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

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BOARD MEETING
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
FEBRUARY 25, 1993
2:00 P.M. - 3:30 P.M.
UJA/FEDERATION OF JEWISH PHILANTHROPIES
NEW YORK CITY

Attendance

Board Members: David Arnow, Daniel Bader, Mandell Berman, Charles Bronfman, Gerald Cohen, John Colman, Neil Greenbaum, Mark Lainer, Seymour Martin Lipset, Morton Mandel, Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz, Richard Scheuer, Ismar Schorsch, Isadore Twersky

Consultants and staff: Shulamith Elster, Seymour Fox, Ellen Goldring, Roberta Goodman, Robert Hirt, Annette Hochstein, Stephen Hoffman, Barry Holtz, Virginia Levi, James Meier, Arthur Naparstek, Arthur Rotman, Barry Shrage, Jonathan Woocher, Shmuel Wygoda, Henry Zucker

I. Opening Remarks

The chair welcomed board members to this meeting and introduced Daniel Bader of the Helen Bader Foundation, newly appointed board member, and Shmuel Wygoda, a member of the staff of the Mandel Institute, Jerusalem. He reviewed the materials in the meeting workbook, calling particular attention to updates on the best practices project and the monitoring, evaluation and feedback project.

The chair noted that CIJE has a very strong board representing a wealth of combined experience in Jewish communal endeavors and impressive ongoing interests as noted by the turnout at the annual meeting. He noted that the professional team is in formation. Dr. Shulamith Elster, Chief Education Officer, is devoting full time to CIJE as are the three field researchers, and Dr. Barry Holtz will come on board full time in June. The remainder of the staff is working on a part-time basis and we continue to seek the right person to take on the role of full-time executive director. He noted that the organization is establishing several board committees and intends to work through the committee process. The committees and their chairs are as follows: Best Practices, John Colman; Lead Communities, Charles Ratner; Monitoring, Evaluation and Feedback, Esther Leah Ritz. CIJE will shortly be sending board members a list and brief summaries of the committees and will invite them to indicate their preferences. The committees will be asked to write up their charge, share it with the full board for reaction, and then set priorities and work plans.

II. Monitoring in the Lead Communities

The chair noted that the board would now have an opportunity to look closely at the monitoring, evaluation and feedback project of CIJE. The project is directed by Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison. The Associate Director is Dr. Ellen Goldring, Professor of Educational Leadership at Vanderbilt University. Dr. Goldring is filling in for Dr. Gamoran this year while he serves as a Fulbright Scholar at the University of Edinburgh. In addition, the project has hired three full-time field researchers, one working in each of the Lead Communities. Roberta Goodman, the field researcher for Milwaukee was present with Dr. Goldring for the presentation on monitoring, evaluation and feedback.

A. Rationale

As an innovative project, the work with Lead Communities must be studied to document its efforts and gauge its success. How will we know whether the Lead Communities have succeeded in creating better structures and processes for Jewish education? On what basis will CIJE encourage other communities to emulate the programs developed in the Lead Communities?

The objectives of the project are as follows:

1. Evaluate the success of the Lead Communities in creating improved structures and processes for Jewish education.
2. Gather information which can be used by other communities to emulate successful programs developed in the Lead Communities.
3. Document the processes, efforts, programs, and impact of the Lead Communities project.
4. Provide the Lead Communities with ongoing, timely information as planning and implementation proceed.
5. Provide an open exchange of experiences, ideas, information, and successes among the three communities.

Monitoring involves observation and documentation of planning and implementation. Evaluation provides for interpretation of information to strengthen and support each community's efforts. Feedback offers oral and written response to the communities and CIJE.

B. Content and Early Focus

In its initial stages, the project is studying the process of change and its product. The field researchers are looking at the extent of community mobilization--breadth and depth of participation. They are also studying the nature of the professional life of Jewish educators

in the communities, i.e. the conditions under which they work. In addition, they are documenting the "structure and culture" of each community in order to study how a particular configuration might influence change. Finally, they are documenting the process to "strengthen the collective memory" in an effort to attribute long-range change to our work.

The goal during the first year is to monitor the process of becoming a Lead Community and to focus on the current state of affairs and the vision of change in each community. The project is focusing initially in four areas.

1. Introducing the field researchers to the communities--helping them to learn about the communities and establishing an effective relationship with the communities.
 2. Focusing the content on launching and gearing up the process.
 3. Emphasizing the CIJE goals of working with personnel and community mobilization.
 4. Helping each community to believe in the importance of evaluation.
- C. As a demonstration of the kind of interviews being undertaken in the communities, Dr. Goldring then conducted an interview with Ms. Goodman.

1. Who are the researchers and how are they working in Lead Communities?

The researchers bring a variety of perspectives. One is a sociologist, the second a secular classroom teacher, and the third a formal Jewish educator. They work as a team, consulting and checking regularly with each other.

2. What is the researcher's role?

The researchers serve as the mirrors of the communities. They let the communities know how their work is being perceived and provide them with an opportunity to confirm their approach or revise it.

3. What methodologies other than interviews are the researchers using?

They are reviewing records and reports provided by the communities on earlier work in the area of Jewish education. They attend planning meetings, conduct observations, and take detailed notes. They stay in close touch with all that is happening in the community in order to be familiar with the range of activities.

