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

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Mandel Institute

מכון מנדל

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From: SHAJEL WIGO ON	No. Pages: 5
Fax Number: 00 44 31 663 32 63	-



CIJE / LEAD COMMUNITIES MAY CONSULTATION

AGENDA

Desired outcomes:

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

I) Overview

Partnership and joint planning

Examples of issues to be covered:

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

II) Draft Action Plan .

A) The three Lead Communities together and the CIJE.

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

Related reading material:

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

B) Elements:

- 1) Systemic change
- a) The concept
- b) The role of enabling & programmatic options.
- c) Personnel:
 - Educators' survey
 - Addressing the shortage of qualified personnel
 - Strategies to recruit and train personnel (short & medium term)

d) Community mobilization:

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

2) Support projects

Comprehensive and planned approaches to content, scope & quality.

a) Best Practices:

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

b) Goals

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

c) Monitoring Evaluation and Feedback (MEF)

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

C) Individual Lead Communities and the CIJE

- Each community's strategy and action plan

III) Synthesis:

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

IV) Open issues

Concluding discussion



Memorandum

To:	Lauren Azoulai, Chaim Botwinick, Ruth Cohen	
From:	Roberta Goodman Claire Rottenberg Julie Tammivaara Adam Gamoran Ellen Goldring	
Date:	May 26, 1993	
Subject:	Reports on the professional lives of Jewish educators	

CC: Annette Hochstein

The purpose of this memorandum is to note the issues we expect to address in the qualitative component of our forthcoming reports on educators' professional lives in Atlanta, Baltimore, and Milwaukee. We would appreciate any feedback you can provide that would help guide the reports.

Coordination and Schedule of Reports

Each community will receive its own report. The reports will have three components: [1] a qualitative component based on interviews conducted by the field researchers [this component is the focus of the present memorandum], [2] a preliminary account of the survey of educators, and [3] a component that integrates the findings of the first two components and addresses policy questions.

In Milwaukee, both the interviews with educators and the educator survey are being conducted this spring. The first two pieces of the report will be delivered this summer, and the integrated component will come late in the summer. In Atlanta, we have been conducting interviews and will release the qualitative piece this summer. In Baltimore, interviews with educators will not begin until June, so all three components of the report will be delivered in the fall.

Issues for the Qualitative Component

A Time to Act lists six concrete elements of personnel development, and we are taking them as our starting point [see pages 55-63]. The qualitative data [interviews with teachers and educational directors of supplementary, day and pre-schools and informal educators] will not provide all the information needed for policy decisions. Of the six elements, four are most completely addressed in the interviews: training, improvement of salaries and benefits, career track development, and empowerment of teachers. Since recruitment and development of new sources of personnel can only be effectively articulated by talking with or surveying people who are not currently active Jewish educators, these elements will be less well covered. We will offer an analysis of how people are presently being recruited into the field, why they remain, and what circumstances would lead them to consider leaving their current positions.

Training

A policy outcome for this area would presumably include a plan to strengthen existing and develop new opportunities for training. Such a plan might enlarge training programs, expand inservice education, provide training in specialty areas, for example, family education, and so on. We have spoken with educators about the training they have received, both pre- and in-service, and our reports will describe the extent and nature of their training. We will also document their perceptions of opportunities for training, reasons for taking advantage of or ignoring such opportunities, and their desires for professional development. We shall seek evidence of educators functioning as "reflective practitioners," meaning their professional growth through reflection on their own practices, as well as growth through support from administrators and informal contact with colleagues.

Salaries and Benefits

Important questions exist about the extent to which salaries and benefits constitute a motivating factor for Jewish educators. It is possible, for example, that financial rewards are more central in some segments of the Jewish educational community than in others. This information can help guide policy. Our reports will address the extent to which educators are motivated by salaries and benefits, as well as administrators' perceptions of the impact of extending benefits and how educators think about issues of part-time versus full-time work.

Career Track Development

Information we provide on this topic should help inform decisions about developing career tracks for teachers, administrators, and informal educators. Our data will describe educators' perceptions of existing opportunities, the connection between training and opportunities, career changes seen as desirable by educators, and the circumstances that constrain or enable their taking advantage of career opportunities. To what extent do career opportunities motivate Jewish educators? Have they encouraged educators to enter or remain in their profession? Are they a major source of dissatisfaction?

Empowerment of Educators

A policy outcome in this area would include a plan to assist educators to participate in decision making and to gain access to resources needed to implement their decisions. In our reports, we intend to discuss the nature of educators' perceived autonomy: Do they truly have discretion or are they autonomous only in the sense that no one pays attention to them? We will also describe the types of issues educators say they would like to affect, how educators are judged and would like to be evaluated, how they think others view them, and their self-images. Teacher accountability is another topic that is relevant for this policy area.

Please review the interview protocols and survey along in light of this memorandum. We would like your ideas on additions to them and what policy issues you deem critical but not covered above. The field researcher in your community will be in touch to arrange a time for this feedback.



FACSIMILE	E TRANSMISSION CENTRE J	Department of Sociology
то	: Annetter H.	The University of Edinburgh 7 Buceleuch Place
FAX NO	:010 972 2 619 951	Edinburgh EH8 9LW Scotland
FROM	: Adam G	Fax UK (0)31 668 3263 Email CES@uk.ac.edinburgh
DATE	: May 31	Telephone UK (0)31 650 1000 or direct dial UK (0)31 650 4186/4187
PAGES	: (including top sheet) 3	

NOTES :

Also sent by e-mail.

FAX NUMBER FOR REPLY +31 668 3263.

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

May 30, 1993

Dear Annette,

If I remember correctly, I am supposed to draft the 1993-94 contracts for the field researchers, and send them to you. Is that correct? I will be proposing a salary increase of 3%, keeping pace with inflation, rather than the 5% allowed in our budget. I will make a few revisions in the description of job responsibilities, in line with changes in the project over the last year.

We have one major issue to deal with: Claire has informed me that she does NOT intend to continue with the project next year, i.e. she is resigning as of July 31. After several discussions with her, it is clear that this decision is firm. We have not yet informed the rest of our team or anyone in Atlanta, but Claire would like to begin telling people this Thursday, June 3. Her explanation will be that she has decided to return to classroom teaching.

On balance I am disappointed about this, but it is not all bad; it gives us an opportunity to rethink the needs of the project in light of unanticipated changes in the way CIJE and the communities have moved.

Claire will write the report on educators in June and she will finalize it in July. She'll prepare a draft of the report on visions and mobilization in July and the rest of the team will edit it for submission in September as scheduled. She will be turning over all her notes to us. So I don't think we'll lose out in terms of products. The major loss to us will be in the excellent rapport that Claire has established with Lauren, and the time she has spent becoming acquainted with the Atlanta Jewish community.

(As an aside, you may be interested in knowing that the job has had a transformative effect on Claire. She has become an observant Jew (from being totally secular in the past) and she has found a home for herself in Atlanta.)

Do we need a replacement? Ellen and I have thought about this, and we are firmly convinced that a replacement is necessary (assuming Atlanta remains as a lead community). After September, we will not be able to provide more than minimal coverage of Atlanta without a field researcher in place. I propose that we start in July to search for Claire's replacement.

What qualities will we look for in a replacement? The unique strengths Claire brought to our team were experience in classroom observation and knowledge of emergent literacy (which we thought we could apply to Jewish literacy). It has become clear, however, that our project has a greater need for someone with experience in educational measurement and evaluation. This person would need to be an experienced interviewer and observer, as Claire was, but would also have expertise in quantitative measurement. Ideally this person would be familiar with Jewish education, but we view that as less critical at this time.

Finally, if Atlanta remains as a lead community, we would conduct a local search prior to a national search. We would avoid candidates with close ties to the major Atlanta Jewish institutions (because we need an "outsider"), but would be open to other Atlanta residents.

Would you like to discuss these issues with Ellen in June? Or do you want to have a conference call? Please let me know how you wish to proceed.

Yours,

Adam

cc: Ellen





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PAGES	: (including top sheet) 8	

NOTES :

I'm sending this material to Barry Rois in response to a request from Giving

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co Mandel Institute	Vandarbilt
Dept	Phone 322 8000
972-2-619951	Fax "615-343-7694

To: Annette, Seymour, and Shmuel

From: Ellen and Adam

Subject: Notes for Upcoming Meeting with Ellen

Date: June 7, 1993

We have suggested a number of issues to discuss when we meet on June 13:

- 1) Updates since the Cleveland meetings
- 2) Update regarding the Educator Survey, and
- Next steps for year two of MFE Project (including Claire's resignation).

Year two of the MFE project should continue to monitor community mobilization, visioning, and the professional lives of educators. (per the project outline). We should continue to improve upon our feedback loops both doe the communities and CIJE. It is clear, however, that the project must continue beyond these crucial areas.

The next logical step is to begin to collect baseline data in each community so it will be possible to ascertain outcomes as the lead community project proceeds. This make take several forms:

1) If the communities articulate specific goals, we can begin to collect process and outcome data that pertain to specific programs initiated as part of the lead community effort. This evaluation would entail both observations of specific programs, interviews of participants and personnel, and quantitative outcome measures. Similarly, the field researchers would aid the communities in developing evaluation components for each initiative and monitor the process by which scope, content, and quality become part of the Lead Community concept.

2) It is crucial to put on the agenda for all the lead communities their self studies for the fall. Like the educator survey, a common approach should be taken to the self study. The information from the self study will be crucial for measuring outcomes both in, and across communities. To the extent that the self-study involves educational outcomes, such as participation rates, teacher turnover rates, and so on, we are interested in contributing to the design of the self-study.

3) Considerable attention must be given to the measurement of outcomes. We will need to educate ourselves about available tests, surveys, and questionnaires pertaining to Judaica and Hebrew and get access to experts to help with the development of such measurements for Jewish education. Curveyc and other "tests" will need to be developed. We may want to begin the process of commissioning papers to address the concrete outcomes of Jewish education and their measurement.

Given these suggestions we propose that Claire's replacement have skills in qualitative research methodology, as did Claire, but also have a strong background in evaluation and quantitative measurement. This new field researcher could then play an important role, under out guidance, in contributing to the self-study and developing the quantitative parts of the evaluation project. This is consistent with the team approach to the project.

I look forward to seeing you on the 13th of June!



Peabody College VANDERBILT UNIVERSITY

NASHVILLE, TENNESSEE 37203

Department of Educational Leadership + Dox 214 + Direct phone 322-month

Triermone 1015: 322-7311

To: Annette, Seymour, and Shmuel

From: Ellen

Subject: More Notes for our upcoming meeting

Date: June 7, 1993

I am forwarding to you brief memos written by the Field Researchers.

As you read these memos you will see that virtually no movement has been made in Atlanta and Baltimore since the Cleveland meetings.

To the best of our knowledge in <u>Atlanta</u>, Lauren has not talked to anyone or met with anyone except Michael Hillman, from the Jewish Educational Services. This meeting took place at the request of Michael. There are no meetings planned for CJC until after the summer.

In <u>Baltimore</u> the general feeling is that many issues have been settled. Beyond that, there has been little movement in the community as the memo indicates. Marcy Dickman met with Chaim, and she met with a group of Reform Educators and Rabbis. Beyond that group there has been minimal formal presentation of the Lead Community concept since May.

In contrast, Milwaukee is proceeding along. The memo indicates the types of activities Milwaukee is engaging in.

We will discuss these in more detail when I see you.

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Memorandum

JULIE TAMMIVAARA

To:	Adam Gamoran, Ellen Goldring
From:	Julie Tammivaara
Date:	June 6, 1993
Subject:	Baltimore Update. June, 1993

CC: Roberta Goodman, Claire Rottenberg

Perceptions of Cleveland Meetings

The information that follows is drawn from discussions with both participants and non-participants in the Cleveland meetings.

Overall, the perception of the meetings is positive, and they are considered successful. Most importantly, it was an opportunity for the collective communities to meet face-to-face to discuss some important issues such as coordination of time tables, financial and human resources, and definition and ownership of initiatives. It was important that all three communities were well represented and that both staff and community people were willing to listen to one another A measure of trust was established.

There is a sense that while it is understood communities need to progress on a similar track, their differences need to be accommodated with flexible time frames. There is a greater[although not complete] understanding of what the staff consider the building blocks of personnel and mobilization and what constitutes vision and goals. There is a realization that personnel and mobilization are not options but requirements, and that they are defined more narrowly, yet less concretely, by the CIJE staff than by the communities.

Baltimore's leadership strongly believes that momentum is important when activities are begun. [One reason for not involving lay people at this point is that until plans are concretized and understanding of the project is clear with both CIJE and the communities, momentum cannot be maintained.] There is concern that it has been a month and no one has received minutes from the meeting. They expected, or rather hoped, that the minutes could serve as a blueprint for action and as a spur to continued enthusiasm. They hoped, as well, an action plan would result from the meeting. They are anxiously awaiting the minutes and the action plan-in-progress as of this writing.

In sum, there is a feeling that the meetings were good, this view is being conveyed to the wider community.

Monitoring of CIJE

Given the growing number of vacancies in the CIJE staff, there is not at present clarity about whom to talk with about what. There is a belief that the executive director should be full time and communally oriented. An education director is needed. Until

Baltimore Update June, 1993

06/06/93



Page 2

these positions are filled and relationships negotiated with the occupants, answers about the Lead Community Project will be found serendipitously, if at all.

Monitoring of the Communities

Given the fact that the Lead Community Project will not be widely and publicly announced until September, the "stories" being told concerning the May meetings are not being told widely. The Reform Educators and Rabbis have a strong and present interest in the project and have been informed about the meetings.

The "kick-off" will not occur in July as noted in the May 26 memorandum; it will occur in September as noted above. Perhaps the author was thinking of the Center for the Advancement of Jewish Education which will begin July 1. They are currently discussing whom to invite to the fall kick-off and would very much like Mort Mandel to be there.

A chair for the Lead Community Project has been selected. She is liene Vogelstein who has just finished a two-year term as president of the BJE. She is the daughter of Shoshana Cardin, a widely respected lay leader who herself successfully chaired the Strategic Planning Committee. I have interviewed liene and observed her presenting to the Commission on Jewish Education. It is clear she is well liked and very well respected. Marshall, Chaim, Nancy, Ilene and I will meet June 21 to discuss who else should be included on the project committee[s] and my entree into the community on a wider basis. I imagine my general role will also be a topic.





Feedback Nemo on Hilwaukee to CIJE Staff Monday June 7, 1993 Submitted by Roberta Goodman

Introduction

In this memo I will attempt to update you on the happenings in Milwaukee and respond to a series of questions raised by Adam Gamoran in his May 26, 1993 memo to you.

Reactions to Cleveland

The overall reaction to Cleveland has been positive. Ruth and Louise both felt that steps were made toward strengthening the relationship between CIJE and Milwaukee. Although the Cleveland meeting meant some re-thinking and re-organizing for Milwaukee, a willingness to regroup is present. Their motivation was not daunted. The Core Planning Group appreciated the materials and input that they received regarding the CIJE's plan. That includes the understanding of the enabling options as pervasive, the role of an educated Jew project and the goals project. Concern has been expressed that the educated Jew project presently does not include a Reform viewpoint as many of Milwaukee's congregations affiliate with the Reform movement,

The message the Milwaukee people received from Barry at the Cleveland meeting was to hold off on plans for implementing Best Practices.

Milwaukee's CIJE Happenings Since Cleveland

 Seymour Fox and Daniel Pekareki visited Milwaukee on Friday May 21st. This marked the first visit of the Israeli CIJE staff to Milwaukes.

The Core Planning Group is enthusiastic about Daniel's potential role in the project. His geographical closeness and potential accessibility is viewed positively. The Core Planning Group is becoming more and more conscious of the limitations of the \$30,000 given to them for consultants. They are discussing strategies for utilizing more CIJE staff who come to them "free of charge" rather than looking to outside consultants. The main concern they have with Daniel is that he will not be available to them until August and Shulamith leaves at the end of June. Daniel's role remains to be defined.

I want to highlight the importance of the summer weeks in Milwaukee's time schedule. Ruth will be on vacation in July. Nevertheless, many things will be happening or require planning throughout the summer: the Commission meeting in June; a Commission meeting in August; the formation of a Personnel Committee; the presentation of reports on the Professional Life of the



Jewish Educator; and a July and probably August meeting of the Family Education Think Tanks. Yet, the CIJE staff available to them seems limited.

2) A meeting of the Steering Committee took place on Tuesday May 18th. I believe that this was the fourth meeting of this group since December.

At that meeting, Louise and Jane did a "mini-Cleveland" presentation. They reviewed the concentric circles of organization among professionals and lay people. They presented the centrality of the enabling options to the project.

I have two observations about the meeting. a) Setting a time and date for the August Commission meeting on the strategic planning process created the most discussion. Minimal discussion, mainly raising of questions, predominated throughout the meeting. For a Steering Committee that is supposed to be directing the entire Lead Community process, they are listening more than directing.

b) The attendance at this meeting dropped significantly from previous meetings, Neither the two congregational representatives (the rabbi from the Wisconsin Rabbis Association and the educator from the Principals' Council) nor the two informal educational organizational representatives (the JCC and BBYO) were present.

3) The Family Education Think Tank met on Tuesday June 1st for a lunch time session. This was their second meeting. Attendance was high. What I observed at this meeting was professional development. The majority of the session was spent engaging the participants, mainly rabbis and professionals, in activities that contributed to their learning and thinking about family education. Another meeting is scheduled for July 6th.

4) The Core Planning Group of Louise Stein, Jane Gellman, Ruth Cohen and Howard Neistein have continued to meet weekly. I observed a meeting of theirs on Thursday June 3rd.

A chunk of time was spent discussing which CIJE staff to talk to about certain issues. Although the Cleveland meeting may have included a review of people's roles, Milwaukee still struggles with what question to ask whom.

A major discussion at this meeting concerned the relationship between MAJE and the Lead Community Project. Many issues were presented, I will try to sort out the issues.

a) MAJE is planning a family education professional development program -- a ten week course. This offering is perceived as in



some way conflicting with the Lead Community Project. Louise feels very strongly that the two are in conflict. Neward feels that MAJE is fulfilling the role of providing professional development given to them last spring by a Federation task force.

b) The overall consensus is that MAJE is not acting as a partner with the Lead Community project. Louise feels that they have been given plenty of opportunities to "come on board." The main accusation was that they did not consult the Lead Community people in putting together their family education professional development program. Had they done so, a program with a larger scope and impact could have been developed.

I want to romind you of something I reported on in Cleveland. Louise suggested to Ruth including Ina Regosin in the core planning group and the Lead Community workings, but Ruth rejected this notion. I have no evidence that MAJE has ever been asked to be a partner. MAJE has been told by Louise to put their plans on hold.

c) Louise and Jane strongly feel that the Federation must immediately sort out the problems related to the central agency's function and purpose that have been avoided for several years. Howard responded that the Federation has three other major issues to address over the year and probably would not get to this one. Louise and Jane rejected that response.

This discussion illuminates the problems that Milwaukae has had because they have not worked through the relationship between the central agency and the Lead Community project. Additional evidence suggests that they have not sorted out the relationship between the Lead Community project and the Federation. No evidence exists to suggest that they have worked the relationship between the Lead Community project and other agencies either.

MAJE is being treated with one set of expectations while the Federation is being treated with another set. On the one hand, the Core Planning group complains that MAJE is not sharing all of their organizational plans with them or consulting with Ruth in planning. On the other hand, Ruth is still denied a role in the Hillel Blue Ribbon Federation Committee. Ruth asked to be on the Task Force and Howard did not allow her to be. Instead, the Core Planning group is going to place a representative from the Lead Community Steering committee on this blue ribbon committee. Howard has sought such a representative. Note, that the Federation is looking to the \$30,000 as a source of funding a Hillel consultant to help them work through some problems. The relationship among the Federation, MAJE and the Lead Community project is left to piecemeal thinking and acting.



5) A Commission meeting with Jonathan Woocher on "Visioning" is scheduled for Wednesday June 16th. Shulamith Elster will also be present. Daniel Pekarski was recently contacted to see if he could also attend. I know that he hopes to be able to arrange his schedule to attend that session.

During that day, the Core Planning Group has plans to meet with Jonathan Woocher on possible arrangements for reorganizing central agencies. Betsy Green, President of the Federation, and Rick Meyer, Executive Director of the Federation, will also be at that dinner meeting. Rick Marcus, President of MAJE, was intentionally not invited.

6) Ruth has almost finished administering the Teacher survey to all the teachers in Milwaukee. Her greatest chore now is trying to get the teachers who were not present at the school meetings to return their surveys to her. She will send the surveys to Ellen in mid-June.

Ruth, Shulamith and I participated in three conference calls to work on the survey for Education Directors. Shulamith has kept Ellen Goldring, Chaim Botwinick and Lauren Azoulai involved in this process. Ruth plans to administer this survey in the remaining weeks of June. Ruth has decided to wait until the fall to develop and administer a survey to informal educators.

7) I checked with Daniel Pekarski to find out if Seymour and he had discussed with the Milwaukee people mobilizing more donors. Daniel reported that this had not occurred except for talking about involving Esther Leah Ritz. The mobilization issue still remains to be raised in full.

Louise soid - unable to do any further fundrating to Jewith Ed. wards to rely on instand foundations + Baden (Everyone aqued not fre general comparisn). Roberta not - a any fund voising efforts.



TO: ELLEN GOLDRING FROM: CLAIRE ROTTENBERG

June 4,1993

I met with Lauren on Monday to discuss the Cleveland meetings. Her Specifically, her comments related to the following items:

- Several things were clarified for her. She now understands what CIJE means by "enabling options." The word "options" had her confused--she was under the impression that training and mobilization were choices for the communities. She said she now understands that everything the community does in relationship to CIJE has to include a teacher training component.
- She got the Impression that Milwaukee is way ahead of Atlanta and Baltimore. Lay leaders were included from Milwaukee because Milwaukee is structuring the project differently than the other two communities.
- Lauren thought the most productive parts of the two days were the small focus groups Seymour and Annette had with each of the communities.

I asked Lauren about her role for next year. She will be in charge of planning for Jewish education. This will not, however, be restricted to only the lead communities project.

I'm meeting with David Sarnat on Thursday, June 10th.

PHONE No. :

SHULAMITH R. ELSTER

Annette Hockotein " 10: Shimuel Wygoda FRess: ShulamitlEeder DATE: 4/26/93-

merget Re: Reform Monement.

2. Best Reach a - Milwankel Clanning.

1.1

From :

PHONE No. :

Apr. 26 1993 1:55PM PØ2



Commission on Jewish Education

UNION OF AMERICAN HEBREW CONCREDATIONS CENTRAL CONFERENCE OF AMERICAN RABBIS NATIONAL ASSOCIATION OF TEMPLE LOUGATORS 838 FIFTH AVENUE, NEW YORK, N.Y. 10021 (212) 249-0100 CARLES: LÍNIDNUAHC

April 20, 1993

Shulamith Elster 6424 Needle Leaf Drive Rockville, MD 20852

Dear Shulamith:

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

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

We would be remiss if we did not recognize the tremendous contributions made by Rabbis Howard Bogot and Jon Stein to Jewish education and to our Movement. Howard, outgoing Director of the Department of Jewish Education has enriched the lives of so many of us by his enthusiasm, his commitment and his expertise. Happily, he will be continuing his work with the Department of Education as Director of Special Projects. Jon, outgoing Chairperson of the Commission on Jewish Education, led by example. In his quiet and gentle way he brought to us a vision of Jewish education that was both ennobling and enabling. Thank you, Jon! The next few months should see a changed Commission on Jewish Education. The leadership of NATE, UAHC, CCAR and HUC-JIR recently met to plan for the future. It has been agreed that the chair of the Commission will rotate every three years among the CCAR, UAHC and NATE.

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

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

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

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

Sincerely,

Riber orkend

Rabbi Robert Orkand, Chair

Dr. Judith Sherman Dr. Judith Sherman, Vice-Chair Caller Robert E. Tornberg, RJE, Vice-Chair

MEMORANDUM

TO: FROM:	CIJE Staff and Consultants
RE:	Shulmaith Elster HUC Consultation - May 17-18, 1993

I. Participant list is attached. Please note:

Rabbi Robert Orkard of Westpoint, Connecticut is the New Chair of the Commission on Jewish Education of the Reform Movement.

- II. Role of Mandel Associated Foundations and its financial support was acknowledged as was Sara's participation in the Commission. Twersky's vision statement for the Commission was the D'var Torah for the Tuesday session.
- III. Program (Sessions I-VII program attached).
- IV. List of preliminary papers and their authors.

Larry Cuban: Changing Public Schools and Changing Congregational Schools

Joe Reimer: where School and Synagogues Are Joined

- Susan Shevitz: Receptive Contexts and Enabling Traits for Changing Congregational Education
- <u>Isa Aron</u>: From the Congregational School to the Learning Congregation: Are We Ready for a Paradigm Shift?

<u>Riv-Ellen Priel</u>: Reflections on the Social Sciences of American Jews and Its Implication for Jewish Education

PARTICIPATION LIST

HUC

Isa Aron
Bill Cutter
Michael Zeldin
Sara Lee
Lee Bycel (Dean, HUC, LA)
Laura Samuels (graduate student at University of Cincinnati
 and HUC)
Sherry Blumberg (New York)

STANFORD

Lee Shulman Larry Cuban 4 graduate students

BRANDEIS

Joe Reimer Susan Shevitz

REFORM MOVEMENT

Seymour Rossel (UAHC) Bob Orkard Shelly Zimmerman (CCAR) Michael Weinberg (CAJE) Kyla Epstein-Asor (Cleveland)

OTHERS

Jeff Schein* Barry Shrage* Sharon Feiman-Nemser CIJE Senior Advisors

CIJE

Barry Holtz Shulamith Elster

*CIJE Senior Advisors

Laying the Groundwork for the Experiment in Congregational Education

Rhea Hirsch School of Education Hebrew Union College-Jewish Institute of Religion in partnership with The Commission on Jewish Education for the Reform Movement

The Problems of Congregational Schools

It is estimated that 80% of Jewish children in America will attend a Jewish school at some point in their lives. For over two thirds of these students, that school will be a supplementary school under congregational auspices. Critiques of the supplementary school date back to the 1880's, and have remained remarkably constant over the years. Supplementary schools having been faulted for being boring and irrelevant, having unqualified teachers, and lacking substantive parental involvement and support. In many urban centers the problems of supplementary schools have deepened, as day schools have siphoned some of the most committed parents, as well as the most professional teachers. These problems combine to limit the supplementary school in its ability to provide its students with either substantial knowledge of or a deep commitment to Jewish life. Despite numerous attempts to address these problems through curricular revisions and programmatic innovations, the essential structure and organization of most congregational schools has not changed much since the 1950's.

The Role of the Rhea Hirsch School of Education

in Improving Congregational Education

The RHSOE, the Reform Movement's premier graduate program for the training of professionals in Jewish education, was founded in 1969. The school has over 150 alumni who serve in congregations, schools, camps, universities and other educational institutions throughout North America, and in England and Israel as well.

During the spring and summer of 1992, RHSOE faculty and staff engaged in a strategic planning process, which was supported, in part, by the Mandel Associated Foundations. In the course of our deliberations we became convinced that the RHSOE must not only prepare future educators, but also work more directly towards the improvement of settings in which our graduates work. While it would be unrealistic to expect that we could work intensively with hundreds of schools, camps, and Jewish centers, the RHSOE might well serve as a catalyst for improving these institutions through very targeted experiments, such as the Experiment in Congregational Education. A second grant from the Mandel Foundation enabled us to initiate the ECE in partnership with the Commission on Jewish Education.

The Experiment in Congregational Education

The purpose of the ECE is to stimulate a revitalization and re-configuration of congregational education. The ECE will bring together a small number of congregations (between four and eight) which will work together to re-think their notions of Jewish education and explore ways of restructuring their educational programs. Over the course of a three year period, these congregations will engage in a process of examining: what their goals are for Jewish education; what changes in their current institution will meet both their needs and their goals; and what resources will be required to institute these changes? As answers to these questions become clear, each of the congregations will develop and implement a plan for the reconfiguration of the totality of its educational programming.

The ECE is not undertaken with any fixed idea of the the final product that will emerge from the process of reconfiguration. It is likely that a number of different new structures will emerge, perhaps as many new models as there are partners in the ECE. But while we have no preconceived notion of the new structures which the experiment will yield, we do have some very strong convictions about the <u>process</u> which each congregation involved in the experiment will have to undergo. Our reading of research in educational innovation in the public sector and our first-hand experience working with congregational schools have led us to the conviction that school restructuring can only be successful when the process of deciding on the new structure is both broad and deep. The entire spectrum of congregational membership must be represented in this process, which must involve incisive probing into people's Jewish identities, commitments, needs, and values.

Beyond its immediate benefit in the improvement of education in a number of congregations, the ultimate contribution of the ECE will be to the entire field of Jewish education. After four years of analysis, intervention and documentation, we will have a much more sophisticated understanding of the internal dynamics of education in the congregational setting, and the possibilities for change in Jewish education. We will have a number of viable models of restructured institutions, and a wide range of new programmatic alternatives. We hope to use this knowledge in the creation (four years hence) of a "Laboratory for Congregational Education," which will serve as a resource to a larger number of congregations.

Phase One: The Initial Consultation

A new and complicated undertaking, such as the ECE, requires input from a variety of sources. In launching the ECE, we wanted to draw on the expertise of scholars and researchers in related fields, as well as congregational leaders from a range of settings. Thanks to a grant from the Nathan Cummings Foundation, a group of 25-30 scholars and congregational leaders with prior

experience and expertise in this area will be brought together for a two-day consultation in May, 1993.

