disagree strongly

a. Teachers should have a greater say in the way things are done in their schools.

☐ 1 ☐ 2 ☐ 3 ☐ 4

b. Teachers should have an opportunity to participate in defining school goals, objectives and priorities.

☐ 1 ☐ 2 ☐ 3 ☐ 4

c. Teachers generally have an opportunity to participate in curriculum planning.

☐ 1 ☐ 2 ☐ 3 ☐ 4

d. Decision-makers may ask for teachers' advice before they make a decision, but they do not seem to give teachers' recommendation serious consideration.

☐ 1 ☐ 2 ☐ 3 ☐ 4

e. Teachers already have enough work to do, without getting involved in policy making.

☐ 1 ☐ 2 ☐ 3 ☐ 4

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

Yes ☐ 1 No ☐ 2

3. Below is a list of individuals with whom you interact. In your opinion how is Jewish education regarded by each of the following?

(1) with great respect (2) with some respect (3) with little respect (4) with no respect

(Check One)

a. Most other Jews

(1) with great respect (2) with some respect (3) with little respect (4) with no respect

1 2 3 4

b. Most rabbis

1 2 3 4

c. Most of your students

1 2 3 4

d. Most parents of the children you teach

1 2 3 4

e. Lay leaders of your school

1 2 3 4

f. Your family

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

(1) very satisfied (2) somewhat satisfied (3) somewhat dissatisfied (4) very dissatisfied

(Check One)

a. student attitudes toward Jewish education

(1) very satisfied (2) somewhat satisfied
(3) somewhat dissatisfied (4) very dissatisfied

1 2 3 4

b. student behavior

1 2 3 4

c. feeling part of a community of fellow teachers

1 2 3 4

d. being part of a larger Jewish community, such as a synagogue

1 2 3 4

e. support from the principal or supervisor

1 2 3 4

f. number of hours of teaching available

1 2 3 4

g. salary

1 2 3 4

h. status accorded to you as a teacher by parents and students

1 2 3 4

i. physical plant and facilities

1 2 3 4

j. serving as a mentor

1 2 3 4

k. being a protegee

1 2 3 4

l. availability of resources

1 2 3 4

m. benefits

1 2 3 4

n. status accorded you as a teacher

1 2 3 4

o. other (specify) _____

1 2 3 4

thought to be at winter 1/1/2000

EXPERIENCE

Good position

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

66. For each of the following settings indicate all positions you have held in that setting and the total number of years in each position: (even if intermittent)

Setting

SUPPLEMENTARY SCHOOLS

Position

From When

To When

Number of years

Aide

Teacher

Supervisor

Specialist

Principal

Other

that would enable us to get

DAY SCHOOLS

Aide

Teacher

Supervisor

Specialist

Principal

Other

career bridge building or career overlap.

DAY or Residential Camp

Counselor

Specialist

Unit leader

Division head

Director

Other

eg. ① 26 in my diff. roles

JCC

Group worker

Program Director

Department head

Director

Other

② 26 in all analysis

PreSchool

Assistant teacher

Teacher

Director

Informal education

Youth work

Group Advisor

Youth Director

Adult education

Teacher

Program Director

68: What positions have you held in general education?
(Check all that apply)

Position	Total number of years
<input type="checkbox"/> Never worked in general education	
<input type="checkbox"/> Aide	_____
<input type="checkbox"/> Teacher	_____
<input type="checkbox"/> Librarian	_____
<input type="checkbox"/> Specialist	_____
<input type="checkbox"/> Counselor	_____
<input type="checkbox"/> Supervisor	_____
<input type="checkbox"/> Principal	_____
<input type="checkbox"/> Other _____	_____

*from when
to when
1961/1964
1964/1965*

*7, 1964
1961/1964*

15. Please indicate how many years of total work experience you have had in each of the following areas of Jewish education.

	Number of years
a. Supplementary (afternoon or Sunday) schools	_____
b. Day School	_____
c. Jewish camps	_____
d. Jewish pre-schools	_____
e. Adult education	_____
f. Informal Jewish education/youth groups	_____
g. Other Jewish education (specify) _____	_____

*1961-1964
1964-1965
[Maybe don't need on?]
1961-1964*

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

19. How many years you have been working in this community, including this year? _____

20. How many years IN TOTAL have you been working in this community, including this year? _____

TRAINING AND STAFF DEVELOPMENT

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

75.A. In your first position as a new education Jewish education did you receive any of the following kind of support:

- a. lesson planning skills
b. classroom management skills
c. feedback from the principal / supervisor
d. in-service training in content areas
e. interactions with other teachers
f. staff development
g. clear articulation of school goals / objectives

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

enough
Nothing could affect
None. Not enough
Yes.
Saw with the teacher - not enough
Good leadership

75.B. As a new educator in Jewish education to what extent did you receive help from the following:

(Check One)

- a. colleagues
b. supervisors
c. principal
d. rabbi(s)
e. parents
f. lay leadership
g. central agency
h. professional organization
i. textbooks
j. curriculum guides
k. workshops
l. other published materials
m. conferences
n. formal coursework

(1) Never	(2) Seldom	(3) Occasionally	(4) Frequently
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

53. How proficient are you in Hebrew?
(Check One)

1. fluent
2. moderate comprehension
3. limited comprehension
4. not at all

9. In a typical year are you required to attend in-service workshops?

Yes (1)

No (2)

☐ 1

☐ 2

How many? _____

10. In the last two years have you attended local workshops beyond the required ones in any of the following areas:

	Yes (1)	No (2)
a. Judaic subject matter	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Hebrew language	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Teaching methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2
e. New curricula	<input type="checkbox"/> 1	<input type="checkbox"/> 2
f. Art/drama/music workshops	<input type="checkbox"/> 1	<input type="checkbox"/> 2
g. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

11. How useful were the workshops in helping you perform your job?

(1) Very helpful (2) Helpful (3) Somewhat helpful (4) Did not attend

(Check One)

	(1) Very helpful	(2) Helpful	(3) Somewhat helpful	(4) Did not attend
a. Judaic subject matter	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
b. Hebrew language	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
c. Teaching methods	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
d. Classroom management	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
e. New curricula	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
f. Art/drama/music workshops	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
g. Other (specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

12. During the past twelve months did you:

	Yes (1)	No (2)
a. Attend a course in Judaica or Hebrew at a university, community center or synagogue	<input type="checkbox"/> 1	<input type="checkbox"/> 2
b. Participate in a private Judaica or Hebrew study group	<input type="checkbox"/> 1	<input type="checkbox"/> 2
c. Study Judaica or Hebrew on your own	<input type="checkbox"/> 1	<input type="checkbox"/> 2
d. Participate in some other on-going form of Jewish study (Specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2

13. Overall, how adequate are the opportunities for professional growth and development offered in your community?

(Check One)

1. Very adequate ☐ 1
2. Somewhat adequate ☐ 2
3. Somewhat inadequate ☐ 3
4. Very inadequate ☐ 4

14. During the past twelve months did you:

5 If not very adequate, could you briefly indicate why?

- | | Yes (1) | No (2) |
|--|----------------------------|----------------------------|
| a. participate in an Israel experience | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. attend a retreat | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. attend a national conference | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. other Jewish growth experience | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

15. In which of the following areas would you like to develop your skills?

(1) Do not need (2) Need somewhat (3) Need very much

- | | (1) Do not need | (2) Need somewhat | (3) Need very much |
|---------------------------------|----------------------------|----------------------------|----------------------------|
| a. Classroom management | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| b. Child development | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| c. Lesson planning | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| d. Devising creative activities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| e. Creating materials | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| f. Communication skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| g. Parental involvement | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| h. Motivating children to learn | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

17. In which of the following do you feel you need to increase you knowledge of subject matter?

(1) Do not need (2) Need somewhat (3) Need very much

- | | (1) Do not need | (2) Need somewhat | (3) Need very much |
|---------------------------|----------------------------|----------------------------|----------------------------|
| a. Hebrew language | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| b. Customs and ceremonies | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| c. Israel and Zionism | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| d. Jewish history | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| e. Bible | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| f. Synagogue skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| g. Rabbinic literature | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| h. Other _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

SETTINGS

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

72. Do you tutor students in Hebrew or Judaica?

Yes (1)

No (2)

☐ 1

☐ 2

How many? _____

21. In how many Jewish schools do you teach? _____

22. What is the affiliation of each school you work in?

(Check the appropriate response)

- a. Reform
- b. Conservative
- c. Orthodox
- d. Reconstructionist
- e. Community
- f. Jewish Community Center

First school

Second school

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

23. In what type of program do you work?

(Check all that apply)

- a. Day School
- b. One day only
- c. Two or more days
- d. Preschool
- e. Adult education
- f. Other (specify) _____

First school

Second school

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

24. How many hours per week do you work at each school?

_____ First school

_____ Second school

25. What grade levels did you teach or work with this year (check all that apply):

- a. Pre School
- b. K - 2
- c. 3 - 6
- d. 7 and 8
- e. 9 - 12
- f. Adult Education
- g. Other (specify) _____

First school

Second school

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

☐ 1

☐ 2

first school & second school
can be on various levels

Any school

first & second school

partially of employment
of hours

I am able to see what is
the specialty

I am able to see what is
different from previous
years

26. What subjects do you teach this year (check all that apply):

	First school	Second school
a. Hebrew language	<input type="checkbox"/>	<input type="checkbox"/>
b. Judaica (e.g., Bible, history, holidays) in Hebrew	<input type="checkbox"/>	<input type="checkbox"/>
c. Judaica (e.g., Bible, history, holidays) in English	<input type="checkbox"/>	<input type="checkbox"/>
d. Bar/Bat Mitzvah Preparation	<input type="checkbox"/>	<input type="checkbox"/>
e. Secular subjects (e.g., math, reading, science)	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

Idem.
~~From~~ See order
 to know what is his
 books

27. How many students are in your school?

_____ First school _____ Second school

28. How many students are in your smallest class this year?

_____ First school _____ Second school

29. How many students are in your largest class this year?

_____ First school _____ Second school

30. How many miles do you travel from your home to the school?

First school: (one way) _____

Second school: (one way) _____

31. How did you find this teaching position? (Check the one that best applies to you)

	First school	Second school
a. Central Agency for Jewish Education	<input type="checkbox"/>	<input type="checkbox"/>
b. Graduate school placement	<input type="checkbox"/>	<input type="checkbox"/>
c. Through a friend or mentor	<input type="checkbox"/>	<input type="checkbox"/>
d. Recruited by the School	<input type="checkbox"/>	<input type="checkbox"/>
e. Approaching the school directly	<input type="checkbox"/>	<input type="checkbox"/>
f. Newspaper advertisement	<input type="checkbox"/>	<input type="checkbox"/>
g. National professional association	<input type="checkbox"/>	<input type="checkbox"/>
h. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

33. Which of the following kinds of help and support do you currently receive?

(1) Never (2) Seldom (3) Occasionally (4) Frequently

(Check One)

a. Guidance from your principal or supervisor

(1) Never (2) Seldom (3) Occasionally (4) Frequently

1 2 3 4

b. An opportunity to work with other teachers

1 2 3 4

c. Supervision from a mentor teacher

1 2 3 4

d. Consultation from a faculty member at a local university

1 2 3 4

e. Consultation from a central agency consultant

1 2 3 4

f. Access to a teach resource center

1 2 3 4

g. Other areas of support

1 2 3 4

h. Other (specify) _____

1 2 3 4

(Repeat for second school)

(1) Never (2) Seldom (3) Occasionally (4) Frequently

(Check One)

a. Guidance from your principal or supervisor

(1) Never (2) Seldom (3) Occasionally (4) Frequently

1 2 3 4

b. An opportunity to work with other teachers

1 2 3 4

c. Supervision from a mentor teacher

1 2 3 4

d. Consultation from a faculty member at a local university

1 2 3 4

e. Consultation from a central agency consultant

1 2 3 4

f. Access to a teach resource center

1 2 3 4

g. Other areas of support

1 2 3 4

h. Other (specify) _____

1 2 3 4

from whom, would you
feel comfortable to ask for
for informal guidance &
help

34. To what extent did each of the following factors affect your decision to become a Jewish educator where you are presently working?