4. How was entry into the communities negotiated?

The researchers were introduced to the communities by Shulamith Elster. Following this initial introduction, local lay leaders and professional staff have helped pave the way. The researchers have discovered that when they are properly introduced in advance, the interviewing process goes very smoothly.

5. How are the communities responding to the idea of evaluation?

While people are somewhat uncomfortable with the idea of evaluation, the communities seem to respond generally favorably. In the case of Milwaukee, the fact of having been selected as a Lead Community provides some reassurance that they are generally on the right track. With this in mind, the researcher is relatively well accepted. The response of professional educators to the evaluation process is especially enthusiastic as they realize that someone is paying attention to them and that their opinions are valued.

C. Discussion

The presenters were asked whether there is any fear that active involvement in the process will change the product. It was noted that evaluation cannot be divorced from implementation, but that the emphasis is on process. The communities articulate the goals and the evaluators measure the outcomes. One step in the documentation process is to lay out biases from the start.

It was suggested that it is important that the researchers and the local community work together as allies. One outcome of this process should be to develop the sense within the communities that an ongoing evaluation component is critical to all serious projects undertaken by a community. It was suggested, in fact, that the process of establishing and implementing the Lead Communities project itself be monitored and evaluated.

It was suggested that the field researchers be invited to meet with the local commissions in their respective communities to explain their work. It was noted that the board committee on monitoring, evaluation and feedback might be helpful in encouraging support of the project among local lay leaders.

The process we are undertaking to model evaluation, evaluate, and show how evaluation can impact the process is a complicated but very important one.

III. Concluding Comments

The meeting concluded with a thoughtful D'var Torah delivered by Neil Greenbaum, president of JESNA.

TO: FAX NO. () 619-951

Name ANNETTE HOCHSTEIN

Company _____

Street Address _____

City

State

Zip

Country

FROM: FAX NO. 219 341

Name GINNY LEE

Company _____

Tele. No. () _____

Dear Annette,

Attached are several items:

- * ① Draft cover memo to accompany plan
I need your quick reaction. To whom & f
should it go? Is the text OK? How r
to each community?
- ② An invoice I rec'd from Jordana.
system should remain the same until
to change it - she faxes to you; you a
and fax to Barry.
- ③ A 2 pager from Sam Lee for SF.
- ④ Copy of a letter to Ellen Galding - FY

Any quick comments on the 2 letters I
yesterday? I'd like to get them out.

Thanks,
Ginny

DRAFT

MEMO TO: Lead Community Planning Directors ?
FROM: Henry L. Zucker, Executive Director ?
DATE: February 11, 1993
SUBJECT: Planning Guide

Enclosed are several copies of a draft of a planning guide which we hope will be of help to you as you move ahead with planning for Jewish education in your community. This is intended as a guide from which you can draw as it is useful to you. It offers approaches, methods, data collection instruments and other tools to use in the planning process while providing some potential for uniformity in the planning process within each Lead Community.

Please use this document to the extent that it is helpful to you. We hope that your feedback and reactions to it as a planning tool can help us build on this basic document in future versions.

The Center for the Assessment
of Educational Progress
Educational Testing Service

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1-800-223-0267

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Jerusalem Fellows
110 East 59th Street
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TO: VIRGINIA LEVI

FROM: SARA LEE *SL*

OF PAGES (INCLUDING COVER) 2

SENT BY: Jackson

EXT.

From Fax # 213/747-6128

Phone # 213/749-3424

(If you do not receive the number of pages designated, please call the above phone number and report it to the sender.)

MESSAGE: Seymour Fox asked that I send you this information regarding my trip on Monday, February 22. The directions to the Conference Center, as well as the telephone number, are indicated. I will be at the Conference Center from Friday, February 19 to Monday, February 22 in care of the Institute for Christian-Jewish Studies. Unless I hear otherwise, I will meet him at the front desk of the Training and Development Building at 3:30 PM on February 22.

Attachment - Directions to Mt. Washington Conference Center

MT. WASHINGTON CONFERENCE CENTER
5801 SMITH AVENUE, BALTIMORE, MARYLAND 21208
(410) 678-7964

DIRECTIONS:

BALTIMORE SUBURBS

1. Take I-695 Beltway to Exit 23, I-83 South.
2. Head South on I-83.
3. Take Exit 10, Northern Parkway East (Follow Ramp Sign).
4. Turn left at light onto Falls Road.
5. Turn left at light on to Kelly Avenue.
6. Bear right onto Greely Avenue.
7. Head straight into USF&G Mt. Washington Conference Center Complex.
8. At top of driveway, turn at second left. Turn right into lower deck of Garage D-1. Overflow parking available in Lot K.

9. When you come out of the garage, enter building on the right.

BALTIMORE CITY

- Take I-83 North to Exit 10. Northern Parkway East (Follow Ramp Sign).
- Follow steps 4-9.

BWI AIRPORT

- Take I-295 North to I-695 North towards Towson.
- Follow steps 2-9.

WASHINGTON

- Take I-495 North to I-95 North (Follow signs to Baltimore).
- Take I-95 North to I-695 Beltway towards Towson.
- Follow steps 2-9.

PHILADELPHIA/NEW YORK

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- Take I-695 Beltway towards Towson.
- Follow Steps 1-9.