The goals of this consultation are:

- To gain a deeper understanding of what it will take to assist congregations in reconceptualizing and restructuring the full range of their educational offerings.
- 2) To be in a position to decide:
 - a) how the consortium of congregations might operate;
 - b) how partners in the consortium might be selected;
 - c) how research at each site might be conducted.

While decisions of this sort will probably not be reached at the consultation itself, the issues involved in making these decisions will be discussed.

We have attempted to structure the consultation in such a way as to permit each participant to share his or her knowledge and expertise, and the group as a whole to break new ground in applying its collective wisdom to the task at hand. Five papers have been commissioned which cover five relevant areas of scholarship:

- a) What do the Jewish social sciences have to teach us about the current state of congregational education? What can we infer from the work of sociologists and anthropologists about the prospects for changing our current structures? This paper will be written by Riv-Ellen Prell, professor of anthropology at the University of Minnesota.
- b) What are the cultural, economic and political forces <u>internal</u> to congregations which result in particular educational arrangements, and how might these forces br harnessed to expedite the process of restructuring? This paper will be written by Joseph Reimer, professor of Jewish education at Brandeis University.
- c) What processes will enable congregations to reconceptualize their educational programs and to prepare themselves for change? This paper will be written by Susan Shevitz, professor of Jewish education at Brandeis University.
- d) What accounts for the durability of the dominant model of supplementary schooling? What attempts have been made to break this mold? Is fundamental restructuring necessary? Is it possible? How does it differ from innovation in a particular area? This paper will be written by Isa Aron, professor of Jewish education at the Rhea Hirsch School of Education, HUC-JIR.

e) What can we learn from the past two decades of innovation in American public schools that might be applicable to the private, voluntary, parttime, anarchic non-system of congregational education? This paper will be written by Larry Cuban, professor of education at Stanford University.

These papers will be sent out in advance, several weeks prior to the consultation. Participants will be asked to respond to the issues raised in the papers, based on their particular experience and expertise. Then the group will work together to define, outline and adumbrate the process of restructuring congregational education.



RHEA HIRSCH SCHOOL OF EDUCATION Hebrew Union College-Jewish Institute of Religion

Reconceptualizing Congregational Education Tentative Program for Consultation on May 17-18, 1993

Introduction	The Synergy Required to Arrive at a New Vision or Paradigm
	of Congregational Education

SESSION I The mission of congregations and congregational education (Monday morning)

> What ought to be the mission of congregations? What should the role of Jewish education be, within this larger mission?

> Drawing on our own knowledge, and our reading of the papers, we will contrast ideal views with the current realities.

SESSION II What operating assumptions guide our current paradigm of congregational education? (Monday afternoon)

> What are the implications of the assumptions that undergird current paradigms of Jewish education? What might we want/need to challenge in some of these assumptions?

SESSION III What is Jewish learning? What power does it have to shape and transform people's lives? (Monday evening)

> What experiences of Jewish learning in our own lives were transformative? What factors made them so powerful? What circumstances might make these kinds of experiences more common for members of congregations?

SESSION IV Deriving conceptual principles as a guide for reconceptualizing congregational education. (Tuesday morning)

What core affirmations and assumptions would be consonant with an enhanced vision for congregational education? What conceptual principles can we affirm? SESSION V What are the forces that enhance or inhibit change in congregations? (Tuesday morning and afternoon)

> Presentations by representatives of Leo Baeck Temple in Los Angeles and Congregation Beth Am in Los Altos Hills, on the process of restructuring education in their congregations.

> What can we learn from these two case studies about the necessary pre-conditions for restructuring, and guidelines for the process itself? From this, we will derive a set of operational principles for restructuring congregational education.

SESSION VI Where do we go from here? (Tuesday afternoon)

Presentation on how a coalition might work, drawing on several models.

Review of the "principles" arrived at in previous sessions; discussion of the relationship between the two types of principles.

Next Steps







15 EAST 26th STREET - NEW YORK, NY 10010 - PHONE (212) 532-4949 - FAX (212) 481-4174

TELEFAX TRANSMITTAL FORM

To:	Morton L. Mandel	Date: August 3, 1993
Faz#_	(216) 361-9962	
From:	Art Rotman	Time;
		Re:

Number of pages (including this cover page): ____4

Please notify us if transmission is incomplete.

Tel. #: (212) 532-4949 Fax #: (212) 481-4174

See Section 3 enclosed and particular references to maximizing

Who would have thought in 1982 when maximizing was hatched over dinner at the Laurent Restaurant that there would be this recognition!

Warm regards,

CC; Seymour Fox

FAX TO A	SMITTAL
Deymon Forf	art Rotman
FAX #: 972-2-619-951	
# OF PAGES DATE 4 8/3/93	Phone (212) 532-4949 Fax (212) 481-4174



May 1993 אייר תשנ״ג 「「「「「「「「「「「「「」」」」」

2. The need for approaches which include both formational and transformational experiences.

Conventional wisdom and some emerging data identifies several intensive Jewish educational experiences as ones which positively impact Jewish identity. This emerging "body of knowledge" asserts that the probabilities of positive Jewish identity is substantially enhanced if young Jews are able to participate in Israel experience programs, Jewish summer camps, youth groups, and day schools.

We recognize the power of such programs to impact on our young for indeed, each of these programs—consisting of total Jewish learning environments—have the power to "sear the soul," to provide Jews with intensive opportunities to experience and recognize the power of Jewish life to enrich our personal, familiar and communal lives.

The Conservative movement was among the pioneers in developing such programs in the Ramah camps, USY and Ramah Israel experience programs, Solomon Schechter Day Schools, and United Synagogue Youth. We are delighted that the broader community increasingly recognizes their power and look forward to working with community leadership to identify strategies to deepen their impact and enable wider segments of young Jews to participate in them.

However, it is essential to recognize that the vast majority of participants in the above programs--often referred to as "transformational experiences"-are young Jewish men and women who were previously enrolled in congregational schools of our movement and others. Few young Jews walk in "off the streets" to participate in Jewish educational camps, Israel experience programs, or youth groups. Most have first been introduced to Jewish education through the supplementary school system. It is in these first Jewish educational programs that young Jews are provided their introduction to Jewish education. Beyond serving as "feeders," they provide the essential basis for more intensive Jewish experience of all kinds.

We believe it would be misguided if we focus only on "transformational experiences" for the essential building blocks of Jewish education. Congregational schools are often the gateways for deeper experience. Effective linkages between these two kinds of experiences must be enlarged. We must upgrade and strengthen the personnel who staff our Hebrew schools and Sunday schools and develop creative curriculum.

We also recognize the need to intensify the efforts in adult education carried on by our United Synagogue congregants, the Women's League for Conservative Judaism, and the Federation of Jewish Men's Clubs.

3. The Need to Maintain a "Level Playing Field"

If there is one concern which permeates at least segments of the leadership of our movement, it is a concern that Federation's renewed interest in Jewish education will be expressed (ironically) in ways which may weaken our movement's educational programs. While some believe that these concerns are unwarranted, it is clear that this issue must be addressed.

Directly stated, some movement leaders fear that increased Federation funding will primarily support the strengthening of Jewish educational programs operated under the auspices of Federation, i.e. Jewish community centers, Federation sponsored camps, etc., and/or Federation. These concerns are heightened by the extraordinary interest in
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upgrading and expanding Israel Experience programs, youth groups and summer camps. Centers and Federations have long established programs in these areas and have sought to create new programs in precisely these areas in recent years.

Although Jewish education has been and continues to be primarily the province of denominations, we view positively the recent efforts of Jewish community centers and federations to develop new Jewish educational programs. We believe that centers are well positioned to reach populations which may be difficult for congregations to serve and that center-based Israel trips, family education programs, nursery schools, youth groups, summer camps, and community schools—if infused with serious Jewish educational content (which is not always the case)—can provide valuable educational resources for the community. Given the crisis we face, we do not re-assert the old axiom that centers and federations have no business being involved in Jewish education. On the contrary, we welcome developments over the past decade (such as the "Maximizing Jewish Education" programs of the JCCA) which have deepened the Jewish educational content of Center and Federation programs.

However, funding for such programs must not be provided in ways that undercut similar educational programs of the denominational movements. For example, if a community decides that it wants to provide scholarship funds for teens so they can participate at reduced fees in Israel experience programs, such scholarships (or vouchers or subventions) must be made available to all who qualify in a way that enables them to choose to participate in trips sponsored by a JCC, a denomination, a synagogue, a federation, or an independent purveyor. A "level playing field" requires policies so that funding for Israel Experience programs or summer camps or day schools, are not provided by a federation or a Jewish continuity fund in such a way that financially disadvantages the programs of any one element of the community. All programs must have equal access to the enhanced revenues which we hope will be made available for the purpose of increasing participation and deepening impact of Jewish education programs.

4. What We Have to Offer: Extraordinary Jewish Educational Programs and Institutions

Conservative Judaism has long been characterized by its commitment to Jewish practice and Jewish study. This commitment led to the creation of an extraordinary system of Jewish education--both formal and informal--that can proudly claim a major role in shaping the contemporary Jewish community.

If we face new challenges because of the unprecedented quality of American's open society (which only became evident within the past 10-15 years), let the present crisis not obscure our recognition of what we have achieved and created. The Conservative movement offers a ladder of continuity and involvement which is formative and transformative. It is dazzling for it includes:

- Over 800 congregations and synagogues throughout North America;
- The six Ramah Camps, considered by many to be the most powerful Jewish educational experience in North America;
- United Synagogue Youth (USY) and Kadimah, the youth movement of the Conservative Movement. With over 25,000 members, it is the largest synagogue-based Jewish youth movement in North America;



FOCUS QUESTIONS

Mobilization

Is there a wall-to-wall coalition in the community?



What is the Federation's role in the process? How much control does Federation have over the process?

Best Practices

Does the community understand the Best Practices project?

Is the community excited by the Best Practices project?

Is the community clear about how to proceed with the Best Practices project?

Are there intellectual resources (in particular, educators) in the community at large and are they being used?

Are there discussions of visions and goals? Who is involved?

What are the culture and sentiments of the community?

Are there different understandings of the Lead Community project within the community?

Maybe they Tues; Wedness.

Educational Baseline messing Process orientation ?



MILWAUKEE JEWISH FEDERATION 1 9 0 2 • 1 9 9 2 recognizing 90 years of service to

the Jewish community

MEMORANDUM

TO: Commission on Visions and Initiatives in Jewish Education

FROM: Jane Gellman and Louise Stein, Co-Chairs

DATE: March 3, 1993

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

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

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

Along with this memorandum we are enclosing the following:

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

RC/nm

enclosure

1360 N. Prospect Avenuo	Milwaukee, Wisconsin 53202-3094	414-271-0338	FAX 414-271-7081	
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Betsy L. Green President Richard 11. Meyer Executive Vice President



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the Jewish community

MEMORANDUM

TO: Steering Committee for the Commission on Jowish Education

FROM: Jane Gellman and Louise Stoin, Co-Chairs

DATE: February 26, 1993

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

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

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

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

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

RC/nm

enclosure

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

Botsy L. Green President

FAX 414-271-7081

Richard H. Meyer Executive Vice President

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

SUMMARY NOTES

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

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

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

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

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

Page 2

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

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

Mrs. Gellman reviewed the organizational structure of the Commission on Visions and Initiatives in Jowish Education. The Project will work through three organizational levels: a Steering Committee, the Commission and a series of task forces. The role of the Steering Committee is to manage the process of the Project and its task forces and to dovelop an outline for a strategic plan for Jewish Education. The Commission at large will identify and set priorities for those critical issues that will be addressed. The Commission will also play a key role in interpreting information to others in the community and being supportive of efforts that are undertaken. Task forces will be formed around specific issues, and be responsible for gathering necessary data and developing specific programmatic action plans. Mrs. Gellman asked that each member of the Commission participate in at least one task force during the three year project.

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

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

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

Concern		Number of Individual Reponses	
0	Family education	18	
0	Professional development	18	
0	Teens education	13	
Ó	Financial barriers	12	
0	Commitment (community, family, individuals)	7	
Ø	Community wide plan	6	

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

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

HN/nm

attachment

10001

Fax Memorandum

TO: Annette Hochstein Mayflower Hotel 212-265-5098
FROM: Shulamith Elster at Atlanta Airport on route to Washington DATE: March 4, 1993
RE: Assignments

To summarize... as soon as I get back to Rockville I will forward to you the notes from the Baltimore meeting. Paulette was to have finalized them and hopefully they are ready at least for "your eyes".

I will also do a memo regarding the training opportunities.Please review the following listing and either add or delete to the list and I will move forward to contact and provide the annotated list of opportunities for the Summer of 1993 and then beyond:

Hebrew Union College/UAHC Jewish Theological Seminary/United Synagogue/Melton Yeshiva University/Torah Education Network Melton: Israel/Hebrew University

including Senior Educator Program

Jerusalem Fellows

Hornstein Program/Brandeis

Other training institutions: Gratz, Boston, Spertus, Baltimore et. al.

? programs/local... under auspices of BJE's etc.- e.g., Chicago and Washington

I have a conference scheduled with Isa tomorrow and following that will have a conference call with Isa and Ellen towards the seminar/group meeting we discussed.

For the workbook, I will work on the outline on the plane and be in touch with you with a memo in time for the call tomorrow.

Hope you have an uneventful trip back to New York.

S.

*.

	Council for Initiatives in Jewish Education
L	
То:	annette Afocherei
Compan Phone N	y Name: <u>Mayflower Hall</u>
Fax Nun	212 265 570
From:	Shulamith R. Elster
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WORKING NOTES FROM Meeting with Baltimore: February 23, 1993

CIJE: Annette Hochstein, Seymour Fox, Barry Holtz, Shmuel Wygoda, Shulamith Elster

Fridat

Associated: Marshall Levin, Nancy Kutler, Chaim Botwinick

1. Restructing of Baltimore Structure for Jewish Education -

Marshall Levin (Attachment A - Organizational Chart) A. Budget and Grants Review

Authorization of recommendations: planning and financial resource development through the Center for the Advancement of Jewish Education (after July) at Associated; Chaim Botwinick (Executive Director of the Center) will also be Chief Education Office (of the Council on Jewish Educational Services (formerly the Baltimore BJE)

II. Initiatives and Funding Partners - Nancy Kutler and Chaim Botwinick

Some examples: the Funding Partners

- A. Fund for Jewish Education initiative drawn from strategic plan, original yeal was \$10 million. Awaiting 2 \$5 million grants (one for day schools, one for Jewish higher education) from Weinberg Foundation, a type of matching grant program.
- B. Children of Meyer and Lynn Meyerhoff Fund -\$150,000 to Teacher Specialist Program. Leadership Training Project viewed as a seed program appropriate for matching grant program.
- C. Joseph Meyerhoff \$300,000 for Israel Desk, scholarship support another seed gift.
- D. Pearlstone Institute another two years for family education: \$100-\$125,000 a year for retreats, etc.
- E. College Services (two foundations: Rosenblum Family Foundation, Rebecca Meyerhoff Trust - each \$40,000 per year).
- F. Jacob and Hilda Blaustein (Hirschorn) Endowment Fund for the Advancement of Jewish Education. Grants of \$150-175,000 for informal Jewish education.

Examples of three local Initiatives (Chaim Botwinick):

- 1. BJE Community Israel Program - role of scholarships is key. Over two years = \$300,000 - \$75,000 Administrative Staff - first year promotion - \$75,000 Scholarship Year #1 (150) Year #2 (75) Year #3 (75)
- 2. <u>Teacher Leadership Specialist Proposal</u> Middle School teachers in day and supplementary schools within the three denominations.
 - Supplemental School Restructing Rabbi Mark Loob and Ayal Bor (UJ) interested in rethinking congregational education.
 - 4. Melton Bible In the Arts/Covenant Proposal
- III. Lead Community Project Annette Hochstein
 - How do these initiatives fit into the total picture of Jewish education in Baltimore?
 - How can we get to the "game plan" for the LC project?
 Great deal of congruence between Baltimore's local agenda and the CIJE.
- IV. Discussing of relationship between local initiatives and CIJE agenda - Seymour Fox?
 - A. What can a supplementary school become?
 - B. How can we reconceptualize the supplementary school?
 - C. Several pilot projects for which there is <u>"no game</u> plan."
 - D. <u>A.H</u>. Lead Communities is an <u>idea</u> until we design it
 stressed need for a seminar to discuss and plan evaluation before implementation of the theory.
 - E. What does partnership-Baltimore-CIJE mean?
 - F. Two seminars needed:
 - 1. Ongoing seminar with three communities
 - 2. Baltimore projects programs
 - a. Resources of the three denominations can be brought into work in the communities and those of the Hebrew University.
 - b. SF has had recent conversations with JTSA, YU and HUC.
 - G. Principles Annette Hochstein
 - 1. CIJE planning should not hold community back.
 - Potential for 'pilot projects.' Discussion of next steps.
 - Major interest of CIJE is to develop "macro"story of the LC.

. .

- 4. Encourage steps to address <u>personnel</u> issuesn.g., Senior Educator Program and Jarusalem rellows. Preference can be given to people from Baltimore for the Fellows Programor 1-3 senior educators could be trained for the community with the creation of new positions.
- H. How do we get 'on track' for the LC project?
- I. Reference to Planning Guide
 - Filot Projects Best Practice Project!
- V. Personnel Assistance
 - A. Senior Educator Program at Hebrew University several forms of training assistance (funding may be at 75%)
 - B. Tailored (short-term) seminars at Molton Seminar for projects staff at Hebrew University (funding uncertain at this time).
 - VI. Supplementary School Project (by March 14th)

First thoughts on consultation available through CIJE and Conservative movement.

VII. Teacher Specialist Project

Development of this project by Barry.

VIII, Israel Experience Project

Annette is the world expert on Israel projects. She encouraged the community to develop a much more ambitious program.

- IX. Melton (Israel) Seminar Summer 1993
 - Day School principals to Israel for a seminar for including Israel in schools (1993) and perhaps the following summer (1994) to include educators from these schools. Examples of schools now involved are - Ramaz (New York), Heschel (New York) and Agnon (Cleveland).
- X.* Issue: Educating the Community for the Lead Community Project (Annette Hochstein)
- XI. Baltimore Agenda now until end of year!

Agenda for Commission on Jewish Education is full at this time with strategic planning issue and issues related to the (lay) staffing of commissions and committees. It is expected that this will take until July 1st.

From :

A 14 1

LC Agenda is a very concrete agenda. Baltimore will not be ready until the Fall?

*Selection of date to launch - early Fall with selection of Board of new commission.

XII. Barry Holtz

<u>Best Practices Project</u> - lay leadership seminars as a suggestion for a pilot project for lay committees and foundation lay leaderships.

XIII. Next steps -

A. <u>SF</u>: Lead community idea has not been properly communicated to anyone - staff of Associated <u>and</u> others. Powerful argument for waiting. SF there are

- two requirements -
 - -time line for launch from now (2/93) to Fall
 - -interpretation of what is taking place
- B. Marshall noted that the meeting was catisfactory and moved things along.

AH: If we work together things will not be "business as usual." Annette noted that key CIJE projects have not been integrated into the discussion

- The Educated Jew Project
 - Best Practice
- C. SF defined a two-pronged approach.
 - 1. Baltimore As Baltimore
 - 2. Baltimore the Lead Community Project
- XIV. Shulamith will return to Baltimore on March 8th to continue discussion on the launch of the Lead Communities Project in Baltimore.

SRE 3/1/93

	Council for Initiatives in Jewish Education
То:	Ahmuel argoda
Company	Name: Mardel //
Phone Nu	mber:
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Number o	f pages (including cover): 5
Date sent	: 3/10/93
Time sent:	2000
	If there are any problems receiving this transmission please call: 301-230-2012

Memorandum TO: Annette Hochstein Steve Hoffman Barry Holtz Ellen Goldring Virginia Levi Shmuel Wygoda FROM: Shulamith Elster Baltimore: March 8, 1993 RE: DATE: March 10, 1993 The meeting at the Associated in Baltimore included Marshall Levin, Nancy Kutlor, Chaim Botwinick and Julie Tammivaara. These notes are for our information as we plan next steps in Baltimore. I. The CIJE agenda for the meeting included the following: Activities during the next three months to introduce the Lead Community concept to sonior oducators, rabbis and lay leaders who are unfamiliar with it (Barry was unable to attend this meeting and so the Pilot Projects were noted as a significant resource here but not fully discussed.) A discussion of Baltimore's proposed initiatives- the Israel experience, teacher specialist program and the restructuring of congregational achools (What are the CIJE resources available to work within this program?) The Educators Survey (Expectations and role of field researcher for qualitative segment) Lead Community Planning seminar in May/Cleveland II. "Launch Activities" Marshall noted that Roy Hoffberger, the Commission chair, had expressed great excitement about the Lead Community concept. By the end of May the Commission would be receiving the Strategic Plan for Jewish Education and this would be presented to the Board of the Associated in July. He indicated that the Lead Community Project was built into the CAJE scheme. The Annual Meeting of the Associated takes places in mid-June and Alfred Coplan wants to include Lead Community selection and the status

of Load Community activities among his administration's accomplishments on behalf of Jewish continuity and Jewish Education. - -

Community mobilization has not yet taken place and so the

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

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

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

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

III. Baltimore's Three Initiatives: A Status Report

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

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

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

Regarding the Toacher Specialist Program, Marshall noted that the BHU-has top down professional and lay support for change and, for example, could play a role in the shaping of the teacher specialist and other training programs.

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

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

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

IV. Educator Survey

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

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

V. Monitoring, Evaluation and Feedback

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

VI. CIJE Materials

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

VII. Next Steps in Baltimore for SRE

A. Information to Baltimore on availability of immediate training through the training institutions/Melton-Israel/Jerusalem Fellows B. Continuing discussions on Educator Survey following telecon with Annette and Ellen

C. Planning: closely coordinated for the May events

D. Identification of personnel and other resources that can continue-to-inform their planning of initiatives and their work towards implementation VIII. Funding

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

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



From :

Memorandum

Budget

TO: Ellen Goldring copy to Annette Hochstein Steve Hoffman Barry Holtz Ginny Levi FROM: Shulamith Elster Educator Survey Consultation RE: DATE: March 15, 1993 (with March 16th update) -----The purpose of this memorandum is to review our conversation this morning regarding the ponsultation/ meeting to be held before the end of this month involving representatives of the three lead communities and the CIJE staff/consultants. Participants: Community's key staff person or his/her designce Atlanta: Lauren Azoulai. Baltimore: Chaim Botwinick Milwaukee: Ruth Cohen CIJE Staff and consultants: Goldring, Elster, Aron(by telecon for segments of the meeting) Field researchers: Tammivaara/Rottenborg/Goodman Logistics: preferred date: March 29, 1993 (Monday) day-long (10 a.m. to 5 p.m.) with Washington as a possible location/ given the geographic distribution of participants and availability of direct flights number of participants from Washington/Baltimoro: 3 Milwaukee/Madison 2 Atlanta 2 Nashville 1 8 Agenda: CONTENT : CIJE/Importance of Educator Survey The State of the Teacher Surveys (ISA?) Communities/What we need and want to know? CIJE/ The specific issues for policy development. The Qualitative Segment: The Lives of Educators LOGISTICS: Managing an Educator Survey Administration Timeline

TECHNICAL/CONSULTING: Local resources Data Collection Analysis/Reporting Use of local consultants

Update: 3/16/93 Baltimore:

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

Atlanta

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

Milwaukee

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

sre 3/16/93

NOTES FROM MEETINGS IN ATLANTA: MARCH 4, 1993

<u>Atlanta Federation</u>: Dave Sarnat (DS), Steve Gelfand (SG), Lauren Azoulai(IA)
<u>CIJE Staff and Consultants</u>: Steve Hoffman (SHH), Saymour Fox (SF), Annette Hochstein (AH), Shulamith Elster Lay leadership: Peter Aronson (Budget and Allocations), Gerald Cohen (CIJE Board), Toby Director Goldman (Chairman of Transition Committee), Michael Hillman (Chairman, Jewish Educational Services), William Shatten (Chair, Commission on Jewish Continuity).

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

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

Meeting #1: Federation Staff and CIJE

Opening Conversation:

- SHH: Introductions of participants, purpose of the meeting.
- 5G: The levels of specificity outlined in the manual may not fit into Atlanta's plan. Are the guidelines MUSTS or suggestions? An example: Steering committee for CJC may not fit political realities of the community.
- AH: Manual is a suggested approach.
- SG: If suggestions, it is helpful.
- SHH: Referred to earlier Bank and Woocher studies, The Bank Report provided a "stream of consciousness" regarding needs and assumes that the CJC will provide the organizing vision and priorities for the community.

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

DS: The Bureau mandate was too broad and the staff too inadequate to deal with it so it was taken apart and a new Jewish Educational Scrvices (JES) organized to deal with:

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

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

- SHH: Is there a consortium of congregations such as in Cleveland or a central address for adult education? e.g., Lehrhaus at the Cleveland College of Jewish Studies.
- SHH: Do you believe the CJC is a wall-to-wall coalition. Is anyone left out?
- SG: Chabad is not involved because they don't want to be.
- SHH: Asked for clarification on the role of the congregations.
- DS: Issue of synagogue relations is complicated. So far, the rabbis and educational directors are involved and the lay leaders are not. The CJC gives the Federation a synagogue focus.
- SHH: Are congregations coming into the process with a "chip" on their shoulders?
- DS: There is some posturing and perhaps this is in reaction to the JCC initiative in Jewish education (NOTE: JCC has proposed hiring a rabbi for the staff to be responsible for Jewish programs.)
- SF: The integration of formal and informal will structure the conversation within the community and will bring out all of the issues.

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

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

Is Atlanta informed and ready to work on Lead Community?

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

SHH: Let's talk about the process.

B. 4.

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

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

- DS: Atlanta is our responsibility. We need from Seymour and Annette the expertise to make order out of chaos. We need CIJE to serve as Atlanta's broker with the CRD Foundation, for example.
- SF: Using personnel as an example: CLJE has "37 suggestions" for dealing with personnel in Atlanta. Citing the issue of educator empowerment, empowerment for what?

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

- DS: Community is now interviewing for key staff positions for the Commission on Jewish Continuity (CJC) and the Jewish Educational Services (JES). These are two new positions. In process are staff positions at the Jewish Community Center and an expansion of programs and personnel at Emory.
- SG: At recent commission meeting the staff brought initiatives to the table but lacked the criteria for serious discussion of them. Have not yet organized a process to deal with these initiatives, to develop target groups and agendas for the planning responsibilities of the CJC and the planning and allocation process.
- AH: Consider the Lead Community mobilization process as a way to join content and process issues. This can happen when the BP and MEF projects are presented broadly to the key lay leadership, rabbis and educators and professional leadership. This may provide the basis for structural discussion.

SG: Now will this happen?

- AH: The "buy-in" and "support" issues are critical. This is the way to get it.
- DS: "Buy-in" and "support" has happened through the Bank Report about a year and a half ago.
- SF: Lead Community says personnel projects are the priorities for the community.

der i

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

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

- AH: Response by illustration: Projects to "jump-start" the community by introducing Best Practices widely and pilot projects.
- SF: Improve the supplementary school is a local priority. Personnel is a kcy issue here and there is a need to sell the rabbis and leaders. There are national resources for personnel available through the donominations-principally in the supplementary schools the Reform and Conservative movements. Sara Lee and Barry Holtz will work this out.
- DS: Emory has ten faculty members in Jewish Studies and has developed a proposal for teacher training through faculty member Ken Stein. There is a need to respond to this proposal.
- SF: What do they know about teacher training for Jewish education?
- SG: Important to know that Bill Shatten, chair of the CJC and a past-president of Ahavat Achim Congregation (Conservative) has endowed the chair of Jewish Studies at Emory.
- DS: Emory is part of the reality of the Atlanta Jewish community. How does one join that with the strength of the CIJE? Emory is a major local issue.
- SF: Should focus on how we can work together with Blumenthal, Lipstadt and other faculty at Emory. They can work together with Barry Holtz and Danny Marom (Mandel Institute).

SHH: Need to get back to the organizational question.

- AH and SF: Need to keep going on the issues and when Lauren has the Educator Survey augmented by Claire's work on the qualitative issues then Atlanta can develop a map and a master plan.
- DS: The client is the Jewish educational scene in Atlanta and Emory and its faculty of ten are part of the reality. Atlanta convened its community and there was a buy-in by Blumenthal and the faculty and Ken Stein took the initial shot at a proposal for how Emory could be involved.
- SHH: When there is a task force, Stein and other can be involved. What do we know about teachers needs? Need to begin with a first-class survey.
- DS: There are issues:
 - personnel: Stein proposal
 - JCC: of concern to the Rabbis
 - Israel: CRB proposal
- DS and SHH: These three can move the agenda. ISSUE: How do we get ahead of the curve!
- SHH: 1. Cct the LC vision in front of the communityilluminate the issue.
 - 2. Introduce concept of Best Practice.
 - Need a vision statement: cut it down and set priorities.
 Example: Cleveland now has a context for initiatives and proposals. The priorities are established and are clear.

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

SF and AH: CIJE can undertake the three assignments:

- Emory

- JCC (Holtz/Best Practice in JCC's)
- Israel (Hochstein)
- SHH: What do you plan to do with the \$30,000 from the CIJE?
- DS: Atlanta will match this sum to bring in a director and Atlanta will pick up the funding the following year.

- SHH: CIJE will get the Educator Survey underway and its execution will be Atlanta's responsibility.
- AH: Survey needs to be accurate, well-conceived and comprchensive. Barry and Shulamith can help.
- SG: Methodology: Can Claire help with this?
- AH: Absolutely not because she will be involved with the qualitative segment.
- DS: It is a pair-of-hands issue and there will be time available for this after June.
- AH: Atlanta will be ready July 1st.
- SE: Will Atlanta participate in discussions about the survey prior to July 1st?
- AH: Raised question about the reported number of 196 educators. If so, there is a lower participation rate or "fuller" jobs than in other communities or fewer hours of teaching available. Need clarification about these numbers.
- DS: Atlanta has been a "receiving community". Where are the teachers from? They are not home-grown and include some relatively recent arrivals.
- AH: Ellen Goldring will serve as consultant to the project.