(1) Definitely affected (2) Somewhat affected (3) Definitely did not affect

(Check One)

(1) Definitely affected (2) Somewhat affected (3) Definitely did not affect

a. hours available for teaching	1	2	3
b. salary	1	2	3
c. convenient location	1	2	3
d. friends who teach there	1	2	3
e. wanted to work with principal or rabbi	1	2	3
f. reputation of the school	1	2	3
g. quality of the students	1	2	3
h. religious orientation	1	2	3
i. my own synagogue	1	2	3
j. effort to recruit me	1	2	3
k. other (specify) _____	1	2	3

(Repeat for second school)

(1) Definitely affected (2) Somewhat affected (3) Definitely did not affect

(Check One)

(1) Definitely affected (2) Somewhat affected (3) Definitely did not affect

a. hours available for teaching	1	2	3
b. salary	1	2	3
c. convenient location	1	2	3
d. friends who teach there	1	2	3
e. wanted to work with principal or rabbi	1	2	3
f. reputation of the school	1	2	3
g. quality of the students	1	2	3
h. religious orientation	1	2	3
i. my own synagogue	1	2	3
j. effort to recruit me	1	2	3
k. other (specify) _____	1	2	3

36. A. Which of the following benefits are available to you as a teacher in the first school in which you work?

(Check all that apply)

a. free or reduced tuition for your children

(1) Available (2) Receive

1

2

b. day care for your children

1

2

c. free or reduced membership in a synagogue or JCC

1

2

d. synagogue membership privileges such as High Holiday tickets

1

2

e. money to attend conferences

1

2

f. full or partial subsidy for continuing educational courses
or in-service training

1

2

g. sabbatical leave (full or partial pay)

1

2

h. disability benefits

1

2

i. employer contributions to a health plan

1

2

j. pension benefits

1

2

36. B. Which of the following benefits are available to you as a teacher in the second school in which you work?

(Check all that apply)

a. free or reduced tuition for your children

(1) Available (2) Receive

1

2

b. day care for your children

1

2

c. free or reduced membership in a synagogue or JCC

1

2

d. synagogue membership privileges such as High Holiday tickets

1

2

e. money to attend conferences

1

2

f. full or partial subsidy for continuing educational courses
or in-service training

1

2

g. sabbatical leave (full or partial pay)

1

2

h. disability benefits

1

2

i. employer contributions to a health plan

1

2

j. pension benefits

1

2

July 6, 2011

76. The following questions concern the goals, objectives and priorities of schools in which you teach. For each of the schools you teach in, check the response that best describes your school:

(1) Agree strongly (2) Agree (3) Disagree (4) Disagree strongly

(Check One)

A. FIRST school in which I work

- a. The school goals and objectives are clearly communicated
- b. My school has a set of objectives that indicate what students are expected to attain over a specified period of time.
- c. I know what my school's goals are
- d. I generally agree with my school's goals
- e. The teachers in my school have a common set of priorities indicating which goals and objectives take precedence when two or more come into conflict.
- f. Priorities change too frequently and are sometimes hard to keep track of

(1) Agree strongly	(2) Agree	(3) Disagree	(4) Disagree strongly
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

A. SECOND school in which I work

- a. The school goals and objectives are clearly communicated
- b. My school has a set of objectives that indicate what students are expected to attain over a specified period of time.
- c. I know what my school's goals are
- d. I generally agree with my school's goals
- e. The teachers in my school have a common set of priorities indicating which goals and objectives take precedence when two or more come into conflict.
- f. Priorities change too frequently and are sometimes hard to keep track of

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

FUTURE

The next set of questions ask about your future plans in the field of Jewish education

39. In which of the following do you have knowledge and skills which you would be interested in utilizing to enhance Jewish education in your community?

(Check all that apply)

- ☐ 1 Hebrew
☐ 2 Bible
☐ 3 Customs and Ceremonies
☐ 4 Rabbinic literature
☐ 5 Jewish history
☐ 6 Israel and Zionism
☐ 7 Skills and special talents
☐ 8 Family education
☐ 9 Special education
☐ 10 Library
☐ 11 Gifted and talent
☐ 12 Technology / computers / media
☐ 13 Counseling
☐ 14 Parent education
☐ 15 Teacher training
☐ 16 Curriculum development
☐ 17 Music
☐ 18 Drama
☐ 19 Art
☐ 20 Youth work
☐ 21 None
☐ 22 Other _____

May be similar to 12
in 10 & 7.
(We might get similar answers)

Any difference in the world for the
in which of the following
exhibited to use for
skills to enhance
Jewish ed. in your
community.

6. Three years from now, do think you will be working in the field of Jewish education?

Yes (1)

☐ 1

No (2)

☐ 2

7. Do you think you will be working in the SAME setting or school?

Yes (1)

☐ 1

No (2)

☐ 2

8. Which of the following best describes your career plans over the next five years?

(Choose one)

- ☐ 1 plan to continue what I am doing
- ☐ 2 plan to teach in a different supplementary school
- ☐ 3 plan to teach in a day school (or different day school)
- ☐ 4 plan to be an administrator or supervisor in a Jewish school
- ☐ 5 plan to have a position in Jewish education other than in a school (such as JCC, Jewish library, or camp)
- ☐ 6 plan to be involved in Jewish education in Israel, or in some other country
- ☐ 7 plan to seek permanent position outside of Jewish education
- ☐ 8 to resign from employment
- ☐ 9 plan to retire
- ☐ 10 don't know / uncertain, or other - please specify

FULL TIME / PART-TIME

The following items concern the full-time / part-time nature of Jewish education

73. Do have to teach in more than one setting in order to earn a suitable wage?

Yes (1)

No (2)

☐ 1

☐ 2

71. To what extent are each of the following advantages or disadvantages of teaching in more than one school:

(1) definite advantage (2) somewhat an advantage (3) somewhat a disadvantage (4) definite a disadvantage

(Check One)

- | | (1) definite advantage | (2) somewhat an advantage | (3) somewhat a disadvantage | (4) definite a disadvantage |
|--|----------------------------|----------------------------|-----------------------------|-----------------------------|
| a. Distance between settings | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Scheduled faculty meetings | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Scheduled faculty in-service | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Preparation time | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Classroom autonomy | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Adjustments to different expectations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Variety of programs | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

70. If you had the opportunity to work full-time, would you prefer to teach...check one.

- ☐ 1 In one school
- ☐ 2 In several schools
- ☐ 3 I don't want to work full-time

2. If you are a part-time Jewish educator, what sorts of things would encourage you to consider full-time employment in Jewish education. Rank the three most important by writing 1,2,3, next to your choice where 1 is the most important.

- a. salary
- b. benefits
- c. job security
- d. career development
- e. greater background in Judaica and Hebrew
- f. greater educational background
- g. presence of colleagues and opportunities to work with them
- h. change in family status
- i. availability of training opportunities
- j. job security, tenure
- k. more resources at work

4. Are you a full-time or part-time Jewish educator? (Check one)

full-time

☒

part-time

☐

AFFILIATION

Next we are going to ask you about your Jewish affiliations.

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

- ☒ 1 Orthodox
- ☐ 2 Conservative
- ☐ 3 Reform
- ☐ 4 Reconstructionist
- ☐ 5 Secular
- ☐ 6 Other (specify) _____

40. Are you currently a member of a synagogue?

Yes (1)

☒

No (2)

☐

If you answer (1) keep to 38. ~~38. 38. 38.~~

41. What denomination is the synagogue of which you are a member?

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

42. Are you a teacher in the synagogue where you are a member?

Yes (1)

☐ 1

No (2)

☐ 2

43. Which of the following, if any, do you usually observe in your home? (check all that apply)

- ☐ 1 light candles on Friday evening
- ☐ 2 attend a seder in your home or somewhere else
- ☐ 3 buy Kosher meat for home use
- ☐ 4 use separate dishes for meat and dairy
- ☐ 5 light Hanukkah candles
- ☐ 6 have a Christmas tree
- ☐ 7 fast on Yom Kippur
- ☐ 8 refrain from handling money on the Sabbath
- ☐ 9 refrain from riding on the Sabbath
- ☐ 10 build a Sukkah
- ☐ 11 fast on Tisha B'Av
- ☐ 12 fast on minor fasts such as Ta'anit Esther

*if this is observed
to do so*

Orthodox for Kabbalah

44. During the past year, did you...

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

45. To which of the following Jewish organizations do you belong:

- | | Yes (1) | No (2) |
|---|----------------------------|----------------------------|
| a. local Jewish social service organizations or auxiliaries-
e.g., Home for the Aged, Child and Family service | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. Sisterhood or Men's Club | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. Zionist organization | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. Bnai Bith / ADL | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| e. Jewish Community Center | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| f. Other (specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

46. Have you ever been to Israel?

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

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

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

48. As a member of the Jewish community in which of the following do you actively participate.

- | | Yes (1) | No (2) |
|--|----------------------------|----------------------------|
| a. volunteer on behalf of Jewish organizations | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. contribute to local Jewish federation campaign | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. contribute to Jewish causes | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| d. support causes by attendance at public gatherings such as rallies | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

49. My children are enrolled in (check all that apply)

- ☐ 1 Jewish day school
- ☐ 2 supplementary synagogue school
- ☐ 3 Jewish pre-school
- ☐ 4 public school
- ☐ 5 other private / Independent school
- ☐ 6 I have no school age children

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

- ☐ 1 one / day week or "Sunday" school
- ☐ 2 two or three day/week supplementary school
- ☐ 3 four or five day/week Talmud Torah
- ☐ 4 day school
- ☐ 5 none
- ☐ 6 other (specify) _____

57. Did you attend a Jewish summer camp with mainly Jewish content or Program?

Yes (1) No (2)

☐ 1

☐ 2

If Yes, how many Summers? _____

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

- ☐ 1 one day/week confirmation class
- ☐ 2 two or more days/week Hebrew high school
- ☐ 3 day school
- ☐ 4 none
- ☐ 5 other (specify) _____

DEMOGRAPHICS

Lastly, we want to ask you some questions about yourself

35. What is your annual salary from your teaching?

	First school	Second school
Under \$1,000	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$1,000 - \$2,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$3,000 - \$4,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$5,000 - \$6,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$7,000 - \$9,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$10,000 - \$14,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$15,000 - \$19,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$20,000 - \$24,999	<input type="checkbox"/> 1	<input type="checkbox"/> 2
\$25,000 - \$30,000	<input type="checkbox"/> 1	<input type="checkbox"/> 2
over \$30,000	<input type="checkbox"/> 1	<input type="checkbox"/> 2

65. What is your total family income?

- ☐ 1 \$30,000 or below
☐ 2 \$31,000 - \$45,000
☐ 3 \$46,000 - \$60,000
☐ 4 \$61,000 - \$75,000
☐ 5 over \$75,000

37. Are you Jewish?

- Yes (1) ☐ 1 No (2) ☐ 2

38. Are you a convert to Judaism?

- Yes (1) ☐ 1 No (2) ☐ 2

50. Age _____

51. Sex Male ☐ 1 Female ☐ 2

52. Where were you born?

USA ☐ 1

Other, please specify _____

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

- ☐ 1 some high school
☐ 2 graduated high school
☐ 3 some college
☐ 4 graduate college
☐ 5 some post-graduate courses
☐ 6 graduate or professional degree
☐ 7 technical school
☐ 8 teacher-training institute

55. What degrees do you hold? Please list:

Degree

Major

_____	_____
_____	_____
_____	_____

59. How many college or graduate credits do you have in each of the following

- | | number of credits |
|------------------------------|-------------------|
| a. Judaica or Jewish studies | _____ |
| b. Hebrew language | _____ |
| c. education | _____ |
| d. Jewish communal service | _____ |

60. Do you hold a professional license or certification in :

- | | Yes (1) | No (2) |
|---------------------------------|----------------------------|----------------------------|
| a. Jewish education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| b. general education | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| c. other (please specify) _____ | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |

61. Marital status

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

62. Is your spouse Jewish?

- Yes (1) ☐ 1
- No (2) ☐ 2

63. Is your spouse also a Jewish educator?

- Yes (1) ☐ 1
- No (2) ☐ 2

64. How important to your household is the income you receive from Jewish education? Choose one of the following:

- ☐ 1 the main source of income
- ☐ 2 one of our/my main sources
- ☐ 3 an important source of additional income
- ☐ 4 significant to our/my total income
- ☐ 5 I do not earn an income in Jewish teaching

Thank you very much for your cooperation!

F
A
X

C
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R

S
H
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E
T

Council for Initiatives
in
Jewish Education

Date sent: 6/11 Time sent: 10:00 No. of Pages (incl. cover): 3

To: Annette Hochstein, Seymour Fox,
Shmuel Wygoda
Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Here is the progress report sent to the Executive Committee. The Board letter was the same, except for the second sentence of IP1.

Shmuel - Milwaukee has a question about who owns the data on the educators survey. I'll try to get them to move on analysis without an answer to this question, but if you can ask SF for his response, it might help to move this forward.

Thanks, Ginny

If there are any problems receiving
this transmission, please call:

216-391-1852

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101

Phone: (216) 391-1852 • Fax: (216) 391-5430

Chair
Morton Mandel

TO: CIJE Executive Committee

FROM: Morton L. Mandel, Chair

Vice Chairs
Charles Goodman
Neil Greenbaum
Matthew Maryles
Lester Pollack

SUBJECT: Progress Report

DATE: May 28, 1993

Honorary Chair
(Fisher)

We are pleased to report to you on the activities of the Council for Initiatives in Jewish Education since the last Board meeting on February 25. The next Executive Committee and Board meetings are scheduled for 9:30 a.m. to 4:00 p.m. on Thursday, August 26, at UJA/Federation of Jewish Philanthropies, 130 East 59th Street, New York City. Please save the date.

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman

Lead Communities

Gerald Cohen
John Colman
Maurice Corson
Susan Crown
Irwin Field
Alfred Gottschalk
Arthur Green
Thomas Hausdorff
David Hirschhorn
Henry Koschitzky

The Lead Communities Project remains the focus of CIJE activities, and in each of the three Lead Communities--Atlanta, Baltimore and Milwaukee--activities are under way to develop these cities as local laboratories for Jewish Education.

K Lainer
Norman Lamm
Norman Lipoff
Seymour Martin Lipset
Florence Melton
Melvin Merians
Charles Ratner
Esther Leah Ritz
Richard Scheuer
Ismar Schorsch
Isadore Twersky
Bennett Yanowitz

In Atlanta, under the able chairmanship of Dr. William Schatten and with the strong leadership of Board member Gerald Cohen, the Commission on Jewish Continuity has begun its work on the Lead Community Project and in the development of lay and professional leadership for Atlanta's education agenda for the year 2000.