COUNCIL FOR INITIA IN JEWISH EDUCA

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Shulamith R. Elster

February 10, 1993

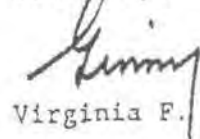
Dr. Ellen Goldring
Peabody College
Vanderbilt University
Box 514
Nashville, TN 37203

Dear Ellen:

Enclosed is a copy of a document that we gave to the people whom we met in Atlanta and Baltimore last week. You will find that it is for discussion purposes only. I am also sending a copy to Howard Neistein in Milwaukee. You may wish to share it with your field researchers.

I will do my best to keep you informed of meetings and to provide you with copies of documents. Please feel free to call or write at (212) 391-8300 if you have any questions or if your communications are not going smoothly.

Sincerely,



Virginia F. Levi

Enclosure

MINUTES: CIJE Staff Teleconference

DATE OF MEETING: February 11, 1993

DATE MINUTES ISSUED: February 15, 1993

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

COPY TO: Morton L. Mandel

I. Lead Community Site Visits

A. Atlanta

It was noted that the Atlanta visit on February 3 was less of a confrontation than had been anticipated. We learned that Atlanta does not have its act together for dealing with Jewish education. They haven't pulled together either human or financial resources and do not have a clear agenda. However, we left with a sense of good will and the belief that, with guidance, Atlanta will move ahead and work constructively with us.

Steve read a letter he had received from Steve Gelfand, the Atlanta planner, outlining his expectations of CIJE. It was suggested that the next meeting with Atlanta should focus on ways we can work with the community, should identify how the local plan meshes with the CIJE plan, and should begin to work concretely on establishing pilot projects.

It was noted that we need a better understanding of what each community is doing on its own, including materials they have written about themselves. SE indicated that she has a notebook on each community and will distribute the materials to the staff.

In addition, we need to build on the dialogue which began in the last round of meetings to discuss content issues focusing on personnel and community. Our role should be to listen to what a community wants to do and to suggest how it can be accomplished more effectively with CIJE.

The next step in Atlanta is to set up a meeting of SE, SF, AH and SHH with the planning staff and federation executive for March 4. It was agreed that SE will work with Steve Gelfand of Atlanta in preparing the agenda. The agenda should include a review of the Lead Communities at Work paper and the planning guide, the development of an action plan for the first year, and a presentation on the pilot

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project concept. In addition to a staff meeting, SE will propose a meeting with a lay group to discuss the Lead Communities project and provide an introduction to the Best Practices process. BH will prepare a one-page summary of his proposal for pilot projects for use in presenting them in the communities.

B. Baltimore

In summarizing the meeting with Baltimore staff on February 4, it was noted that Baltimore is far ahead of Atlanta and moving forward with its planning process. It is important that we be more intimately familiar with what Baltimore is doing and that we join that process as it moves ahead. Baltimore has not yet convened its commission, so it is appropriate for us to engage with them in planning. We may wish to introduce the goals project, put them in touch with the denominations as they prepare for work in the Lead Communities, and help with the hiring of new personnel.

SE will be in touch with Baltimore staff to schedule a meeting in Baltimore on February 23 to include SE, SF, AH and BH. She will discuss and develop an agenda with the Baltimore staff. [Later: a Baltimore meeting has been confirmed for February 23, 1-4 p.m.]

C. Milwaukee

The Milwaukee site visit is scheduled for Monday, February 22. Participants will include AH, SHH, and VFL. Prior to that meeting, SE will call to discuss the agenda with Howard Neistein.

An issue similar to ones raised in Atlanta and Baltimore has come up in Milwaukee, namely a request for the local field researcher to provide support for research and analysis being conducted by the local CIJE as well as the Bader Foundation. AH will discuss this with Adam Gamoran and Ellen Goldring before February 22 and will be prepared to respond at that time.

Prior to that meeting, BH has a full day of meetings scheduled in Milwaukee on February 16. He will present the Best Practices and pilot project concepts to a variety of lay and professional groups. Our immediate goal in Milwaukee is to encourage buy-in to the CIJE priorities. BH will pave the way by discussing this next week.

It was suggested that we might wish to consider inviting Daniel Bader to join the CIJE board. HLZ will discuss this suggestion with MLM.

In addition, AH will contact Esther Leah Ritz as her camper and, at the same time, will brief her on plans for the February 22 meeting and explore the possibility of her participation at some part of it.

D. Joint Planning Seminar

It was noted that there is still value in holding a joint planning seminar at some point in the near future to encourage the communities to work together and learn from each other. It was agreed that it would be best for this to wait until the communities have some substantive positive experiences to contribute. The possibility of an August seminar was suggested.

E. Relationship to CRB Activities

It was noted that the CRB efforts to get Israel experience activities going across the country is not moving smoothly. BH has not yet spoken with Peter Geffen, but will continue to try to reach him to learn what is happening and what special consideration is being given to coordination with us in the Lead Communities.

It was suggested that we may wish to work with each of the Lead Communities to prepare a specific proposal for an Israel experience project for submission to the CRB Foundation. This will have to be carefully planned and might be presented at the meetings scheduled for late February and early March.