Monitoring, Evaluation, and Feedback:

AH: Claire needs access to the community.

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

SH: How do we fix the problems?

Next Steps:

SH: Next steps in the community: Claire and Ellen presentations Best Practice presented by Barry Pilot projects get underway Commission establishes 2/3 task forces: personnel, JCC, Israel Meeting #2: Luncheon meeting with key lay leadership:

Introductions

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

The project needs:

- structures
- process
- planning
- relationships

Can we begin?

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

Discussion:

o Is emphasis again on planning: fast track vs. planning need to get going. Cohen: Can we design as we go along

Shatten: Can we design as we go along Shatten: Can we learn by doing?

- o interest or lack thereof in focusing on supplementary schools in Atlanta (Peter: supplementary schools are a black-hole: no end to what they need to improve. Invest in day schools they work!).
- o possible role for Emory in personnel in-service arena.
- o need for better understanding of MEF project.

Need to focus now on the issues and priorities:

Lay Leadership: LC idea is not understood. Personnel: educator survey and immediate involvement in training programs, assistance in identifying personnel for key positions.

Meeting #31

Atlanta Federation: Steve Gelfand and Lauren Azoulai CIJE: Seymour Fox, Annette Hochstein and Shulamith Elster

Agenda/90 List:

- scheduling of visits to Atlanta
- task forces

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

Foundations:

- SG: How does Atlanta link to foundations through the CIJE?
- SF: When projects/arcas are ready then CIJE can try to broker proposals. What local resources can be developed?
- SG: Examples of local resources already obtained: \$1,000,000 gift which donor now sees as fund for day school scholarships.

Planners Seminar:

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

Funding:

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

- AH: The Educator Survey is one of the things that Atlanta has to do.
- SG: There are two seminar issues that we must address: How much time do we need together? How much money do we need for travel?
- SG: We need to develop jointly the content of the planning seminars now planned for the second week of May.

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

Discussion continued on this point.

5RE 3/93

MEMORANDUM

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

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

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

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

The University of Judaism: Los Angeles

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

Among the specialized offerings this summer are:

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

U-Step Program:

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

Select Teachers Program: Morim N'vcharim

United Synagogue Solomon Schechter Day School Association Jewish Theological Seminar

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

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

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

June 1 - August 5th: Intensive Hebrew Programs

June 1 - July 1: Courses are offered in:

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

July 6 - August 5th:

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

March 20, 1992 D R A F T

DEVELOPING A TALENT BANK

FOR THE COUNCIL ON INITIATIVES IN JEWISH EDUCATION

A Proposal

by Livia Bardin

OBJECTIVE: To create a Talent Bank of outstanding Jewish educators to serve as consultants to the Lead Communities and in other appropriate roles in CIJE projects.

The Talent Bank will provide sources of professional assistance for planning and education to assist the Lead Communities. By mobilizing continental resources and recognizing excellence, the Talent Bank will also contribute to CIJE's long range goal of building the profession of Jewish education.

Consistent with CIJE's role as a catalytic agent for Jowish education, this proposal assumes that resources of existing organizations such as JESNA, JCCA and CAJE will be made available through the Talent Bank. The intent of this proposal is to facilitate the identification of talent not now readily available at the continental level.

To meet the differing needs of the Lead Communities, Talent Bank members should represent a broad spectrum of approaches and skills. In keeping with CIJE's commitment to quality and independence, the selection process should be, and should be perceived to be, fair, comprehensive and objective.

PLANNING

1 envision a planning stage in which the Chief Educational Officer works closely with the Senior Policy Advisors to:

1) Develop criteria for membership in the Talent Bank;

2) Develop a selection process that combines a wide sweep for potential nominees with up-front quality control to select only top-quality talent.

3) Develop plans for monitoring Talent Bank members, including training, support and evaluation. Defining what training and support CIJE can reasonably provide

2

Will help define criteria for membership in the Talent Bank, as will developing an evaluation instrument.

Criteria

CIJE should establish clear, written criteria for membership in the Talent Bank. Some possible elements:

- -- Experience
- -- Academic background
- -- Recommendation by more than one source
- -- Openness of attitude
- -- Ability to relate to contexts and situations different from one's own
- -- Availability (with regard to time, energy, place).

CIJE may want to rank criteria, as well. For example, practical experience may be more important to Talent Bank clients than heavy involvement in theory. And are there deselectors?

Selection Process

CIJE should maximize the opportunity to build in quality control at the front end through a meticulous, impartial selection process. The process should be explained in writing and should be conscientiously adhered to in all cases.

Methods used by other organizations with talent banks:

- -- Recommendations from national group of experts
- -- Recommendation by more than one person
- -- Review of resume
- -- Calls to check references
- -- Attendance at conferences or events where prospect is prosenting
- -- Approval by review board of people from the field
- -- Review of nominations by higher authority

The process should also incorporate conflict-of-interest precautions covering such issues as nepotism, selfnomination and recusal of review board members from considering their own employer or employees.

Monitoring and Support

For quality assurance, the National Diffusion Network sends pairs of evaluators to each school. New members of ASCD talent banks attend other ASCD conferences before going out on their own. ASCD also starts its new talent in low-risk situations like mini-conferences. Mechanisms like these may contribute substantially to the success of the Talent Bank. Ongoing evaluation is a basic monitoring tool. Every group that uses a Talent Bank consultant should provide a written evaluation as part of its obligation to the Talent Bank -and consistency requires a uniform evaluation instrument. Evaluations will also help CIJE assess its own services. Developing an evaluation instrument will focus planners on the probable needs and expectations of the Talent Bank's potential clients and thereby help establish criteris.

If an evaluation pinpoints a problem, what will CIJE do about it? Or what if an otherwise desirable Talent Bank member has little or no previous experience in consulting? Can CIJE organize and offer the necessary training? Or can it direct members to appropriate seminars offered elsewhere? Availability of training and support will be a consideration in selecting nominees.

IMPLEMENTATION

After addressing these fundamental issues, CIJE must:

1) Carry out the procedures established for nominating and selecting Talent Bank members;

2) Produce and disseminate the resulting list of Talent Bank members;

3) Follow through on training, monitoring and evaluation.

Procedures

The various administrative chores required to carry out the procedures include setting a calendar, seeing that those involved complete their tasks in a timely manner, collecting and processing information for the use of the decisionmakers, notifying those selected and securing their consent to serve.

Product

All the planning and procedures will be useless without a final product making the results of the search available to those who need them. This product could be either a computer disk or an 8 1/2" X 11" loose-leaf notebook with two sections: reference indexes and member profiles listed alphabetically by name.

1) The indexes would list the names of resource people by specialty or specialties in a variety of areas reflecting the 23 areas identified by the Commission on Jewish Education for its agenda. Each person could be listed in several different places. By cross-checking the indexes, it would be easy to distinguish, for example, someone with expertise in administering camps as opposed to an expert on camp curricula. Categories and sub-categories might include:

Educational expertise

Adults Day schools Early childhood Informal education Camping Israel experience etc.... Special education Supplementary schools etc....

Professional expertise

Administration & management Board development Child development Curriculum Bible Holocaust Jewish history etc.... Demographics Fund-raising & public relations Research etc....

2) The profiles would list the person's present position (including address and phone number), background and publications (if any). Each profile would include a brief narrative providing relevant ideological and/or philosophical and other information. This would enable CIJE to provide important information that might not fit into a form such as "Rabbi X is committed to the pluralistic view of Judaism," or "Ms. Y took over Camp Zed when it was reeling from that ultimate camping disaster, a fatal accident, and brought it back to success."

This format makes for easy updating, as revised indexes and profile pages could be supplied without re-doing the entire book.

PROPOSAL

To facilitate a process like that outlined above, I propose to provide the following services, to be carried out in accordance with a jointly agreed-upon timetable:

1. Research and develop statements for CIJE decision:

-- membership criteria

-- the selection process

-- training and support

-- evaluation instrument.

This would include literature searches plus telephone consultations or meetings with current operators of talent banks, prospective users of CIJE's Talent Bank, and the CIJE decision makers.

\$1,500

2. Write a descriptive brochure for use in gathering nominations and to explain the project to prospective members.

250

3. Provide the necessary administrative services including timetable, collecting nominations, distributing information, coordinating and collating responses and following through on any agreed upon review process.

1,000

4. Develop subject indexes for Talent Bank.

250

5. Provide research, writing and editing services:

Routine screening of nominees, such as resume and reference checking: \$20/hr.

Compiling profiles: \$30/hr.

Copy and production editing: \$30/hr.

Expenses for long distance phone calls, Federal Express and any travel outside the Washington area are additional to the rates quoted above.

(Under this fee schedule, a final product listing 60 names would cost approximately \$4800 plus expenses and production costs.)

TENTATIVE CALENDAR

Commence work April 1, 1992

April 15 - Drafts of membership criteria, selection process, training and monitoring plan, evaluation instrument to CIJE for review by Senior Policy Advisors.

May 1 - Policy Advisors' comments all in.

May 8 - Revised drafts submitted to CIJE.

May 15 - Plans finalized, begin collecting nominations.

June 15 - Close nominations for first-round members.

June 30 - Complete screening process, results to CIJE.

? Time needed to complete selection process depends on the process decided upon.

30 days from completion of selections to complete copy for final product.

Production time depends on nature of product.
Fax Memorandum

TO: Seymour Fox and Annatto Hochstein
copy to Ginny Levi
FROM: Shulamith Elster A
RE: Atlanta/Milwaukee
DATE: March 24, 1993
TT. J.

Update on personnel in Atlanta:

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

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

The enclosed are additional materials from Milwaukee,





UKELES ASSOCIATES INC.

611 Broadway, suite 505 · New York, NY 10012 Icl (212) 260-8758 · fax (212) 260-8760

FACSIMILE TRANSMITTAL SHEET

	DATE: 3-26-93
10: Steve Hoffman Annette Hochstein	FROM: Jack Ukeles
COMPANY:	PAGES (including cover): 4
FAX #:	FAX #: (212) 260-8760

MESSAGE:

If	there	is	a	problem	with	this	transmission
pleas	e call	_	_			at	(212) 260-8758.



IIKELRS ASSOCIATES INC THE CABLE BUILDING 611 BROADWAY NEW YORK, NY 10012 Tel: (212) 260-8758 Feat (212) 260-8760

March 26, 1993

VIA FACSIMILE (216) 861-1230 Henry Zucker Mandel Institute

1750 Euclid Avenue Teveland, OH 44115

Dear Henry,

As we have had no new assignments from the Council for Initiatives in Jewish Education (CIJE), 1 am writing to request clarification of the status of the relationship between Ukeles Associates Inc. and CIJE. According to our agreement (see Attachment A), UAI was supposed to provide planning services at the level of two days a week plus expenses through the end of June 1993. According to our work progress reports (see Attachment B), we worked 43 days through the end of February, or 8 days fewer than planned.

At the present time, we do not have any assignments from CIJE. Since we have reserved time for the CIJE work, it would be very helpful to our forward planning to know whether CIJE wishes to continue or discontinue the relationship, or adjust the terms of the original agreement.

If the CIJE wishes to continue the relationship, we are prepared to undertake work at the agreed upon level.

If the CIJE wishes to terminate the relationship, our agreement specifies a written, 30 days notice including reasons for the termination.

The attached agreement indicates that the CIJE commitment is for two days a week up to the end of the period covered by the agreement (June 30, 1993) or 30 days after a written notification (whichever comes first). At that time we will submit an invoice covering the difference between the CIJE commitment (2 days/week) and the work already paid for.

Please advise,

With best wishes for a joyful Passover,

Sincerely

Jacob B. Ukeles

cc: Annette Hochstein Steve Hoffman ATTACHMENT B

MEMORANDUM

To: Stephen Hoffman

From:

Jack Ukeles

Date: 3/17/93

Re: Status of UAI work for CIJE

As per our conversation last week, I am enclosing a summary of work to date and a copy of our agreement with CIJE covering our relationship through the end of June.

MONTH	PLAN	ACTUAL
September	9	5
October	8	10
November	9	12
December	8	5
January	9	5
February	8	6
Subtotal, August February	51	43
March	9	
April	8	
Мау	9	
June	9	
Subtotal, March June	35	
Total	86 Days	

Summary of Work (in professional days) Fax Memorandum

TOM Professor Seymour Fox and Shmuel Wygoda copy to Ginny Levi

- FROM Shulamith Elster
- RE Update on Educator Survey

DATE April 2, 1993

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

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

ETCN

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

I am on my way now to Baltimore to a meeting to plan the May "hlaunch" activities. Shabbat Shalom! Chag Samech v kasher.... s.

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Memorandum

TOM Annette and Seymour and Shmuel Steve and Henry Barry Ginny

FROM Shulamith

RE Baltimore, Atlanta and Milwaukee DATE Erev Shabbat- 4/2

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

I. Baltimore

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

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

Chaim and Marshall will attend the Cluveland meeting but have to be back in Baltimore on Wednesday at 6x30 for a major community event. When they heard that lay loaders would be coming from Milwaukee they were upset that they did not know that from the start --- perhaps now they will want to consider some lay leadership as well. Annetto, you may hear directly from Marshall about that. There was some feeling that discussion might not be as open in the presence of lay leadership. I did note the differences in style and approach in Milwaukee. I want you all to note that this may be an issue. It came up in the discussion related to input into the agenda ... aguin, communications and who is doing what within the CIJE are important matters to clarify. This was brought to the top of the list when Chaim noted his call from Shmuel about an update on what was happening in Baltimore. Chaim was unclear as to how that was different from the regularly updates that he knows I give to staff. At any rate, the same issue was reflected in a comment from Ruth Cohon who also didn't understand why Shmuel would be calling each week to check in with the communities, We should probably review ugain who is doing what when-- for the communitics as well as for ourselves.

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

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

II: Atlanta

At anta now is moving right along. There are a series of meetings for Barry (Barry, please note) that will begin at noon on April 19th (Monday) and continue right through April 20th (Tuesday)eve ning. They will include meetings with JCCA people, Emory (Ken Stein and maybe others), Educators Council, the Commission itself, and maybe even a group of Rabbis. Ellen w 1 participate in the Commission meeting and perhaps others if she is available- the educators! We will also errange a separate more private meeting with Bill Shatton and Gerald Cohen...

III. Milwaukee

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

Filen and 7 will be working on the Educator Survey material on Sunday night...

That's about it from have

and the subscription of

Fax Mamorandum

From :

TO: Seymour Fox and Annette Hochstein Steve Hofiman and Henry Zucker Barry Holtz Ginny Levi

FROM: Shulamith Elster

RE: ETC: Lead Communities, Educator Survey DATE: Sunday afternoon, April 11th

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

I. Atlanta

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

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

II. Baltimore

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

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

III. Educator Survey

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

IV. May Seminar

Ellen has asked me to ge clarification on the participation of the field researchers in the May meetings. There is, she knows, a meeting scheduled that will involve them on Monday evening. What role will they play (if any) in the meetings on Tuesday and Wednesday? Are they to plan to attend? Is one of them to attend? Will someone please clarify and let Ellen know. I imagine that Ginny is the logical one to ask to coordinate their schedule. If you know before Wednesday please send a fax to Ellen in Atlanta: She is at the Hyatt Regency phone: 404-577-1234 or FAX 404-588-4137. Please mark fax hold for arrival if she has not yet checked in.

V. Educator Survey Analysis:

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

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



Memorandum

TO: Barry Holtz Ellen Goldring Claire Rottenberg FYI: CIJE Staff and Consultants Seymour Fox, Annotte Hochetein, Shmuel Wygoda Steve Hoffman, Henry Zucker and Girny Levi FROM: Shulamith Elster RE: CIJE Visit to Atlanta CS A 415 93

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

April 19th:

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

Lunch with Gerald Cohen and Bill Shatten.

1.00

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

Claire is invited to attend this meeting.

4 P.M.

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

7:30 At Epstein School: Educational directors have been asked to

טופס מעקב

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

Shulamith Elster rease rinde : TOOM 21 20.4.93 :2) תאריך Rei CIJE visit to Atlanta :נדון: (3 : עוכן מקוצר) (4 aGSGC Say 5) שם התיק בו מתוייק המסמך המקורי:

CIJE Schedule 4/19-4/20

4/19

10.00

Late morning Meet with Steve and Lauren

- 12 Noon Lunch: Barry, Bill, Lauren, David, Shulamith, Gerald
- 1:30 Meet with congregational rabbis at Temple Lauren
- 4 p.m. Barry Holtz meeting with Harry Stern at Center -
- 5:30 p.m. Dinner with Lauren
- 7:30 p.m. Barry Holtz and Shulamith Elster visit Tichon Atlanta and meet with chairs of congregational education committees, as well as Tichon Atlanta chairs at Epstein School library
- 4/20

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- 9:00 a.m. Tentative: Barry Holtz and Shulamith Elster with David Holzel at Ahavath Achim
- 10:00 Barry Holtz, Shulamith Elster and Ellen Goldring meet with EDC at Ahavath Achim
- 12:00 Barry Holtz, Shulamith Bister, and Lauren to meet with an AJCC group for a couple of hours at Center
- 2: p.m. Barry Holtz and Shulamith Elster with Steve Gelfand and Lauren Azoulai at Federation
- 4:00 Brieting of three CIJE staff with Michal Hillman, JES at Federation
- 5:00 Meeting of Shulamith Elster, Barry Holtz and Ellen Goldring with Dr. Ken Stein at Federation
- 6:00 CJC Meeting at Federation Agenda to include Ellen Goldring, Barry Holtz and Shulamith Elster

LA.42.CIJE 19 Apr 1993

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MEMORANDUM

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

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

The following constituencies were involved in meetings:

- Key professionals of the Federation: David Sarnat, Steve Celfand and Lauren Azoulai, coordinator of the visit
- Top lay leadership of the local Commission: Dr. William Shatten and Gerald Cohen
- Congregational rabbis through the Atlanta Rabbinical Association
- Lay chairs of congregational supplementary schools
- Synagogue educational directors through the Educational Directors Council
- Professional and top lay leadership of the Atlanta Jewish Community Center
- President and Vice-President of the newly created Jewish Educational Services
- · Emory University represented by Dr. Kenneth Stein
- · Commission on Jewish Continuity
- I. Key Federation professional staff: Meetings on Monday focused on background information/briefings on the various groups with whom CIJE staff would be meeting over the course of the two day visit and preparation for the CJC visit.

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

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

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

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

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

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

The discussion focused on four questions:

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

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

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

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IV. Meeting with Congregational Rabbis at The Temple.

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

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

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

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

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

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

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

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

1112+

VI. Atlanta Jewish Times.

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

VII. Meeting with Educational Directors Council at Ahavath Achim.

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

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

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

IX. Jewish Educational Services.

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

AND DESCRIPTION OF A DE

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

X. Meeting with Ken Stein of Emory.

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

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

XI. Commission Meeting: Agenda appended.

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

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

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

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

XII. Afterword.

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

Attachment

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Memorandum

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

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

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

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

2. II: Problems, topics and issues I see this as the heart of the seminar. Will we circulate the list of problems, issues and topics to the communities next week

to "check it out" and to ask them to elaborate on specific topics within each?

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

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

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

III. Resources

CIJE Projects are CIJE Resources and if this is the case. The Goals Project, Best Practices and Pilot Projects are a good fit. With the exception of Milwaukee, the other communities- Atlanta and Baltimore- have not had an orientation to the Goals Project and I would recommend that some material on it be sent in advance.

How will the institutional and denominational resources be

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

IV. Other issues not included: administrative and managerial

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

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

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

Funding: Clarification of financial responsibility for activities.

distants.

FILLIN .

Fax Memorandum

TO: Annette Hochstein and Shmuel Wygoda FROM: Shulamith Elster/Ellen Goldring RE: Educator Survey DATE: April 23, 1993

This is the close-to-final version of the Educator Survey. We will be making some changes during the day on Friday and welcome your comments even as we work to make our deadline for administration of the survey in Milwaukee.

We think that we have made good use of the many suggestions, comments and recommendations of the field researchers, our key staff people in the three communities and a representative group of educators in the communities. Clairs was sepecially helpful in working with three prominent educators in Atlanta on specific aspects of the survey.

The comments relayed by Shmuel to Ellen in Atlanta were incorporated into this version.

Dest regarde

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educator,

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

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

We expect that this process will directly benefit you, your colleagues in Jewish education in your community, and the Jewish community as whole.

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

Your responses are confidential. The results will appear only in summary or statistical form so that individuals cannot be identified.

Thank you very much for your participation and cooperation.

Lead Communities Project

Council for Initiatives in Jewish Education Lead Communities Project EDUCATORS SURVEY

I. ATTITUDES

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

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

(Check one response for each item)	Very Important	Somewhat Important	Somewhat unimportant	Very unimportant
a. Service to the Jewish community	1	2	3	4
). Teaching about Judaism	1	2	3	4
c. Learning more about Judaism	1	2	SI	4
d. Supplementary income	1	2	3	4
e. Part-time nature of the profession	1	2	3	4
f. Working with children	1	2	3	4
g. Recognition as a teacher	1	2	3	4
h. Opportunity for career advancement	ī	2	3	4
i. Love for Judaism	1	2	3	4
j. Other, specify	ī	2	3	4

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

Yes 1 No 2

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

(Check one response for each item)	Agree strongly	Agree	Disagree strongly	Disagree
 Teachers should have an opportunity to participate in defining school goals, objectives and priorities. 	1	2	3	4
b. Teachers generally have an opportunity to participate in curriculum planning.	1	2	.3	4
c. 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
d. Teachers already have enough work to do, without getting involved in policy making.	1	2	3	4

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

(Check one response for each Item)	Great respect	Some respect	Little respect	No respect
a, Most rabbis	1	2	3	4
b. Most of your students	1	2	3	4
c. Most parents of the children you teach	1	2	3	4
d, Lay leaders of your school	1	2	3	4
e. Most other Jews	1	2	3	4
f. Your family	1	2	з	4
g. Your friends	1	2	3	4

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

(Check one response for each item)	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a. Student attitudes toward Jewish education	1	2	3	4
b.Student behavior	1	2	3	4
c. Feeling part of a community of fellow teachers	•	2	3	4
d. Respect accorded you as a teacher	1	2	3	4
e. Being part of a larger Jewish community, such as a synagogue	1	2	3	4
f. Support from the principal or supervisor	1	2	3	4
g. Number of hours of teaching available	1	2	3	4
h. Salary	1	2	3	4
I. Physical setting and facilities	1	2	3	4
j. Resources available to you	1	2	3	4
k. Benefits	1	2	3	4
I. Other (specify)	1	2	3	4

6. What positions have you	held in general education?
(Check all that apply)	

Position Never worked in general education	Total number of years
Alde	
Teacher	
Librarian	
Specialist	
Guidance Counselor	
Supervisor	1000
Principal	RUTO
Camp Counselor	
Youth worker	CC HILLES
Other	

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

8. How many years you have been working in this Jewish community, including this year?

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

II. EXPERIENCE

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

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

Setting	Postion	Number of yea
SUPPLEMENTARY SCHOOLS	Aide	
	Teacher	
_	Supervisor	
-	Specialist Principal	
	Other	
DAY SCHOOLS	Aide Teacher	
	Supervisor	
	Specialist	
-	Principal	
L	Other	
DAY / RESIDENTIAL CAMP	Counselor	
	Specialist	
	Unit leader	
-	Division head	
	Director Other	
JCC	Group worker - Teacher	
	Program Director	
F	Department head Director	
1	Other	
PRESCHOOL	Assistant teacher	
H	Teacher Director	
F	Other	
INFORMAL EDUCATION	Group Advisor	
YOUTH WORK	Youth Director	
L	Other	
ADULT EDUCATION	Teacher	
	Program Director	
1	Other	

III. TRAINING AND STAFF DEVELOPMENT

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

11. In your first position as a Jewish educator how helpful and supportive did you find the following:

(Check one response for each item)	Very much	Some- what	Not vory much	Not at all
a. Colleagues	1	2	э	4
b, Supervisors	1	2	٥	4
c. Principal	ĩ	2	3	4
d. Rabbl(s)	4	2	а	4
e, Parents	1	2	3	4
r. Lay leadership	3	2	A	4
g. Central agency	ERICAN	2	а	4
h. Professional organization(s)	1	2	0	4
I. Textbooks	1	2	3	4
j. Curriculum guides	1	2	а	4
k. Workshops / in-service programs	1	2	з	4
I. Other published materials	1	2	3	4
m. Conferences	1	2	3	4
n. Formal coursework		2	3	4

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

	Speaking	Reading	Writing
1. Fluent	1	1	1
2. Moderate	2	2	2
3. Limited	3	3	3
4. Not at all	4	4	4

13. In the last two years have been required to attend in-service workshops?

Yes (1)	No (2)
1	2
If yes, ho	w many?

 In the last two years have you attended local workshops in any of the following areas: (Check one response for each item)

	Yes (1)	No (2)	
a. Judaic subject matter (e.g. Bible, history)	1	2	
b. Hebrew language	1	2	
c. Teaching methods	1	2	
4. Classroom management	1	2	
e. Curriculum development	•	2	
f. Art/drama/music	•	2	
g. Other (specify)		2	

15. How useful were the workshops that you attended in the past two years in each of the following areas:

(Check one response for each Item)	Very helpful;	Somewhat helpful	Not helpful	Did not attend
a. Judaic subject matter	1	2	3	4
b. Hebrew language	•	2	3	4
c. Teaching methods		2	3	4
J. Classroom management	1	2	3	4
e. New curricula	1	2	3	4
f. Art/drama/music	1	2	3	4
g. Other (specify)	1	2	3	4
16. Beyond those required during the past to	welve months did y	ou:	Yes (1)	No (2)
a. Attend a course in Judaica or Hebrew at a	university, commu	inity center or synagogue?	1	2
b. Participate in a private Judaica or Hebrew study group?				2
c. Study Judaica or Hebrew on your own?			1	2
d. Participate in some other on-going form o (e.g., year-long seminar) (Specify)	I Jewish study?		1	2

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

(Check one)

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

18. During the past twelve months did you:

	Yes (1)	No (2)	
a. Participate in an Israel experience	1	2	
b. Attend a retreat	3	P	
c. Attend a national conference	1	z	
d. Participate in other Jewish growth experience	•	2	
e. Other, please specify		11	2

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

1. Classroom management	1
b. Child development	2
c. Lesson planning	3
d. Curriculum development	4
e. Creating materials	5
f. Communication skills	в
g. Parental Involvement	7
h. Motivating children to learn	6
i. Other	B

20. In which of the following would you like to increase your knowledge?

a. Hebrew language	1
b. Customs and ceremonies	2
c. Israel and Zionism	3
d. Jewish history	4
e. Bible	5
f. Synagogue skills / prayer	6
g. Rabbinic literature	7
h. Other	в

IV. SETTINGS

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

21. In how many Jewish schools do you work?

For the following set of questions, answer in regard to the two schools where you work the most hours. (If you work in more than two schools.)

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

THE DEPENDENCE	Fir	st	school
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Second school

Third school

Fourth school

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

First school (one way) _____ Second school ___

24. What is the affiliation of each school? (Check the appropriate response)

	First	Second school
a. Reform	1	2
b. Conservative	1	2
c. Traditional	1	2
d. Onhodox	1	2
e. Reconstructionist	1	2
f. Community	1	2
g. Jewish Community Center	1	2

25. How many students are in your school	25,	How	many	students	arel	n	your	schoo	17
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** 1.0	First school	 Second	school

26. In what type of program do you work? (Check all that apply)	First	Second
a. Day School	school	school
b. One day Supplementary school	1	2
c. Two or more days Supplementary school	1	2
d. Preschool	1	2
e. Adult education	1	2
f. Special education	1	2
J. Other (specify)	- 1	2
27. What subjects do you primarily teach this yo (check all that apply):	bar?	
	First	Second
a. Hebrew language	school	school

b.	Judaica	(e.g.,	Bible,	history,	holidays)
	In Hebre	W			

c. Judalca	(e.g., Bible,	history,	holldays)
In Englis			

⁴ Bar/Bat Mitzvah preparation

e. Secular subjects (e.g., math, reading, science)

f. Other (specify)_

28. In what grade levels are your primary assignments?

First school

Second school

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4

1

1

1

2

2

2

2

8

29. Do you tutor students In Hebrew or Judaica? Yes (1) No (2)

How many?