In Baltimore the official "launch" of the project will take place in the Fall under the leadership of Leroy Hoffberger. This initiative will closely follow the release of the community's Strategic Plan for Jewish Education, an ambitious undertaking that has taken some four years to complete, and has involved all aspects of Jewish education in the community. The CIJE project will now focus on the personnel and community mobilization aspects of this plan.

In Milwaukee the Commission on Visions and Initiatives in Jewish Education, the local Lead Communities coordinating body, has been actively led by co-chairs Louise Stein and Jane Gellman. They have assembled and are working with a Steering Committee and a local Commission that represents many of the elements of the Milwaukee Jewish community. With the support of the Helen Bader Foundation, Milwaukee has a full-time professional director of the Lead Communities Project.

Each of the three communities has been visited several times over the past several months by the CIJE staff and consultants, and we are pleased with the partnerships and the collaboration that have begun.

This report is being written just days following the conclusion of a most productive working seminar of the key professional leadership of the communities, with staff and consultants of the CIJE. The agenda was developed in collaboration with the three communities, so that following the meetings in Cleveland each of the communities and the CIJE would have a calendar and action agenda for the year ahead.

In addition to informative updates from the field researchers on progress in each of the communities, the topics and issues focused on systemic approaches to change through the "enabling options" (personnel development and community mobilization) and the integration of the CIJE projects-- Best Practices; Monitoring, Evaluation and Feedback; and a new project being designed to help the communities set long term goals with the involvement of the institutional and denominational resources marshalled by the CIJE.

Best Practices Project

Critical to the success of the Lead Communities Project are the continuing activities of the CIJE in the area of Best Practices. Since the Annual Meeting, the project has been active in the implementation of best practices in supplementary schools, and in the development of consultations in the areas of day schools and college campus activities. We anticipate the publication -- in the coming months--of the materials on Early Childhood education, an area that has been identified as of concern and interest to the communities and the field. To date, the day school consultation has involved educators from the Orthodox community--convened by Yeshiva University--and the Conservative movement through the efforts of the Solomon Schechter Day School Association. Similar consultations involving the Reform community and community day schools will be convened in the near future. The campus consultation was convened by the Hillel Foundation and included Hillel directors and campus professionals from throughout the country. Additional meetings are planned in both areas.

Monitoring, Evaluation and Feedback

The Field Researchers have been in their assigned communities since the project began, collecting baseline data for use in monitoring progress and providing feedback to both CIJE and the communities as we move ahead. Community representatives worked with CIJE consultants to design an educators survey to be administered this spring (in Milwaukee) and next fall (in Atlanta and Baltimore). The results, when analyzed, should provide us with extremely useful information on which to base our plans for future personnel training.

So far, so good. We look forward to sharing more detail on these activities at our August 26 meeting in New York.

Warmest personal regards.

Memorandum

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

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

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

S. 1

Memorandum

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

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

Best regards,

S.





University of Pittsburgh

SCHOOL OF EDUCATION
Department of Administrative and Policy Studies

April 9 1993

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

Dear Shulamith,

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

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

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

Until next time,

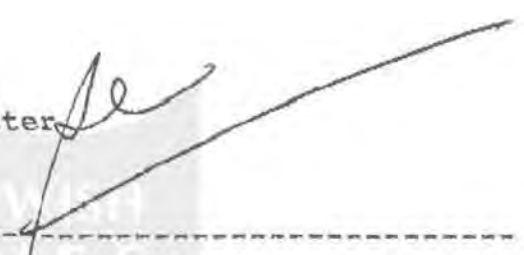
Affectionately,

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

Norcen Garman

Memorandum

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



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

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

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

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

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

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

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

We will speak with you soon.

S.

EDUCATORS SURVEY: LEAD COMMUNITIES PROJECT

ATTITUDES

This group of questions ask about your perceptions of Jewish education.

74. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you first made a decision to enter the field of Jewish education?

(1) very important (2) somewhat important
(3) somewhat unimportant (4) very unimportant

- | | | | | |
|---------------------------------------|---|---|---|---|
| a. service to the Jewish community | 1 | 2 | 3 | 4 |
| b. supplementary income | 1 | 2 | 3 | 4 |
| c. part-time nature of the profession | 1 | 2 | 3 | 4 |
| d. working with children | 1 | 2 | 3 | 4 |
| e. teaching about Judaism | 1 | 2 | 3 | 4 |
| f. learning more about Judaism | 1 | 2 | 3 | 4 |
| g. recognition as a teacher | 1 | 2 | 3 | 4 |
| h. opportunity for career advancement | 1 | 2 | 3 | 4 |

5. The following items deal with the policy-making processes in Jewish education. Please indicate the extent to which you agree or disagree with each of the following statements:

(1) Agree strongly (2) Agree
(3) Disagree (4) Disagree Strongly

- | | | | | |
|--|---|---|---|---|
| a. Teachers should have a greater say in the way things are done in their schools. | 1 | 2 | 3 | 4 |
| b. Teachers should have an opportunity to participate in defining school goals, objectives and priorities. | 1 | 2 | 3 | 4 |
| c. Teachers generally have an opportunity to participate in curriculum planning. | 1 | 2 | 3 | 4 |
| d. Decision-makers may ask for teachers' advice before they make a decision, but they do not seem to give teachers' recommendations serious consideration. | 1 | 2 | 3 | 4 |
| e. Teachers already have enough work to do, without getting involved in policy-making. | 1 | 2 | 3 | 4 |

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

Yes 1

No 2

3. Below is a list of individuals with whom you interact. In your opinion how is Jewish education regarded by each of the following?

(1) with great respect (2) with some respect
(3) with little respect (4) with no respect

- | | | | | |
|---|---|---|---|---|
| a. Most other Jews | 1 | 2 | 3 | 4 |
| b. Most rabbis | 1 | 2 | 3 | 4 |
| c. Most of your students | 1 | 2 | 3 | 4 |
| d. Most parents of the children you teach | 1 | 2 | 3 | 4 |
| e. Lay leaders of your school | 1 | 2 | 3 | 4 |
| f. Your family | 1 | 2 | 3 | 4 |

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

(1) very satisfied (2) somewhat satisfied (3) somewhat dissatisfied (4) very dissatisfied

- | | | | | |
|---|---|---|---|---|
| a. student attitudes towards Jewish education | 1 | 2 | 3 | 4 |
| b. student behavior | 1 | 2 | 3 | 4 |
| c. feeling part of a community of fellow teachers | 1 | 2 | 3 | 4 |
| d. being part of a larger Jewish community, such as a synagogue | 1 | 2 | 3 | 4 |
| e. support from the principal or supervisor | 1 | 2 | 3 | 4 |
| f. number of hours of teaching available | 1 | 2 | 3 | 4 |
| g. salary | 1 | 2 | 3 | 4 |
| h. status accorded to you as a teacher by parents and students | 1 | 2 | 3 | 4 |
| i. physical plant and facilities | 1 | 2 | 3 | 4 |
| j. serving as a mentor | 1 | 2 | 3 | 4 |
| k. being a protogo | 1 | 2 | 3 | 4 |
| l. availability of resources | 1 | 2 | 3 | 4 |
| m. benefits | 1 | 2 | 3 | 4 |
| n. status accorded you as a teacher | 1 | 2 | 3 | 4 |
| o. other (specify) _____ | | | | |

EXPERIENCE

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

66. For each of the following settings indicate all positions you have held in that setting and the total number of years in each position:

Setting	Position	Number of years
---------	----------	-----------------

SUPPLEMENTARY SCHOOLS

Aide

Teacher
 Supervisor
 Specialist
 Principal
 Other

DAY SCHOOLS

Aide
 Teacher
 Supervisor
 Specialist
 Principal
 Other

Day or Residential
 Camp

Counselor
 Specialist
 Unit leader
 Division head
 Director
 Other

JCC

Group worker
 Program Director
 Department head
 Director

PreSchool

Assistant teacher
 Teacher
 Director

Informal education

Youth work

group advisor
 youth director

Adult education

Teacher
 Program Director

68. What positions have you held in general education?
 (Circle all that apply)

	Position	Total number of years
1.	Never worked in general education	
2.	Aide	_____

- 3. Teacher _____
- 4. Librarian _____
- 5. Specialist _____
- 6. Counselor _____
- 7. Supervisor _____
- 8. Principal _____
- 9. Other _____

15. Please indicate how many years of total work experience you have had in each of the following areas of Jewish education.

No. of Years

- a. Supplementary (afternoon or Sunday) schools _____
- b. Day School _____
- c. Jewish camps _____
- d. Jewish pre-schools _____
- e. Adult education _____
- f. Informal Jewish education/youth groups _____
- g. Other Jewish education (specify) _____

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

19. How many years have you been working in this community, including this year? _____

20. How many years IN TOTAL have you been working in the field of Jewish education, including this year? _____

TRAINING AND STAFF DEVELOPMENT

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

75.A. In your first position as a new educator in Jewish education did you receive any of the following kind of support:

Yes (1)

No (2)

- | | | |
|--|---|---|
| a. lesson planning skills | 1 | 2 |
| b. classroom management skills | 1 | 2 |
| c. feedback from the principal/ supervisor | 1 | 2 |
| d. in-service training in content areas | 1 | 2 |
| e. interactions with other teachers | 1 | 2 |
| f. staff development | 1 | 2 |
| g. clear articulation of school goals/objectives | 1 | 2 |

75.B. As a new educator in Jewish education to what extent did you receive help from the followings:

(1) Never (2) Seldom (3) Occasionally (4) Frequently

a. colleagues	1	2	3	4
b. supervisors	1	2	3	4
c. principal	1	2	3	4
d. rabbi(s)	1	2	3	4
e. parents	1	2	3	4
f. lay leadership	1	2	3	4
g. central agency	1	2	3	4
h. professional organization	1	3	3	4
i. textbooks	1	2	3	4
j. curriculum guides	1	2	3	4
k. workshops	1	2	3	4
l. other published materials	1	2	3	4
m. conferences	1	2	3	4
n. formal coursework	1	2	3	4

59. How proficient are you in Hebrew?
Circle one.

- 1 fluent
- 2 moderate comprehension
- 3 limited comprehension
- 4 not at all

9. In a typical year are you required to attend in-service workshops?

Yes 1 No 2
How many? ____

10. In the last two years have you attended local workshops beyond the required ones in any of the following areas:

	Yes (1)	No (2)
a. Judaic subject matter	1	2
b. Hebrew language	1	2
c. Teaching methods	1	2
d. Classroom management	1	2
e. New curricula	1	2
f. Art/drama/music workshops	1	2
g. Other (specify) _____		

11. How useful were the workshops in helping you perform your job?

- 1. Very helpful
- 2. Helpful
- 3. Somewhat helpful
- 4. Did not attend

a. Judaic subject matter	1	2	3	4
b. Hebrew language	1	2	3	4
c. Teaching methods	1	2	3	4
d. Classroom management	1	2	3	4
e. New curricula	1	2	3	4
f. Art/drama/music workshops				
Other (specify) _____				

12. During the past twelve months did you:

	Yes (1)	No (2)
a. Attend a course in Judaica or Hebrew at a university, community center or synagogue	1	2
b. Participate in a private Judaica or Hebrew study group	1	2
c. Study Judaica or Hebrew on your own	1	2
d. Participate in some other on-going form of Jewish study (Specify) _____	1	2

13. Overall, how adequate are the opportunities for professional growth and development offered in your community?

1. Very adequate
2. Somewhat adequate
3. Somewhat inadequate
4. Very inadequate

14. During the past twelve months did you:

	Yes (1)	No (2)
a. participate in an Israel experience	1	2
b. attend a retreat	1	2
c. attend a national conference	1	2
d. other Jewish growth experience	1	2

16. In which of the following areas would you like to develop your skills?

	Do not need (1)	Need somewhat (2)	Need very much (3)
a. Classroom management	1	2	3
b. Child development	1	2	3
c. Lesson planning	1	2	3
d. Devising creative activities	1	2	3
e. Creating materials	1	2	3
f. Communication skills	1	2	3
g. Parental involvement	1	2	3
h. Motivating children to learn	1	2	3

17. In which of the following do you feel you need to increase your knowledge of subject matter?

(1) Do not need (2) Need somewhat (3) Need very much

a. Hebrew language	1	2	3
b. Customs and ceremonies	1	2	3
c. Israel and Zionism	1	2	3
d. Jewish history	1	2	3
e. Bible	1	2	3
f. Synagogue skills	1	2	3
g. Rabbinic literature	1	2	3
h. Other _____			

SETTING

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

22. Do you tutor students in Hebrew or Judaica?

Yes No

How many? _____

21. In how many Jewish schools do you teach? _____

22. What is the affiliation of each school you work in?

Check appropriate response.

	First school	Second school
a. Reform	()	()
b. Conservative	()	()
c. Orthodox	()	()
d. Reconstructionist	()	()
e. Community	()	()
f. Jewish Community Center		
g. Other (specify) _____		

23. In what type of program do you work?

Check all that apply.