II. Plans for February 25 Meetings

A. Executive Committee

The proposed agenda was reviewed and clarified. It will now be submitted to MLM for his comments. As it currently stands, HLZ will prepare bullet points for MLM's opening remarks. We propose that SHH provide the summary of CIJE activities with AH's assistance in preparation. For the third topic, finances and ownership issues, SHH will prepare bullet points.

B. Annual Meeting

SHH will prepare MLM's opening remarks when he receives HLZ's notes. Included in those remarks will be a framing of the selection and launch of Lead Communities. The second topic will be a presentation by AH of the launching of the Lead Communities followed by brief remarks by Ismar Schorsch on the work of the Seminary in preparing to work in the communities. [We did not discuss who will prepare Rabbi Schorsch.] It was suggested that this presentation be followed by a report on the Covenant Foundation awards by Susan Crown. This would be a way of pointing out the good work of other foundations and a means of encouraging cooperation between CIJE and the foundations. We will propose this to MLM for his reaction.

A Crown report on a specific project would be followed by a report by Barry Holtz on Best Practices, a means of institutionalizing the sort of approach that Covenant is taking.

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C. Board Meeting

No major changes were suggested. SE and AH will discuss the monitoring report and how to prepare Goldring and Goodman. The question of whether to invite Esther Leah Ritz to make a response will be raised with MLM.

III. Miscellaneous

A. Camper Assignments

It was agreed that the camper assignments should be distributed immediately, along with the SE proposed outline, and that we should encourage people to make the calls as soon as possible.

- B. The issue of financial support for planning in Atlanta and Baltimore has not been resolved. It was suggested that a brief conference call be held among MLM, AH and SHH on February 21 when MLM, AH and SF will be together.

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 2/15/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in advance of the February 25 meeting and send brief report to VFL: a. Alfred Gottschalk b. David Hirschhorn (with AJN) c. S. Martin Lipset (with SE) d. Florence Melton e. Isadore Twersky		SF	1/28/93	2/24/93	

 AMERICAN JEWISH
 ARCHIVES



- ☐ 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 2/15/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Decide what background materials should be prepared for board. Possibilities: a. BH memo to SPAs on Best Practices b. Lead Communities at Work c. Update from AG on monitoring d. Action plan for current year - from meetings in Atlanta and Baltimore e. Eizenstat speech		AH/ VFL	2/5/93	2/16/93	
2.	Discuss with Adam Gamoran and Ellen Goldring a Milwaukee request for the local field researcher to provide support for the local CIJE and Bader Foundation.		AH	2/11/93	2/19/93	
3.	Brief Esther Leah Ritz on plans for February 22 meeting and discuss her possible participation.		AH	2/11/93	2/19/93	
4.	Contact the following board members in advance of the February 25 meeting and send brief report to VFL: a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		AH	1/28/93	2/24/93	
5.	Stay in close touch with field researchers to be sure they are serving CIJE needs effectively.		AH	1/28/93	ongoing	
6.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		AH	1/28/93	ongoing	

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

TO

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MILWAUKEE JEWISH FEDERATION

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*recognizing 90 years of service to
the Jewish community*

f41

February 8, 1993

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

Dear Barry:

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

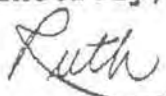
- 7:30 - 9:00 a.m. Breakfast meeting with friends of Jewish Education in Room 218 at the Karl Campus.
- 10:00 - 11:30 a.m. Meeting with Jane Gellman, Louise Stein and Ruth Cohen to discuss the use of "Best Practices".
- 12:00 - 1:30 p.m. Meeting with school principals and agency department heads to discuss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

Dr. Barry Holtz
February 8, 1993
Page 2

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

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

Sincerely,



Ruth Cohen, Ph.D.
Director

RC/nm





MILWAUKEE JEWISH FEDERATION

1 9 0 2 - 1 9 9 2

*recognizing 90 years of service to
the Jewish community*

February 2, 1993

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

Dear Roberta:

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

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

Sincerely,

Ruth Cohen

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

RC/nm

enclosure

cc: Dr. Shulamith Elster ✓
Dr. Ellen Goldring

DRAFT

Milwaukee Lead Community Data Collection Needs - January 1993

Date Needed

- Ia. Study of the Status of Teachers/Educators
Salaries/Benefits (comparison with public school
when appropriate)
- 4/1/93 Training (Jewish and secular)
Hrs. of work/week
Teaching experience
In service/continuing education experiences
- Ib. Study of Teachers/Educators Attitudes
Motivation
Career goals
- 4/1/93 Job satisfaction/work environment
Recognition/rewards
Views on "pressing community educational needs"
Administrative support for teachers
- Ic. What Have Other Communities Done to Address
Personnel Issues?
- 3/1/93 (Information can be obtained through JESNA (??))
(Field researcher may have information on data
gathering strategy/methodology?)
- IIa. What Jewish Education Programs Are Currently In
Place? (formal and informal)
- 5/15/93 In areas to be determined by task forces, for
example: family programs, teens programs, special
populations, etc.

IIb. How Many Individuals Participate in These Programs?