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

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

31. How did you find your teaching position? (Check the one that best applies to you for each school)

	First school	Second school
a. Central Agency for Jewish Education	1	2
b. Graduate school placement	1	2
c. National professional association	1	Z
. Through a friend or mentor	0	2
e. Recruited by the School	1	2
f. Approaching the school directly	1	2
g. Newspaper adventisement	1	2
h. Other (specify)	· ·	2

32. To what extent do you receive help and support from the following in the first school.

(Check one response for each)	Frequently	Occasionally	Seldom	Never
a. Principal or supervisor	1	2	3	4
b. Mentor teachers	1	2	0	4
c. Other teachers	T	2	а	1
d. Faculty members at a local university	1	2	3	4
e. Central agency consultants	1	2	3	4
f. Teacher resource center	,	2	3	4
h. Other (specify)	1	2	٥	4

33. To what extent do you receive help and support from the following in the second school.

(Check one response for each)	Frequently	Occasionally	Seldom	Never
a. Principal or supervisor	1	2	٥	4
b. Mentor teachers	1	2	Э	4
c. Other teachers	1	2	3	4
d, Faculty members at a local university	1	2	з	4
e. Central agency consultants	1	2	э	4
f. Teacher resource center	1	2	3	4
n. Other (specify)	-00	2	3	4

34. Did each of the following factors affect your decision to work in the schools where you presently work?

(Check one response for each Item)	First Se		Second \$		
a. Hours available for teaching	Yes (1)	No (2)	Yes (1)	No (2)	
b. Days available for teaching	1	2	1	2	
c. Salary	1	2	7	2	
d. Convenient location	1	2	1	2	
e. Friends who teach there	1	2	1	2	
f. Wanted to work with principal or rabbi	1	2	٦	2	
g. Reputation of the school	1	2	1	2	
h. Quality of the students	,	2	1	2	
I. Religious orientation	1	2	1	2	
j. My own synagogue	1	Z	1	2	
k. Effort to recruit me	1	2	1	2	
I. Other (specify)	1	2	1	2	

35. 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 at your school	(1) Available	(2) Receive
b. Day care	Ī	2
c. Free or reduced membership in a synagogue or JCC	1	2
d. Synagogue privileges such as High Holiday tickets	1	2
e. Money to attend conferences, continuing education courses	1	2
f. Sabbatical leave (full or partial pay)	1	2
g. Disability benefits	1	2
h. Employer contributions to a health plan	1	2
i. Day care	1	2
j. Penslon benefits	1	2
k. Other, specify	1	2

36. Which of the following benefits are available to you as a teacher in the second school in which you work?

Omit if you teach in only one school.

(Check all that apply) a. Free or reduced tuition	(1) Available	(2) Receive
b. Day care	1	2
c. Free or reduced membership in a synagogue or JCC	1	2
d. Synagogue privileges such as High Holiday tickets	1	2
e. Money to attend conferences, continuing education courses	1	2
f. Sabbatical leave (full or partial pay)	1	2
g. Disability benefits	1	2
h. Employer contributions to a health plan	1	2
i. Day care	1	2
j. Penslon benefits	1	2
k. Other, specify	1	2

37. Do you teach in more than one setting to earn a suitable wage?

No (2) Yes (1) 1 2

" you teach in more than one school please answer the next two questions.

If not please go to section V.

38. To what extent Is each of the following an advantage or disadvantage:

(Check one response for each item)	Definite advantage	Somewhat an advantage	Somewhat disadvantage	Definite 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. Adjustments to different expectations	1	2	3	4	
g. Variety of programs	1	2	3	4	
56. What is your annual salary from your teaching?

		First school	0	
Un	der \$1,000		Second school	
\$1,	000 - \$4,999	1	8	
\$5,	000 - \$9,999	Ĩ	2	
\$10	0,000 - \$14,999	4	2	
\$15	5,000 - \$19,999	Ŧ	2	
\$20),000 - \$24,999	1	2	
\$25	5,000 - \$30,000	1	2	
OV	er \$30,000	1	9	
7. What	is your total family incom	107		
1	\$30,000 or below			
2	\$31,000 - \$45,000			
3	\$46,000 - \$60,000			
4	\$61,000 - \$75,000			
5	over \$75,000			
58. How I	mportant to your househ	old is the income y	ou rocolve from Jewish (education? (Check one)
1	The main source of ind			
2	One of our/my main so	ources		
3	An important source o	f additional Income		
4	Significant to our/my to	otal Income		
5	l do not earn an incom	e from Jewish teac	hing	
59. What i	s the highest level of edu	cation that you hav	a completed? (Check o	ne)
1	Some high school		e eanipioioan (anabin ei	
2	High school graduate			
3	Some college			
4	College graduate			

1	Some high school
2	High school graduate
3	Some college
4	College graduate
5	Some post-graduate courses
6	Graduate or professional degree
7	Technical school
в	Teacher-training institute

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From	

PHONE No. :

60. What d	legrees do	you hold?	Please list:
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D	egree	Major	
	in party		
_			
61. Ho	w many college or graduate credit	s do you have in e	ach of the following:
		number of cr	redits
	aica or Jewish studies		-
	prew language		-
c. Edu		-	
d, Jew	rish communal service	MERICA	IN JEWISH
62. Do	you hold a professional license or	certification in :	
e lew	vish education	Yes (1)	No (2)
	neral education		2
	er (please specify)		2
	er (Diegaa shaciità)		2
63. Wh	lich of the following best describes	your caroor plans	over the next three years?
(C	choose one)		
1	I plan to continue what I am dolr	ng.	
2	I plan to teach in a different supp	plementary school	
3	I plan to teach in a day school (o	or different day sof	nool).
4	l plan to be an administrator or e	supervisor in a Jew	vish school.
5	I plan to have a position in Jewis	h education othor	than in a school (such as central agency).
6	I plan to be involved in Jewish o	ducation in Israel,	or in some other country.
7	I plan to seek a position outside	of Jewish education	on.
В	I plan not to work.		
9	I plan to retire.		
10	l don't know. I am uncertain.		
11	Other, please specify		

Thank you very much for your cooperation!





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 If you had the opportunity to work full-time, would you prefer to teach... (Check one).

1 in one school

2 in several schools

I don't want to work full-time

V. BACKGROUND

Next we are going to ask you about yourself.

40. Are you	Jewish?	
	Yes (1)	No (2)
41. Are you	a convert to	Judalsm?
	Yes (1)	No (2)
42. At the p	present time, v	which of the following best describes your Jewish affiliation?
1	Orthodox	
2	Traditional	
3	Conservative	
4	Reform	
5	Reconstructi	ionist
6	Secular	
7	Other (specif	64

43. Are you currently a member of a synagogue?

Yes (1) No (2)

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



5

45. Which of the following, do you usually observe in your home? (Check all that apply.)

- Light candles on Friday evening 1
- Attend a seder in your home or somewhere else 2
- Keep Kosher at home 3
- 4 Light Hanukkah candles
 - Fast on Yom Kippur
- 6 **Observe Sabbath**
- 7 Build a Sukkah
- 8 Fast on Tisha B'Av and minor fasts such as Ta'anit Esther
- 46. During the past year, did you...

	Yes (1)	No (2)
a. Attend synagogue on the High Holidays	1	No (2)
b. Attend synagogue at least twice a month on Shabbat	1	2
c. Attend synagogue on holldays such as Sukkot, Passover or Shavuot	1	2
d. Attend synagogue daily	1	2

47. Have you ever been to Israel?



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

Yes (1)	No (2)
1	2

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

1	One a 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

8

- School in Israel
- Other (specify) 7

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

Yes (1)	No (2
1	2

1

2

If Yes, how many summers?_____

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

1 One day/week confirmation class	
2 Two or more days/week Hebrew high school	
3 Day school	
4 None	
5 School in Israel	
Other (specify)	
51. Age E S	
52. Sex Male Female	
53. Where were you born?	
USA 1	
Other, please specify country	
54. Marital status	
1 Single, never married	
2 Married	
3 Separated	
4 Divorced	
5 Widowed	
55. If you are married, is your spouse Jewish?	
Yes (1) No (2)	

Shulamith R. Elster

MAY

3 1993

Memorandum

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

On a personal note:

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

Reactions from the Lead Communities:

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

- Atlanta: Lauren Azculai, Senior Planning Associate and the acting staff director of the Commission on Jewish Continuity
- Baltimore: Dr. Chaim Botwinick (Executive Director of the BJE) and director designate of the new Council for the Advancement of Jewish Education, the planning and allocations arm for Jewish education of the Associated, Baltimore's federation
- Milwaukee: Dr. Ruth Cohen, Lead Community Coordinator. The Milwaukee lay group is called the Commission on Jewish Continuity

From Atlanta, Cheryl Finkel, the very well-regarded and experienced head of the Epstein School and the current Chair of the Solomon Schechter Principals Council, indicated that the proposal could be strengthened through a needs assessment of the educational leadership in the communities and by their participation in the planning of a curriculum designed SPECIFICALLY to meet the needs of the institutions in the three communities. Cheryl has indicated to me that she would work with the CIJE to develop a program that might be organized by "tracks" or modules to address concerns/needs of relatively inexperienced, experienced, and veteran school heads. These suggestions were greatly appreciated and Art and I both acknowledge that this could be an important first stage of the project's activity. I would add here that individuals such as Cheryl- and alas, there are too few of them- could serve as leaders/faculty/facilitators for aspects of the program. If we could draw on senior educators from each of the denominational movements- e.g., Rabbi Mordecai Besser (former president of the Educators Council/Orthodox) and leading Reform educators with significant administrative experience such as Seymour Rossel, the new head of the UAHC Department of Religious Education- as well as upon independent school educators we could clearly create a model that could be replicate either on a community or regional basis throughout North America.

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

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

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

Dr. Ruth Cohen who is the full-time Lead Communities Coordinator for Milwaukee, a position funded by the local Helen Bader Foundation- by the way Dan Bader is a new member of the Board of the CIJE- has indicated her support for the project and the enthusiasm of the lay leadership of the local Commission as well. I would like to see the project funded for the two year period with agreement that the following activities begin as soon as possible: a plan for the participation of principals from the three communities in the planning stage, provision for a needs assessment that will form the basis of the revised curriculum and an approach to the identification of individuals and organizations who can participate in the program based on specific experience in aspects of the curriculum.

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

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

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Best regards.

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F&ax Memorandum

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

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

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

First Steps

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

April 1993:

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

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

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

The survey was printed on the ESrd of April and shipped to Milwaukes for administration on the 25th.

Status Report from the Communities:

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

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

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

MAY 2 '93 8:29

Council for Initiatives F in Jewish Education A Time sent: 9:45 Date sent: 5/26 X No. of Pages (incl. cover): 2 From: Ginny Levi To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization: C Phone Number: Phone Number: 0 Fax Number: (216) 391-5430 Fax Number: 0119722 619 951 v Comments: For discussion at Friday's telecon E R S Н E F T If there are any problems receiving this transmission, please call: 216-391-1852

May 25, 1993

To: CIJE staff and consultants From: Barry W. Holtz Re: Next Steps: Best Practice

During the past few months, I've been very involved with visits to the Lead Communities and during this time, ongoing work on Best Practices has been slow. Starting July 1, I am full time with CIJE and therefore (I hope), I should be able to balance the Lead Communities piece and the Best Practices piece in a better way.

As you will recall, we identified eight different areas to explore in best practice. Here is an update on our current situation.

1) Supplementary schools

Version one is published. Please note that there are still two more reports outstanding and many other places have been proposed. If we're serious about making this an evolving project, (subsequent iterations, as we've been saying) we will eventually need another "round". In the meanwhile, however, we can put this on the backburner.

2) Early childhood programs Reports have been finished. They need editing, but we should have a publication similar to the Supplementary School volume by the August Board meeting.

3) JCCs

This was put in the hands of the JCCA and they've been slow. They should have results of their survey of JCCs very soon, but a writing up process will have to take place in the fall, perhaps with visits.

4) Day schools

A complicated project, but it has been launched. It's pretty clear that we have to go the denominational route here. Shulamith and I have met with a group of Orthodox day school folks at YU; we've met with Bob Abramson; I've met with Michael Zeldin (re Reform); still to come (in the fall): a meeting with Conservative educators similar to the YU meeting, a meeting with JESNA folks concerning "non affiliated" day schools; visits and writeups. My guess is that this will/should take place in fall with finished products in the winter.

5) College campus programming SE and I met with Hillel people and should be able to launch visits and write-ups in the fall.

6) Camping/youth programs Next year we need to start this process. I think gathering the right players will be relatively easy. 7) Adult education.

Next year we need to start this process. Here gathering the players might be difficult: we need to think about adult ed in synagogues of various stripes, free floating programs like Wexner Heritage and CLAL, Hebrew Colleges, (JCCs?--if not covered in the JCC area), study experiences in Israel?

8) The Israel experience Here I need help: We have the Cohen/Wall paper in draft form. Is it finished? What is the relationship of this area to CRB, if anything.

Finally, I strongly recommend that we add a ninth area-- Community-Wide initiatives using JESNA's help. This refers to Jewish education improvement projects at the Federation or BJE level, particularly in the personnel or lay development area. Examples: the Providence BJE program for teacher accreditation; the Cleveland Fellows; projects with lay boards of synagogue schools run by a BJE; salary/benefits enhancement projects. JESNA is not looking to get paid for this, but would want CIJE to subvent travel costs for doing write-ups.

Problem: I'm afraid we're going to run short of the potential "report writers" by going back again and again to "the usual suspects" (the Joe Reimers and Carol Ingalls). This could slow things down.



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CALENDAR LEAD COMMUNITIES AND CIJE

1993-94

21/93



To: CIJE Interested Parties From: Barry W. Holtz Re: Pilot Projects February 22, 1993

We have spent some time talking about the concept of the "Pilot Projects" for the Lead Communities. In this memo I will put down some ideas that Shulamith Elster and I have been thinking about that may help our discussions about the Pilots.

A Pilot Project is an initiative undertaken by a Lead Community in its start-up phase, even before the planning process is completed. The purpose of the Pilots is to "jump start" the process for change ' the Lead Communities as well as to build local enthusiasm for the __ad Communities Project. In addition Filot Projects can help in the planning process or test on a small scale what may later be attempted in a larger context.

All Pilot Projects should be centered around the two main "directives" of the CIJE, as stated in A Time to Act: a) build community support for Jewish education; b) build the personnel of the profession of Jewish education.

Shulamith and I have conceptualized three different "cuts" into the Pilots (which we call Pilot A, B and C), all or some of which can be launched in each Lead Community.

Pilot A

Pilot A is a series of consultations-- an ongoing educational seminar-- by the CIJE and its guest consultants developed for the Lead Community Commission. Its purpose is to help the Lead Communities plan, envision and launch the implementation of educational shange. These consultations would, in essence, form the beginnings of the "content" side of the planning process outlined in the Lead Communities Planning Guide (see specifically pp. 31-33).

The "curriculum" of these consultations would be based on the work of the Best Practices Project. Shulamith and I would lead (or arrange for other consultants to lead) a presentation and discussion about each of the areas in the project: supplementary schools, early childhood Jewish education, the Israel Experience, JCCs, day schools, the college campus, adult education, camping, and community-wide initiatives (those programs in training, recruitment, board development, etc. that have been done at the community level such as Federation or BJE). In addition, we will devote sessions to the process of implementing change in educational settings.

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Where the publications of the Best Practices Project are available (e.g. the supplementary school), we will use those volumes as the "text"; where they are not available, experts in the field who are working on the project will present to the group.

The seminar will also include presentations from educators in the Best Practices sites and visits by the Lead Communities Commission (or relevant task forces within it) to actual Best Practices sites.

Pilot B

Pilot A works at the level of community leadership; Pilot B aims at the <u>educational</u> leadership in the local Lead Community. It focuses on the introduction of new ideas into the the community. Here we could imagine a similar approach to Pilot A, but with a different audience: sessions with relevant educational leaders based around the Best Practices Project; visits to sites; visits from Best Pracces practitioners.

Pilot C

Pilot C aims to be less oriented on planning and more focused on practical skills, for a number of different potential populations:

#1: The Rabbis Seminar for supplementary schools. Based on Joseph Reimer's work for the Commission, this would be a mini-course for local rabbis on improving their supplementary school. It would include visits by rabbis the Best Practices Project supplementary schools. This could be organized by the denominations or transdenominationally.

#2: The Supervisor Level: a mini-course oriented toward the principals of schools or agency directors around some skills important for their work-- leadership in education, supervision, board relations, etc.

#3: The "front line soldier": a project oriented for the teachers in the field. This might include an inservice project for early childhood teachers, an Israel oriented program etc. It is likely that these could come from national training and service organizations.

Examples:

The Melton Research Center/JTS has proposed an intensive program on teaching using the arts for the Baltimore BJE. This project could serve as a Pilot C, #3 project.

The Hebrew University's Melton Centre has proposed developing a numbox of options for Lead Communities teachers -- a) sending a teacher from each community to the Senior Educator program; b) using the

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Melton Mini-School in the Lead Communities to provide Jewish content knowledge for early childhood educators, etc. c) A Seminar in Israel could be arranged for principals of Lead Communities dayschools to prepare them for bringing their staff the next summer.

Yeshiva University could be approached to offer a program for Lead Communities day school teachers.



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TATAL PORF ARE *

Seymour,

You asked me to put in writing some of things we talked about when we met for lunch in New York:

1) We discussed ways that CIJE might be staffed in the next stage and who would have responsibility for what. This included the Gail Dorph possibility and other things as well. A secondary issue was the matter of reopening the possibility of a CIJE "branch office" in New York.

2) I expressed an interest to be included, if it is thought appropriate, in some of the "inner circle" meetings of CIJE, MAF, Mandel Institute, etc. If I can be helpful in any of those settings and you or whoever think it makes sense for me to be there, I would happy to be involved.

3) We talked about my own work in best practice and other matters and if it might make sense (to me it does) for that ultimately to be located in a Mandel Institute-America rather than CIJE. We talked about how such an Institute might be set up or where, coming to no particular conclusion, but exploring some possibilities. I think you realize that personally speaking I'd be interested in keeping such an option open, as things develop over the next while.

4) I asked you to consider contacting Edy Rauch and inviting him in some fashion to spend some time in Israel at the Mandel In-stitute, perhaps with some funding for housing or travel. I thought perhaps a year from now, he might be interested. He's summer also given thought to a sabbatical after my two-year leave and perhaps he'd want to spend some part of that in Israel, but in the shorter run such an invitation would be a nice gesture and it's obvious that he could make a unique contribution in any kind of project that the Institute has going.

5) Finally -- and the sooner the better on this -- you said you could share some kind of academic backup for me on the whole issue of the legitimacy of relying on the "expertise of experts", as I've been calling it, in the Best Practice work. Is there anything in writing on this aside from an oral heksher from Coleman?

Thanks. I hope we can speak soon on that memo I sent concerning next steps and issues for best practice.

Bary

Dar



Jewish Theological Seminary 3080 Broadway New York, NY 10027 (212) 678-8031 Fax (212) 749-9085*

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*If you experience difficulty transmitting to this FAX number, please use the JTS main FAX number as an alternate: (212) 678-8947. Kindly indicate that this message should be forwarded to the Melton Research Center. Thank you.

Best Practices Project June 16, 1993 Next Steps, Part 2 1993-4

The Best Practices Project is an operation that has many long-range implications. Documenting "the success stories of Jewish education" is something that has never really been done in a systematic way and it is a project that cannot be "completed" within a short range of time. However, what I propose here is a way of looking realistically at how the Best Practices Project should unfold over the next 1 to 2 years.

The easiest way to think about the Best Practices Project-- and probably the most useful-- is to see it as one large project with eight or nine areas (what we have called "divisions") to cover. Our long-range goal has always been to see successive "iterations" in each of the divisions, but what we are talking about at this point (for the short run) is what will it take to put out a best practices publication, similar to what we've done for the Supplementary School division, in each of the other areas. To get to that point we have to go through the following stages for each division.

Preliminary explorations: Mostly by me to determine with whom I should be meeting Stage one: Meeting (or multiple meetings) with experts Stage two: Refining of that meeting (by me), leading to a guide for writing up the reports. Stage three:Visiting the possible best practices sites by expert report writers Stage four: Writing up reports by expert report writers Stage five: Editing those reports (by me) Stage six: Printing the edited version Stage seven:"Advertising" and Distributing the edited version

For this memo, I've taken each "division" and each stage and tried to analyze where we currently are headed. (This memo is based on my recent presentation of the 1993-4 Best Practices Project Budget.)

Holtz--2

1) Supplementary schools: Mostly done in "iteration #1". There may be two more reports coming in which were originally promised.

2) Early childhood programs Here we are at stage five. The volume should come out at the end of the summer.

3) JCCs Here we are at stage three. This will require visits, report writing, etc. The complicating factor here is the role of the JCCA.

4) Day schools Here we are at stage one, two or three, depending on the denomination. Because this involves all the denominations, plus the unaffiliated schools and a variety of players, this will be the most complicated and expensive of the projects for the year.

a) for the Orthodox schools: We are at Stage three for centrist Orthodox schools. We've had a meeting at YU and I need to put together the memo, choose the report writers and places and make assignments.

For Torah UMesorah: I need to meet with Rabbi Fishman and start the process.

b) for the Conservative schools: I've met with Bob Abramson. The step is to move into the Stage one preliminary meeting, hopefully in the early fall.

c) for the unaffiliated schools: I need to meet with the JESNA staff person who coordinates these schools and put together a Stage one preliminary meeting.

d) for the Reform schools I've met with Michael Zeldin (of HUC-LA) and discussed with him how to put together the Stage one preliminary meeting, possibly in LA, but coordinated with the UAHC as well.

5) College campus programming Here we are at stage three, at least in so far as Hillel is concerned. One question to deal with is non-Hillel campus activities and how to move forward with that. As to Hillel programs, we need to choose report writers, visit sites, etc.

6) Camping/youth programs Here we are at the preliminary stage. We should be able to have a stage one meeting this year. It's probably fairly easy to identify the right players via the denominations and the JCCA.

7) Adult education.

Here we are at the preliminary stage. We should be able to have a stage one meeting this year. Here gathering the right players is probably more complex.

8) The Israel experience

This project is going in a different direction, due to the complicated politics involved. My guess is that this will require some work with consultants in meetings or some travel.

9) Community-Wide initiatives

This project would use JESNA's assistance and would probably mostly involve travel to sites. I've had two meetings with JESNA and could probably launch this rather quickly.

The plan above is quite optimistic in terms of the number of different divisions that we could advance this year. If more of my time is spent in the Lead Communities, less will get done in the Best Practices Project.



Thursday June 24

To: Seymour Fox From: Barry Holtz

I would like a phone call with you next week to discuss a number of multers including CIJE Best Practices and Melton matters.

Most any time is okay.

Fax me suggested times to my home fax I am out of town Until Sendar night.

B.

criticisms of the Jernery 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 crosses UNIVERSET

3. Naive Understanding of politics of the three communities --e.ample:

feedback loops as of May 1973

I. Se GINE

A. monthly updates to SF. AN, SH, 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 topices.

a. what has been happening, engeninateopally --Milwaukee's (successful) launching of the L.c. process

b. how Ruth has been dolog

-are meetings run effectively? are people getting involved? do people feel gwyership? how is the community coming along?

--SV 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. Ealtimore 1. assuming permission is granted, tell them Milwaukee report is coming — and send it to them 2. after June Bickoff — establish commission subcommittee 3. provide feedback on what's happened in Baltimore — as in Milwaukee earlier

G. Atlanta 777

Received: by HUJIVMS via NJE (HUyMail-V61); Mon, 31 May 93 12:19:13 +0300 Received: from RL.IB by UKACRL.BITNET (Mailer R2.07) with BSMTP id 9291; Mon, 31 May 93 10:21:02 BST Received: from RL.IB by UK.AC.RL.IB (Mailer R2.07) with BSMTP id 5909: Mon. 31 May 93 10:21:01 BST UK.AC.ED.ERCVAX; 31 MAY 93 10:20:59 BST Via: Mon, 31 MAY 93 10:18:30 Date: From: EKJC68@ERCVAX, EDINBURGH, AC, UK To: annette@hujivms Subject: I'm also faxing a copy of this letter Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX" <EKJC68@ERCVAX.EDINBURGH.AC.UK>

May 30, 1993

Dear Annette,

If I remember correctly, I am supposed to draft the 1993-94 contracts for the field researchers, and send them to you. Is that correct? I will be proposing a salary increase of 3%, keeping pace with inflation, rather than the 5% allowed in our budget. I will make a few revisions in the description of job sponsibilities, in line with changes in the project over the last year.

We have one major issue to deal with: Claire has informed me that she does NOT intend to continue with the project next year, i.e. she is resigning as of July 31. After several discussions with her, it is clear that this decision is firm. We have not yet informed the rest of our team or anyone in Atlanta, but Claire would like to begin telling people this Thursday, June 3. Her explanation will be that she has decided to return to classroom teaching. On balance I am disappointed about this, but it is not all bad; it gives us an opportunity to rethink the needs of the project in light of unanticipated changes in the way CIJE and the communities have moved.

Claire will write the report on educators in June and she will finalize it in July. She'll prepare a draft of the report on visions and mobilization in July and the rest of the team will edit it for submission in September as scheduled. She will be turning over all her notes to us. So I don't think we'll lose out in terms of products. The major loss to us will be in the excellent rapport that Claire has established with Lauren, and the time she has spent becoming acquainted with the Atlanta __wish community.

(As an aside, you may be interested in knowing that the job has had a transformative effect on Claire. She has become an observant Jew (from being totally secular in the past) and she has found a home for herself in Atlanta.)

Do we need a replacement? Ellen and I have thought about this, and we are firmly convinced that a replacement is necessary (assuming Atlanta remains as a lead community). After September, we will not be able to provide more than minimal coverage of Atlanta without a field researcher in place. I propose that we start in July to search for Claire's placement.

What qualities will we look for in a replacement? The unique strengths Claire brought to our team were experience in classroom observation and knowledge of emergent literacy (which we thought we could apply to Jewish literacy). It has become clear, however, that our project has a greater need for someone with experience in educational measurement and evaluation. This person would need to be an experienced interviewer and observer, as Claire was, but would also have expertise in quantitative measurement. Ideally this person would be familiar with Jewish education, but we view that as less critical at this time.

Finally, if Atlanta remains as a lead community, we would conduct a local search prior to a national search. We would

avoid candidates with close ties to the major Atlanta Jewish institutions (because we need an "outsider"), but would be open to other Atlanta residents.

Would you like to discuss these issues with Ellen in June? Or do you want to have a conference call? Please let me know how you wish to proceed.

. Jurs,

Adam

cc: Ellen



PREMIER INFLISTRIAL CORPORATION

□ ASSIGNMENTS

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□ ACTIVE PROJECTS		ACTIVE	PROJ	ECTS
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

SEE MANAGEMENT MANUAL POLICY NO. 8.5 For guidelines on the completion of this form for a functional schedule

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1.	Ask Ellen Goldring to pro a written description of evaluation and feedback p Rottenberg's role.	the monitoring,		SE	3/5/93	3/10/93	
2.	Draft a letter to Rachel her for considering membe CIJE board.			SE	2/25/93	3/15/93	
3.	Provide the communities w opportunities for working training institutions, in in Israel.	, with the		SE	2/22/93	3/15/93	
4.	Review list of candidates senior staff positions in			SE	3/5/93	3/15/93	
5.	Contact the following boa in follow up to the Febru and send brief report to	ary 25 meeting		SE	2/25/93	3/31/93	
	 a. Gerald Cohen b. Susan Crown c. Arthur Green d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer g. S. Martin Lipset (with. Matthew Maryles 	th SF)	E)	/			
6.	With BH, discuss the Isra program and determine whe Atlanta/CIJE priority.			SE	3/5/93	4/2/93	
7.	With BH, arrange a privat Chaim Botwinick to discus in Baltimore.			SE	3/5/93	4/2/93	
8.	Establish a communication members and the broader c			TEAM	2/25/93	4/15/93	
9.	Work with Isa Aron and El design an educators surve three communities.			SE	3/5/93	4/15/93	
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ASSIGNMENTS

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

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Make samples available o of educator surveys used communities.			AH	2/22/93	3/15/93	4			
Ask SE to provide the co summary of opportunities the training institution Melton in Israel.	s for working with		АН	2/22/93	3/15/93				
Call Ruth Cohen to discu monitoring in Milwaukee			AH	2/22/93	3/15/93				
Arrange for field reseau ahead. We promised a fi couple of months.	E :	AH	2/22/93	3/15/93					
Call Baltimore and Milwa for the field rescarches monitoring activities.	aukee for approval rs to resume their		AH	3/5/93	3/15/93				
Provide Milwaukee with :			AH	2/22/93	3/31/93				

7. Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: David Arnow а b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch

setting goals.

educated Jew project to help them in

- 8. Establish a communication plan for board members and the broader community.
- 9. Stay in close touch with field researchers to be sure they are serving CIJE needs effectively.
- 10. Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.