	First school	Second school
a. Day School	()	()
b. One day only	()	()
c. Two or more days	()	()
d. Preschool	()	()
e. Adult education	()	()
f. Other (specify) _____		

24. How many hours per week do you work at each school?

_____ First school _____ Second school

25. What grade levels did you teach or work with this year (check all that apply):

	First school	Second school
a. Pre School	()	()
b. K - 2	()	()
c. 3-6	()	()
d. 7 and 8	()	()
e. 9 -12	()	()
f. Adult Education	()	()
g. Other (specify) _____		

26. What subjects do you teach this year (check all that apply):

	First school	Second school
a. Hebrew language	()	()
b. Judaica (e.g., Bible, history, holidays) in Hebrew	()	()
c. Judaica (e.g., Bible, history, holidays) in English	()	()
d. Bar/Bat Mitzvah Preparation	()	()
e. Secular subjects (e.g., math, reading, science)	()	()
f. Other (specify) _____		

27. How many students are in your school?

_____ First school _____ Second school

28. How many students are in your smallest class this year?

_____ First school _____ Second school

29. How many students are in your largest class this year?

_____ First school _____ Second school

30. How many miles do you travel from your home to the school?

First school: (one way) _____

Second school: (one way) _____

31. How did you find this teaching position?

(Check the one that best applies to you)

First school Second school

- | | | |
|--|-----|-----|
| a. Central Agency for Jewish Education | () | () |
| b. Graduate school placement | () | () |
| c. Through a friend or mentor | () | () |
| d. Recruited by the School | () | () |
| e. Approaching the school directly | () | () |
| f. Newspaper advertisement | () | () |
| g. National professional association | () | () |
| h. Other (specify) _____ | | |

33. Which of the following kinds of help and support do you currently receive?

(1) Never (2) Seldom (3) Occasionally (4) Frequently

- | | | | | |
|---|---|---|---|---|
| a. Guidance from your principal or supervisor | 1 | 2 | 3 | 4 |
| b. An opportunity to work with other teachers | 1 | 2 | 3 | 4 |
| c. Supervision from a mentor teacher | 1 | 2 | 3 | 4 |
| d. Consultation from a faculty member at a local university | 1 | 2 | 3 | 4 |
| e. Consultation from a central agency consultant | 1 | 2 | 3 | 4 |
| f. Access to a teach resource center | 1 | 2 | 3 | 4 |
| g. Other areas of support | 1 | 2 | 3 | 4 |
| h. Other (specify) _____ | | | | |

QUESTION: (Repeat for second school)

34. To what extent did each of the following factors affect your decision to become a Jewish educator where you are presently working?

(1) Definitely affected (2) Somewhat affected
(3) Definitely did not affect

- | | | | |
|---|---|---|---|
| a. hours available for teaching | 1 | 2 | 3 |
| b. salary | 1 | 2 | 3 |
| c. convenient location | 1 | 2 | 3 |
| d. friends who teach there | 1 | 2 | 3 |
| e. wanted to work with the principal or rabbi | 1 | 2 | 3 |
| f. reputation of the school | 1 | 2 | 3 |
| g. quality of the students | 1 | 2 | 3 |
| h. religious orientation | 1 | 2 | 3 |
| i. my own synagogue | 1 | 2 | 3 |
| j. effort to recruit me | 1 | 2 | 3 |
| k. other (specify) _____ | | | |

QUESTION: Repeat for second school.

36.A. Which of the following benefits are available to you as a teacher in the first school in which you work? (check all that apply)

Available/Receive

- | | | |
|--|-------|-------|
| a. free or reduced tuition for your children | _____ | _____ |
| b. day care for your children | _____ | _____ |
| c. free or reduced membership in a synagogue or JCC | _____ | _____ |
| d. synagogue membership privileges such as High Holiday tickets | _____ | _____ |
| e. money to attend conferences | _____ | _____ |
| f. full or partial subsidy for continuing educational courses or in-service training | _____ | _____ |
| g. sabbatical leave (full or partial pay) | _____ | _____ |
| h. disability benefits | _____ | _____ |
| i. employer contributions to health plan | _____ | _____ |
| j. pension benefits | _____ | _____ |

36.B. Which of the following benefits are available to you as a teacher in the second school in which you work? (check all that apply)

Available/Receive

- | | | |
|--|-------|-------|
| a. free or reduced tuition for your children | _____ | _____ |
| b. day care for your children | _____ | _____ |
| c. free or reduced membership in a synagogue or JCC | _____ | _____ |
| d. synagogue membership privileges such as High Holiday tickets | _____ | _____ |
| e. money to attend conferences | _____ | _____ |
| f. full or partial subsidy for continuing educational courses or in-service training | _____ | _____ |
| g. sabbatical leave (full or partial pay) | _____ | _____ |
| h. disability benefits | _____ | _____ |
| i. employer contributions to health plan | _____ | _____ |
| j. pension benefits | _____ | _____ |

76. The following questions concern the goals, objectives and priorities of the schools in which you teach. For each of the schools you teach in, circle the response that best describes your school:

- (1) Agree strongly
(3) Disagree

- (2) Agree
(4) Disagree strongly

A. FIRST school in which I work.

- a. The school's goals and objectives are clearly communicated

1 2 3 4

- b. My school has a set of objectives that indicate what students are expected to attain over a specified period of time 1 2 3 4
- c. I know what my school's goals are 1 2 3 4
- d. I generally agree with my school's goals 1 2 3 4
- e. The teachers in my school have a common set of priorities indicating which goals and objectives take precedence when two or more come into conflict 1 2 3 4
- f. Priorities change too frequently and are sometimes hard to keep track of 1 2 3 4
- B. SECOND school in which I work:**
- a. The School's goals and objectives are clearly communicated 1 2 3 4
- b. My school has a set of objectives that indicate what students are expected to attain over a specified period of time 1 2 3 4
- c. I know what my school's goals are 1 2 3 4
- d. I generally agree with my school's goals 1 2 3 4
- e. The teachers in my school have a common set of priorities indicating which goals and objectives take precedence when two or more come into conflict 1 2 3 4
- f. Priorities change too frequently and are sometimes hard to keep track of 1 2 3 4

FUTURE

The next set of questions ask about your future plans in the field of Jewish education.

69. In which of the following do you have knowledge and skills which you would be interested in utilizing to enhance Jewish education in your community? Circle all that apply.

1. Hebrew
2. Bible
3. Customs and Ceremonies
4. Rabbinic literature
5. Jewish history

6. Israel and Zionism
7. Skills and special talents
8. Family education
9. Special education
10. Library
11. Gifted and talent
12. Technology/computers/media
13. Counseling
14. Parent education
15. Teacher training
16. Curriculum development
17. Music
18. Drama
19. Art
20. Youth work
21. None
22. Other _____

6. Three years from now, do you think you will be working in the field of Jewish education?

Yes 1 No 2

Do you think you will be working in Jewish education in the same community?

Yes 1 No 2

7. Do you think you will be working in the SAME setting or school?

Yes 1 No 2

8. Which of the following best describes your career plans over the next five years. Choose one.

1. plan to continue what I am doing
2. plan to teach in a different supplementary school
3. plan to teach in a day school (or a different day school)
4. plan to be an administrator or supervisor in a Jewish school
5. plan to have a position in Jewish education other than in a school (such as a JCC, Jewish library, or camp)
6. plan to be involved in Jewish education in Israel, or in some other country
7. plan to seek permanent position outside of Jewish education
8. to resign from employment
9. plan to retire

10. don't know/uncertain

FULL-TIME/PART-TIME

The following items concern the full-time/part-time nature of Jewish education:

73. Do you have to teach in more than one setting in order to earn a suitable wage?

Yes (1)

No (2)

71. To what extent are each of the following advantages or disadvantages of teaching in more than one school:

- (1) definite advantage
- (2) somewhat an advantage
- (3) somewhat a disadvantage
- (4) definite a disadvantage

a. Distance between settings	1	2	3	4
b. Scheduled faculty meetings	1	2	3	4
c. Scheduled faculty in-service	1	2	3	4
d. Preparation time	1	2	3	4
e. Classroom autonomy	1	2	3	4
f. Adjustment to different expectations	1	2	3	4
g. Variety of programs	1	2	3	4

70. If you had an opportunity to work full-time, would you prefer to teach.. circle one.

- 1. in one school
- 2. in several schools
- 3. I don't want to work full-time

2. If you are a part-time Jewish educator, what sorts of things would encourage you to consider full-time employment in Jewish education. Rank the three most important by writing 1,2,3, next to your choice where 1 is the most important.

- a. salary
- b. benefits
- c. job security
- d. career advancement
- e. greater background in Judaica and Hebrew
- f. greater educational background
- g. presence of colleagues and opportunities to work with them
- h. change in family status
- i. availability of training opportunities

- j. job security, tenure
- k. more resources at work

4. Are you a full-time or part-time Jewish educator? Check one.
 full-time () part-time ()

AFFILIATION

Next we are going to ask you about your Jewish affiliations.

38. At the present time, which of the following best describes your Jewish affiliation? Circle your response.

- 1. Orthodox
- 2. Conservative
- 3. Reform
- 4. Reconstructionist
- 5. Secular
- 6. Other (Specify) _____

40. Are you currently a member of a synagogue?

Yes 1 No 2

41. What denomination is the synagogue of which you are a member? Circle your response.

- 1. Orthodox
- 2. Conservative
- 3. Reform
- 4. Reconstructionist
- 5. Secular
- 6. Other (Specify) _____

42. Are you a teacher in the synagogue where you are a member?

Yes () 1 No () 2

43. Which of the following, if any, do you usually observe in your home? (circle all that apply)

- 1. light candles on Friday evening
- 2. attend a seder in your home or somewhere else
- 3. buy Kosher meat for home use
- 4. use separate dishes for meat and dairy
- 5. light Hanukkah candles

6. have a Christmas tree
7. fast on Yom Kippur
8. refrain from handling money on the Sabbath
9. refrain from riding on the Sabbath
10. build a Sukkah
11. fast on Tisha B'Av
12. fast on minor fasts such as Ta'anit Esther

44. During the past year, did you....
- | | Yes (1) | No (2) |
|---|---------|--------|
| a. attend synagogue on the High Holidays | 1 | 2 |
| b. attend synagogue at least twice a month on Shabbat | 1 | 2 |
| c. attend synagogue on holidays such as Sukkot, Passover or Shavuot | 1 | 2 |
| d. attend synagogue daily | 1 | 2 |

45. To which of the following Jewish organizations do you belong:

- | | Yes (1) | No (2) |
|---|---------|--------|
| a. local Jewish social service organizations or auxiliaries - e.g., Home for the Aged, Child and Family service | 1 | 2 |
| b. Sisterhood or Men's Club | 1 | 2 |
| c. Zionist organization | 1 | 2 |
| d. Bnai Brith/ADL | 1 | 2 |
| e. Jewish Community Center | 1 | 2 |
| f. Other (specify) _____ | | |

46. Have you ever been to Israel? Yes () 1 No () 2

47. If yes, did you ever live in Israel for three months or longer? Yes () 1 No () 2

48. As a member of the Jewish community in which of the following do you actively participate.

- | | Yes () 1 | No () 2 |
|--|-----------|----------|
| a. volunteer on behalf of Jewish organizations | 1 | 2 |
| b. contribute to local Jewish federation campaign | 1 | 2 |
| c. contribute to Jewish causes | 1 | 2 |
| d. support causes by attendance at public gatherings such as rallies | 1 | 2 |

49. My children are enrolled in (circle all that apply)

1. Jewish day school
2. supplementary synagogue school
3. Jewish pre-school
4. public school

5. other private/independent school

6. I have no school age children.

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

1. one/day week or "Sunday" school

2. two or three day/week supplementary school

3. four or five day/week Talmud Torah

4. day school

5. none

6. other (specify)

57. Did you attend a Jewish summer camp with mainly Jewish content or program? Circle your response.

Yes () 1 How many Summers? _____

No () 2

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

1. one day/week confirmation class

2. two or more days/week Hebrew high school

3. day school

4. none

5. other (specify)

DEMOGRAPHICS

Lastly, we want to ask you some questions about yourself.

35. What is your annual salary from your teaching?

	First school	Second School
a Under \$1,000	()	()
1,000 - \$2,999	()	()
\$3,000 - \$4,999	()	()
\$5,000 - \$6,999	()	()
\$7,000 - \$9,999	()	()
\$10,000 - \$14,999	()	()
\$15,000 - \$19,999	()	()
\$20,000 - \$24,999	()	()
\$25,000 - \$30,000	()	()
Over \$30,000	()	()

65. What is your total family income?

1. \$30,000 or below

2. \$31,000 - \$40,000

3. \$41,000 - \$50,000

4. \$51,000 - \$75,000

37. Are you Jewish?

Yes 1 No 2

39. Are you a convert to Judaism?

Yes 1 No 2

50. Age _____

51. Sex: Male () 1 Female () 2

52. Where were you born?

USA

Other, please specify _____

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

1. some high school
2. graduated high school
3. some college
4. graduate college
5. some post-graduate courses
6. graduate or professional degree
7. technical school
8. teacher-training institute

55. What degrees do you hold? Please list:

DEGREE

MAJOR

59. How many college or graduate credits do you have in each of the following:

number of credits

- a. Judaica or Jewish studies
- b. Hebrew language
- c. education
- d. Jewish communal service

60. Do you hold a professional license or certification in:

	Yes 1	No 2
a. Jewish education	1	2

- | | | |
|---------------------------|---|---|
| b. general education | 1 | 2 |
| c. other (please specify) | 1 | 2 |

61. Marital status

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

62. Is your spouse Jewish? Yes 1 No 2

63. Is your spouse also a Jewish educator? Yes 1 No 2

64. How important to your household is the income you receive from Jewish education? Choose one of the following:

1. the main source of income
2. one of our/my main sources of income
3. an important source of additional income
4. significant to our/my total income
5. I do not earn an income from Jewish teaching

THANK YOU VERY MUCH FOR YOUR COOPERATION!