Formal settings

Informal settings

(MAJE collected data in 1992)

(Census data will be collected in October 1993)

IIc. Brief Description of Each of These Programs

3/15/93

III. How Can CIJE Help Us?

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

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

RC/nm

Revised 2/2/93



DRAFT

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

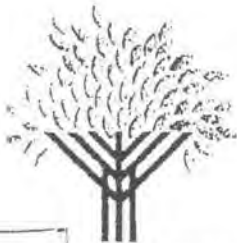
<u>Organization</u>	<u>Role/Responsibilities</u>
Milwaukee Lead Community Project	<ul style="list-style-type: none">o Identify information needso Decide, in consultation with CIJE, what organization should assume which responsibilities for data gathering.o Facilitate focus groups; analyze and report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

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

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

RC/nm
Revised 2/2/93





MILWAUKEE JEWISH FEDERATION

1 9 0 2 - 1 9 9 2

recognizing 90 years of service to
the Jewish community

FEB 15 1993

How are you doing - this?
How should proceed?
How proceed further?
Virgin

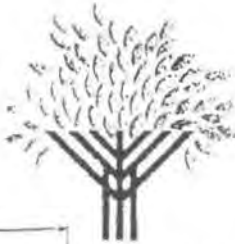
February 10, 1993

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

Dear Ginny:

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

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



MILWAUKEE JEWISH FEDERATION

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the Jewish community

FEB 15 1993

Handwritten notes:
How are you doing?
How are your plans?
How personal?
How your family?

February 10, 1993

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

Dear Ginny:

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

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


Virginia Levi
February 10, 1993
Page 2

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

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

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

Sincerely,



Howard Neistein
Community Planning Director

HN/nm

MEMORANDUM

TO: SF
FROM: AH
DATE: FEBRUARY 18, 1993

Re: Work with CIJE Staff

In our schedule we have not really made allowance for ongoing work with Barry Holtz, Jack Ukeles, Shulamith Elster, or Steve Hoffman to be on board for next steps. I am afraid we are missing out by not having the Cleveland seminar that we had planned, and we must think about alternative ways to insure the agenda of next steps.





MILWAUKEE JEWISH FEDERATION

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recognizing 90 years of service to
the Jewish community

MEMORANDUM

TO: Steering Committee for the Commission on Jewish Education

FROM: Ruth Cohen *RC*

DATE: January 21, 1993

Thank you for attending the Steering Committee meeting on January 13 and for your input on putting together a well balanced list of members for the Commission on Jewish Education. Enclosed please find a summary of the meeting.

The next meeting of the Steering Committee will be held on Tuesday, February 16. Dr. Barry Holtz, Director of the Best Practices Project, will be our special guest. Invitations for the meeting will be mailed under separate cover.

On this occasion, I would like to thank all of you for your warm reception. Your commitment, energy and excitement are very invigorating and will undoubtedly provide great momentum to our project.

RC/nm

enclosure

Post-It™ brand fax transmittal memo 7671 # of pages 5

To: <i>Arnold Hodes</i>	From: <i>S. E. S. R.</i>
Co.	Co.
Dept.	Phone #
Fax # <i>241</i>	Fax #

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

SUMMARY NOTES

ATTENDANCE: Daniel Bader, Maris Bock, Alan Borsuk, Claudia Cohen, Shulamith Elster, CIJE, Jane Gellman, Judy Guten, Stan Jaspan, Rick Marcus, Ina Regosin, Steve Richman, Bonnie Shafrin, Louise Stein, Bonnie Sumner, Jerry Tepper, Eve Joan Zucker and Ruth Cohen and Howard Neistein, Staff.

I. Welcome/Introductions

Louise Stein introduced Dr. Ruth Cohen, who assumed the position of Director of the Milwaukee Project on January 4 and thanked the Bader Foundation for funding this position.

Ruth Cohen asked the members of the Steering Committee to help her gain access to the organizations they represent by inviting her to the board meetings, staff meetings or other meetings which may be relevant to the goals of the "Lead Community Project".

Louise also introduced Dr. Shulamith Elster, Chief Education Officer for CIJE and thanked her for her ongoing assistance to the Milwaukee "Lead Community Project".

Shulamith has been in Milwaukee five times since last August. The purpose of this trip was to spend time with Ruth, to reinforce the collaborative relationship with CIJE and to provide Ruth with the support she needs.

II. Jewish Segment

Jane Gellman read a segment written by Amnon Shamosh, an Israeli writer. Jane emphasized that our challenge as a community is to create a community "with roots and wings".

III. Creating the Commission

Louise Stein stated that the agenda had two major pieces:

1. Creating the Commission.
2. Beginning a visioning process with an identification of the Jewish issues that we face as a community and that we can address together as a community.

A. The Role of the Commission

Louise presented an organizational chart that explained the different functions of the Steering Committee, the

Page 2

Commission and the Task Forces. The Steering Committee will manage the Commission and the Task Forces, will develop an outline for the strategic plan and will serve as a liaison to the Federation and participating organizations. The commission will approve the strategic plan, will set priorities, build consensus and will serve as the communication link with participating organizations. The Task Forces will focus on specific issues, gather information and develop action plans.

It was suggested that the chart would show how staff will work with the Steering Committee, Commission and the Task Forces.

B. Duration of Service

Louise suggested that members of the Commission will serve for 1 1/2 years, until June 1994. At this time, the Steering Committee will review the plan and modify it if necessary.