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TEAM

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			TEAM	2/25/93	4/15/93			
4			1					
	RAW MATERIAL FUNCTIONAL SCHEDULE 19920 (REV. 1/89) PRINTED IN USA DESCRIPTION Contact the following boar in follow up to the Februa and send brief report to V. a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz Establish a communication	RAW MATERIAL FUNCTIONAL SCHEDULE UBJECT/OBJECTIVE DRIGINATOR/PROJEC DESCRIPTION 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	RAW MATERIAL FUNCTIONAL SCHEDULE SUBJECT/OBJECTIVE HOFFM SUBJECT/OBJECTIVE HOFFM DESCRIPTION PRIORITY Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: PRIORITY a. Charles Goodman Doman Lipoff c. Charles Ratner Bennett Yanowitz Establish a communication plan for board	RAW MATERIAL FUNCTIONAL SCHEDULE SUBJECT/OBJECTIVE HOFFMAN ASSIC DESCRIPTION PRIORITY ASSIGNED (INITIALS) Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: SHH a. Charles Goodman SHH b. Norman Lipoff Charles Ratner d. Bennett Yanowitz TEAM	CONSTRUCTIONAL SCHEDULE SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS DRIGINATOR/PROJECT LEADER VFL D/ DESCRIPTION PRIORITY ASSIGNED (INITIALS) DESCRIPTION PRIORITY ASSIGNED (INITIALS) Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: SHH 2/25/93 a. Charles Goodman SHA 2/25/93 b. Norman Lipoff Charles Ratner TEAM 2/25/93	OF DEFINITION OF DEFINITION SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS DIG D DEFINITION ASSIGNMENTS DIG IN DEFINITION DIG D DEFINITION ASSIGNMENTS DIG D DEFINITION DESCRIPTION PRIORITY DIG D DEFINITION DIG D DEFINITION DIG D D D D D D D D D D D D D D D D D D		

PREMIER INDUSTRIAL CORPORATION

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ACTIVE PROJECTS

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

	ACTIVE PROJECTS	FUNCTION	CIJE STEERING COMMITTEE					
	RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE	HOLTZ	Z ASSIGN	MENTS			
73890 (REY. 1/89) PRINTED IN U.S.A.		ORIGINATOR/PROJECT LEADER VFL			DATE 3/10/93			
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED DR REMOVED DATE	
1.	Review list of candidates senior staff positions in			BH	3/5/93	3/15/93		
2.	With SE, meet with Atlanta pilot project.	a about a		BH	3/5/93	4/2/93		
3.	Establish a communication members and the broader co			TEAM	2/25/93	4/15/93		
4.	With SE, begin work with I pilot project.	Saltimore on a		BH	3/5/93	4/15/93		
5.	With Ellen Goldring and C. present pilot projects to on Jewish Continuity.			BH	3/5/93	4/20/93		
	to proceed with pilot proj	eccs in nitalica.	I Z					

PREMIER INDUSTRIAL CORPURATION

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

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FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PRHTED IN U.S.A

SUBJECT/OBJECTIVE KRAAR ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

FUNCTION

CIJE STEERING COMMITTEE

VFL

DATE 3/10/93

NQ.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE 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		MIK	1/28/93	TBD	
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SEE MANAGEMENT MANUAL POLICY NO. 8.5 For guidelines on the completion of this form for a functional schedule

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□ ACTIVE PROJECTS **RAW MATERIAL**

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CIJE STEERING COMMITTEE

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73890 (REY, 1/89) PRINTED IN U.S.A.		ORIGINATOR/PROJECT LEADER		VFL	D	DATE 3/10/93	
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Revise CIJE letterhead. Consider Commission approach.			VFL	2/5/93	3/15/93	
2.	Design meeting planning process and pull raw materials out of minutes to use for planning.			VFL	3/8/93	3/15/93	
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.		E S	VFL	2/25/93	4/1/93	
5.	Establish a communication p members and the broader com			TEAM	2/25/93	4/15/93	
6.	Schedule a telecon with exe members following a meeting and executives of partner o	of presidents	2	VFL	2/25/93	TBD	
						-	

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

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FUNCTION CIJE STEERING COMMITTEE

FUNCTIONAL	SCHEDULE
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SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

890 (REY. 1/89) PRINTED IN U.S.A.	ORIGINATOR/PROJEC	R VFL DATE 3/10/)/93	
DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE	
Contact the following boar in follow up to the Februa and send brief report to V a. Charles Bronfman b. Max Fisher b. Ludwig Jesselson (with c. Richard Scheuer	ry 25 meeting FL:		MLM	2/25/93	3/31/93	
Establish a communication members and the broader co		WISH	TEAM	2/25/93	4/15/93	

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ORIGINATOR/PROJECT LEADER VFL DATE 3/10/93

		ORIGINATOR/PROJECT	LEADER	VFL	UI	ATE 3/3	10/93
NQ.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board in follow up to the February and send brief report to VFL a. Mandell Berman b. Maurice Corson c. David Hirschhorn (with d. Ludwig Jesselson (with e. Henry Koschitzky	25 meeting ; SF) MLM)		AJN	2/25/93	3/31/93	
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SEE MARAGEMENT MANUAL POLICY NO. 1.5 PREMIER INDUSTRIAL CORPORATION FOR GUIDEINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE ASSIGNMENTS □ ACTIVE PROJECTS FUNCTION CIJE STEERING COMMITTEE RAW MATERIAL SUBJECT/OBJECTIVE ROTMAN ASSIGNMENTS □ FUNCTIONAL SCHEDULE 73890 (REY. 1/89) PRINTED IN U.S.A. DATE ORIGINATOR/PROJECT LEADER 3/10/93 VFL COMPLETED OR REMOVED DATE ASSIGNED DATE ASSIGNED STARTED DESCRIPTION PRIORITY DUE DATE NO. (INITIALS) 2/25/93 3/31/93 Contact the following board members AR 1. in follow up to the February 25 meeting and send brief report to VFL: a. Lester Pollack

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SEE MANAGEMENT MANUAL POLICY NO. 2.5 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FURCTIONAL SCHEDULE

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	FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE		ER ASSIGN	ALIEN 12		
		ORIGINATOR/PROJEC	CT LEADER	VFL	D	ATE 3/10	0/93
NQ.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIAL\$)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Contact the following boar follow up to the February and send brief report to V	25 meeting		HLZ	2/25/93	3/31/93	
	a. John Colman			1			
2.	Establish a communication members and the broader co	plan for board mmunity.		TEAM	2/25/93	4/15/93	
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□ ACTIVE PROJECTS

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

FUNCTIONAL SCHEDULE

ORIGINATOR/PROJECT LEADER VFL

DATE 4/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Talk with Steve Gelfand for a report on the meeting with the CRB Foundation on the Israel experience.		SE	4/29/93	5/5/93	
2.	Send a brief report on the feedback session in Milwaukee to the staff group.		SE	4/29/93	5/5/93	
3.	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	5/15/93	
4.	With BH, discuss the Israel experience program and determine whether this is an Atlanta/CIJE priority.	wisi / E	SE	3/5/93	5/31/93	
5.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL:	77	SE	2/25/93		
	 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 		/			
6.	With SHH, develop a plan for involving denominations in each Lead Community process.		SE	3/31/93	TBD	
7.	Prepare a report on each Lead Community commission launch outlining what it entails and what constitutes a successful launch.		SE	4/14/93	TBD	

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ACTIVE PROJECTS RAW MATERIAL FUNCTIONAL SCHEDULE 73890 (REV. LISS) PRINTED IN U.S.A		FUNCTION CIJE STEERING COMMITTEE						
		SUBJECT/OBJECTIV	E FOX AS	SSIGNMEN	TTS			
		ORIGINATOR/PROJE	CT LEADER	VFL	ţ	DATE 4/30	/93	
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE	
1.	Contact the following boar in follow up to the Februa and send brief report to V a. Alfred Gottschalk b. David Hirschhorn (wit c. S. Martin Lipset (wit d. Florence Melton e. Isadore Twersky	rry 25 meeting FL: Th AJN)		SF	2/25/93			
2.	Draft a letter to David Hi review by SHH, MLM, and HI our understanding of his i CIJE.	Z indicating		SF	3/24/93	5/15/93		
3.	Prepare a brief summary of questions, and agreements CRB.			SF	4/14/93	5/20/93		

□ ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

□ FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 4/30/93

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NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare a revised agenda and cover letter for May seminar and send to VFL for distribution.		AH	4/29/93	5/3/93	
2.	Get report from Alan Hoffman on his meeting with CRB staff.		AH	4/29/93	5/5/93	
3.	Finalize arrangements for the analysis of the Educators Survey data.		AH	4/14/93	5/13/93	
4.	Develop a PERT chart on which clear milestones for CIJE are highlighted.	NVIS.	AH	4/15/93	5/13/93	
5.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL:	Ē	AH	2/25/93		
	a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch	IJ				
6.	Stay in close touch with field researchers to be sure they are serving CIJE needs effectively.	2	AH	1/28/93	ongoing	
7.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.	Ż	AH	1/28/93	ongoing	
8.	Work with Lead Communities to establish a vision and goals for Jewish education.		AH	4/7/93	TBD	

□ ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

□ FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PRINTED IN U.S.A.

ORIGINATOR/PROJECT LEADER VFL DATE 4/30/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Send copy of letter from Milwaukee requesting \$30,000 from CIJE to MLM and to Israel for consideration.		SHH	4/29/93	5/5/93	-
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	5/5/93	
3.	Talk with MLM about the CJF commission and recommend that he talk with Bennett Yanowitz and Jon Woocher regarding JESNA's role with CIJE.	W15	SHH	4/29/93	5/15/93	
4.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Charles Goodman	77	SHH	2/25/93		
	 b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz 	2	SHH	3/31/93	TBD	
	With SE, develop a plan for involving denominations in each community in CIJE.	P	San	2/21/92	190	
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□ ASSIGNMENTS □ ACTIVE PROJECTS

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CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With SE, begin work with Ba pilot project.	ltimore on a		BH	3/5/93	TBD	
2.	With SE and SF, prepare sug to proceed with pilot proje	gestions for how cts in Atlanta.	-	BH	3/5/93	TBD	
3.	With SE, work with Milwauke projects.	e on pilot		BH	4/29/93	TBD	
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	ASSIGNMENTS ACTIVE PROJECTS	FUNCTION C	LJE STEEP	RING COM	MITTEE		
	RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE	KLEIN	ASSIGNM	ENTS		
	73#50 (REV. 1/89) PRINTED IN U.S.L.	ORIGINATOR/PROJEC	T LEADER	VFL	Ľ	DATE 4/3	0/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Develop a system for prepl conferences to clarify att costs.	anning endance and		AGK	4/15/93	5/31/93	
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	RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE	KRAAR	ASSIGNM	ENTS		
	73890 (REV. 1/69) PRINTED IN U.S.A.	ORIGINATOR/PROJEC	T LEADER	VFL	D	ATE 4/3	0/93
NO,	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Arrange meeting for MIM wi and executives of CJF, JCC	th presidents A and JESNA.		MLK	1/28/93	TBD	
2.	Arrange second meeting to Crown, Avi Chai, Wexner an			MLK	1/28/93	TBD	
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SEE MARKEEMENT MANUAL POLICT NO. 8.5. For guidelines on the completion of this form for a functional schedule

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□ ASSIGNMENTS □ ACTIVE PROJECTS

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

□ FUNCTIONAL SCHEDULE

ORIGINATOR/PROJECT LEADER DATE VFL

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Arrange for SF to talk with AIN about the proposal to the Spencer Foundation during the May seminar.		VFL	4/29/93	3/10/93	
2.	Draft a policy n meeting planning, outlining the basic elements of annual and board meetings.		VFL	4/7/93	6/15/93	
3.	Schedule a meeting of MLM with Lester Pollack and Gershon Kekst to discuss CIJE.		VFL	4/29/93	6/15/93	
4.	Develop an operations manual for CIJE.	W15	VFL	4/7/93	Ongoing	
5.	Prepare a memo briefly outlining the roles of the 3 board committees and inviting board members to state their preference.	V E	VFL	2/25/93	TBD	
6.	Schedule a telecon with executive committee members following a meeting of presidents and executives of partner organizations.	1	VFL.	2/25/93	TBD	
7.	Prepare letters of agreement with the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect.		VFL	4/7/93	TBD	
d.	Develop a communications program: internal; with our board and advisors; with the broader community.	22	VFL	4/1/93	TBD	

□ ASSIGNMENTS

□ ACTIVE PROJECTS

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FUNCTION CIJE STEERING COMMITTEE

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

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	RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIV	E MANDEI	ASSIGN	MENTS		
	73890 (REV. 1/89) PRINTED IN U.S.A.	ORIGINATOR/PROJE	ECT LEADER	VFL	C	DATE 4/30	/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1,	Contact the following board in follow up to the February and send brief report to VF	y 25 meeting		MLM	2/25/93		
	 a. Charles Bronfman b. Max Fisher b. Ludwig Jesselson (with c. Richard Scheuer 	AJN)					
2.	Activate the board committee	es,		MLM	4/7/93	5/31/93	ļ
3.	Establish a finance committ	ee.	1 FALL	MLM	4/7/93	5/31/93	
4	Consider grant request from appropriate time.	CLAL at an		MLM	3/30/93	TBD	
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	ASSIGNMENTS ACTIVE PROJECTS	FUNCTION	CIJE STEEL	RTNG CON		FOR GUIDELINES ON I F THIS FORM FOR A FUI	ICTIONAL SCHEDULE
	RAW MATERIAL	SUBJECT/OBJECT					
Ц	FUNCTIONAL SCHEDULE 73690 (RCY. 1/69) PRINTED IN U.S.A.				IGNMENTS		
_	T	ORIGINATOR/PRO	JEGI LEADER	VFL		ATE 4/3	30/93
NO,	DESCRIP	TION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following b in follow up to the Feb and send brief report to a. Mandell Berman b. Maurice Corson c. David Hirschhorn (d. Ludwig Jesselson (e. Henry Koschitzky	with SF)	eting	AJN	2/25/93		

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		ACTIVE PROJECTS	FUNCTION CI	JE STEER	ING COM	MITTEE						
Ĭ		RAW MATERIAL FUNCTIONAL SCHEDULE	DUD FOTIO FOTIC									
		3890 (REY, 1/89) PRINTED IN U.S.A.	ORIGINATOR/PROJECT	LEADER	VFL	E	DATE 4/30	/93				
	NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE				
	1.	Contact the following board in follow up to the February and send brief report to VFI a. Lester Pollack	y 25 meeting		AR	2/25/93						
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CIJE STEERING COMMITTEE SUBJECT/OBJECTIVE

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	73890 (REV. 1789) PRINTED IN U.S.A.	ORIGINATOR/PROJECT	LEADER	VFL	D	ATE 4/30	/93	
10.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE	
1.	Contact the following board follow up to the February 25 and send brief report to VF	5 meeting		HLZ	2/25/93			
	a. John Colman							
)	Encourage MLM to talk with of prior to scheduling a meetin presidents and executives of and JESNA.	ng with the		HLZ	3/24/93	5/13/93		
3.	Prepare a list of CIJE const duties, areas of engagement and means of involving them	, supervisors,	DENVI V T	HLZ	4/15/93	5/13/93		
4.	With SHH, interview candida director of CIJE who was re Mel Merians,		777	HLZ	4/15/93	5/15/93		
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ASSIGNMENTS

ACTIVE PROJECTS

C RAW MATERIAL

D FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

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7	3890 (REV. 1/80) PRINTED IN U.S.A.	ORIGINATOR/PROJEC	CT LEADER	VFL	Dł	ATE 6/8/9	93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	QUE DATE	COMPLETED OR REMOVED DATE
1.	Draft talk piece for use in campers for August 26 meeti			SE	5/28/93	6/15/93	
2,	Encourage D. Pekarsky and R work closely together.	. Goodman to	1	SE	6/8/93	6/16/93	
3,	Contact the following board in preparation for the Augu and send brief report to VF	st 26 meeting		SE	2/25/93	7/15/93	
	 a. Gerald Cohen - done b. Susan Crown c. Arthur Green d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer - done g. S. Martin Lipset (with h. Matthew Maryles 	SF) - done		8H			
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□ ACTIVE PROJECTS

FUNCTION CIJE STEERING COMMITTEE

RAW MATERIAL FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PRINTED IN U.S.A.

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

SEE MANAGEMENT MANUAL POLICY NO. 1.5 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

73890 (REV. 1/89) PRINTED IN U.S.A.		ORIGINATOR/PROJE	CT LEADER	VFL	D/	ATE 6/8,	/93
0.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
	With BH, discuss next step the Best Practice project.	s on		SF	5/28/93	6/15/93	
	Draft a letter to David Hi review by SHH, MIM, and HL our understanding of his in CIJE.	Z indicating		SF	3/24/93	6/20/93	
÷	With AH and BH, draft a jo for Barry Holtz.	b description	-	ŜF	5/19/93	6/25/93	
ł	Contact the following boar in preparation for the Aug and send brief report to V	ust 26 meeting	JEW	SF	2/25/93	7/15/93	
	a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset (with d. Florence Melton e. Isadore Twersky	SE)					
	With SHH, develop a plan f denominations in each Lead process.	or involving Community		SF	3/31/93	TBD	
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□ ASSIGNMENTS

□ ACTIVE PROJECTS

C RAW MATERIAL

73890 (REV. 1/89) PRINTED IN U.S.A.

□ FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENT

SEE MANAGEMENT MANUAL POLICY NO. 85 FOR SUBJELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

73890 (REV. 1/89) PRINTED IN U.S.L.		ORIGINATOR/PROJECT LEADER VFL		VFL	L DATE 6/8/93		
NO.	. DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1,	Update J. Woocher on CIJE (developments.		AH	6/8/93	6/14/93	
2.	With VFL, develop a function for keeping Board and Execu- members informed.			AH	5/19/93	6/15/93	
3.	Draft a mission statement : Communities project.	for the Lead		AH	5/19/93	6/15/93	
	Redraft PERT chart on which milestones for CIJE are high			AH	5/14/93	6/17/93	
5.	With VFL, draft a talk piec the centrality of personnel and community mobilization list of people with whom to	l development and develop a	IEW V I	AR	5/19/93	6/25/93	
6.	With SF and BH, draft a job for Barry Holtz.	b description	11	AH	5/19/93	6/25/93	
7.	With VFL, develop plan to sitem on the CIJE PERT char			AH	5/19/93	7/1/93	
8.	Work with CRB Foundation to relationship of Israel exp programs to Lead Communitie	erience		AH	1/28/93	7/15/93	
9.	Contact the following boar in preparation for the Aug and send brief report to V	ust 26 meeting	19	AH	2/25/93	7/15/93	
	a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch						

ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

FUNCTIONAL SCHEDULE

ORIGINATOR/PROJECT LEADER VFL

DATE 6/8/93

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

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Talk with David Sarnat about the politics of the JCC search for Director of Jewish education and about SF's conversation with D. Blumenthal.		SHH	5/28/93	6/15/93	
2.	With Alan Hoffman, confer by telephone with chief professional of each Lead Community to encourage them to interview Senior Educators.		SHH	5/19/93	6/15/93	
**	Talk with Darrell Friedman about the importance of assigning someone full time to staff Baltimore project and related concerns about Baltimore's commitment. Propose 6/25 meeting with SF & AH in Jerusalem.	IEWI V J	SHH	6/1/93	6/15/93	
4,	With HLZ, talk with MIM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.	17	SHH	6/8/93	6/30/93	
5.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		SHH	2/25/93	7/15/93	
	a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz	3Ê	1			
6.	With SF, develop a plan for involving denominations in each Lead Community in CIJE.		SHH	3/31/93	8/15/93	
7.	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	TBD	

PHEMIER INDUSTRIAL CORPUSATION

□ ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PRINTED IN U.S.A.

ORIGINATOR/PROJECT LEADER VFL

DATE 6/8/93

SEE MANAGEMENT MANUAL POLICY KG. 2.5 FOR SUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare a memo summarizing proposal on distribution of CIJE materials.		вн	5/28/93	6/10/93	
2.	With SF, discuss next steps on the Best Practices project.		BH	5/28/93	6/15/93	
4	Complete meeting attendance form for CAJE conference.		BH	6/8/93	6/15/93	
4.	With SF and AH, draft a job description for Barry Holtz.	IEW!	BH	5/19/93	6/25/93	
5.	Begin work with Baltimore on a pilot project.	VI	BH	3/5/93	TBD	
6.	Prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TBD	
7.	Work with Milwaukee on pilot projects.	\mathcal{P}	BH	4/29/93	TBD	
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	ACTIVE PROJECTS	FUNCTION CI	JE STEER	ING COMM	ITTEE				
SUBJECT/OBJECTIVE KLEIN ASSIGNMEN					MENTS	ITS			
	73890 (REV. 1/89) PRINTED IN U.S.A.	ORIGINATOR/PROJE	CT LEADER	VFL	D	ATE 6/1/9	93		
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE		
1.	Develop a system for prepl conferences to clarify att costs.	anning endance and		AGK	4/15/93	5/31/93			
2.	Prepare a PNJ-1 for Execut position.	ive Director		AGK	5/19/93	6/1/93			
3.	Draft an ad for CIJE Execu	tive Diractor.		AGK	5/19/93	6/17/93			
4.	Add a review of proposals CIJE to next Philanthropic Committee agenda.		EWI	AGK	5/19/93	6/21/93			
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ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

FUNCTIONAL SCHEDULE

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

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

	3890 (REV. 1/89) PRINTED IN U.S.A.	ORIGINATOR/PROJECT	LEADER	VFL	DATE 6/8/93		93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED CR REMOVED DATE
1.	Arrange a meeting with Ann Moraco, and Barry Reis to f draft of CIJE budget.			VFL	5/19/93	6/10/93	
2.	Get memo on Milwaukee trip D. Pekarsky and distribute.			VFL	6/8/93	6/10/93	
3.	Draft a policy on meeting poutlining the basic element and board meetings.			VFL.	4/7/93	6/15/93	
4.	With AH, develop a function for keeping Board and Execu Committee members informed.			VFL	5/19/93	6/15/93	
5.	Check with Lead Communities for next joint meeting.	on date	, v, 1	VFL.	6/8/93	6/16/93	1.
6.	Arrange for SBH, SHH, MLM, HLZ and VFL to talk with Gail Dorph.		ret i	VFL	5/19/93	6/22/93	
7.	With AH, draft a talk piece highlighting the centrality of personnel development and community mobilization and develop a list of people with whom to discuss it.			VFL	5/19/93	6/25/93	
8.	With AH, develop plan to su on the CIJE PERT chart.	pport each item	de.	VFL	5/19/93	7/01/93	
×	Plan to discuss letters of the Lead Communities. Cons our expections regarding th and professional involvemen	ider including e sort of lay	~	VFL	4/7/93	10/1/93	
10,	Schedule a telecon with Exe members following a meeting and executives of partner o	of presidents		VFL	2/25/93	TBD	
11.	Develop a communications pr internal; with our board an with the broader community.	d advisors;		VFL	4/7/93	TBD	
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PREMILE INCUSTRIAL CORPURATION

□ ASSIGNMENTS

□ ACTIVE PROJECTS

FUNCTION CIJE STEERING COMMITTEE

RAW MATERIAL

SUBJECT/OBJECTIVE MANTART ACCTONNENTE SEE MARASEMENT MANUAL POLICY NO. 1.5 FOR GOIDELINES ON THE COMPLETON OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTIONAL SCHEDULE		ORIGINATOR/PROJECT	LEADER	VFL	D	TE 6/1/	23
NO.	DESCRIPTION	Gildingiological	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Establish a finance commit	tee.		MLM	4/7/93	6/30/93	
2.	Establish a finance committee. Meet with SHH and HLZ to discuss status of CJF Commission on Jewish Continuity and our response; then discuss with Mary Kraar and Corky Goodman.			MIM	5/19/93	6/30/93	
3.	Contact the following boar in preparation for the Aug and send brief report to V	ust 26 meeting		MIM	,2/25/93	7/15/93	
	a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer	R C H I	ewi V E	RI S			
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- ACTIVE PROJECTS

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FUNCTION CIJE STEERING COMMITTEE SEE MARAGEMENT MANUAL POLICY NO. 8.3 FOR SUIDELINES ON THE COMPLETION OF THIS FORM FOR A RUNCTIONAL SCHEDULE

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FUNCTIONAL SCHEDULE 7'1890 (REV. 1/89) PRINTED IN U.S.A.

ORIGINATOR/PROJECT LEADER VFL

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

DATE 6/8/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED DR REMOVED DATE
1.	Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.		HLZ	3/24/93	6/15/93	
2.	Schedule a meeting of MLM with Lester Pollack and Gershon Kekst to discuss CIJE,		HLZ	4/29/93	6/15/93	
3.	Invite a small group of people to meet with MLM at the Quarterly for a CIJE update.		HLZ	5/19/93	6/15/93	
4.	Clarify with AJN what Jim Joseph Fdm. means by "partners" for their grant.		HLZ	6/8/93	6/15/93	
5.	With SHH, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.		SHH	6/8/93	6/30/93	
6	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:	2	HLZ	2/25/93	7/15/93	
	a. Mandell Berman b. John Colman c. Maurice Corson		9/			
7	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Grown, Avi Chai, Wexner and other funders.	E	HLZ	1/28/93	TBD	
			-			

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

ASSIGNMENTS

RAW MATERIAL

□ ACTIVE PROJECTS

FUNCTION CIJE STEERING COMMITTEE

	FUNCTIONAL SCHEDULE
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SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

STEERING COMMITTEE

73890 (NEV. 1/89) PRINTED IN U.S.A		ORIGINATOR/PROJE	CT LEADER	VFL	D	ATE 6/17,	/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
۱.	Conduct a needs assessment in the Lead Communities.	on leadership		SE	6/16/93	6/25/93	
2.		Draft talk piece for use in preparing campers for August 26 meeting.		SE	5/28/93	6/30/93	
	Brief David Teutsch, new CI member.	Brief David Teutsch, new CIJE board		SE	6/16/93	6/30/93	
	Contact the following board in preparation for the Augu and send brief report to VE	ist 26 meeting	ewis	SE	2/25/93.	7/15/93	
	a. Gerald Cohen - done b. Susan Crown c. Arthur Green d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer - done g. S. Martin Lipset (with h. Matthew Maryles	SF) - dome					

ASSIGNMENTS

□ ACTIVE PROJECTS

□ RAW MATERIAL

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

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

FUNCTIONAL SCHEDULE
73890 (REV. 1/99) PRINTED IN U.S.A.

ORIGINATOR/PROJECT LEADER

73890 (REV. 1/99) PRINTED IN U.S.A.		ORIGINATOR/PROJE	CT LEADER	VFL.	D	ATE 6/17	/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Discuss with BH next steps Practice project.	on the Best		SF	5/28/93	6/23/93	
2.	Drait a letter to David Hir review by SHH, MIM, and HLZ our understanding of his in CIJE.	indicating		3F	3/24/93	6/23/93	
3.	With AH and BH, draft a job for Barry Holtz.	description	-	SF	5/19/93	6/25/93	
	in preparation for the Augu and send brief report to VF	st 26 meating	V F	an	9795703	7/15/93	
	 a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset (with d. Florence Melton e. Isadore Twersky 	SE)	77				
5.	With SHH, develop a plan for denominations in each Lead process.		2	SF	3/31/93	TBD	
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□ ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

FUNCTION CIJE STEERING COMMITTEE

HOCHSTEIN ASSIGNMENT

SEE MUNAGEMENT MUNUL POLICY NO. 15 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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	FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE
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73890 (REV. 1/89) PHINTED IN U.S.A.		ORIGINATOR/PROJEC	VFL	D	DATE 6/17/93		
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	QUE DATE	COMPLETED OR REMOVED DATE
1.	With SF and BH, draft a job description for Barry Holtz.			ARH	5/19/93	6/25/93	
2.	With VFL, develop a functional schedule for keeping Board and Executive Committee members informed.			ARH	5/19/93	6/30/93	
3.	Draft a mission statement f Communities project.	or the Lead		ARH	5/19/93	6/30/93	
4.	Redraft PERT chart on which milestones for CIJE are hig		evvis	ARH	5/14/93	6/30/93	
5.	With VFL, draft a talk piece highlighting the centrality of personnel development and community mobilization and develop a list of people with whom to discuss it.		V E	ARH	5/19/93	6/30/93	
6.	With VFL, develop plan to s item on the CIJE PERT chart	upport each		ARH	5/19/93	7/1/93	
7.	Draft CIJE orzanization cha	rt.	1	ARH	6/17/93	7/9/93	
8.	Work with CRB Foundation to relationship of Israel expe programs to Lead Communitie	rience	1 dest	ARH	1/28/93	7/15/93	
9.	Contact the following board in preparation for the Augu and send brief report to VF a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch	st 26 meeting		ARH	2/25/93	7/15/93	

	ACTIVE PROJECTS	FUNCTION CI	OF THIS FORM FOR A FUNCTIONAL SCHEDULE							
	RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE A HOFFMAN ASSIGNMENTS								
7	3890 (REY. 1/89) FRINTED IN U.S.A.	ORIGINATOR/PROJE	CT LEADER	VFL	D/	ATE 6/17	/93			
10.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETEL OR REMOVE DATE			
L.	With ARH, prepare time line plan for CIJE.	and action		AH	6/17/93	8/15/93				
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ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

□ FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE SEE MANAGEMENT MANUAL POLICY MO. 1.5. FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A PUNCTIONAL SCHEDULE

SUBJECT/OBJECTIVE	s	HOFFMAN	ASSIGNMENTS
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		ORIGINATOR/PROJECT LEADER		VFL	DATE 6/17/93		
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Talk with Darrell Friedman importance of assigning som time to staff Baltimore pro related concerns about Balt commitment. Propose 6/25 m SF & AH in Jerusalem.	eone full ject and imore's		SHH	6/1/93	6/23/93	
2.	Call D. Sarnat for details	on Jay Davis.		SHIH	6/17/93	6/23/93	
3.	With HLZ, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.		wis	SHH	6/8/93	6/30/93	
4.	Contact the following board in preparation for the Augu and send brief report to VF	st 26 meeting	N E	SHH	2/25/93	7/15/93	
5.	With Alan Hoffman, confer b with chief professional of Community to encourage them Senior Educators.	each Lead	\overline{y}	SHH	5/19/93	7/15/93	
	a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz		13	7			
6.	With SF, develop a plan for denominations in each Lead CIJE.		7	SHH	3/31/93	8/15/93	
7.	Advise A. Hoffman about the continuity commission and s approach.	(3,3) 6		SHH	6/17/93	8/25/93	
8.	Propose to MIM that he talk Hoffberger about the Lead C process in Baltimore and pr outline of discussion point	ommunity ovide an		SHH	3/24/93	TBD	

□ ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

FUNCTION CIJE STEERING COMMITTEE

SEE MANAGEMENT WANKUAL POLICY NO. 1.5 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

□ FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PRINTED IN U.S.A.

73890 (REY. 1/89) PRINTED IN U.S.A.		ORIGINATOR/PROJECT LEADER			DATE 6/17/93		
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With SF, discuss next steps on Best Practices project.	the		BH	5/28/93	6/23/93	
2.	Complete meeting attendance for CAJE conference.	rm for		вн	6/8/93	6/23/93	
3.	With SF and AH, draft a job de for Barry Holtz.	scription		BH	5/19/93	6/25/93	
4.	Prepare a memo summarizing pro on distribution of CIJE materia			BH	5/28/93	6/30/93	
5.	Work with Atlanta on filling the of Director of the Lead Commun			BH	6/16/93	12/93	
6.	Prepare suggestions for how to proceed with pilot projects	in Atlanta.		BH	3/5/93	TBD	
7.	Begin work with Baltimore on a pilot project.	C.P		BH	3/5/93	TBD	
8.	Work with Milwaukee on pilot projects.	St.		вн	4/29/93	TBD	
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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 73890 (REV. 1/89) PRINTED IN U.S.A.