B:Survey

Fax Memorandum

TO: Seymour Fox & Annette Hochstein

FROM: Ellen and Shulamith

RE: Educator Survey

DATE: 11³⁰ pm - Sunday night.

Ellen is in Washington for now & we have just finished working on the Survey which I hope to get to the typist tomorrow before 11 PM! Ellen should have a copy of our work when she returns to Washville on Friday.

Can we schedule a conference call for Friday? It could be 3³⁰ your time or 4: these are good times for Ellen. Ellen is at 301-942-9506 until Thursday evening. / yes, one on

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T**Council for Initiatives
in
Jewish Education**

To:

Oriana Or

Company Name:

Marcel Institute

Phone Number:

Fax Number:

011-972-2-619951

From: Shulamith R. Elster

Description:

Conference call on 4/9 is for me. I just spoke with Ellen. She is available at 6^{am} Central time (7^{am} Daylight time.) She will be at home in Nashville. I will be at this number. I will assume that you will place the call.

Number of pages (including cover):

just this one

Date sent:

4/8/93

Time sent:

7:45 am

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301-230-2012

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Council for Initiatives
in
Jewish Education

Date sent:

Time sent:

No. of Pages (incl. cover):

To: Annette Hochstein, Seymour Fox,
Shmuel Wygoda
Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Seymour,

Here is the memo to MLM on the 8/26 agenda. If it looks OK to you, you thought you might deliver it to MLM + discuss it with him. Please let me know whether or not you do and, if you do, the outcomes.

Thanks. Hope all is well.

Ginny

If there are any problems receiving
this transmission, please call:
216-391-1852

MEMO TO: Morton L. Mandel

DATE: June 2, 1993

FROM: Virginia F. Levi

SUBJECT: Agenda for August 26 CIJE Executive Committee and Board Meetings

We have scheduled an Executive Committee meeting for the morning of Thursday, August 26 and a Board meeting for the afternoon. I have reserved rooms at UJA/Federation with the thought that the Executive Committee meeting might go from 10 to 11:30 and the Board meeting from noon to 3:30 or 4:00, including lunch.

SF, HLZ and I met recently to discuss these meetings. We listed the following desired outcomes:

1. Provide the Board with a sense of the momentum of CIJE.
2. Demonstrate that the Communities are coming aboard.
3. Indicate that individual activities within the Lead Communities will have an impact well beyond the local communities.

Following are the items proposed for the Executive Committee:

- I. Introductory Remarks
- II. Update on staffing
- III. Approval of fiscal 1993-94 budget.
- IV. Discussion of CIJE as a fund raiser, not a funder, for the Lead Communities.
- V. Development report by AJN.

We propose the following from which to select for the Board meeting:

- I. Progress Report
- II. Centerpiece - Report on work in the Lead Communities (we suggest that Chuck Ratner present the report with careful preparation by CIJE staff.)
Items to be covered would include:
 - A. The establishment of local coalitions
 - B. Work of field researchers in the Lead Communities
 - C. Progress of local commissions

We may wish to invite Milwaukee to respond to Chuck's report, as the community which has advanced farthest on the CIJE agenda.

III. Monitoring, Evaluation and Feedback Report

A. "Teaser" report on Educators Survey - Ellen Goldring

B. Update on the overall project - Adam Camoran

Esther Leah Ritz might introduce Ellen Goldring and Adam Camoran to make the report on what has occurred to date and what is scheduled.

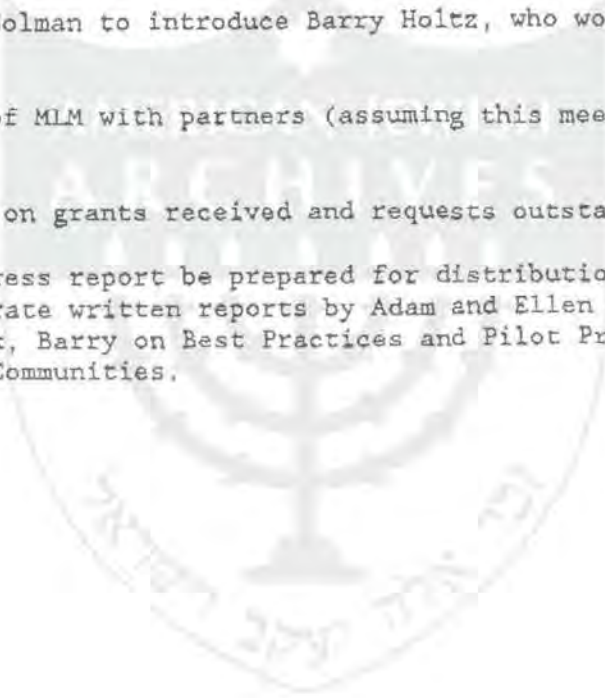
IV. Update on Best Practices and Pilot Projects

We might ask John Colman to introduce Barry Holtz, who would make the report.

V. Report on meeting of MLM with partners (assuming this meeting has taken place by then)

VI. Development report on grants received and requests outstanding

We propose that a progress report be prepared for distribution in advance of the meeting to incorporate written reports by Adam and Ellen on Monitoring, Evaluation and Feedback, Barry on Best Practices and Pilot Projects, and Shulamith on the Lead Communities.



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Council for Initiatives
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Date sent:

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No. of Pages (incl. cover):

To: Annette Hochstein, Seymour Fox,
Shmuel Wygoda
Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

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ARCHIVES

Attached are :

1. Draft agenda for next week's telecon. Please let me know if you have any additions or corrections.
2. Memo from SRE on use of Senior Advisors. I haven't included it on this next agenda because of likely time shortage. It could be discussed at this or the next telecon.

Ginny

MEMORANDUM

TO: CIJE Telecon Participants
Henry Zucker, Steve Hoffman and Ginny Levi (Cleveland)
Seymour Fox, Annette Hochstein and Shmuel Wygoda
(Israel)
Barry Holtz (New York)

FROM: Shulamith Elster

RE: CIJE Senior Advisors

DATE: June 4, 1993

1. This brief memo is intended to provide the basis for a conversation on our telecon regarding the CIJE Senior Advisors, formerly the Senior Policy Advisors.
2. From time to time, over the past two and a half years, this group has received either "no attention" or "little attention." Its reason for existence - as a CIJE entity - has been uncertain though it has not been recommended - to the best of my knowledge - that we formally put the Senior Advisors "out of business."
3. Membership: To review.... the group consists of the professional heads of denominational and other organizations involved in formal and informal education (e.g., United Synagogue, UAHC, HUC, Reconstructionist, Torah Umesorah, CAJE, Hillel, BBYO, JCCA, JESNA), veteran professionals in the field including some who were Commissioners (e.g., Dubin, Ettenberg, Pakarsky, Reisman, Schiff, Elkin, Bieler), Federation execs (e.g., Shrager, Friedman) et. al.
4. Activities: To the best of my knowledge the advisors have met no more than twice each year. There has only been one meeting so far this year: actually two if you count the fact that they were invited to the Annual Meeting. Members served on the panels that reviewed the proposals for the Lead Communities Project and have participated in some of the activities regarding the involvement of the movements and denominations in the Lead Communities and we anticipated their involvement in aspects of the Best Practices Project.
5. At the last meeting of Senior Advisors held in New York, the agenda included a progress report on the Lead Communities Project, a presentation by Ellen and Roberta on Monitoring, Evaluation and Feedback and a presentation by Barry and Carol Ingall on the Best Practices in Supplementary Schools. Staff members and consultants who participated in the presentations and discussions that followed found the comments and suggestions valuable. They have informed our thinking about all three of the projects. The opportunity to make these

presentations to colleagues and to benefit from their reactions and advice is one significant reason to keep the group active and engaged.

6. The Advisors serve as our "ambassadors" to the larger community of colleagues who are relatively uninformed (actually, very uninformed) of the work of the CIJE. The Commission, A Time To Act and the initial year of the CIJE created an unparalleled level of interest and we have not done an effective job of public relations - to any of our publics - although this continues to be an agenda item for staff! The Advisors have helped and can help in this effort if we keep them informed and use what they have to offer --- counsel, connections, experience. In short, an active group of this type provides us with linkages to groups that I think continue to be important to our work.
7. In planning for the next year, it would be my recommendation to have the Advisors meet at least twice during the year as a group - perhaps once in conjunction with the Annual Meeting.
8. I think it important for Advisors to receive the regular progress reports to Board members.
9. Advisors might be asked to participate as members of the Advisory Committees for each of the projects though it should be clear that this is different from membership on a Board committee. Consideration might be given to committees that include both Board members and Advisors.
10. CIJE should continue to use Advisors on an ad hoc basis for specific assignments and perhaps these assignments might be expanded to include some Pilot Project activities in each of the Lead Communities.
11. Several members of the Senior Advisors group (e.g., Elkin, Bieler) might be asked for their comments and for suggestions for the future. I think this would be especially informative!

I look forward to our discussion at a future telecon.

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Date sent:

Time sent:

No. of Pages (incl. cover): 16

To: Annette Hochstein, Seymour Fox,
Shmuel Wygoda
Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear team,
Enclosed are the minutes + assignments
from yesterday's telecon.

* Art Napatich wonders if he could talk
with SF about the Spencer Foundation
on Sunday, 9 or 10 am Cleveland time.
Please let me know if this works, if
so the exact time of the call + whether
Art should call Seymour (phone #) or
Seymour will call Art (216-368-6947).

Thanks, Ginny

If there are any problems receiving
this transmission, please call:
216-391-1852

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

FROM: Virginia F. Levi *VF*

DATE: June 9, 1993

Attached is a summary of the meetings held by Seymour Fox and Daniel Pekarsky in Milwaukee on May 21. This is the memo referred to in our telecon on June 8.

I am sending this for your info, so you know the memo has gone out. You already have the document I'm sending.



MINUTES: CIJE Staff Teleconference
DATE OF MEETING: June 8, 1993
DATE MINUTES ISSUED: June 9, 1993
PRESENT: Shulamith Elster, Seymour Fox, Annette Hochstein,
Stephen Hoffman, Virginia Levi, (Sec'y), Shmuel Wygoda
COPY TO: Morton L. Mandel, Barry Holtz

I The minutes and assignments of May 28 were reviewed.

II. Status Reports on Communities

A. Atlanta

1. SF reported an excellent conversation with Professor David Blumenthal of Emory University. They agreed to talk further over the summer about involving Emory in the training of personnel. SHH will report this progress to David Sarnat.
2. It was reported that Atlanta has now hired a planner who, although relatively junior in status, will take some of the burden off Lauren Azoulay. This will leave Lauren free to devote more of her time to the Lead Community project. The next commission meeting in Atlanta will take place in August.

B. Baltimore

1. AH reported on a conversation with Marshall Levin in which she reminded him of our concerns regarding staffing of the project. It was noted that Baltimore feels it is moving forward on schedule with the identification of lay leadership and establishment of a committee structure for the Lead Community project. It is our sense that Baltimore is moving forward with its strategic plan and progressing on the CIJE project as it complements that plan.

- SHH will now talk with Darrell Friedman about our concern that the Lead Community project is secondary to the strategic planning process and that the project really needs a staff member devoted full time to moving it forward. In that conversation, SHH will propose a meeting on June 25 of himself and Darrell Friedman with SF and AH in Jerusalem.
2. It was reported that Baltimore has appointed Eileen Voglestein to chair their commission on Jewish continuity. She has expressed a strong interest in moving the project forward.

C. Milwaukee

- assignment
1. Daniel Pekarsky has prepared a memorandum summarizing the meetings that he and SF had in Milwaukee. VFL will get the memo and circulate it to this group.

assignment

It was noted that while the lay leaders and Ruth Cohen are aware of Pekarsky's role with Milwaukee, it seems to be unclear to others. DP will be attending the June 16 commission meeting in Milwaukee, at which point this should be clarified. It was suggested that SE encourage Pekarsky and Roberta Goodman to work closely together.

2. SHH reported a conversation in which Howard Neistein asked which foundations are supporting CIJE projects as a means of helping to shape Milwaukee's planning. SHH suggested that Milwaukee proceed with its planning and that CIJE, probably through Pekarsky, will be in touch when there is relevant funding information to report.
 3. SE has been working with Roberta Goodman and Ruth Cohen to draft a principal's survey. It has been sent to Ellen Goldring for her review. Ellen will have the next draft with her when she meets with SF and AH in Israel next week.
 4. An agreement has been drafted for the analysis of the educators survey. As soon as it is signed by Milwaukee and returned, the analysis of the data will begin.
 5. Milwaukee has a commission meeting scheduled for June 16 at which Jonathan Woocher will be speaking. It was agreed that AH will talk with Jon prior to that meeting to be sure that he is up to date on CIJE thinking.
- assignment

III. Next Joint Meeting

assignment

It was suggested that VFL check with the communities on the possibility of holding a joint meeting immediately before or after the August 26 board meeting. VFL will discuss this further with SW and will then make the necessary phone calls.

It was suggested that a meeting of CIJE staff be held in Jerusalem in July or early August. This is to be discussed further at the next telecon.