C. Selection of Prospective Members

Jane Gellman distributed a list of names compiled from recommendations made by members of the Steering Committee. The list was reviewed during the meeting and information was provided about each of the names listed. Members were asked to select 20 names from the list. The two co-chairpersons and staff will later review the recommendations and compile a list of up to 60 names. This list will be mailed to members of the Steering Committee for their review.

It was suggested that each organization will nominate its own representatives.

Both Louise and Jane emphasized that we are looking for people with a community perspective, not a narrow organizational view; people who are able to engage in a process that benefits the entire community.

D. Timeline for Development of the Commission

The first meeting of the Commission on Jewish Education is planned for February 25.

Page 4

4. Examination of community resources: What is available in the community? Shared vs. competitive resources.
5. Curriculum development: Is it a problem? What is available in the community? What is the quality of existing curriculum?
6. Technology in Jewish Education.
7. Creating linkages among settings: linking formal and informal education; involving day school students in their congregational programs.
8. Financial barriers to educational opportunities.
9. Israel experience: Is this an overall community issue? Formal and informal experiences.
10. What are effective classroom techniques to impact Jewish learning?
11. Post Bar Mitzvah education: educational experiences for high school, college, and adult learners.

RC/nm
1/21/93

Page 3

IV. Future Plans

A. The visit of Barry Holtz

Barry Holtz will visit Milwaukee on Tuesday, February 16.

He will meet with professional educators at noon and with the Steering Committee for the Commission on Jewish Education at 7:30 p.m.

V. Visioning - Initial Identification of Issues

A. Small Group Work

The group split up into two work groups. The following issues were identified by the two groups.

Group 1 (Louise Stein and Howard Neistein)

1. Continuing experiences beyond the eighth grade level: high school/Israel experiences.
2. Family education: targeting special groups such as interfaith couples, newcomers from the former Soviet Union, day school parents who feel unequipped to reinforce the learning their children are getting.
3. Adult education (not necessarily more adult education offerings, but promoting it and coordinating it throughout the community).
4. Enhancing the teaching profession as a whole.
5. Outreach/marketing Jewish Education/promoting it among those who are not currently involved with it.
6. Special education.

Group 2 (Jane Gellman, Ruth Cohen and Shulamith Elster)

1. Professional development: recruitment, training, retention and compensation.
2. Family education: ways to develop programs in formal and informal setting.
3. Life long education: What programs are available? Where are their gaps?



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 2/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact the following board members in advance of the February 25 meeting and send brief report to VFL:</p> <ul style="list-style-type: none">a. Gerald Cohenb. Susan Crownc. Arthur Greend. Neil Greenbaume. Thomas Hausdorfff. Mark Lainerg. S. Martin Lipset (with SF)h. Matthew Maryles		SE	1/28/93	2/24/93	



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☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 2/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact the following board members in advance of the February 25 meeting and send brief report to VFL:</p> <p>a. Alfred Gottschalk b. David Hirschhorn (with AJN) c. S. Martin Lipset (with SE) d. Florence Melton e. Isadore Twersky</p>		SF	1/28/93	2/24/93	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 2/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Stay in close touch with field researchers to be sure they are serving CIJE needs effectively.		AH	1/28/93		
2.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		AH	1/28/93		
✓ 1.	Provide VFL with available date for Milwaukee site visit late in February.		AH	1/28/93	2/1/93	
2.	Contact the following board members in advance of the February 25 meeting and send brief report to VFL:		AH	1/28/93	2/24/93	
	a. David Arnow					
	b. Norman Lamm					
	c. Esther Leah Ritz					
	d. Ismar Schorsch					



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☐ RAW MATERIAL
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 2/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in advance of the February 25 meeting and send brief report to VFL: a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz		SHH	1/28/93	2/24/93	
2.	Prepare MLM's bullet points for Executive, Annual and Board meetings.		SHH	1/28/93	2/22/93	



PREMIER INDUSTRIAL CORPORATION

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE KRAAR ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 2/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Arrance meeting for MLM with presidents and executives of CJF, JCCA and JESNA.		MLK	1/28/93	2/25/93	
2.	Arrange second meeting to include CRB, Crown, Avi Chai, Wexner and other funders		MLK	1/28/93	2/25/93	

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 2/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Suggest to AH and SE that a Cummings Foundation representative serve on the CIJE board and attend the February 25 meeting.		VFL	1/28/93	2/2/93	
2.	Propose to SHH and AH that CIJE staff hold weekly telecons.		VFL	1/28/93	2/5/93	
3.	Notify people of their camper assignments, and to provide report on site visits.		VFL	1/28/93	2/8/93	
4.	Confirm details of meeting arrangements with UJA/Federation.		VFL	1/28/93	2/8/93	
5.	Meet with Paul Moraco and Barry Reis to ensure smooth transfer process of financial responsibility.		VFL	1/28/93	2/10/93	
6.	Share agendas for February 25 meetings with AR.		VFL	1/28/93	2/15/93	
7.	Propose seating of MLM with SHH and AR on either side of him and HLZ beside one of them.		VFL	1/28/93	2/19/93	
8.	Handle logistics of SRE move back to Maryland.		VFL	1/28/93	2/22/93	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 2/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Suggest dates after February 25 when Marty Kraar can schedule meeting of presidents and executives.		MLM	1/28/93	2/10/93	
2.	Contact the following board members in advance of the February 25 meeting and send brief report to VFL: a. Charles Bronfman b. Max Fisher b. Ludwig Jesselson (with AJN) c. Richard Scheuer		MLM	1/28/93	2/24/93	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE NAPARSTEK ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 2/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	<p>Contact the following board members in advance of the February 25 meeting and send brief report to VFL:</p> <p>a. Mandell Berman b. Maurice Corson (with HLZ) c. David Hirschhorn (with SF) d. Ludwig Jesselson (with MLM) e. Henry Koschitzky</p>		AJN	1/28/93	2/24/93	