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

FUNCTION

CIJE STEERING COMMITTEE

VFL

DATE 6/17/93

NO;	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare a letter to board members asking August 26 attendance plans.		VFL	6/17/93	6/25/93	
2.	With HLZ, draft a letter inviting M. Lender to serve on Board.		VFL	6/17/93	6/25/93	
з.	Draft a letter to Rabbi Fishman on the status of his proposal.		VFL	6/17/93	6/25/93	
4.	With ARH, develop a functional schedule for keeping Board and Executive Committee members informed.		VFL	5/19/93	6/30/93	
5.	With ARH, draft a talk piece highlighting the centrality of personnel development and community mobilization and develop a list of people with whom to discuss it.		VFL.	5/19/93	6/30/93	
6.	With ARH, develop plan to support each item on the CIJE PERT chart.	27	VFL	5/19/93	7/1/93	
7.	Prepare a matrix of current and potential funders and staff assignment.	-	VFL	6/17/93	7/9/93	
8.	Frepare a matrix of pending grant requests.	÷.	VFL	6/17/93	7/9/93	
9.	With ARH, draft a written progress report to be sent to the board in early August.		VFL	6/17/93	8/1/93	
10.	Plan to discuss letters of agreement for the Lead Communities. Consider including our expections regarding the sort of lay and professional involvement we expect.		VFL	4/7/93	10/1/93	
11.	Schedule a telecon with Executive Committee members following a meeting of presidents and executives of partner organizations.		VFL	2/25/93	TBD	

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	CTIVE PROJECTS	TTEE							
	RAW MATERIAL	SUBJECT/OBJECTIV	LEVI ASSIGNMENTS						
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NO.	DESCRIPTION	-	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETI OR REMOV DATE		
.2.	Develop a communications printernal; with our board and with the broader community	nd advisors;		VFL	4/7/93	TBD			
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SEE MANAGEMENT MANUAL POLICY NO, 8.3 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

ASSIGNMENTS
 ACTIVE PROJECTS

RAW MATERIAL

73290 (REV. 1/89) PRINTED IN U.S.A.

FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

VFL.

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR PROJECT LEADER

DATE 6/17/93

NÓ.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
	Establish a finance committee.		MLM	4/7/93	7/15/93	
	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:	i i	MLM	2/25/93	7/15/93	
	a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer		1			
	Visit with Erica Jesselson to get her on board to support CIJE.	VE	MLM	6/17/93	8/31/93	
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SEE MANAGEMENT MANUAL POLICY NO. 8.5 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCREDULE

□ ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

75890 (REV. 1/89) PRINTED IN U.S.A.

□ FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

VFL

ORIGINATOR/PROJECT LEADER

DATE 6/17/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.		HLZ	3/24/93	6/21/93	
2.	With VFL, draft a letter inviting M. Lender to serve on board.		HLZ	6/17/93	6/25/93	
\$.	Schedule a meeting of MLM with Lostor rollack and Geishon Kekst to discuss CIJE.	E	HT.7	4/29/93	6/30/93	
4.	Invite a small group of people to meet with MLM at the Quarterly for a CIJE update.	VE	HLZ	5/19/93	6/30/93	
5.	With SHH, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph gramt.		SHH	6/8/93	6/30/93	
6.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Mandell Berman b. John Colman c. Maurice Corson		HLZ	2/25/93	7/15/93	
7.	With VFL, prepare C. Ratner to report on Lead Communities at board meeting.	P	HLZ	6/17/93	8/15/93	
8,	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi Chai, Wexner and other funders.		HLZ	1/28/93	TBD	

Gamman File

To: Annette

From: Ellen.

Re: Continuation of Interviewing in LC's

Date: February 23, 1993

It is our sense that three issues need to be clarified in the lead communities regarding the Monitoring, Feedback and Evaluation Project:

1) The field researchers should have access to the wide spectrum of people representing all functions in each community (educators, federation professionals, rabbis, lay leaders, etc.).

2) The field researchers should be free to ask questions about all aspects of our project: visions for change, professional life of educators, and community mobilization as they pertain to CIJE and the lead communities project.

3) Key people (federation executives, etc) should have a clear understanding about what we are doing in the communities.


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.odinburgh Telephone UK (0)31 650 1000 or direct dial UK (0)31 650 4186/4187

February 19

Annette,

I'm writing to brief you on what I anticipate will be responses from the evaluation project to community requests for information. If you can touch base with Ellen next week, your information will be most up-to-date.

In general, we are prepared to assist with the design of instruments and interpretation of data. We also look forward to assisting the communities to develop evaluation components of new or ongoing projects.

Milwaukee

We are preparing a written response to Dr. Cohen. In the response we will explain that we will help if they wish us to design instruments for studying the status of educators and educators' attitudes, but we are not able to administer surveys. We will also provide the community with written reports which will include qualitative information about the professional lives of educators. Finally, we are eager to help them make evaluation a normal practice in implementing any Jewish educational program or project.

Baltimore

at his mit. 4t.me !

Julie met with Marsha'll on 2/16 to discuss the ways in which she can help their efforts. They are going to meet again in about 10 days, after he has had a chance to confer with others to articulate their needs more specifically. So there is an ongoing dialogue.

Atlanta

Claire has already assisted Lauren in designing a teacher survey. We have not received new requests as far as I know.

One other point: I was remiss earlier in not emphasizing for you the major role played by the field researchers in writing the summary report. Most of the section on community comparisons was either written by the field researchers or summarized by Ellen and me on the basis of what the field researchers wrote in the community reports.

I did not write a cover memo to Mort to go with the summary report.

Goodluck next week,

Adam

Council for Initiatives F in **Jewish Education** A Date sent: \$23 Time sent: 8:30 X No. of Pages (incl. cover): 18 TO: ARH From: Organization: C Phone Number: Phone Number: 0 Fax Number: Fax Number: ν Comments: Shulamith would like you commenter by the end of the d on Friday. E R S Н E E T If there are any problems receiving this transmission, please call: 216-391-1852

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educational Leader,

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

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

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

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

Thank you very much for your participation and cooperation.

Lead Communities Project

Council for Initiatives in Jewish Education Lead Communities Project EDUCATIONAL LEADERS SURVEY

I. ATTITUDES

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

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

Very	Somewhat	Somewhat	Very
1	2	3	unimportant
1	2	3	4
1	2	3	3
	2	3	4
1	2	а	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
	important 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	important important 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2	important important unimportant 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3

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

Yos 1 No 2

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

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

62:8 85, 82 NAL

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

(Check one response for each item)	Agree strongly	Agree	Disagree strongly	Disagrae
 Lay leaders should have an opportunity to participate in defining school goals, objectives and priorities. 	3	2	3	4
 Lay leaders generally do have an opportunity to participate in defining school goals, objectives and priorities. 	1	2	3	4
 Lay leaders should have an opportunity to participate in discussions regarding curriculum / programs. 	1	2	3	4
d. Lay leaders generally do participate in discussions regarding curriculum / programs.	ī	2	s	[Å]
Lay leaders should be actively involved in every aspoot of the educational curriculum / program.	1	2	3	4
f. Lay leaders are generally actively involved in every aspect of the curriculum / program.		2	3	4

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

I Phank and carpented for each term)	important	important	unimportant	vvi y unimportant
a. Rabbi(s) or your supervisor(s)	1	2	3	4
b. Most teachers	1	2	3	4
c. Most parents	1	2	3	4
u. Lay leaders	1	2	3	4
e. Your family	1	2	3	4
f. Your friends	1	2	3	4
g. Your colleagues	1	2	3	4

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

(Check one response for each item)	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
s. Student attitudes toward Jewish education	1	2	3	4
b. Student behavior	1	2	3	4
c. Feeling part of a community of educators	1	2	3	4
d. Respect accorded you as an educator	1	2	3	4
e. Being part of the Jewish community	1	2	3	4
f. Support from the rabbi(s) or supervisor(s)	1	2	3	4
g. Support from the lay leadership	1	2	3	4
h. Number of hours of employment	1	2	3	4
Salary	1	2	3	4
J. Physical setting and facilities	1	2	3	4
k. Resources available to you	1	2	3	4
I. Benefita		2	3	4
m. Other, specify	1	2	3	4

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

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

Setting	Postion	Number of ye
SUPPLEMENTARY SCHOOLS	Aide	
	Teschen	
F	Supervisor	
l. I.	Specialist	
	Principal	
	Other	
DAY SCHOOLS	Aina	
DAT CONCOLD	Teacher	
	Supervisor	
	Specialist	
	Principal	
	Other	
DAY / RESIDENTIAL CAMP	Counselor	and a substant of the statement of the
	Specialist	
F	Unit leader	lanera de segur foi la <mark>lanera contenen</mark> te
	Division head	
	Director	r et van de le ferieren en en servicien de service
ŀ	Other managements and the	strengt <mark>bland</mark>
JCC	Group worker * Teacher	
	Program Director	
1	Department head	
t	Director	annar an than a stand a than an that
F	Other	
L		
PRESCHOOL	Assistant teacher	
	Teacher	
	Director	
	Other	
	Group Advisor	
INFORMAL EDUCATION	Youth Director	
YOUTH WORK	Other	
L		
	Teacher	
ADULT EDUCATION	Program Director	ningering and in the second se
	Other	and the second the second the second

Page 4

		a feel and the second s
8 Do you tutor stude	nts in Hebrew or Judaica?	
Yes (1)	No (2)	
1	2	
If yes, h	ow many?	
	ked in general education?	
Yas (1)	No (2)	
lf yes, h	iow many years?	
10. Please indicate ho	ow many years you have been in your CUR	RENT setting, including this year.
11. How many years	have you been working in:	
	on in this community, including this year?	
12, How many years	IN TOTAL have you been working in the fi	bid of Jewish education?
	AMERIC AND	EW15M
III TRAINING A	ND STAFF DEVELOPMENT	
III. Including A		
The next set of quest	ions asks about your training and staff dev	elopment experiences
13 Did you attend an	y workshops or seminars in the past two y	oara?
Yes (1)	No (2)	
[1]	2	
If yes, f	tow many did you attend in town ?	
	now many put-of-town?	
		202
	reasons educational leaders participate in tant by writing 1, 2, 3, next to your choice	profossional development activities. Rank only the where 1 is the most important.
a. Required by contra	at	
b. Desire to improve	administrative skills	
c, Desire to improve	knowledge of Judaica	
d. Desire to learn abo	out new teaching methods and matchials	
c. Dosira to learn abo	out new curriculum / programs and resourc	
f. Offered at conveni	ent time and location	
p. Subsidy available f	for participation	

h. Leadership / Administrative ckilla

1. Other, please specify

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

	Yes (1)	No (2)
a. Attend a formal course in Hebrew or Judalca?	1	2
b. Participate In a private Hebrew or Judaica study group?	1	2
c. Study Hebrew or Judalca on your own?	ī	2
d. Participate in some other on-going form of Jewish study?	1	2

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

a. School management	1
b. Child and adult development	2
c. Stratagic planning and development	3
d. Curriculum and program development	4
e. Steff supervision and professional development	B FWISH
f. Communication skills	INVES
g. Working with parents and volunteers	7
h. Leadership	8
I. Other	9

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

a. Hebrew language	
b. Customs and ceremonies	2
c. Israel and Zionism	3
d. Jewish history	4
e. Bible	6
f. Synagogue skills / preyer	6
g. Rabbinic literature	7
h. Other	В

1.12

(Check one for each cate		
a, Fluent	Speaking	Reading
b. Moderate	2	2

3

Writing
1
2
3
4

L.

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

3

(Check one)	
a. Vary adequate	1
b. Somewhat adequate	2
c. Somewhat inadequate	3
5. Very insdequate	4

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

(Check one)		
a. Very adequate	1	
b. Somewhat adequate	2	
c. Somewhat Inadaquata	3	
d. Very Inadequate	4	

IV. SETTINGS

c, Limited

d. Not at all

Internet and

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

21. How many paid positions in Jawish education do you hold?

22. If you work in more than one setting in Jewish education, do you do so to carn a suitable wage?



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

First Second

The following questions refer to the setting in which you haid an educational leadership position.

EDUCATIONAL LEADERS SURVEY Page 7 23. What is the affiliation of the school or agency where you are an educational leader? (Check the appropriate response)

a. Reform	1	
b. Conservativa	2	
c, Traditional	3	
d. Orthodox	4	
e. Reconstructionist	Б	
f. Community	6	
g. Jawish Community Center	7	
h. Other, specify	8	
24. How many students are in your so	shool / agancy?	
25. Which of the following best descr (Check the one appropriate respon		
a. Head of day school		1
b. Department head or chairman at da	ay achool	2
c. Educational director		3
d. Division head of congregational ach	lool	4
a, Preschool Director		6
f. Program Director: Adult Education		8
g. Program Director: Special Education	• No	7
* Central Agency Director		8
I. Central Agency Administrative Staff		9
). Other, please specify		10
26. How did you find your present prin (Check the one that best applies)		
a. Central agency or bureau		1
b. Graduate school placement		2
c. National professional association		\$
d. Through a friend or mentor		4
e. Recruited or approached by Inceleur	los	
L. NASYEARE BARRIER BARRIER		1 - 1

I. MANUSPARA Edvardiationaris

NE ESPERANCE

10.00

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

(Check one response for each Item)		None	Somew	hat	A Great Doal
a. In defining school / program goals, objectiv	es and priorities.	1	2		3
b. In discussions regarding curriculum / progra	am.	5	2		з
c. In every aspect of educational program / pr	rograms	1	2		3
28. Did you move to this community to take	this job?	Yos(1)	No (2)		
29. To what extent do you receive help and a (Check one response for each)					
a. Other collaagues in community	Frequently	Occasionally	Seldom	Never 4	
b. Other colleagues outside the community	1	2	3	4	
c. Local university	1	2	3	4	

c. Local university	1	2	8	4
d. Central agency staff	1	2	3	4
e. National movement	1	2	3	4
f. Professional organization	1	2	3	4
g. Other, please specify	1	2	3	4

	Important	Somewhat	Somewhat	Very
a. Hours	1	2	3	4
b. Salary	 I 	2	3	4
c. Community	100	2	3	4
d. Rabbi(s) or supervisor(s)	1	2	3	4
e. Reputation of the school or program	1	2	3	4
f. Religious affiliation	1	2	3	4
g. Career advancement	1	2	3	4
h. Spouse's work	1	2	3	4
I. Other, specify	1	2	3	4

ū

31. Of the following benefits which are available to you and which do you rec	Available	Check all that apply). Receive
a. Free or reduced tuition for your children at your school or program	1	2
b. Free or reduced tuition for yourself and adult family member	1	2
c. Free or reduced membership in a synagogue or JCC	1	2
d. Synagogue privileges such as High Holidey tickets	1	2
e. Day/child care	1	2
 Money to attend conferences, continuing education 	1	2
g. Sabbatical leave (full or partial compensation)	1	2
h. Employer contribution to a health plan	1	2
I. Pension benefits	1	2
k. Other, specify	1	2

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

	Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Curriculum / program development	1	2	3	4
b. Public relations / markeing	1	2	3	4
c. Parent / constituent relations	1	2	а	4
d. Teacher / staff supervision	1	2	3	4
e. Training and staff development	1	2	3	4
f. Recruiting staff	1	2	3	4
g. Overall school management, including budget	1	2	3	4
Fund raising or resource development	20	2	3	4
-			10.012	

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

a. Additional support staff / clerical	1
b. Additional funding for programs	2
c. Additional funding for resources / materials	3
d. Additional professional staff	4
e. Availability of consultants	5
f. Attendance / participation in workshops or seminara	8
g. Other please specify	7

(Check one)

Yes (1) No (2)

If yes, please continue with Section V.

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



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

a, Salary	
b. Benefits	
c. Job security, tenure	
d. Career development	
e. Job opportunities	V
f. Greater background in Judaica and Habrew	
g. Greater educational background	
h. Presence of colleagues and opportunities to work with them	
I. Change in family status	1
]. Availability of training opportunities	
k. More resources at work	27

V. BACKGROUND

Naxt we are going to ask you about yourself.

37. Are you Jewish?

Yes (1) No (2)

38. At the present time, which of the following best describes your Jewish atfiliation?

1	Orthodox
2	Traditional
3	Conservative
4	Reform
Б	Reconstructionist
0	Unaffiliated
7	Other (specify)
39. Are yo	u currently a member of a synagoguo?
	Yes (1) No (2)
	1 2
40. Are yo	u an aducator in the synagogue where you are a member?
	Yes (1) No (2)
41. Which	of the following, do you usually observe? (Check all that apply.)
1	Light candles on Friday evening
2	Attend a seder in your home or somewhere elso
3	Keep Kosher at home
4	Light Hanukkah çandles
Б	Fast on Yom Kippur
6	Observe Sabbath
7	Build a Sukkah
8	Fast on Tisha B'Av and minor fasts such as Ta'anit Esther

8 Celebrate Israel Independence Day

42, During th	he past year, did you:
a. Attend sy	nagogue on the High Holidays Yes (1) No (2)
b. Attend sy	nagogue at least twice a month on Shalibat
c. Attend sy	nagogue on holidays such as Sukkot, Paesover or Shavuot 1
d. Attend sy	nagogue dally 1
43. Have yo	u aver been to Israel?
	Yes (1) No (2)
If, yes , did	you ever live in Israel for three months or longer?
	Yes (1) No (2)
44. What kin	nd of Jewish school did you attend before you were thirteen? (Check all that apply.)
1	Sunday achool
2	Supplementary school or Talmud Torah
3	Day school
4	School in Israel
5	None
8	Other (specify)
45. Did you	attend a Jewish summar camp with mainly Jewish content or program?
	Yes (1) No (2)
	If Yes, how many summers?
46. What ki	nd of Jewish school, if any, did you attend after your were thirteen? (Check all that apply.)
1	One day/week confirmation class
2	Two or more days/week Hebrew high school
3	Day school
4	School In Israel
в	None
6	Other (specify)

47		۸	~			
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48. Sex	Male	Female
	1	2

49. Where were you born?

USA 1

Other, please specify country

50. Marital status



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

Yes	(1)	No (2)
1		2

52. What is your total family from work in Jowish education?

1	below \$10,000
2	\$20,000 - \$29,999
3	\$30,000 - \$39,999
4	\$40,000 - \$49,999
В	\$50,000 - \$59,999
6 C	

- 6 \$60,000 \$69,999
- 7 \$70.000 \$79,999
- 8 over \$80,000

53. What is your total family income?



55,

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

1	High school graduate		
2	Some college		
3	College graduate		
4	Some graduate courses		
5	Graduate or professional degree		
ß	Teacher-training institute		
What o	legrees do you hold? Please list:		
Degre	e	Major	

1	ŝ	~	66	- T-
1	F .	4	141	•

FOUNE NUM

56. Do you have undergraduate or graduate credits in any of the following?

			Underg	raduate	Gradu	ate
a. Judaic	a or Jawish Studies		Yes	2	Yes	2
b. Hebrey	w language		1	2	[7]	2
c. Educat	lon		1	2	1	2
d. Jewist	n communal service		1	2	1	2
e. School	Administration		1	2	1	2
f. Teachin	ng		1	2	1	2
g. Jøwist	aducation		1	2	1	2
ογ ο	u hold a professional license or cortific	ation in :				
s. Jawish	education	Yes (1)	No (2)			
b. Ganara	l education	1	2			
c. Admini	stration		2			
d. Other {	please specify)	D	2			
(Cho 1 2 3	oose one) I plan to continue what I am doing. I plan to be an administrator or super I plan to be an administrator or super					
4	I plan to be an administrator or super I plan to have a position in Jewish ed administrative setting.				i as a central i	agency or other
8	I plan to be involved in Jewish educi	ation in Ism	el, or in som	e other coun	try.	
7	I plan to seek a position outside of Je	ewish educe	ation.			
8	I plan not to work.					
8	I plan to retire.					
10	I don't know. I am uncertain,					
11	Other, please specify		10-11-			
	Thank you very	much ;	for your	-	Ation!	S SUAVEY Pege 16
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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101 Phone: (216) 391-1852 • Fax: (216) 391-5430

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May 17, 1993

Mr. Charles Bronfman 1170 Peel Street Montreal, Quebec H3B 4P2

Dear Charles,

As a member of the CIJE Personnel Committee, I want to bring you up-to-date on our search. We are actively pursuing (still!) several potential candidates for the position of Director of the CIJE. We will arrange a meeting of the Personnel Committee when we have one or more viable candidates for the Committee's consideration. This has been quite a challenge.

In the meanwhile, the work of CIJE is progressing. Also, we are preparing an update on CIJE activities which will go to all Board Members shortly.

Warmest regards.

Morton L. Mandel Chair

BCC: annette Hochstein

F		Council for Ini in	itiatives
A		Jewish Edu	cation
x	Date sent: 6/10	Time sent:	No. of Pages (incl. cover): 9
	To: Annette Hochs Shmuel Wygoda Organization:	stein, Seymour Fox,	From: Ginny Lovi ANN KLEIN
C	Phone Number:		Phone Number:
2	Fax Number: 011972	2 619 951	Fax Number: (216) 391-5430
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To: Annette Hochstein From: Ann Klein Date: June 10, 1993

Subject: Consulting Agreements

Attached is a copy of the policy we have developed on consulting agreements with individuals and firms. The policy includes a checklist for use when engaging a consultant and a consultant employment form with instructions for completing it.

Since Daniel Pekarsky has recently been engaged as a consultant for the CIJE, would you please complete this form on Dan and return it to me. I've filled in <u>some</u> of the requested information.

Please call me if you have questions.

Thanks.

APR 26, 1993 NEW

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1

CONSULTING AGREEMENTS WITH INDIVIDUALS OR FIRMS

GENERAL

ALL

I. OBJECTIVE

To provide guidelines for developing and approving consulting agreements.

II. <u>SCOPE</u>

The guidelines within this policy are meant to apply to individuals or firms who provide assistance on a specific project or ongoing program.

III. POLICY

- A. A consultant engagement must be authorized in a planned and controlled manner. Before engaging a consultant, there must be a consultant requisition (form pp #1) filled out and approved.
- B. Consulting agreements may either be established for a specific assignment or for a fixed period of time. See Exhibit A for a checklist of factors that should be considered when defining the terms and scope of the consulting job.
- C. Written proposals should be obtained from all prospective consultants clearly setting forth the items listed on Exhibit A.
- D. Payments to consultants will only be made upon the rendering of an invoice for services by the consultant appropriately approved or unless otherwise specified in the Consulting Agreement. The support must clearly set forth items A through L of Exhibit A attached.
- E. At the completion of the assignment or on a periodic basis, if appropriate, an evaluation of the quality of the work versus the project plan should be completed.
- F. Any renewals of consulting agreements or changes to terms (e.g. financial arrangements) must follow all procedures above.

EXHIBIT A NO. EFFECTIVE: MAR 8, 1993 SUPERSEDES: NEW Page 2 of 2

CHECKLIST FOR USE WHEN ENGAGING A CONSULTANT

- A. The city and country in which the work is to be performed.
- B. The country of citizenship for individuals or country of domicile if other than an individual of the payee of the service.
- C. The term of the consulting agreement.
- D. The provisions for terminating the consulting agreement, with or without cause and with how much advance notice.
- E. The consulting rates to be paid.
- F. The payment schedule (biweekly, monthly, etc.).
- G. The extent of any reimbursements for out-of-pocket costs. (Consultants will be expected to use the MAF travel expense guidelines.)
- H. Any other fees or charges.
- I. The currency in which payments are to be rendered.
- J. Location for checks to be sent should be provided.
- K. The tax identification number of the payee, if appropriate.
- L. The tax matters affecting the contract including the need to withhold income taxes or issue Internal Revenue Service form 1099.
- M. The documentation to be provided in support of billings.
 - N. The scope of the project must be clearly defined in the engagement plan, and there should be a project time schedule.
 - The format and frequency of progress meetings should be clearly defined.

Exhibit B Policy 3.7 Eff: 6/9/93

Instructions for Completing the Consultant Employment Form (MAF 311)

The purpose of the Consultant Employment Form is to capture all pertinent information relating to the consulting agreement set forth. Please complete this form in a clear and concise manner.

- 1. Payee refers to the consultant we are paying. Please print full name clearly.
- 2. Payee ID# is the U.S. Social Security number or the employer ID number.
- Payment address can be the consultant's home address or other address where he/she would like to receive payment.
- Please indicate entity such as CIJE or Mandel Institute and, if a specific project is involved, list the name of the project, e.g. Monitoring, Evaluation and Feedback.
- Briefly summarize the project the consultant will be working on, even if it is not one of the "named" projects mentioned in 4. E.g., project to determine feasibility of developing a survey for all lead communities.
- Please indicate the date the consultant's work should begin. Payment will be begin starting at that date. Also include date you anticipate the consulting assignment will be completed.
- 7. Please list the supervisor or person who will oversee the consultant's activities.
- Please indicate the amount of money to be paid to the consultant in dollars per day, month, year. Also indicate how frequently the consultant will be paid, i.e., monthly, quarterly, as billed.
- Please indicate whether we will have to withhold taxes. Also indicate country where consultant is a citizen.

- Terms/limitations should include any information describing the terms of the agreement. E.g., consultant will be paid \$500/day up to \$5,000 per year or consultant fees will not exceed \$7,500 for the duration of this project.
- 11. Payor will generally be MAF but it may be another source of payment. Please indicate clearly who will be paying the consultant.
- In some cases the consultant will need to bill the MAF either monthly or as work is completed. In these cases, you should check "yes".
- Please indicate whether this consultant has any current assignments with the MAF or has done consulting work for the MAF prior to this assignment. Also indicate what the assignments were and when.
- 14. Please use the section on comments to provide further explanation on any aspect of the arrangement or for clarification of any section above.
- The submitter should be the person completing this form, generally the supervisor of the consultant.



MAF 311 (6/93)

Payee _ ①		Date
Payee ID# 🔕		If no, indicate country of citizenship
Payment Address 3		
Consultant to be used by (en Brief summary of project 🧭		
Desired Starting Date 6	Desired (Completion Date
erson responsible for over	seeing consultant's act	tivities (7)
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-		ey of payment
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Payor @		9-1
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Any current or prior assign	~	
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Sommeries		
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Submitted by)	Date
Knowledge Center Approval _		Date
Financial Approval		Date
Operations Approval		Date
AF Approval		Date
MAF 3H- (4/93)		

CONSULTANT EMPLOYMENT FORM

Payee			Date
Payee ID#	(If U.S.		If no, indicate country of citizenship
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Consultant to be used by (ent:	ity, projec	t)	
Brief summary of project			
Desired Starting Date		Desired C	Completion Date
Person responsible for overse	eing consul	tant's act	ivities
Suggested fee arrangement:			
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Comments		199	
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Knowledge Center Approval		-	Date
Financial Approval			Date
Operations Approval			Date
MAF Approval			Date
MAF 312 (4/93)			

CONSULTANT EMPLOYMENT FORM

	Pekarsky	I	Date 6/9/93
		. citizen) If no, ind	
ayment Address _	1669 Maple Road		
	Cleveland, OH 44121		
consultant to be	used by (entity, proje	ct) CIJE	
	project		
esired Starting	Date	_ Desired Completion I	Date
erson responsibl	e for overseeing consu	ltant's activities	
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ax withholding r	equired? yes	no Country _	
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ayor MAF	A		
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s on-going bill	required? yes	no now orcen	
is on-going bill	required? yes	157 Consultation for	r Mandel Institute
is on-going bill	required? yes	no now orcen	r Mandel Institute
is on-going bill	required? yes	no now orcen	r Mandel Institute
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s on-going bill my current or pr comments Submitted by Knowledge Center	cior assignments with u	Lonsultation fo	_ Date Date Date
is on-going bill any current or pr Comments Submitted by	Approval	LE? Consultation fo	_ Date

AP 1 (4/93)

Council for Initiatives F in **Jewish Education** А х Date sent: No. of Pages (incl. cover): Time sent: To: Annette Hochstein, Seymour Fox, From: Ginny Levi Organization: С Phone Number: Phone Number: 0 Fax Number: 0119722 619 951 Fax Number: (216) 391-5430 V Comments: Dear Seymour, E art Naparstek asks if you the can talk either wed. on Thurs. about the R Spencer Foundation. are you available any time on Wed., or Thurs. any time other than 12-2:30 cleveland time? S Н Please let me know what's best for E se and whether you'll call but at his E fire (216-368-6947) or , if he should T call you, where you'll be hanks a lat. If there are any problems receiving this transmission, please call: 216-391-1852

Council for Initiatives F in Jewish Education A X Time sent: No. of Pages (incl. cover): Date sent: From: Ginny Levi To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization: C Phone Number: Phone Number: 0 Fax Number: (216) 391-5430 Fax Number: 0119722 619 951 V Comments: E assignments from Mary 28 Jelecon. R S H E E Т If there are any problems receiving this transmission, please call: 216-391-1852

PHI MIED INDUSTRIAL COMPONATION

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SEE MANASEMENT MANUAL POLICY NO. 8.3 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

	ASSIGNMENTS	
	ACTIVE PROJECTS	
	RAW MATERIAL	ł
	FUNCTIONAL SCHEDULE	

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

TIONAL CHEDULE 73890 (REV. 1/20) PRINTED IN U.S.A.