IV. CIJE/CRB Relationship

It was noted that more work has to be done before we can move ahead with CRB on Israel experience for the Lead Communities. During meetings which MLM had with a number of the purveyors of Israel

experience programs in Israel, some new ideas were raised about how to proceed. This is to be discussed further at a future telecon.

V. Developments with Denominations

SF reported on his meetings with the Conservative and Orthodox movements and phone conversation with Sara Lee of the Reform movement. He felt that all three understood and agreed with the suggestion that there are two areas in which the denominations can be helpful in the Lead Communities. The first is in training (both pre-service and in-service) to prepare people to work on the areas of programmatic interest of each community. The second is to work with the communities in establishing goals for Jewish education, based on the work of denominations, the Mandel Institute, and others. It was noted that this work on goals will be important to David Hirschhorn's funding of evaluation.

VI. CAJE

Assignment

It was noted that CIJE has been represented at the annual CAJE conference since 1989 and that it would be important for Barry Holtz to participate this year. The meeting will be in San Antonio in August. It was agreed that Barry will complete the form for meeting attendance before proceeding further with any plans.

It was suggested that CIJE hold a reception for educators from the Lead Communities at the conference. This will be considered further.

VII. Miscellaneous

A. A question was raised about whether the Best Practices project on day schools will involve Torah Umesorah. There were plans to consult with Rabbi Fishman and his staff on this project. We will confirm with BH that this is still in the works. It was noted that Torah Umesorah is an important presence, especially in Baltimore, and that they should be included.

B. The status of the Torah Umesorah proposal was raised. It was reported that consideration is being given to MAF support. No final decisions have been made on this proposal.

C. It was reported that the Jim Joseph Foundation has responded to the proposal for work with day school principals, noting that they would like partners to help with the funding. It was suggested that, depending on the amount of match being sought, the Lead Communities might be asked to pay some tuition. HLZ will follow up with AJN for guidance on what the foundation is seeking.

Assignment

Communities might be asked to pay some tuition. HLZ will follow up with AJN for guidance on what the foundation is seeking.

It was noted that one logical partner would be the Jesselson Foundation. It was suggested that SHH and HLZ discuss with MLM whether we wish to approach the Jesselson family at this time.

It was suggested that we move forward with a meeting of MLM with Gershon Kekst to invite him to serve on the CIJE board prior to the August 26 meeting. It was also suggested that the recommendation to replace Gerald Cohen on the board be responded to relatively soon.

VIII. The next telecon is scheduled for Wednesday, June 16 at 9:00 a.m.



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Date sent: 6/22 Time sent: 9:30 No. of Pages (incl. cover): 18

To: Annette Hochstein, Seymour Fox,
Shmuel Wygoda
Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:



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MINUTES: CIJE Staff Teleconference

DATE OF MEETING: June 16, 1993

DATE MINUTES ISSUED: June 17, 1993

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

COPY TO: Morton L. Mandel, Annette Hochstein

I. The minutes and assignments of June 8 were reviewed.

assignment It was reported that the Jim Joseph Foundation has requested a needs assessment regarding the leadership picture of the Lead Communities. SE is working on this and expects to complete it by June 25. In the meantime, Art Naparstek is working to clarify what the foundation means by the request for partners in the funding.

assignment It was agreed that SE will brief Rabbi David Teutsch, new president of RRC, following his receipt of an invitation to join the CIJE board.

Camper calls are to be undertaken as soon as possible after receipt of the outline which SE is preparing and the draft agenda which is still being developed.

HLZ questioned the players and purpose of the proposed meeting of MLM with a "small group" at the Quarterly. He will discuss this with MLM, proposing that this might be the best time to arrange a meeting of the presidents and execs of our partners.

II. Status Reports on Communities

A. Atlanta

1. SHH spoke with David Sarnat and believes that the political issues surrounding the hiring of a rabbi for the JCC are being resolved.
2. SF will be talking with David Blumenthal this summer and hopes to meet with the Emory University staff when he is in the States in August.
3. Claire Rottenberg is leaving her position as field researcher to return to teaching. Adam and Ellen are at work in search of her replacement.

4. With respect to the staffing issue, Atlanta believes that the problem has been solved for the short term by assigning Lauren Azoulai to the project. They will reopen the search for a full-time director of the project sometime during the next year. BH will follow up with Alan Hoffman regarding the availability of senior educators for such a position and will follow through with Atlanta.
5. SHH was encouraged to stay in touch with David Sarnat to help push the process forward in Atlanta. He will advise Sarnat to encourage Lauren Azoulai to prepare a list of questions and her sense of next steps in Atlanta for discussion at a meeting scheduled to take place in Israel in early July.

B. Baltimore

While no specifics regarding Baltimore were discussed, it was noted that CIJE needs a game plan for how to proceed with both Baltimore and Atlanta. This should be a focus of the July staff seminar.

Note: While not discussed on the telecon, VFL has learned that Chaim Botwinick is to be CIJE's primary contact and Marshall Levin will have relatively little to do with CIJE, although he will be deeply involved in the internal Lead Communities project. Nancy Kutler will be working with Chaim, but the travel budget will permit only Chaim to attend joint meetings.

C. Milwaukee

1. It was suggested that Daniel Pekarsky's memorandum regarding the meeting which he and SF had in Milwaukee in May placed too great an emphasis on the "conflict" between the enabling options and programmatic interests. We should be careful that CIJE does not interfere with major programmatic directions of a community. On the other hand, it appears that we were not sufficiently clear early in the process and Milwaukee searched for a programmatic focus for the Lead Communities project in response to the Planning Guide.

It appears that we and Milwaukee are more clear on this now than may have been evident in the memo. At the same time, it was noted that Ruth Cohen is not a planner and that CIJE should work closely with her in this area.

2. It was suggested that what is probably missing in all three Lead Communities is a strategic vision for how to improve Jewish education. Jon Woocher was scheduled to work with Milwaukee on "visioning" later on June 16. This will help with the mind set, but CIJE needs to have a clear sense of direction so that it can be effectively communicated in each of the communities. It was noted that it is critical for the staff who will be interacting

with the three communities to be in synch on a strategic vision or overall plan and the steps necessary to move forward.

3. The principal survey has been drafted and is currently being reviewed in Israel. It should be ready for final revision within a week.

D. Next joint seminar

VFL is in the process of checking dates with the three communities for a meeting in August. The proposed dates are Monday and Tuesday, August 23 and 24 with a probable staff meeting the preceding day. [An alternative being floated by the communities would be August 30 and 31 with a staff preparation day on the 29th.]

III. August 26 Board Meeting

- A. It was suggested that we propose to invite the execs and lay leaders from each of the three Lead Communities to the board meeting.
- B. If the communities are all represented at the meeting, we may wish to include on the agenda an opportunity for them to comment on Chuck Ratner's report on the Lead Communities.
- C. With respect to Mark Lainer's comments to SE, it was suggested that we need a way to get board members to feel more involved. It might be useful to include in the August 26 agenda one or more issues which require board decisions.

IV. Summer Staff Seminar

The current plan is for a seminar in Jerusalem the week of July 18. At that time, the following items would be among those on the agenda:

- A. establishment of a Best Practices time table and plans for pilot projects
 - B. development of a clear game plan for each of the three communities
 - C. discussion of an organizing vision
- V. The next telecon is scheduled for Wednesday, June 30 at 9:00 a.m. SHH will be with SF, AH and SW in Israel.

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: JUNE 17, 1993

DATE MINUTES ISSUED: JUNE 18, 1993

PRESENT: Seymour Fox, Annette Hochstein, Stephen Hoffman, Ann Klein, Virginia Levi, (Sec'y), Morton L. Mandel, Chair, Henry L. Zucker

COPY TO: Barry Reis

I. The minutes of May 13 were reviewed.

- Assignment A. MLM reported a conversation with Erica Jesselson in which she noted the deep interest her husband had expressed in the work of CIJE. The implication was that she will carry on that interest. It was noted that she should be an important person on our list of supporters. We may wish to consider her or her son for membership on the CIJE board. MLM intends to see her in New York and will follow up.
- Assignment B. The development of a CIJE time line and action plan will become the responsibility of Alan Hoffman. ARH will advise him as he takes over this responsibility.
- Assignment C. VFL will prepare a matrix of current and potential funders, the CIJE staff person responsible for working with each funder, and the status. Assignment A similar matrix will be developed for funding requests submitted to CIJE.
- D. ARH has drafted a position description for the chief education officer. VFL will distribute this to the people scheduled to interview Gail Dorph.
- Assignment An organization chart should now be developed to clarify relationships and include a short explanation of duties for each of the people working for CIJE.

II. Plans for August 26, CIJE Board Meeting

A. Executive Committee

The proposed agenda was reviewed. It was agreed that a report on development will depend on whether we have concrete results, e.g. a Blaustein gift or a Jim Joseph gift, to report.

The proposed work plan might be presented by Alan Hoffman, depending on whether his appointment has been announced.

B. Progress Report

1. MLM will make introductory remarks and will introduce Alan Hoffman. His remarks will include the role of CIJE in funding. Hoffman's remarks might include the introduction of Gail Dorph and the distribution of an organization chart.
2. Report on work in the Lead Communities

Assignment

HLZ and VFL will work with Chuck Ratner to prepare him to make the report on the Lead Communities.

It was recommended that the lay and professional leaders of the three Lead Communities be invited to attend the board meeting. We should include in the agenda responses by each community to the Ratner presentation.

3. Monitoring, Evaluation & Feedback Report

Ellen Goldring will prepare Esther Lesh Ritz to make the introduction to this report. The report itself will include an update on the project by Adam Gamoran and a brief report on the educators survey by Ellen Goldring.

4. Update on Best Practices and Pilot Projects

Barry Holtz will prepare John Colman to make the introduction, followed by a report which Barry will give.

C. Announcement of Alan Hoffman's appointment

Assuming the negotiations which are currently underway are successful, it was suggested that the following steps be taken:

1. Hold a meeting of the executive search committee by telecon for their approval.
2. Hold a meeting of the executive committee by telecon for their consideration of the appointment and at least one other agenda item, to be determined.
3. Send an announcement to the board members prior to the August meeting.

D. Communications

Assignment

1. VFL will prepare a letter now asking people to indicate their attendance plans.

Assignment

2. VFL and ARH will work together on a written progress report to be sent in early August.

III. CIJE Board Membership

A memo from SHH reporting the recommendation of David Sarnat to replace Gerald Cohen with Jay Davis was discussed. It was concluded that SHH should call Sarnat for more information about Davis, after which an invitation will be issued.

Assignment

IV. Lead Communities Update

It was noted that the only community actively working at present is Milwaukee. While the other two communities are heading in the right direction, the process is going slowly.

It was suggested that when we have more regular staff involvement, we can expect things to go more smoothly. It would be unrealistic to expect a change of culture to occur quickly and easily.

V. Upcoming Seminars

A staff seminar is being planned for mid July in Jerusalem. SW is working on the scheduling.

A seminar of the Lead Communities is scheduled for late August in the States. VFL and SW are working on identifying an appropriate date and location.

VI. Update on CJF Continuity Commission

A. MLM reported on a meeting he had with Marvin Lender, chair of the CJF commission on Jewish continuity. It was apparent that we have much to do in bringing the national lay community up to date on the work of our Commission and CIJE. It was concluded that Lender will not proceed with the CJF commission until he and MLM talk again about how their work and ours can complement each other.

Assignment

B. It was suggested that Lender be invited to serve on the CIJE board. VFL and HLZ will draft a letter inviting him to serve and providing him with background information.

C. SHH reported on conversations with Marty Kraar. He noted that Federation staff are generally not well informed about Jewish continuity. This commission was formed as a reaction to the data from the CJF survey. Marty is now aware of the pitfalls of this approach. He, too, is anxious to find a way to work cooperatively with CIJE.

D. It was concluded that this situation provides us with an opportunity to find a way for CIJE and CJF in work in concert. It was suggested that SHH advise Alan Hoffman about this situation and how to proceed.

Assignment

VII. Operations

A. Torah U'mesorah

Assignment It was agreed that VFL will draft a letter to Rabbi Fishman informing him that we generally like the idea of his proposal for teacher training and that we have asked Shmuel Wygoda to work with him.

B. VFL will prepare a list of open major proposals for support of projects in the area of Jewish education. A review of this list will be included on the agenda of the CIJE steering committee.

C. Final arrangements for Shulamith Elster's termination of employment were discussed. VFL will inform her of the outcome.



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Mar 93 10:22:48 GMT

Via: UK.AC.ED.ERCVAX; 1 MAR 93 10:22:43 GMT

Date: Mon, 1 MAR 93 10:23:28

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: responses to the Planning Guide and Supplementary Schools
paper

Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX"
<EKJC68@ERCVAX.EDINBURGH.AC.UK>

February 28, 1993

Ms. Annette Hochstein
Mandel Institute of Jerusalem

Dear Annette,

I assume that by the time you read this you will be back from your latest trip to the U.S., and I hope it was a positive and productive visit. This week I received copies of the Planning Guide and the Supplementary Schools paper, and I wanted to offer a few reactions. I think both documents are superb, and my comments mainly address implications for the future rather than suggesting any revisions.

I have two minor questions about the Planning Guide: (1) What is the "goals project" which is mentioned in several places? This sounds like a project with which our work should be

coordinated. (2) On p. 6, mention is made of "CIJE project descriptions." Which document is being used as the project description for the MEF project? Do you want us to prepare something specifically for this audience?