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☐ ACTIVE PROJECTS
☐ RAW MATERIAL
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ROTMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 2/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in advance of the February 25 meeting and send brief report to VFL: a. Lester Pollack		AR	1/28/93	2/24/93	



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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 2/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in advance of the February 25 meeting and send brief report to VFL: a. John Colman b. Maurice Corson (with AJN)		HLZ	1/28/93	2/24/93	

ANNETTE

Page 2

We agreed that an early staff meeting to review our future operation is necessary. However, it would be difficult to hold such a staff meeting until after the meeting of the presidents and executives of the cooperating agencies. Rotman will be in touch with Marty Kraar to ask him to move ahead with plans for a meeting on February 3 or 4, provided that we can bring together all of the parties at that time.

(Later: meeting superseded by telephone calls.)

It appears that the next step must be a presentation to our partners of the changes that are projected in management. It would be premature to have a staff meeting before the cooperating agencies have reacted to the proposals for the changes in management.

The meeting of the CIJE Executive Committee and leading funders, which we hope to schedule for the February 24-25 dates for CIJE meetings, may also involve a scheduling problem. Corky Goodman and possibly others will not be available at that time.

AR reminded me that in discussions of the CIJE budget, the two major ways to cut down on costs involved with the termination of the arrangement with the JCCA and also diminishing the research program by cutting that from \$250,000 to \$100,000. If that is done, we should move to make the change very soon because otherwise the academics involved will not be notified on time to change their plans. The academic year begins in August and there is pressure to move to make a decision about how much research we will undertake during the next year.

1 Feb. 93. We decided to revisit
in 2-3 months

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Date: Wed, 24 Feb 93 12:55 +0200
Message-id: <24020093125501@HUJIVMS>
From: <MANDEL@HUJIVMS>
To: ekjc68@ercvax.edinburgh.ac.uk
Cc: mandel@hujivms
Subject: Re; reports

Dear Adam,

Please allow me to introduce myself. My name is Oriana Or and I am Annette Hochstein's Executive Assistant.

Annette asked me to write to you and let you know that she has received the report as well as the memo. She gave the report to Mr. Mandel on Sunday. Annette will speak to Alan Hoffman as soon as possible.

About the field researchers, Annette says that it is very important to coordinate the de educators survey with similar surveys that have already been carried out in Los Angeles, Philadelphia, Miami and perhaps additional communities. These were important first steps.

If you need to communicate with Anette, I will be happy to forward any messages.

sincerely,

Oriana Or



FACSIMILE TRANSMISSION

TO : Annette

FAX NO :

FROM : Adam

DATE : 19 Feb

PAGES : (Including top sheet) 2

NOTES :

Please give to Annette - thanks!

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Email CES@uk.ac.edinburgh

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

Julie met with Marshall 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

Received: by HUJIVMS via NJE (HUyMail-V6k); Mon, 15 Feb 93 13:11:53 +0200

Received: from RL.IB by UKACRL.BITNET (Mailer R2.07) with BSMTTP id 3107; Mon,

15 Feb 93 11:10:54 GMT

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Feb 93 11:10:52 GMT

Via: UK.AC.ED.ERCVAX; 15 FEB 93 11:10:43 GMT

Date: Mon, 15 FEB 93 11:11:16

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: summary report

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

<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Thanks for your excellent comments on the summary report. We will revise it this week for distribution. I'll get back to you on recommendations for distribution, but my initial reaction is that in addition to those you listed, I'd like Barry Holtz and Shulamith Elster to see it.

I also have some concerns about the fact that we are contradicting Esther Leah Ritz's advice in that the summary report evaluates the communities without having given them a chance to respond. I would like to write to her and explain why we are doing it this way. What do you think?

P.S. I'm not saying the communities should see the summary report! They are not its intended audience.

P.P.S. Maybe I'll just write a cover memo to CIJE staff which would explain the current situation. That would explain it for Esther as well. I'll write something and show it to you. Ok?

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15 Feb 93 16:44:13 GMT

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Feb 93 16:44:12 GMT

Via: UK.AC.ED.ERCVAX; 15 FEB 93 16:36:27 GMT

Date: Mon, 15 FEB 93 16:37:06

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: distributing the summary report

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

<EKJC68@ERCVAX.EDINBURGH.AC.UK>

I'd like to ask your advice about the mechanics of distributing the summary report. Is the quality of a faxed copy sufficient for distribution? Or is it important to get xeroxes of the original? What is your normal procedure?

If a faxed copy is sufficient, I assume I should send it to Ginny Levi with instructions on who is supposed to receive it. Is that correct?

We do plan to make some revisions based on your comments, but we will finish it this week.