ORIGINATOR/PROJECT LEADER VFL

DATE 6/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft talk piece for use in preparing campers for August 26 meeting.		SE	5/28/93	6/7/93	
2.	With BH, follow up with Lauren Azoulai on staffing.		SE	5/28/93	6/8/93	
3.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:	-	SE	2/25/93	7/15/93	
	<pre>a. Gerald Cohen - done b. Susan Crown c. Arthur Green d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer g. S. Martin Lipset (with SF) h. Matthew Maryles</pre>		SH S			
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PREMIER INDUSTRIAL CORPURATION

- □ ASSIGNMENTS
- □ ACTIVE PROJECTS

RAW MATERIAL

73890 (REV. 1/80) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

FOX ASSIGNMENTS

SEE MARAGEMENT MANUAL POLICY NO. 8.5

FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

SUBJECT/OBJECTIVE ☐ FUNCTIONAL SCHEDULE

73890 (REV. 1/00) PRINTED IN U.S.A.		ORIGINATOR/PROJECT LEADER VFL		DATE 6/1/93			
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With BH, discuss next steps the Best Practice project.	s on		SF	5/28/93	6/15/93	
2.	Talk with Sara Lee about th the role of denominations in Communities.			SF	5/28/93	6/15/93	
3.	Draft a letter to David Hin review by SHH, MLM, and HLZ our understanding of his in CIJE.	Z indicating	1	SF	3/24/93	6/15/93	
4.	With AH and BH, draft a job for Barry Holtz.	description	VE	SF	5/19/93	6/25/93	
5,	Contact the following board in preparation for the Augu and send brief report to Vi a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset (with d. Florence Melton e. Isadore Twersky	ust 26 meeting FL:		SF	2/25/93	7/15/93	
6.	With SHH, develop a plan fo denominations in each Lead process.		¢7	SF	3/31/93	TBD	

PREMIEH INDUSTRIAL COHPORATION

SEE MANAGEMENT MANUAL POLICY NO. 5.5 FOR GUIDELINES ON THE COMPLETION DE THIS FORM FOR A FUNCTIONAL SCHEDULE

□ ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

CIJE STEERING COMMITTEE

VFL

FUNCTION

ORIGINATOR/PROJECT LEADER

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENT

□ FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PHINTED IN U.S.A.

DATE 6/1/93 DATE

	Let Marshall Levin know that SHH plans to discuss staffing of CIJE project with Darrell Friedman. Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities. With VFL, develop a functional schedule for keeping Board and Executive Committee members informed.		АН	5/28/93 1/28/93	6/8/93 6/15/93	
	relationship of Israel experience programs to Lead Communities. With VFL, develop a functional schedule for keeping Board and Executive Committee		AH	1/28/93	6/15/93	
	for keeping Board and Executive Committee					
		11115	AH	5/19/93	6/15/93	
	Draft a mission statement for the Lead Communities project.	VE	HA	5/19/93	6/15/93	
	Redraft PERT chart on which clear milestones for CIJE are highlighted.		AH	5/14/93	6/17/93	
	With VFL, draft a talk piece highlighting the centrality of personnel development and community mobilization and develop a list of people with whom to discuss it.		АН	5/19/93	6/25/93	
	With SF and BH, draft a job description for Barry Holtz.	1	AH	5/19/93	6/25/93	
. 0	With VFL, develop plan to support each item on the CIJE PERT chart.	1×	AH	5/19/93	7/1/93	-
	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		AH	2/25/93	7/15/93	
	a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch					

2	Council for Init	tiatives
	in	
	Jewish Educ	ation
Date sent: 4/	7 Time sent: 10:10	No. of Pages (incl. cover): 2
To: Annette H Shmuel Wy Organization:	ochstein, Seymour Pox, goda	From: Ginny Levi
Phone Number:		Phone Number:
Fax Number: 01	19722 619 951	Fax Number: (216) 391-5430
Comments:		
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	If there are any problem this transmission, pl	

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DRAFT 6/4/93

AGENDA CIJE STAFF TELECON June 8, 1993 10:00 AM (EDT)

Part	icipants: Shulamith Elster, Seymour Fox, Annette Hochste Hoffman, Ginny Levi, Shmuel Wygoda, Henry L.	ein, Steve Zucker				
Regr	ets: Barry Holtz					
		Assignment				
I.	Review minutes of May 28	VFL				
II.	Review assignments of May 28	VFL				
III.	Status reports on communities					
	A. Atlanta					
	1. Emory University discussions	SF				
	2. Conversation with D. Sarnat re JCC search	SHH				
	3. Staff to devote to Project	SE				
	4. Other					
	B. Baltimore					
	1. Lay readiness to move ahead	SE				
	2. Issue of staffing; calls to Levin & Friedman	AH/SHH				
	3. Other					
	C. Milwaukee					
	1. Educators survey/Principals survey	SE/VFL				
	2. Other					
	D. Next joint meeting	AH				
IV.	CIJE/CRB Relationship	AH				
v.	Developments with Denominations	SF				
VI.	Should Barry go to CAJE? SE					
VII.	Schedule next telecon	VFL				
	Poture to Und and 0.00 AVG					

Return to Wed. and 9:00 AM?
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.
- 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:

- 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

13:7 52'S NUL

We may wish to invite Milwaukae 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 Gamoran

Esther Leah Ritz might introduce Ellen Goldring and 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.

MAY 25 '93 03:56PM P.1/1 for Jewish Education Jewish Theological Seminary 3080 Broadway New York, NY 10027 (212) 678-8031 PIMON To: At FAX Number: SUN From: nay Date: Total pages including this one: I spote with David Sarnat today who recently Saw David Blymenthal. Sarnat would very much like you to speak with Blymenthal Sefire June 4-6. David Blymenthal. I can tell more alout this at the telecon Blumonthal's #: 404-634-3833 on Friday

*If you experience difficulty transmitting to this FAX number, please use the JTS main FAX number as an alternate: (212) 678-8947. Kindly indicate that this message should be forwarded to the Melton Research Center. Thank you.

Council for Initiatives F în Jewish Education А х No. of Pages (incl. cover): Time sent: Date sent: From: Ginny Levi To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization: C Phone Number: Phone Number: 0 Fax Number: (216) 391-5430 Fax Number: 0119722 619 951 v Comments: E Dear amette / Caroline, Deltours check was paid on Mar. 25. I am attaching a copy of cancelled check. Let me-know if you need anything else. R S (2) am attacking agenda + related materials for Fire. telecon. Will call SF+AH at 618-728 and SW at 931-874. н F E ZNO PTT Sinny Т If there are any problems receiving this transmission, please call: 216-391-1852

AGENDA CIJE STAFF TELECON May 28, 1993 9:00 AM (EDT)

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

Regrets: HLZ

		ASSIgnment
I.	No review of minutes [They relate to plans for seminar.]	VFL.
II.	Review assignments of May 19, 1993	VFL
III.	Follow up to seminar (Revised calendar attached)	AH
IV.	Ongoing contacts with communities	AH
٧.	Camper contacts: Time to plan for Aug. 26 Board meeting	VFL
VI.	Timetable for Best Practices studies	BH
VII.	Status of senior policy advisors group	SE
VIII.	Distribution of CIJE materials: Should we publicize availability?	ВН
IX.	Schedule next telecon	VFL

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SEE MANAGEMENT MANUAL POLICY KO. 8.5 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCREDULE

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NQ.	DESC	DESCRIPTION		ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATÉ	COMPLETED OR REMOVED DATE
1.	Contact the following in follow up to the and send brief report a. Gerald Cohen b. Susan Crown c. Arthur Green d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer	February 25 meeting t to VFL:		SE	2/25/93		
	g. S. Martin Lípset h. Matthew Maryles	(with SF)		5			
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SEE MANAGEMENT MANUAL POLICY NO. 8.5 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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□ ACTIVE PROJECTS

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CIJE STEERING COMMITTEE

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	73890 (REV. 1/89) PRINTED IN U.S.A.

			1	ASSIGNED	DATE		COMPLETER
NO.	DESCRIPTION		PRIORITY	(INITIALS)	ASSIGNED	DUE DATE	OR REMOVE DATE
1.	Contact the following board in follow up to the Februar and send brief report to VF a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset (with d. Florence Melton	y 25 meeting L:		SF	2/25/93		
	e. Isadore Twersky		-	1			
2.	Interview Gail Dorph for po with Lead Communities.	sition working	AVIS	SF	5/19/93	5/20/93	
3.	Draft a letter to David Hir review by SHH, MIM, and HLZ our understanding of his in CIJE.	indicating	V E	SF	3/24/93	5/28/93	
4.	Prepare a brief summary of questions, and agreements w CRB.		Į.	SF	4/14/93	5/28/93	
5.	With AH, write a job descri Barry Holtz.	ption for	12	SF	5/19/93	6/01/93	
6.	With SHH, develop a plan fo denominations in each Lead process.		Ż	SF	3/31/93	TBD	

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

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NO,	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
 Contact the for in follow up to and send brief a. David Arnow b. Norman Lamm 	o the Februar report to VF	y 25 meeting		AH	2/25/93		
c. Esther Leah d. Ismar Schor	sch	1		1			
 With SF, write Holtz. 	a job descri	ption for Barry		AH	5/19/93	6/1/93	
 With VFL, draf centrality of community mobi list of people 	personnel dev lization and	elopment and develop a	V, E	AH	5/19/93	6/10/93	
4. Work with CRB relationship o programs to Le	f Israel expe	rience	IJ	АН	1/28/93	6/15/93	
5. With VFL, deve keeping Board informed.		nal schedule for members		AH	5/19/93	6/15/93	
6. Draft a mission Communities pr		or the Lead	R.	AH	5/19/93	6/15/93	
/. Redraft PERT c milestones for				AH	5/14/93	6/17/93	
8. With VFL, deve on the CIJE PE		upport each item		AH	5/19/93	7/1/93	

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SEE MANAGEMENT MANUAL POLICY KO. 8.5 FOR SUDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

□ ASSIGNMENTS

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□ ACTIVE PROJECTS

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

□ FUNCTIONAL SCHEDULE 73850 (REV 1/89) PRINTED IN U.S.A.

	73850 (REV 1/85) PRINTED IN U.S.A.	ORIGINATOR/PROJECT	LEADER	VFL	D/	ATE 5/19,	/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board in follow up to the Februar and send brief report to VF a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz	y 25 meeting		SHH	2/25/93		
2.	With Alan Hoffman, confer b chief professional of each to encourage them to interv Educators.	Lead Community		SHH	5/19/93	5/28/93	
3.	With SF, develop a plan for denominations in each Lead CIJE.	involving Community in		SHH	3/31/93	8/15/93	
4.	Propose to MLM that he talk Hoffberger about the Lead O process in Baltimore and pr outline of discussion point	community covide an	1	SHH	3/24/93	TBD	

PREMIER INDUSTRIAL CURPORATION

SEE MARASEMENT MANUAL POLICY NO. 2.5 FOR CUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

ASSIGNMENTS

RAW MATERIAL

□ ACTIVE PROJECTS

FUNCTION CIJE STEERING COMMITTEE

VFL

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

FUNCTIONAL SCHEDULE

ORIGINATOR/PROJECT LEADER

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Begin work with Baltimore on a pilot project.		BH	3/5/93	TBD	
2.	Prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TED	
3.	Work with Milwaukee on pilot projects.		BH	4/29/93	TBD	
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FUNCTION CIJE STEERING COMMITTEE

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

 FUNCTIONAL SCHEDULE 73890 (REV. 1/29) PRINTED IN U.S.A.

SUBJECT/OBJECTIVE

736990 (REV. 1/29) PRINTED IN U.S.A.		ORIGINATOR/PROJE	CT LEADER	VFL	D.	ATE 5/19,	/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Develop a system for prepla conferences to clarify atte costs.			AGK	4/15/93	5/31/93	
2.	Prepare a PNJ-1 for Executi position.	ve Director	1	AGK	5/19/93	6/1/93	
3.	Draft an ad for CIJE Execut	ive Director.		AGK	5/19/93	6/17/93	
4.	Add a review of proposals s CIJE to next Philanthropic Committee agenda.		EVVIS	AGK	5/19/93	6/21/93	
	A		VE	5			
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□ ACTIVE PROJECTS

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	FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE	LEVI	ASSIGNME	NTS		
	73890 (REV. 1/85) PRIVIED IN U.S.A.	ORIGINATOR/PROJECT	LEADER	VFL	D	ATE 5/19/	'93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Make additional assignment proposal submitted to CIJE.			VFL	5/19/93	5/21/93	
2.	With AH, draft a memo highlighting the centrality of personnel development and community mobilization and develop a list of people to receive it.			VFL	5/19/93	6/10/93	
١.,	Arrange a meeting with Ann Moraco, and Barry Reis to f draft of CIJE budget.		E VAL	VFL	5/19/93	6/10/93	
i.	With AH, draft a memo highl centrality of personnel dev community mobilization and of people to receive it.	elopment and	V E	VFL	5/19/93	6/10/93	
	Draft a policy on meeting p outlining the basic element and board meetings.		77	VFL	4/7/93	6/15/93	
i.	With AH, develop a function for keeping Board and Execu informed.		1	VFL	5/19/93	6/15/93	
Ι,	Arrange for SBH, SHH, MLM, talk with Gail Dorph if SF with interview.		Ż	VFL	5/19/93	6/17/93	
Ι.	With AH, develop plan to su on the CIJE PERT chart.	pport each item		VFL.	5/19/93	7/01/93	
3.	Plan to discuss letters of the Lead Communities. Cons our expections regarding th and professional involvement	ider including e sort of lay		VFL	4/7/93	10/01/93	

PARMIER INDUSTRIAL CURPORATION

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

ASSIGNMENTS ACTIVE PROJECTS FUNCTION CIJE STEERING COMMITTEE RAW MATERIAL SUBJECT/OBJECTIVE LEVI ASSIGNMENTS FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PRINTED IN U.S.A. ORIGINATOR/PROJECT LEADER VFL DATE 5/19/93 COMPLETED OR REMOVED DATE ASSIGNED DATE ASSIGNED STARTED NO. DESCRIPTION PRIORITY TO (INITIALS) DUE DATE VFL 2/25/93 TBD 10. Schedule a telecon with executive committee members following a meeting of presidents and executives of partner organizations. 4/7/93 TBD Develop a communications program: VFL 11. internal; with our board and advisors; with the broader community.

	ASSIGNMENTS		,		1	E MANAGEMENT MANUA FOR GUIDEUNES ON THI THIS FORM FOR A PUNC	COMPLETION
	ACTIVE PROJECTS	FUNCTION CIJE	E STEER	ING COMMI	ITTEE	1	
RAW MATERIAL FUNCTIONAL SCHEDULE TJBS0 (REV. 1/d9) PRIMIED IN U.E.A		SUBJECT/OBJECTIVE	MANDI	EL ASSIGN	MENTS		
		ORIGINATOR/PROJECT	LEADER	VFL	D	ATE 5/19,	/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVI DATE
1.	Contact the following boa in follow up to the Febru and send brief report to a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer	ary 25 meeting		MLM	2/25/93		
2.	Establish a finance commi	ttee.		MIM	4/7/93	6/30/93	
3.	Meet with SHH and HLZ to CJF Commission on Jewish response; then discuss wi Corky Goodman.	Continuity and our		MIM	5/19/93	6/30/93	
		1000	Ż				

PREMIER INDUSTHIAL CORPORATION

□ ASSIGNMENTS

12

□ ACTIVE PROJECTS

FUNCTIONAL SCHEDULE

RAW MATERIAL

73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

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

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

			1	ASSIGNED		ATE 5/19	
0.	DESCRIPTION		PRIORITY	TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
<u>.</u>	Contact the following board follow up to the February 25 and send brief report to VFL a. Mandell Berman b. John Colman	meeting		HLZ	2/25/93		
	c. Maurice Corson				1.2.14		
•	Encourage MLM to talk with C prior to scheduling a meetin presidents and executives of and JESNA.	g with the	ENVÍ	HLZ	3/24/93	6/15/93	
r	Schedule a meeting of MLM wi Pollack and Gershon Kekst to	th Lester discuss CIJE.		HLZ	4/29/93	6/15/93	
	Invite a small group of peop with MLM at the Quarterly fo update.		11	HLZ	5/19/93	6/15/93	
	Arrange meeting for MIM with and executives of CJF, JCCA second meeting to include CR Chai, Wexner and other funde	and JESNA and B, Crown, Avi		HLZ	1/28/93	TBD	

Council for Initiatives F in Jewish Education A х Date sent: Time sent: No. of Pages (incl. cover): TO: Annette Hochstein, Seymour Fox, From: Ginny Levi Organization: Wygoda C Phone Number: Phone Number: Ο Fax Number: 0119722 619 951 Fax Number: (216) 391-5430 v Comments: E Dear annette, I'm tuying to schedule the next CISE staff telecon . Seymour says hill do whatever you say (!). In light of travel + holiday schedules, how about Fri., May 28, 9 am ? Energone but HLZ is R S available. Here are items for the agenda, proposed by others: н 1. Timetable for Best Practices studies F 2. Distribution of CIJE materials - should we publicize E 3. Camper contacts - Time for an interview schedule? т 4. Status of Sr. Policy Advisors group 5. Follow up to seminar Unything else ? 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

<i>Chair</i> Morton Mandel	TO; CIJE Staff & Consultants
<i>Vice Chairs</i> Charles Goodman Neil Greenbaum	FROM: Ginny Levi
Matthew Maryles Lester Pollack	DATE: 5/5/93
Honorary Chair ax Fisher	SUBJECT: Cleveland Consultation
Board David Arnow Daniel Bader	A few notes, in addition to the attached, specifically for you.
Mandell Berman Charles Brontman Gerald Cohen	 There will be a van from the Holiday Inn to the Federation at 5:45 on Monday, May 10. Please be downstairs promptly in order to catch it. A van will return you to the hotel at 10:00 PM.
John Colman Maurice Corson Susan Crown Irwin Field	 The room charge for our staff and consultants is being billed directly to CIJE. However, you will be responsible for any phone, meal, or other expenses charged to the room.
Alfred Gottschalk Arthur Green Thomas Hausdorff David Hirschhorn	 The following documents are being sent to community representatives. I am sending you only the items you may not already have received (marked by *). The others will be available in Cleveland.
Henry Koschitzky	a) "Lead Communities at Work" by Annette Hochstein
Norman Lamm Norman Lipoit	*b) "The Challenge of Systemic Reform: Lessons From the New Futures Initiatives for the CIJE " by Adam Gamoran
Seymour Martin Lipsel Florence Melton Melvin Merians	c) "The Preparation of Jewish Educators in North America: A Status report" by Aryeh Davidson
Charles Rather Esther Leah Ritz Richard Scheuer	 d) "Pilot Projects" Working paper from 2/22/93, by Barry Holtz
Ismar Schorsch Isadore Twersky Bennett Yanowitz	 e) "Monitoring, Evaluation & Feedback In Lead Communities- Tentative Plan of Work for 1992-93" (August 1992) by Adam Gamoran
	*f) Goals paper by Seymour Fox & Daniel Marom

Council for Initiatives 2. F in **Jewish Education** A х Date sent: 5 3 43 Time sent: 2:50 pm No. of Pages (incl. cover): 5 From: Ginny Levi To: Annette Hochstein, Seymour Fox, Organization: С Phone Number: Phone Number: Ο Fax Number: 0119722 619 951 Fax Number: (216) 391-5430 v Comments: E Dear amette, 1. Please review the attached draft agenda and fax me any revisions. R 2. Steve has a meeting at 4:30 on May 12. How abou if we meet for dinner at 6:30 at the Ninth St. S Gill (across from Holiday Inn) and work on the budget then ? н F 3. Ste Neidus will be with MLM on Thus, 10-12. E He could meet with you in the afternoon. Based on what you told me of your schedule, how т about 3-4 PM? He has a 4:00 meeting 4. I'm attaching a DRAFT (not yet reviewed by MLM) aring "lundget for CIJE, for your process for info. If there are any problems receiving this transmission, please call: 216-391-1852

DRAFT

AGENDA CIJE Staff Telecon May 5, 1993 9:00 AM (EDT)

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

1.	Review minutes of April 29, 1993	VFL
II.	Review assignments of April 29, 1993	VFL.
III.	Review plans for May seminar	
	[HLZ would like us to be as detailed as possible with blocks of time and specific responsibility. I think he wants to know what's expected of him.]	
	A. Plans for Mon. evening meeting	AH
	B. Detailed review of agenda for Tues. & Wed.	AH
	C. Background materials/meeting book?	AH
	D. Other	
IV.	Other business	
v.	Schedule next telecon	VFL.

84/26/93 17:48

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4/93

DRAFT

BUDGET PROCESS

MANDEL ASSOCIATED FOUNDATION PROGRAMS

Budgets are useful tools for planning and evaluating the operations of any entity. The process outlined below has been developed to make all those involved with the MAF aware of the steps which will be followed in order to create approved operating budgets for MAF projects.

1. CIJE

A. DEVELOPMENT OF BUDGET

- 1. Requests for Information By April 30, 1993, project leaders of the CIJE will be asked to prepare budgets in the format outlined on Exhibit A attached. The budget year will be July 1 - June 30.
- 2. The numbers inserted on Exhibit A should be supplemented with the following information:
 - a) A general description of the project. If a project leader is responsible for more than one project, separate Exhibit A's should be completed for each.
 - b) A detailed schedule (by individual or firm) of salaries and/or consultants fees included in the budget on Exhibit A.
 - c) Explanations of expenses included in any significant budget line (Any line over \$10,000)
 - d) Revenue sources a list of all revenue sources, if any, and expected dates of payment.
- 3. By May 31, 1993, project budgets should be submitted to CIJE, at 1750 Euclid Avenue, Cleveland, Ohio 44115, attention: Barry Reis.
- 4. In June, each project budget will be carefully analyzed by key staff of the CIJE. Staff will contact project leaders with questions or comments concerning the individual project budgets. Suggested revisions will be submitted to project leaders for discussion, before budgets are approved.
- 5. By June 30, 1993, a final approved budget will be relayed to each project leader.

B. ONGOING EVALUATION

 Within fifteen days after the close of each month, project leaders will receive a report showing actual expenditures against the budget for 1) the previous month, and 2) the year-to-date (based on the fiscal year beginning July 1).

- 2 -

 Project leaders will be asked to explain variances from year-to-date budgets and respond within a week of receiving the budget vs. actual report.

II. MANDEL INSTITUTE (to be done)

4/26/93 DRAFT

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EXHIBIT A

CIJE BUDGET WORKSHEET

EXPENSES	ACTUAL 7/1/92 - 6/30/93 (IF AVAILABLE)	PROJECTED 7/1/93 - 6/30/94
Salaries		
Fringe Benefits	E 1/2	
Consulting Fees		
Meetings & Travel	1 > 1 > 1	\
Equipment		
Supplies		2
Phone & Fax		7/
Mailing Costs		
Printing & Copying		
Public Relations		
Publications		
Secretarial Services		
Miscellaneous		
Iotal Expenses		
Revenues (attach list)		

lmw/chart

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AGENDA CIJE Staff Telecon April 29, 1993 9:30 AM (EDT)

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

Ι.	Review minutes of April 14, 1993	VFL
II.	Review assignments dated April 19, 1993	VFL
III.	Review plans for May seminar	
	A. Report on simulation	AH
	B. Proposed agenda	AH
	C. How should communities be prepared?	
	D. How should training institutions be prepared?	
	E. Field researchers' role	AH
	F. Should AJN attend all? part?	
	G. Background materials/ meeting book	SW
	H. Logistics	VFL.
	1. Attendance: responses	
	2. Participation of lay people (Milwaukee)	
	3. Possibility of staff meeting on procedures	
	I. Other	
IV.	Other business	
v.	Schedule next telecon	VFL
	Wed., May 5, 9:00 AM	

AGENDA CIJE Staff Telecon April 29, 1993 9:30 AM (EDT)

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

I.	Review minutes of April 14, 1993	VFL
II.	Review assignments dated April 19, 1993	VFL.
III.	Review plans for May seminar	
IV.	Report on simulation	AH
V.	Proposed agenda	AH
	A. How should communities be prepared?	
	B. How should training institutions be prepared?	anti cipala
	C. Field researchers' role NONG NOT	AH icipate
	D. Logistics	VFL
	1. Attendance: responses	Die
	2. Participation of lay people (Milwaukee)	OK
	3. Possibility of staff meeting on procedures	014
	E. Other	
VI.	Other business	

VII. Schedule next telecon Wed., May 5, 9:00 AM

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PLEASE DELIVER THIS CONFIDENTIAL TELECOPY TO THE ADDRESSEE <u>ONLY</u>. IF ADDRESSEE IS NOT AVAILABLE OR THIS TELECOPY HAS BEEN SENT IN ERROR, PLEASE CONTACT THE SENDER IMMEDIATELY. THANK YOU.

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KEKST AND COMPANY

VIA FAX

MS. SUZANNAH COHEN

April 28th is fine... I don't want to interrupt or intrude on his vacation.

GK:mag

Gersh off Kekst April 22, 1993

APR 21 '93 14:47 FROM PREMIER/CIJE/PKWD

TO MANDELINST PAGE.008

SEE MANAGEMENT MANHAL POLICY NO. 2.5.

PREMIER INDUSTRIAL CORPURATION FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR & FUNCTIONAL SCHEDULE ASSIGNMENTS CIJE STEERING COMMITTEE ACTIVE PROJECTS FUNCTION RAW MATERIAL SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS FUNCTIONAL SCHEDULE 73890 (REV 1/RA PRINTED IN U.S.A. 4/19/93 ORIGINATOR/PROJECT LEADER VFL DATE COMPLETED ASSIGNED DATE ASSIGNED PRIORITY DUE DATE OR REMOVED DATE DESCRIPTION TO (INITIALS) NO. 4/20/93 3/31/93 SE Check with local educators to see that 1. the educators survey is on target. 4/21/93 Provide the communities with a summary of 2/22/93 SE 2. opportunities for working with the orthodox and reform training institutions, as well as Melton in Israel. 3/31/93 4/21/93 Get input from each Lead Community for SE 3. agenda for May seminar. 3/24/93 4/21/93 SE Arrange with Ellen Goldring and Roberta 4. Condman to moot with the Hij wather group CL 4/ 11/47 4/21/00 process. 1,107,100 Prepare a brief outline for SHH OL 33 1,111,100 6. progress in Baltimore. 4/30/93 3/5/93 SE With BH, discuss the Israel experience 7. program and determine whether this is an Atlanta/CIJE priority SE 3/24/93 4/30/93 With VFL, develop a calendar for how to 8. proceed in each Lead Community, including a time line and assignments. 2/25/93 SE Contact the following board members 9. in follow up to the February 25 meeting and send brief report to VFL: a. Gerald Cohen b. Susan Crown Arthur Green C. d. Neil Greenbaum Thomas Hausdorff. E. £. Mark Lainer S. Martin Lipset (with SF) 8-Matthew Maryles h. TED 4/14/93 SE Prepare a report on each Lead Community 10. commission launch outlining what it entails and what constitutes a successful launch.