I also have one minor comment: On p. 18-19, the terms "outputs" and "outcomes" are hard to distinguish from one another, although they are given very different meanings here. I think what is meant is "short-term" and "long-term" outcomes, and that would probably be clearer. (A more jargony terminology would be "proximate outcomes" and "long-range outcomes.")

To me, the most important contribution of the planning guide -- aside from the fact that it proposes clear, concrete activities which can be undertaken right away -- is that its approach is systemic rather than piecemeal. As you know, I think this is the major strength of the Lead Communities Project, so it is important that this document reflect the systemic approach. I worry, though, that if and when serious educational planning takes place in the communities, it will occur in isolated programs rather than through ties with broad coalitions, and that the planning taking place in coalitions will not be precise and hard-hitting enough to have significant implications for contact between teachers and students (or counselors and campers, etc.). Part of this concern comes from my reading of the Supplementary School paper from the Best Practices project, which is outstanding in recommending a systemic approach within schools, but could easily be used (or not used) on a school-by-school basis without any wider coordination. At the same time, my limited knowledge of activities which have occurred in the communities thus far does not give me confidence that meetings among persons representing varied constituencies are able to move beyond funding issues, territorial issues, and very abstract goal issues, to attending to more concrete programmatic issues.

What can CIJE do to make sure my fears are not realized, i.e. that the Planning Guide and the work of Best Practices are utilized in a systemic fashion throughout the community? Part of the answer is already in the Planning Guide, in its insistence on a broad coalition, attention to mobilization of many groups, etc. But how can we ensure that these coalitions contemplate significant educational change? To help me think about this I returned to Smith and O'Day's seminal work, "Systemic school reform." Writing about secular education, they advise state-level initiatives to coordinate curriculum, teacher training, and assessment, and to re-examine responsibilities and policies at each level of the educational governance structure. In Jewish education, there is no body with the authority to initiate change as states can for secular education. (Actually, I'm not sure states have the strength to do what Smith and O'Day recommend, but that's another issue!) What is needed is some kind of leverage that would encourage persons and institutions participating in Jewish education to improve curriculum, teacher knowledge and pedagogy, and assessment, and offer a broader range of services, all in a coordinated fashion.

It seems to me that such leverage may be possible through a partnership of CIJE, local federations, and national movements. This coalition may be able to supply the resources -- financial and intellectual -- that would facilitate the development and implementation of coherent programs. To the extent that this group provides resources -- and I am including foundations when I mention federation -- it should be able to demand a high level of coordination of curriculum, staff development, and assessment. Could CIJE broker a partnership among experts from national movements (e.g., education professors at the seminaries) and the local educators within each movement in the lead communities? Recognizing that ideological differences prevent community-wide coordination of education in most areas, it makes most sense to think about coordination within movements, and to

propose that this begin first within the lead communities and ultimately on a national basis.

I hope I've been able to raise some useful questions, even if my suggested responses are too simplistic. As I said above, I think both the Planning Guide and the Supplementary Schools paper are outstanding documents, and I hope as much care will be taken with how they are used as was clearly required for their preparation.

Best,

Adam



FROM

P. 001

Peabody College

VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 37203

TELEPHONE (615) 322-7111

Department of Educational Leadership • Box 514 • Direct phone 322-8000

Post-It™ brand fax transmittal memo 7671		# of pages • 2	
To	Annette Hochstein	From	Ellen Goldring
Co.		Co.	Vanderbilt Univ
Dept.		Phone #	615-322-8000
Fax #	617-496-5020	Fax #	615-343-7094

TO: ANNETTE HOCHSTEIN

FROM: ELLEN GOLDRING

DATE: March 2, 1993

RE: Next steps for the MEF Project

I know you must be very busy, but I have a conference call with the field researchers tomorrow and would like to clarify a number of points with you so I can clarify their immediate tasks.

I spoke with Adam about the project's focus for the next few months. We have two options:

- 1) Option one is to focus now on the professional lives of educators only. However, this may be limited if we are to report in May since beyond Atlanta we have not interviewed many educators to date.
- 2) Option two is to continue our work which we started in September and produce a report around May about: 1) Description of the community and its education system, 2) Becoming a lead community (preparation, mobilization and visions) and, 3) Challenges to the community. This would allow us to take into account the work we have already completed and the full data that has now been transcribed from the first round of interviews. We would focus on Professional lives of educators, after this initial agenda is done and could produce the professional lives of educators report in August.

In making this decision, it would be helpful for us to know when you think the information on the Professional Lives of Educators would be needed and what information would be most useful at this point. When will the educator's survey take place? Do we want to coordinate this effort with the communities? I think Adam would prefer we continue with option 2, to finish what we have started and then move to the professional lives but obviously wants to see when the communities would be working on their educators' survey.

Obviously, all this is contingent on us beginnnig our intensive interview process as soos as possible, hopefully you will indicate that we can start this next week.

Lastly, on a different note, Shulamith called me to enlist my help and ongoing input on the educators' survey project. I agreed to do this and would be pleased to help, but I will need to discuss compensation for this with you, as it will require additional time beyond what I am doing for the monitoring project.

I hope you can give me a call today or early tomorrow.

As always, I enjoyed seeing you and working with you in NY.





For Response Now

CENTRE for EDUCATIONAL SOCIOLOGY
Department of Sociology

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Edinburgh EH1 9LW
Scotland

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Email CEIS@uk.ed.ac.uk

Telephone UK (0)31 650 1000

or direct dial UK (0)31 650 1186/4187

March 14, 1993

Ms. Annette Hochstein
Mandel Institute of Jerusalem
22a Hatzfira St.
Jerusalem, ISRAEL

Dear Annette,

I'm writing to report on a very helpful hour I spent with Jim Coleman discussing our project, and to lay some groundwork for our meeting on April 8. After describing the current situation in CIJE and the evaluation project, I raised three specific issues with Jim: (1) balancing the monitoring, evaluation, and feedback components of our project; (2) negotiating the role of the field researchers; (3) the question of a survey.

In the general discussion of the current situation, Jim raised the interesting question about whether the fragmentation we have discovered in Atlanta was evident in the proposal and site visit. This question has obvious implications for selection of future communities, and I plan to address it in the future.

Balancing monitoring, evaluation, and feedback

what is the issue?

I raised the question of the difficulty we are having in balancing our aim of serving as mirrors to the communities, with your concern that we must tell community participants things they do not already know. Jim explained that at this stage, much of what we have to say will be known to some community members, but we are offering an outsider's perspective. In doing so, we help clarify where problems may lie, and this can help community members realize what they need to work on. It is often helpful to persons engaged in ongoing work to have an outsider's comments. For example, can we get persons in Atlanta to recognize the problems of communication? Even if they are aware of this -- obviously some persons are aware of it since they told it to us -- we are doing a service by pointing it out, because we can stimulate a constructive dialogue. In my view this is an essential part of the feedback process.

The situation of reflecting back what is already known to some persons will become less true in a year or so, Jim pointed out. This is because we will be observing and reporting on changes that are occurring instead of long-standing patterns.

I think of this problem as the balance between monitoring and feedback, on the one hand, and evaluation, on the other. Obviously there is little evaluation in telling community members what some of them know. But there is still an important

*T.B.
Don't think
So And SEE
a Christy*

*So do
How
to whom?*

2

feedback component, and this, I think, is a valuable service. I would add that our field researchers have pointed out that even though much of what we report is known to certain community leaders, it is not known to many other community members — some rabbis, many educators, and lay persons.

What is this issue? The meaning of communication

I described our decision to focus on the professional lives of educators for the next report. Jim thought this was sensible and raised no specific concerns about that.

The role of the field researchers

I explained the difficulties we've had in taking our place in the communities in light of the slow pace of implementation during the period of September to February. Jim spotted a key problem immediately: as the only persons on-site, the field researchers were the most salient members of CIJE staff. Far from blending into the background, they were CIJE's most visible presence. This problem was compounded by the limited contact from New York to the communities during this period. This placed us in a somewhat paradoxical position, in which you reported some apprehension about the field researchers, as communicated to you through informal channels, at the same time as the field researchers themselves were receiving explicit requests for help. Some of these requests were in areas they could provide assistance, and some were not.

Jim suggests that within the limits of our resources, we should be as responsive as possible, because this will ease the access and apprehension problems. This seems a sensible recommendation. More fundamentally, he urges us to rethink the role of the field researchers, and I have been giving that some consideration. The following suggestion is based on the assumption, which I have held all along, that the lead communities project is a long-term endeavor, so that early investments can be allowed time to pay off.

I want to start by clarifying some distinctions among the audiences who are to be served by the various output from the evaluation project. Community reports, written by the field researchers, should be aimed at a broad community audience. They can serve the dual purpose of encouraging a constructive dialogue (even if what they report is known to some), and providing policy-relevant information (to the extent they generate new, previously unknown information). We must allow community members to guide us in deciding what constitutes a useful community report. (These may be oral reports as well as or instead of written.) At the same time, summary reports, to be written by Ellen and me with input from the field researchers, are aimed at CIJE staff. The summary reports should be evaluative and comparative, taking stock of the communities, particularly in light of one another.

To be successful with this plan, I think we need to loosen substantially the strict controls with which we are currently binding the field researchers. They need to be free to establish closer relations with persons at the community level. Each of them has been approached by community members for specific assistance, and we must encourage them to be as active in providing this help. The only restriction we should maintain, I suggest, is that they provide the information in a timely fashion that

Yes
✓
✓

OK

answers the questions we design. In the current year, these are the three questions about vision, mobilization, and educators' lives.

What does this mean in practice? I think it means we set a schedule for the field researchers, we specify the information Ellen and I need to write the summary report, and we allow the field researchers to write reports for the communities that will be responsive to the needs of each. In the long term, I would like to see the community feel ownership for the evaluation process, including the responsibility for funding the field evaluation. We might say, for example, that as of fall 1995, the communities will be responsible for their own evaluation -- either by supporting the field researchers who are already there, or by relying on evaluation mechanisms built into new programs, or some combination. That free up CIJE to support evaluation in a new round of lead communities!

yes but quality control

yes!

The question of a survey

Jim suggested, and I agree, that the flow of events this year has made the survey a lower priority than our other activities, and I am postponing making a concrete proposal for a survey. Nonetheless we discussed a major substantive issue which I have been thinking about: Should we try to obtain quantitative outcome data that are specific to the programs initiated through the lead community process, or should we try to measure general advancement in the prospects for Jewish continuity (however that may be defined). Jim indicated that both are important. He compared the second (general assessment) to national and international tests that measure the progress of an education system. I described our intention to incorporate an evaluation component into each new program initiated by the lead communities. This effort, if successful, would provide information on program-specific outcomes. That leaves assessment of general progress to the survey. I described my ideal survey as one that would take place in nine communities: the three lead communities, three communities which applied but were not accepted as lead communities, and three other communities. We both found this to be an exciting model but agreed I should hold off with any proposal.

I look forward to your response, now or when we meet in Israel.

Yours,

Adam

Adam

pls JELR

cc: Jim Coleman
Ellen Goldring



FACSIMILE TRANSMISSION

TO : Anne He H.
FAX NO : 010 972 2 619451
FROM : Adam Gamoran
DATE : 14 March 93
PAGES : (Including top sheet) 4

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NOTES :

~~Please~~ Please give to Anne He upon her return.

Thanks!

FAX NUMBER FOR REPLY +31 668 3263.

PLEASE TELEPHONE +31 650 4186/4187 IF THERE ARE ANY PROBLEMS WITH THE RECEIPT OF THIS DOCUMENT.



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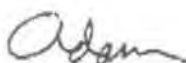
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I look forward to your response, now or when we meet in Israel.

Yours,




Adam

cc: Jim Coleman
Ellen Goldring

AGENDA**ADAM GAMORAN MEETING**

Thursday, April 8, 1993

PARTICIPANTS: Seymour Fox, Adam Gamoran, Annette Hochstein, Alan Hoffman,
Mike Inbar, Oriana Or, Carmella Rotem, Shmuel Wygoda

- 
- I. Status Report and work to date
 - II. Project scope and composition
 - III. Communities' responsibility
 - IV. Evaluation project issues
 - A. Field research
 - 1. roles of the field researchers
 - 2. integration of field research into community efforts
 - 3. the feedback loop
 - a. to the communities
 - b. promised feedback to Milwaukee
 - c. to CIJE
 - 4. schedules of the above
 - 5. contracts for the field researchers
 - B. The advisory process for the evaluation project
 - C. Quantitative research
 - 1. supporting quantitative evaluation in the communities
 - 2. the possibility of a comparative survey some day
 - V. General CIJE issues that affect the evaluation project
 - A. Centralization
 - B. Leadership
 - C. the meaning of systemic reform
 - VI. Next steps for the project

8/4/93
criticisms of the January reports

1. interview samples do not adequately represent the populations they purport to represent
--e.g. rabbis in Baltimore
--because too much led by who planners wanted them to see
2. insufficient skepticism about veracity of interview responses -- how do we know they are telling what is so?
insufficient cross-validation within communities
--example of Balt Hebrew congreg
3. naive understanding of politics of the three communities
--example:

feedback loops as of May 1993

I. to CIJE

- A. monthly updates to SF, AH, BH, SE, SH
--either written, face-to-face, or telecon
--to begin ASAP
--would be nice to begin with face-to-face in May
- B. report on lives of educators
--must get access
--or must know when not getting access
--and must be skeptical about what they're being told, and cross-validate from varied sources

II. to communities

A. Milwaukee

1. oral report on 2 topics:

- a. what has been happening, organizationally
--Milwaukee's (successful) launching of the l.c. process

b. how Ruth has been doing

- are meetings run effectively? are people getting involved? do people feel ownership? how is the community coming along?

--SW will prepare triggers and danger points based on chronology, minutes from meetings

--SF and AH will review outline of report prior to presentation

2. request permission to share (1) with Baltimore and Atlanta

--will have to write up the report to send them? or do it there orally??

B. Baltimore

1. assuming permission is granted, tell them Milwaukee report is coming -- and send it to them

2. after June kickoff -- establish commission subcommittee

3. provide feedback on what's happened in Baltimore -- as in Milwaukee earlier

C. Atlanta ???

1/12/93
1/12/93
CIJE: +

re our meeting

Oriana, I am not fully clear what this is. Are there your and Shmuel's notes? We had Ray said that you would ask Shmuel to help you do 2 things:
① assignment list (much of this is in some form in this document)

SUMMARY OF MEETING WITH ADAM GAMORAN

② summary (less urgent)
APRIL 8, 1993

Internal
Am # Medicine
Rigler

✓ Discussion and criticism of the January reports to the CIJE.

Reconsider Evaluation project

1. Interview samples do not adequately represent the populations they purport to represent
 - e.g. rabbis in Baltimore
 - because too much led by who planners wanted them to see

✓ 2. Insufficient skepticism about veracity of interview responses -- how do we know ^{what} they are telling what is so? Insufficient cross-validation within communities

- example of Baltimore Hebrew University

✓ 3. Naive understanding of politics of the three communities. Example:
- feedback loops of May 1993

✓ ^{The Nation Unit} Discussion that perhaps LC's should ^(ultimately) pay for the field researchers.

I. To CIJE

- ^{assignment} A. Monthly updates to SF, AH, BH, SE, SH, VFL, SW, with whole ^{evaluation} team
- either written, face-to-face, or telecon
 - to begin ASAP
 - ~~would be nice~~ to begin with face-to-face in May

- ^{assignment} B. Report on lives of educators
- must get access
 - or must know when not getting access
 - and must be skeptical about what they're being told, and cross-validate from varied sources

II. To Communities

A. Milwaukee

^{assignment?} 1. Oral report on 2 topics:

- a. What has been happening, organizationally
 - Milwaukee's (successful) launching of the LC process
- b. How Ruth has been doing
 - Are meetings run effectively? Are people getting involved? Do people feel ownership? How is the community coming along?

unimportant?
SW will prepare triggers and danger points based on chronology, minutes from meetings

unimportant
SF and AH will review outline of report prior to presentation

- unimportant*
2. Request permission to share ^{*(Milwaukee report)*} (1) with Baltimore and Atlanta
- AG will have to write up the report to send them? or do it orally?

DO
B. Baltimore

- DO*
1. Assuming permission is granted, tell them Milwaukee report is coming - and send it to them
2. After June kickoff - establish commission subcommittee
3. Provide feedback on what's happened in Baltimore - as in Milwaukee earlier.

DO
We need a more regular and sustained dialogue between the field researchers, AG, EG, and CIJE.

AH or SF will have to take initiative to introduce AG to CIJE Steering Committee

Mandel Institute will rank the success of the field researchers. We need to find out what the lay leaders expect at this point from MI and from the project. What do they expect to happen "tomorrow" in a series of areas.

SUMMARY OF MEETING WITH ADAM GAMORAN

APRIL 8, 1993

Participants: Seymour Fox, Adam Gamoran, Annette Hochstein, Oriana Or, Shmuel Wygoda

STATUS REPORT

Discussion and critique of the January reports to the CIJE.

I. The field researchers did not accomplish what they were supposed to i.e. - evaluation and feedback. The researchers job is to tell us what is the structure of the educational systems in the LC's and what are the key issues that would confront someone who would want to make changes. This was not achieved although the field researchers conducted many interviews, and prepared written reports at the end of January.

Reconsider Evaluation project

- A. Interview samples do not adequately represent the populations they purport to represent
 - e.g. rabbis in Baltimore
 - because the researchers were too often led to interview those that the planners wanted them to see
 - too many "heavyweights" were not interviewed.
- B. Insufficient skepticism about veracity of interview responses -- how do we know that what they are telling is so? Insufficient cross-validation within communities
 - example of Baltimore Hebrew University
- C. Naive understanding of politics of the LC's. Not sufficient political acumen (Inbar).

II. The notion that LC's should ultimately pay for the field researchers.

III. Very important and useful to have the field researchers in the LC's at this time. They have become very prominent, but a resource is being wasted by not giving them our ear on a regular basis. We need a more regular and sustained dialogue between the field researchers, AG, EG and CIJE. The field researchers served two purposes:

- 1 - Tell AG what's happening
- 2 - Tell Ellen what's going on and enable her to write a summary report on problem's in the communities.

The report did: solidified concerns and raised issues that needed articulating.
did not: let communities know what they were finding out.

IV. FUNCTION of field researchers:

- 1 - Communicators - in both directions.
- 2 - Researchers - technical problems
- 3 - Resource persons - in the sense of
 - a) giving assistance
 - b) dialogue
 - c) bringing resources, ideas from CIJE
 - d) having a seminar in Best Practices for each community

V. AGENDA - What are the next steps with Atlanta - what action are we suggesting? (Atlanta may not have the people to do the job)

VI. GOALS PROJECT - Creates leverage on the movements to polish their objectives. A question arose about schools and congregations. The Goals project will produce goals that can be evaluated in a legitimate fashion.

ASSIGNMENTS

RESEARCHERS:

1. Researchers should meet with Hirschhorn, ELR, and Dean (?) and decide what they want and how they want it.
2. Feedback has to be checked that it is going to the right address.
3. A way needs to be developed for the field researchers to meet with the heavy weights in each community.

ADAM GAMORAN:

I. Figure out a way to get good feedback. Find a way to guarantee that the sources that are being interviewed are valid.

II. To CIJE

- A. Monthly updates to SF, AH, BH, SE, SH
 - either written, face-to-face, or telecon
 - to begin ASAP
 - would be nice to begin with face-to-face in May
- B. Report on lives of educators
 - must get access
 - or must know when not getting access
 - must be skeptical about what they're told, and cross-validate from varied sources

III. To Communities

A. Milwaukee

1. Oral report on 2 topics:

- a. What has been happening, organizationally
 - Milwaukee's (successful) launching of the LC process
- b. How Ruth has been doing
 - Are meetings run effectively? Are people getting involved? Do people feel ownership? How is the community coming along?

2. Request permission to share (1) with Baltimore and Atlanta

- AG will have to write up the report to send them or do it orally?

B. Baltimore

1. Assuming permission is granted, tell them Milwaukee report is coming - and send it to them
2. After June kickoff - establish commission subcommittee
3. Provide feedback on what's happened in Baltimore - as in Milwaukee earlier.

IV. We need a more regular and sustained dialogue between the field researchers, AG, EG, and CIJE.

Mandel Institute

1. Clarify our own thinking on the work of the field researchers and convey this to them. We must help and teach them what we want them to do as researchers. It is a mix of scientific work and political acumen.
2. Clarify the image according to this role.
3. Rank the success of the field researchers.
4. Determine what the expectations are of the lay leaders at this point from :
 - a) the project?
 - b) the educators?
5. Determine what the rabbis, educators, and planners are thinking.
6. Determine what they expect to happen tomorrow in a series of areas.
7. Take the initiative to introduce AG to CIJE Steering Committee

SEYMOUR FOX

1. SF and AH will review outline of report prior to presentation/meeting with Ruth Cohen.
2. Speak to members of the Commission - what is the mechanism to break the logjam?
3. Read the report and think how these people will respond when they read it: lay leaders, rabbi's, professionals.

SHMUEL WYGODA

1. Prepare triggers and danger points based on chronology, minutes from meetings
2. Write Milwaukee report based on the information we now have.



TO: DR. ADAM GAMORAN
 RM F172

This fax consists of 4 pages. If you have problems with its transmission, please contact Roberta Goodman in the United States at 608-231-3534.

To: Dr. Adam Gamoran
 Dr. Ellen Goldring

From: Roberta Goodman

Adam, I spoke to Ellen. If she does not hear from you, she will presume that everything is fine. I am also sending this to Oriana.

(Draft #3 ~ April 15, 1993)

{This will be my cover letter to them.}

Dear Louise, Jane, Howard and Ruth:

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

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

I look forward to seeing you on April 22nd!

B'Shalom,

Roberta Goodman
 Field Researcher

2

Agenda for Feedback Session on Thursday April 22, 1993

Prepared by Roberta Goodman

Agenda Items:

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

MAJE and the Lead Community Project

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

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

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

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

3

the central agency including its staff? Moreover, the issue of whether or not the Federation sees itself as taking on an educational planning role or whether that will be a function of the central agency, needs to be addressed. If the community does not agree that a central agency is needed, then that too must be discussed.

My questions are:

- o Who will provide direct services to Jewish educational institutions on a communal level?
- o How can the Lead Community project help the central agency design its direction?
- o How can the Lead Community project strengthen the central agency including its staff?

Defining the Lead Community Project

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

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

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

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

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

I. Questions regarding Standards of Excellence:

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

4

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

II. Questions Regarding: How a Project Becomes a Lead Community Project

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

Your Interaction

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

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

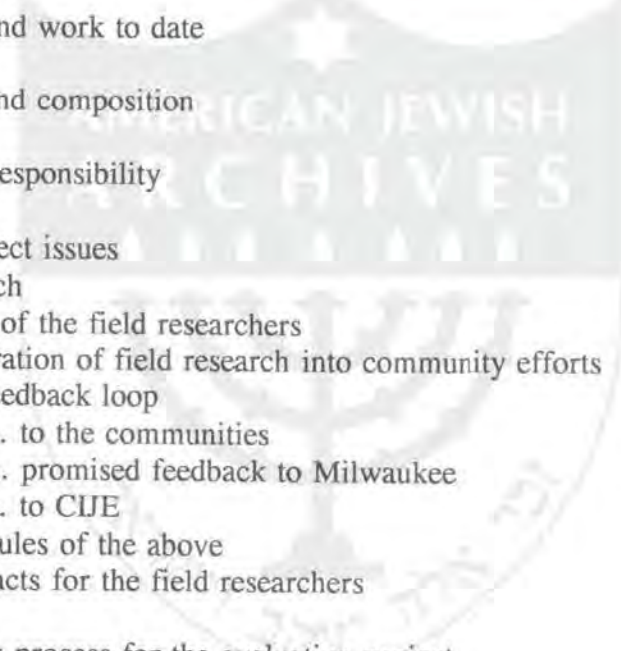
Presently, your relationship is harmonious. Your ability to sustain your enthusiasm and cohesiveness over the extended time framework of this project and through the numerous unknown challenges that await you is itself a challenge.

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

AGENDA**ADAM GAMORAN MEETING**

Thursday, April 8, 1993

PARTICIPANTS: Seymour Fox, Adam Gamoran, Annette Hochstein, Alan Hoffman, Mike Inbar, Oriana Or, Carmella Rotem, Shmuel Wygoda

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- I. Status Report and work to date
 - II. Project scope and composition
 - III. Communities' responsibility
 - IV. Evaluation project issues
 - A. Field research
 - 1. roles of the field researchers
 - 2. integration of field research into community efforts
 - 3. the feedback loop
 - a. to the communities
 - b. promised feedback to Milwaukee
 - c. to CIJE
 - 4. schedules of the above
 - 5. contracts for the field researchers
 - B. The advisory process for the evaluation project
 - C. Quantitative research
 - 1. supporting quantitative evaluation in the communities
 - 2. the possibility of a comparative survey some day
 - V. General CIJE issues that affect the evaluation project
 - A. Centralization
 - B. Leadership
 - C. the meaning of systemic reform
 - VI. Next steps for the project

April 18, 1993

Ms. Annette Hochstein
Somewhere in London

Dear Annette,

I apologize for not having paid close enough attention to your schedule to realize you would not be available this weekend, and I hope you will have a chance to look over this letter and the memo by Roberta Goodman on Monday morning (London time). Events in Milwaukee are moving quickly, and we are trying to be responsive.

Roberta was asked to provide feedback at a scheduled meeting of the four core CIJE activists in Milwaukee: Ruth, Howard, Jane and Lousie. The meeting is on April 22 (this Thursday). Roberta has prepared a memo which responds to issues that Ruth had suggested, and conveys some questions which have come to her attention as she has spoken with community members.

Roberta's memo is not an in-depth report, but is meant to serve as a starting point for discussion at the meeting. From our standpoint, an important purpose of the meeting will be to solicit input on what the four Milwaukee participants would like to know about in future sessions. Thus, the agenda includes a discussion of the feedback session, and identifying topics for subsequent feedback. We plan to take this input into account as we prepare more extensive and probing feedback next month.

At this point I have not told Roberta to raise any questions about who should receive the feedback. To the four in Milwaukee it seems obvious that they are the group to whom Roberta should be reporting. I will wait to hear from you before we raise any questions about this.

Since the meeting is this Thursday, we would like to send the memo out on Monday (tomorrow). Thus, it would be very helpful if you could let us know of any substantive or procedural concerns about the steps we are taking. I can be reached by fax at 972-3-640-9477 and by telephone at 972-3-640-8626 (day) or 972-3-533-7465 (evening).

As always,

Adam

cc: Ellen Goldring, Roberta Goodman