				11.12	FOR GUIDELINES ON TH	E COMPLETION
CTIVE PROJECTS	FUNCTION	CIJE STE	ERING CO	MMITTEE	¥¥.	
	SUBJECT/OBJECTIVE	FOX	ASSIGNME	NTS		ie.
	ORIGINATOR/PROJECT LEADER VFL		D	9/93		
DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
in follow up to the Febru and send brief report to. a. Alfred Gottschalk b. David Hirschhorn (wi c. S. Martin Lipset (wi	ary 25 meeting VFL: th AJN)		SF	2/25/93		
- Tondore Twerpley		DEW	644			
			SF	4/14/93	4/23/93	
review by SHH, MLM, and H	LZ indicating		SF	3/24/93	4/28/93	
	Contact the following boa in follow up to the Febru and send brief report to a. Alfred Gottschalk b. David Hirschhorn (wi c. S. Martin Lipset (wi d Florence Melton - Tombore Twereley Prepare a brief summary o questions, and agreements CRB. Draft a letter to David H review by SHH, MLM, and H our understanding of his	SSIGNMENTS CTIVE PROJECTS CAW MATERIAL UNCTIONAL SCHEDULE NO GEV. 1/N9; PERMITED NO USA DESCRIPTION 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 - Tendore Twergley Frepare a brief summary of the issues, questions, and agreements we seek from CRB. Draft a letter to David Hirschhorn for review by SHH, MLM, and HLZ indicating our understanding of his interest in	SSIGNMENTS CTIVE PROJECTS AW MATERIAL UNCTIONAL SCHEDULE WORKY, DAYS REARTED WILL DESCRIPTION CORIGINATOR/PROJECT LEADER DESCRIPTION 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 Tambure Twersley Prepare a brief summary of the issues, questions, and agreements we seek from CRB. Draft a letter to David Hirschhorn for review by SHH, MLM, and HLZ indicating our understanding of his interest in	SSIGNMENTS CTIVE PROJECTS AW MATERIAL UNCTIONAL SCHEDULE SUBJECT/OBJECTIVE FUNCTION SUBJECT/OBJECTIVE SUBJECT/OBJECT LEADER VFL ORIGINATOR/PROJECT LEADER DESCRIPTION DESCRIPTION PRIORITY ASSIGNED (INITIALS) 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 Toreduce Tworsley Prepare a brief summary of the issues, questions, and agreements we seek from GRB. Draft a letter to David Hirschhorn for review by SHH, MIM, and HLZ indicating our understanding of his interest in	SSIGNMENTS CCTIVE PROJECTS FAW MATERIAL UNCTIONAL SCHEDULE FUNCTION CIJE STEERING COMMITTEE SUBJECT/OBJECTIVE FOX ASSIGNMENTS ORIGINATOR/PROJECT LEADER VFL DOTE DESCRIPTION PRIORITY ASSIGNED TO (INITIALS) DATE ASSIGNED STARTED Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: SF 2/25/93 a. Alfred Gottschalk S. Martin Lipset (with AJN) SF 2/25/93 c. S. Martin Lipset (with SE) Florence Melton SF 4/14/93 Prepare a brief summary of the issues, questions, and agreements we seek from CRB. SF 3/24/93 Draft a letter to David Hirschhorn for review by SHH, MLM, and HLZ indicating our understanding of his interest in SF 3/24/93	SSIGNMENTS CTIVE PROJECTS AW MATERIAL UNCTIONAL SCHEDULE SUBJECT/OBJECTIVE FUNCTION CIJE STEERING COMMITTEE SUBJECT/OBJECTIVE FUNCTION 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 Propriet a brief summary of the issues, questions, and agreements we seek from CRB. Draft a letter to David Hirschhorn for review by SHH, MLM, and HLZ indicating our understanding of his interest in

ACTIVE PROJECTS RAW MATERIAL FUNCTIONAL SCHEDULE		FUNCTION G	JE STEE	RING CON	MITTEE	,	
		SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENTS					
	aro (rev. 1789) formula (rev. vyn) ora	ORIGINATOR/PROJECT	LEADER	VFL	D	ATE 4/19	9/93
40.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Draft agenda for the May s share with staff team.	seminar and		AH	3/24/93	4/21/93	
2.	Finalize arrangements for of the Educators Survey da			AH	4/14/93	4/30/93	
3.	Develop a PERT chart on wh milestones for CIJE are hi			AH	4/15/93	5/13/93	
4.	Contact the following boar in follow up to the Februa and send brief report to V	ry 25 meeting	EWI V E	AH	2/25/93		
	a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch						
5.	Stay in close touch with f to be sure they are servir effectively.			AH	1/28/93	ongoing	
6.	Work with CRB Foundation to relationship of Israel exp programs to Lead Communiti	erience	di d	AH	1/28/93	ongoing	
7.	Work with Lead Communities a vision and goals for Jew			AH	4/7/93	TED	

ACTIVE PROJECTS RAW MATERIAL FUNCTIONAL SCHEDULE 33890 (REV. 1/90) PRINTED IN U.S.A		FUNCTION	CIJE STER	ERING COL	MMITTEE	*	
		SUBJECT/OBJECT	VE HOFF	AN ASSI	GNMENTS		
		ORIGINATOR/PROJ	ECT LEADER	VFL	Dł	ATE 4/19	9/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	With SE, develop a plan fo denominations in each comm			SHH	3/31/93	4/21/93	
2.	Talk with Jack Ukeles about with CIJE and an interim is arrangement.			SHH	4/15/93	4/30/93	
3.	Propose to MIM that he tal Hoffberger about the Lead process in Baltimore and p outline of discussion poin	Community provide an	EWIS	SHH	3/24/93	5/5/93	
4.	Contact the following boar in follow up to the Februa and send brief report to V a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz	ary 25 meeting		SHH	2/25/93		
			100	-			

	ASSIGNMENTS ACTIVE PROJECTS	FUNCTION C	IJE STE	ERING CO	MITTEE			
	RAW MATERIAL	SUBJECT/OBJECTIVE	HOLTZ ASSIGNMENTS					
	SIGO (REV. 1/89) PRINTITI IN U.S.A.	ORIGINATOR/PROJECT		VFL	DATE 4/19/93			
10,	DESCRIPTION		PRICEITV	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE	
1.	With SE, meet with Atlants pilot project.	a about a		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.	AMENICA			ВН	3/5/93	TBD		
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APR 21 '93 14:51 FROM PREMIER/CIJE/PKWD TO MANDELINST PAGE,013

	ASSIGNMENTS					SEE MANAGEMENT MANUAL POLICY NO. 8.5 FOR GUIDELINES ON THE COMMETION OF THIS FORM FOR & FUNCTIONAL SCHEDULE			
	ACTIVE PROJECTS	FUNCTION CIJE STEERING COMMITTEE							
	RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE KLEIN ASSIGNMENTS							
	73890 (REY, 1/89) PRIMITED IN U.S.A.	ORIGINATOR/PROJECT LEADER VFL, DATE 4/19/93							
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE		
1.	Develop a system for prep conferences to clarify att costs.	lanning tendance and		AGK	4/15/93	5/31/93			

	ASSIGNMENTS ACTIVE PROJECTS	FUNCTION CIJE STEERING COMMITTEE							
	AW MATERIAL	SUBJECT/OBJECTIVE KRAAR ASSIGNMENTS							
	1890 (REV. 1/59) PRINTED IN U.S.A.	ORIGINATOR/PROJECT LEADER VFL DATE 4/19/93							
NO.	DESCRIPTION	1	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE		
1.	Arrange meeting for MLM w and executives of CJF, JC	CA and JESNA.		MLK	1/28/93	TBD			
2.	Arrange second meeting to Crown, Avi Chai, Wexner a	include CRB, nd other funders		MLK	1/28/93	TBD			
			EWI	SH-					
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APR 21 '93 14:53 FROM PREMIER/CIJE/PKWD TO MANDELINST PAGE.015

1.1	TA MAY BAA STREET A	FUNCTION C	LJE STEL	ERING CON	MITTEE				
RAW MATERIAL FUNCTIONAL SCHEDULE		SUBJECT/OBJECTIVE LEVI ASSIGNMENTS							
7	13890 (RFV. 1/80) PRINTED IN U.S.A	ORIGINATOR/PROJECT LEADER VFL DATE 4/19/93							
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE		
1.	With SE, develop a calenda proceed in each Lead Commu a time line and assignment	nity, including		VFL	3/24/93	4/30/93			
2.	Draft a policy on meeting planning, outlining the basic elements of annual and board meetings.			VFL	4/7/93	6/15/93			
3.	Develop an operations manu	al for CIJE.		VFL	4/7/93	Ongoing			
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	TBD			
5.	Schedule a telecon with executive committe members following a meeting of presidents and executives of partner organizations.			VFL	2/25/93	TBD			
6.	Prepare letters of agreement with the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect.			VFL.	4/7/93	TED			
7.	Develop a communications p internal; with our board a with the broader community	nd advisors;	Ż	VFL	4/7/93	TBD			

	ASSIGNMENTS					e management manua for guidelines on th this form for a fung	E COMPLETION		
	ACTIVE PROJECTS	FUNCTION	CIJE STER	ERING COL	MMITTEE				
	RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/OBJECTI	VE MANDE	L ASSIG	MENTS				
	3890 (RSY, 1/89) FRINTED IN U.S.A.	URIGINATOR/PROJECT LEADER VEL DATE 4/19/93							
10.	DESCRIPTION		PRIORITY	TO (INITIALS)	ASSIGNED	DUE DATE	OR REMOV		
1.	Contact the following boar in follow up to the Februa and send brief report to V a. Charles Bronfman	ry 25 meeting		MLM	2/25/93				
	b. Max Fisher	h AJN)							
2.	Activate the board committ	ees.	PENN	MIM	4/7/93	5/31/93			
3.	Establish a finance commit	tee.		MLM	4/7/93	5/31/93			
	Consider grant request fro appropriate time.	m CLAL at an		MIM	3/30/93	TBD			
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	ASSIGNMENTS ACTIVE PROJECTS	FUNCTION				THIS FORM FOR A FUN	LINDHAL SCHEDULE			
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			AMERICAN JEWIS	AMERICAN JEWISH	AMERICAN JEWISH	AMERICAN JEWISH				

SEE MANAGEMENT MANUAL POLICY NO. 1.3 PREMIER INDUSTRIAL CORPORATION FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE ASSIGNMENTS ACTIVE PROJECTS FUNCTION CIJE STEERING COMMITTEE RAW MATERIAL SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS FUNCTIONAL SCHEDULE 73890 (REV. 1/BS) PRIMTED IN U.S.A. ORIGINATOR/PROJECT LEADER DATE 4/19/93 VFL DATE ASSIGNED STARTED COMPLETED OR REMOVED DATE ASSIGNED NO. DESCRIPTION PRIORITY DUE DATE (INITIALS) HLZ 2/25/93 Contact the following board member in 1. follow up to the February 25 meeting and send brief report to VFL: a. John Colman 2. HLZ 3/24/93 4/28/93 Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA. 3. Prepare a list of CIJE consultants, their HLZ 4/15/93 5/13/93 duties, areas of engagement, supervisors, and means of involving them. 4/15/93 5/15/93 HLZ 4. With SHH, interview candidate for executive director of CIJE who was recommended by Mel Merians.

1 HUE. 012

TO: FAX NO. () <u>6/9 - 95/</u> SEYMOUR FOX Name <u>ANNETTE HOCHSTEIN</u> SHMUEL WYGOBA Company	FROM: FAX NO. (2/6) 3	ages sent: <u></u> 91 - 5430 LEVI
Street Address	Tele. No. ()	Ext

I think the attached is self explanatory. Please return a completed "reservation form" Thanks, Sinny

=

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101 Phone: (216) 391-1852 • Fax: (216) 391-5430

Chair		
Morton Mandel		
Vice Chairs		
Charles Goodman		
Neil Greenbaum		
Matthew Maryles		
Lester Pollack		
onorary Chair	MEMO TO:	People planning to attend May 11-12, 1993 CIJE
Max Fisher		seminar
Board	FROM:	Virginia F. Levi
David Arnow		A D C SAY N F F
Daniel Bader	DATE:	April 16, 1993
Mandell Berman		
Charles Bronfman	********	
Gerald Cohen		
John Colman	Enclosed 1	is information which should be helpful to you as
Maurice Corson		For the CIJE seminar in May. Please complete and
Susan Crown	return the	e form at the bottom of the page so that we can
Irwin Field		necessary hotel reservations.
Alfred Gottschalk		
Arthur Green		ve any questions, please feel free to contact me.
Thomas Hausdorff	I look for	cward to seeing you next month.
David Hirschhorn enry Koschitzky		
Mark 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		

CLJE Lead Communities/Training Institutions Seminar

May 10 - 12, 1993 Cleveland, Ohio

MEETING TIMES: A meeting of CLJE staff and consultants is scheduled to begin at 6:00 p.m. on Monday, May 10. The last meeting will conclude by 5:00 p.m. on Wednesday, May 12.

HOTEL ACCOMMODATIONS: A block of rooms has been reserved at the Holiday Inn-Lakeside, 1111 Lakeside Avenue, Cleveland, Ohio 44114, 216-241-5100, for Monday, May 10 and Tuesday, May 11. Please indicate on the form attached when you will be arriving and departing. We will make reservations for you. You can pay by credit card when you check out.

GROUND TRANSPORTATION: Transportation to and from the airport will be provided by a Holiday Inn-Lakeside van. Please look for the van outside the baggage claim area at Exit 2. It will be marked Holiday Inn-Lakeside. If it is not there when you arrive, there is a courtesy phone in the baggage claim area. Be sure to ask for Holiday Inn-Lakeside. Transportation will also be provided between the hotel and the meeting site.

MEALS: Dinner will be provided on May 10 and 11 and lunch will be provided on May 11 and 12. All meals will be Kosher.

Kindly complete the attached form and return it to Virginia Levi, P. O. Box 94553, Cleveland, Ohio 44101. If you have questions, please call Ginny at 216-391-1852.

CIJE Lead Communities/Training Institutions Seminar May 10 - 12, 1993

Name:	Phone:	
Organization:		
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Departing at airport (date/t	ime) Flic	jht
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Credit card	Number	Exp.

To:

CIJE Staff and Consultants

From: Ginny Levi

Subject: Arrangements for CIJE Seminar, May 11-12, 1993

Date: April 14, 1993

Attached is a brief overview of the meeting logistics.

We now have access to IVI Travel who will book your reservations for you. (Investigations have shown that Israelis can do better by making reservations in Israel.) For those based in the U.S., please make your airline travel arrangements by calling IVI at 216-881-0202 between 8:15 and 5:00, Monday through Friday. These tickets will be billed to your personal credit card and you will be reinbursed by submitting the attached travel expense form.

In an effort to manage our activities in an efficient and economical manner we ask our CLJE travelers to follow some basic standards.

- 1. Please make your travel arrangements through IVI at least 14 days in advance using "least cost routing."
- 2. CIJE reinburses travelers for travel expenses incurred on authorized trips. Expenses should be paid by the person incurring them and then reimbursed when the Travel Expense Statement is completed and approved. Attached is the Travel Expense Statement.
- 3. Please complete the Travel Expense Statement in ink and attach receipts for expenditures to the back of the statement. Please be sure to fill it out completely.
- 4. Travelers are expected to utilize the Holiday Inn-Lakosido van to and from the airport.
- 5. Hotel charges are to be paid by you upon checking out. They should not be billed to the CLJE.
- 6. Telephone charges should be itemized on your Travel Expense Statement by identifying the person or organization called.

Please feel free to call me if you have any questions.

Thanks.

STANDARD INSTRUCTIONS FOR COMPLETING TRAVEL EXPENSE STATEMENT

Page 7 of 12

Note: Travel expense Statements must be completed in ink.

- 1. Enter the address where the check should be mailed.
- Specifically state the purpose for your travel. For example:

"To meet w/consultants in N.Y., on (Date)." or, "To attend conference in Toronto, on (Date)."

- 3. Enter the amount of airline tickets obtained or provided to you by the MAF on a prepaid basis. Attach the "original passenger receipt" copy(s) and the travel itinerary provided by our authorized travel agent to the back of the statement.
- Note: All unused airline tickets should be attached to the <u>front</u> of the statement. This includes MAF prepaid tickets as well as non-refundable tickets that were charged to the traveler.
- 5. Date of travel.
- City traveled from.
- 7. City traveled to.
- Amount of airline tickets which you used. Attach the passenger receipt copy(s) and the travel itinerary provided by our authorized travel agent to the <u>back</u> of the statement.

In lieu of the original passenger coupon, attaching a clear photocopy (when possible) of the ticket with a note explaining the circumstances will be acceptable in the following situations.

- a. When the original passenger coupon must be surrendered to the travel agent or airline to obtain credit for a ticket which was only partially used.
- b. When "back-to-back" tickets have been obtained to qualify for discounted airline fares. In this case, the second copy of each of the two tickets will not be used until the second trip is taken. This requires that the "passenger receipt" of each ticket may not be torm out until all segments of each ticket have been used.
- Total amount of personal auto expense incurred for each day as detailed on the reverse side of the statement.
- 10. In the event it is necessary to rent a car for MAF business purposes, a compact car will be rented through the authorized travel agent and the amount of the rental plus fuel purchased entered here. The car rental agreement, gasoline receipt(s) and the travel itinerary, provided by our authorized travel agent must be attached to the back of the statement. See Section VI for detailed guidelines on car rental.
- 11. Amount of local transportation as detailed on the reverse side.

Page 8 of 12

- 12. Motel and hotel charges are to be paid for by you upon checking out. See Section VII for detailed guidelines on accommodations.
- 13. Meals

THE AN AN ATTAN

- a. Current meal standards are listed on Exhibit B.
- b. See Section VIII of this policy for detailed guidelines on reimbursement of meal expenses.
- 14. Costs incurred for business related postage.

15. Telephone

- a. Telephone charges should be entered here and detailed on the reverse side.
- b. If no receipt is available, the calls should be listed on the reverse side of the Travel Expense Statement in the space provided as shown in Exhibit A-1.

If a receipt is available, indicate the name of the person and city called next to each charge on the receipt.

- c. Include original copy of any charge card billing with the name of the person called next to each charge.
- Amount of all other reinbursable expenses should be entered here and 16. detailed on the reverse side.

Entertainment expense detail should be detailed as indicated on Note: Exhibit A-1.

- 17. Daily total of reimbursable expenses.
- 18. Deduct the amount of travel advances you received, if applicable, and determine the amount due to or from the MAF.
 - a. If you spent more than the advance, deduct the amount of the travel advance from the total expenses and show the balance to be reinbursed.
 - b. If the travel advance exceeds the expenses incurred, please submit your check with your Travel Expense Statement to repay the advance.
- Submitter must sign here. Submit to designated approver who will approve 19. and submit directly for reimbursement. No expense statement will be processed if the submitter's signature is missing.
- Detail expenses incurred for the use of your personal car. 20.
 - NOTE: Beginning and ending daily mileage/kilometer readings must be entered on the reverse side of the Travel Expense Statement in the space provided. Always record your car's total beginning and ending mileage) for example, beginning 26,152 - ending 26,247.
- Original receipts should be attached to your Travel Expense Statement. 21. Photo copies are not acceptable.

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manager and see a

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 A. Fill out this report completely. Expenses will not be reimbursed when a

report is incomplete.

I hereby certify that all of the above listed expenses were authorized amounts incurred in connection with my official MAF duties.

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Approved By:(Print)

(38010)

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FROM TO PERSON CALLED REASON AMOUNT

		ENTERTAIN	MENT AND OTHER NON-TRAVEL EXPENSES (ATTACH	RECEIPTS)
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IN SIF, AH, SUU non Hann gamman 1. Interview samples do not adequately represent the populations -because too much led by who plannets wanted them to see 2. lesufficient skepticism about veracity of interview ---either written, face-to-Face, or belecon --and must be skeptical shout what they he being told, and e our weiter cross-validate from varied a. what has been happening, organizationally --Milwaukee's (specessful) launching of DN= 1.c. -mare meetings run effectively? anelpeople getting involved? do people feel pwnership? how is the --Sw will prepare triggers and danger points based on chronology, minutes from meetings 2. request permission to share (1) with Baltimure and -will have to write up the report to send them? or do it D. Daltimore 1. assuming permission is granted, tell them Milwaukee report is coming - and send it to them.

PREMIER INDUSTRIAL CORPORATION NUMBER OF DATE: 4/ FACSIMILE HEADER SHEET TIME: PAGES SENT: 73138 (5/90) PRINTED IN U.S.A. TO: FAX NO. () 6/9 - 951 FROM: FAX NO. (2/6) 391 - 5430 SEYMOUR FOX Name ANNETTE HOCHSTEIN Name GINNY LEVI Company _ Company . Street Address Tele. No. (Ext. City State Zip Country URGENT Dear annette, m planning to send the attached to meeting iters and what to be sure I have all the ight. you'll note that there's one the Lead communities + Denominations straight. I'm least and a second for our staff group. certain whether the staff memo fits for the field researchers. Will they be here for the entire time ? Will they join us for meals after the 5/10 dinner on meet and eat independently ? I'd like to get these off, so hope you can respond hefore you leave for England. Should AJN be in 3 but Rotman just called to say, much as he would like to be involved in the May seminar, he and his staff are all committed to meetings related to board week end from May !! through the 16th. A He wants to be sure you + 5 F know this before Sein mem m 3 any reason not to invite Ellen Goldring to participate in next week's staff telecon? Thanks, Ginny

CIJE Lead Communities/Training Institutions Seminar

May 10 - 12, 1993 Cleveland, Ohio

MEETING TIMES: A meeting of CLUE staff and consultants is scheduled to begin at 6:00 p.m. on Monday, May 10. The last meeting will conclude by 5:00 p.m. on Wednesday, May 12.

HOTEL ACCOMMODATIONS: A block of rooms has been reserved at the Holiday Inn-Lakeside, 1111 Lakeside Avenue, Cleveland, Ohio 44114, 216-241-5100, for Monday, May 10 and Tuesday, May 11. Please indicate on the form attached when you will be arriving and departing. We will make reservations for you. You can pay by credit card when you check out.

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MEALS: Dinner will be provided on May 10 and 11 and lunch will be provided on May 11 and 12. All meals will be Kosher.

Kindly complete the attached form and return it to Virginia Levi, P. O. Box 94553, Cleveland, Ohio 44101. If you have questions, please call Ginny at 216-391-1852.

> CLJE Lead Communities/Training Institutions Seminar May 10 - 12, 1993

Name:	1	Phone:
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Departing at airport (date/t	lime)	_ Flight
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CLJE Lead Communities/Training Institutions Seminar

May 11 - 12, 1993 Cleveland, Ohio

- MEETING TIMES: First meeting will start at 8:00 a.m. on Tuesday, May 11 and the last meeting will conclude by 5:00 p.m. on Wednesday, May 12.
- HOTEL ACCOMMODATIONS: A block of rooms has been reserved at the Holiday Inn-Lakeside, 1111 Lakeside Avenue, Cleveland, Ohio 44114, 216-241-5100, for Monday, May 10 and Tuesday, May 11. Please indicate on the form attached when you will be arriving and departing. We will make reservations for you. You can pay by credit card when you check out.
- GROUND TRANSPORTATION: Transportation to and from the airport will be provided by a Holiday Inn-Lakeside van. Please look for the van outside the baggage claim area at Exit 2. It will be marked Holiday Inn-Lakeside. If it is not there when you arrive, there is a courtesy phone in the baggage claim area. Be sure to ask for Holiday Inn-Lakeside. Transportation will also be provided between the hotel and the meeting site.
- MEALS: Lunch will be provided on May 11 and 12 and dinner will be provided on May 11. All meals will be Kosher.

Kindly complete the attached form and return it to Virginia Levi, P. O. Box 94553, Cleveland, Ohio 44101. If you have questions, please call Ginny at 216-391-1852.

CIJE	Lead	Commities/Tra	ining	Institutions	Seminar
		May 11 -	12, 1	1993	

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AGENDA

CIJE STEERING COMMITTEE

April 15, 1993 7:30 AM

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

		Tab	Assignment
I.	Master Schedule Control	1	VFL
II.	Minutes of March 18, 1993	2	VFL
III.	Assignments	3	VFL.
IV.	Lead Community Status Reports		AH
۷.	Activation of Board Committees: level of authority		MLM
VI.	Merians/Gottschalk letter re denominational involvement in Lead Community governance	9	MLM
VII.	Organization Review A. The need for a full time executive	8	MLM
	 B. Possible termination of Ukeles agreement C. How to manage planning without Ukeles D. How to fill SE's position 		
VIII.	Communications		MLM
	A. Consider need for, and timing		
	B. Consider using JESNA to distribute CIJE publicat:	ions	

APR 13 '93 16:54 FROM PREMIER/CIJE/PKWD

FACSIMILE HEADER SHEET	DATE: 4 13 TIME:	NUMBER OF 9
TO: FAX NO. () 6/9 - 951 SEYMOUR FOX Name ANNETTE HOCHSTEIN Company	FROM: FAX NO. (2/6) Name Company	
Street Address City State Zip Country	Tele. No. ()	Ext

Dean StA, Enclosed are materials for the CIJE sturing Committee set for Thurs. at 7:30 and, Cline. Time. Will you be at annetter office ? We have 3 ring hinders made up here. The first page attached lists the take, so you know what the agenda refus to . you may went to have similar hash mide of the second second a second a second a second also enclosed -1. The master Schedule Control - for tab 1 2. you have the minutes & assignments - Take 2 × 3 3. Row material - goes behind Tab 4 4. There are no financial reports + nothing to go behind take 5.7 tabo 5-7. 5. The organization chart goes behind tab 8. 6. The Gattachalk / Merians letter + response go behind Tab 9. 7. The agenda gaes behind tak 10. AH - Note that you're on for item IV, since SE mon't be on the call. Hope this is clear. Will talk to you on Wed. at 9 Am for the staff tileson. 202 g.

Following are the names of the tabs in the CIJE Steering Committee factbook:

- 1. Master Schedule Control
- 2. Minutes
- 3. Assignments
- 4. Future Discussion Items
- 5. Financial Reports
- 6a. CIJE Meeting Plans: Executive Committee
- 6b. CIJE Meeting Plans: Board
- 6c. CIJE Meeting Plans: Annual Meeting
- 7. Lead Communities
- 8. Organization Planning
- 9. Reports
- 10. Agenda

INDUSTRIAL CONTONATION ER SCHEOULE CONTRO

eering ee 7:30 a.m.

ELEMENT -

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APR 13 '93 16:56 FROM PREMIER/CIJE/PKWD TO MANDELINST PAGE.004

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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE	
1.	How to engage executive c in CIJE's work.	ommittee members				-		
2.	Establish relationships b board members and Lead Co leaders. Develop a plan	mmunity lay						
3.	Each Lead Community shoul task force on in-service		FALLIN					
4.	We wish to encourage netw educators among the Lead	the second se	ÎV E	S				
5.	Encourage formation of lo and task forces on person Practices.		-7-1					
6.	Consider CIJE's role in i Communities with the CRB Israel Experience project	Foundation	27					
7	Consider encouraging Chuc establish an informal men relationship with Daniel	toring	1	1				
8.	Reconsider the idea of es talent bank upon which Le might draw.		Y					
					-			
	2.1							



PAGE,006



Union of American Hebrew Congregations

SERVING REFORM JUDAISM IN NORTH AMERICA

PATRON OF HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION 838 FIFTH AVENUE, NEW YORK, N.Y. 10021-7064 (212) 249-0100 CABLES: UNIONUAHC

איחוד ליהרות מתקרמת באמריקה

March 2, 1993

Mr. Morton Mandel Premier Industrial Corporation 4500 Euclid Avenue Cleveland, Ohio 44103

10

Dear Mort:

Jewish Education takes shape, we want to share with you our hopes for the success of the project and our readiness to participate as the Reform Movement in the effort.

On February 3, 1993, the leaders of the arms of Reform Judaism gathered in New York to discuss the possibilities for engagement of the Reform Movement with our constituents in the three Lead Communities. The meeting was most productive, and we are moving ahead with first steps to implement such an engagement.

Because of our commitment to the success of the project, we write at this time to share our deep concerns.

At the recent C.I.J.E. Senior Policy Advisors meeting in New York, the virtual absence of congregational rabbis, educators and lay leaders in the governance structure of the Lead Communities was highlighted as a significant obstacle to genuine constructive change. Even as you have included the top leadership of the synagogue movements in planning and decision making on a national level, so we now urge that you direct similar involvement on a local level.

The potential for systemic change in these communities is, we believe, directly dependent on the investment of the deliverers of Jewish education in the process, professional leaders who are now in largest measure serving Reform, Conservative, Reconstructionist and Orthodox congregations and schools. Let us, therefore, involve them now, rather than expect them to embrace a system which they played no role in shaping. Mr. Morton Mandel March 2, 1993 Page No. 2

In all three of the Lead Communities, - governance structures have already been put into place which exclude these critical change agents. We wish to bring this important omission to your personal attention, knowing that you will see that it is rectified.

We look forward to joining you in your efforts to build a strong future for Jewish education, and thank you for the leadership which you have provided in advancing initiatives toward this goal.

Sincerely,

Dr. Alfred Gottschalk, President Hebrew Union College-Jewish Institute of Religion

14.14

Melvin Merians, Chairman Union of American Hebrew Congregations

MORTON L. MANDEL

4500 EUCLID AVENUE . CLEVELAND, OHIO 44103

April 7, 1993

Dear Mel and Fred:

I have had a chance to think about your very thoughtful letter of March 2, and there is a lot to what you say.

I am going to discuss your concerns with my colleagues, and will get back to you fairly soon.

I very much appreciate your calling this to my attention. It follows on some very useful discussions Mel and I had at the last CIJE Executive Committee meeting. I think we are on to something very big here, if we can learn how to coordinate and get the most out of our various knowledge centers.

Thanks again, and warmest personal regards.

Sincerely,

MORTON L. MANDEL

Mr. Melvin Merians, Chairman Union of American Hebrew Congregations and Dr. Alfred Gottschalk, President Hebrew Union College 838 Fifth Avenue New York, NY 10021-7064

bcc: Virginia F. Leviv

-6.2

PREMIER INDUSTRIAL CORPORATION

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

COMPLETED

OR REMOVED

DATE

ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

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5/6/93

FUNCTIONAL SCHEDULE 73890 (REV 1/89) PRINTED IN U.S.A.

	ORIGINATOR/PROJECT LE	EADER	VFL	D	DATE 5/6
DESCRIPTION	P	RIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
How to engage executive c in CIJE's work.	ommittee members				
Establish relationships b board members and Lead Co leaders. Develop a plan	mmunity lay				
Each Lead Community shoul task force on in-service			-		

We wish to encourage networking of 4. educators among the Lead Communities.

Encourage formation of local commissions 5. and task forces on personnel and Best Practices.

6. Consider CIJE's role in involving Lead Communities with the CRB Foundation Israel Experience project. 7 Consider encouraging Chuck Ratner to

establish an informal mentoring relationship with Daniel Bader.

Reconsider the idea of establishing a 8. talent bank upon which Lead Communities might draw.

9. Ask the individual Lead Communities to pay the salaries of their field researchers.

10. Executive Director

11. Development of 1993 Work Plan.

12. Development of 1993 Budget.

13. Building the Profession Stance: Research Capability Community Support

CIJE STEERING COMMITTEE

FUNCTION SUBJECT/OBJECTIVE RAW MATERIAL

PREMIER	INDUSTRIAL	CORPORATION
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SEE MAR	AGEMENT	MANUAL	POLICY NO. 8.5
FOR G	UIDELINES	ON THE	COMPLETION
OF THIS F	ORM FOR	A FUNCTI	ONAL SCHEDULE

□ ASSIGNMENTS

□ ACTIVE PROJECTS

□ RAW MATERIAL

□ FUNCTIONAL SCHEDULE

SUBJECT/OBJECTIVE RAW MATERIAL

FUNCTION

CIJE STEERING COMMITTEE

INCTIONAL SCHEDULE			Contraction of the second second			
0 (REV. 1/89) PRINTED IN U.S.A.	ORIGINATOR/PROJECT LE	EADER	VFL	C	DATE 5/6	/93
DESCRIPTION	P	RIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
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Other 20 (out of 23) cities involvement.	S					
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MASTER SCHEDULE CONTROL 76392 (REV. 12/86) PRINTED IN U.S.A.

Date Prepared _____

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4/6/93

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ELEMENT	JAN.							
CIJE Steering Committee 7:30 a.m.								
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