Received: by HUJIVMS (HUyMail-V6k); Sun, 14 Feb 93 22:00:38 +0200
Date: Sun, 14 Feb 93 22:00 +0200
From: <ANNETTE@HUJIVMS>
To: MANDEL@HUJIVMS

Received: by HUJIVMS (HUyMail-V6k); Sun, 14 Feb 93 21:22:26 +0200
Date: Sun, 14 Feb 93 21:21 +0200
From: <ANNETTE@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: annette@hujivms,
GOLDRIEB@VUCTRVAX
Subject: Re: reports

FIRST OF THREE MESSAGES

Dearest Adam and Ellen,

'tis a pleasure indeed to get onto this miraculous communications thing to thank you for the very helpful, constructive and -- to me - - very useful draft summary report you wrote. It comes at a critical time and raises some important points e.g. re-participation in decisionmaking; links with educators; funding, the role of CIJE HQ; framing "the problem"; the role of the field researchers. All important stuff made up of two categories: those issues relevant for the f.r's work (helping frame the problem; defining their role); those aimed at headquarters (e.g.funding; structures; relationships).

With the members of the steering committee dispersed upon three continents I will suggest that we take first steps without waiting to hear from them, and incorporate their input as soon as it comes - hopefully very soon.

{Mike Inbar got back to me by the time I was writing. I incorporated his views}.

Here are some fairly random comments:

- The opening focus on conditions for change is useful. So are the categories used for the analysis.

The following questions came to mind:

- A general sense that current economic pressures may have more to do with motivation for change, re-structuring and funding issues than is allowed in the report (more on this later).

- Under the heading "community settings influencing change" you speak of geographic dispersion etc.. as probable cause for the limited involvement in decisionmaking in Atlanta. Could it not be that the 80% or so of the community who are not born Atlantans -- wherever they live -- are less represented in the decisionmaking structures? That participation is in fact a function of being "old Atlantans" (in) versus the others? To be pondered.

As to structures:

- The fate of the BJE's in the 3 communities reflects a general dissatisfaction with many BJE's throughout the country. Is it possible that this + economic pressures is what some of the re-structuring is about?

By the way -- the CIJE has NO interest nor has it taken a position as regards structural reform (p.17). [This is the almost only factual matter re-the CIJE that I will take up - your analysis is too good for me to want my own petty or detail matters to affect it. The Almost relates to the fact that the request for open and participatory process implies that there was process. I believe that as soon as there will be process, participation and joint work will be the fact - but that of course remains for CIJE to prove] On the first matter though I think that BEYOND our request for an ad-hoc wall-to-wall coalition of all groups, religious denominations, educators, rabbis, other stakeholders to plan and decide on the Lead Communities project, we have sofar NOTHING to say on the structural issue. As you know, we found the situations described already in place when we selected the communities. The only statements made concern the pluralistic composition of the Lead Communities project's governing body -- this also characterized the Commission on Jewish Education. This translates as a request that the local comission allow for broad representation of education-stakeholders of all convictions, persuasions, etc.

Received: by HUJIVMS (HUyMail-V6k); Sun, 14 Feb 93 22:01:58 +0200
Date: Sun, 14 Feb 93 22:01 +0200
From: <ANNETTE@HUJIVMS>
To: MANDEL@HUJIVMS

Received: by HUJIVMS (HUyMail-V6k); Sun, 14 Feb 93 21:31:42 +0200
Date: Sun, 14 Feb 93 21:31 +0200
From: <ANNETTE@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: annette@hujivms,
goldreib@victrvax,
goldrieb@vuctrvax,
goldreib@vuctrvax
Subject: Re: reports

SECOND MESSAGE OF THREE

But the structural/organizational issue is, I believe more complex than expressed - particularly in pages 7 and 8. Inded on two topics the issues need looking into further.

They are

- a) the mutual relationship of the religious denominations and the federations and
- b) the move to increasingly delegate the responsibility of planning for education to federation planners.

The first needs to be understood, because we are in a period of change. The Commission was unusual in its capacity to join both worlds. Baltimore is unusual in its inclusive communal structure. Most other places are not this way. Since most formal education is denominational, and since federation funding for education is growing, there is much to be looked at.

The second -- also the product of change, and perhaps of economic pressures that lead to respond to the poor performance of many BJE's -- raises the following issue: there is a clear federationization" of educational planning. The subject is moving from the hands of educators to those of social and policy planners (Again -- probably

far less so in Baltimore (oops - is your description of the Baltimore arrangement on pp7-8 accurate?).

In every case it is not clear whether the advocacy role for education's part of the communal pie will be strengthened by the move to federation or will become swallowed by other, stronger topics. And of course what will happen to the content at the hand of non-educators. This is a major issue for the educators.

What is likely to happen? Should one intervene? Is it very important?

- Small point re-book censorship in Baltimore: are we talking of ultra-orthodox bookstores refusing to sell secular-Jewish books, or are we saying that one cannot buy secular-Jewish books in Baltimore?

- Another small point: is there not an imbalance re-dealing with the orthodox versus the absence (?!) of the unaffiliated - or less affiliated in your analysis.

[Being formally one of them orth. I might be suspect of oversensitivity - but please check].

Received: by HUJIVMS (HUyMail-V6k); Sun, 14 Feb 93 22:03:11 +0200
Date: Sun, 14 Feb 93 22:03 +0200
From: <ANNETTE@HUJIVMS>
To: MANDEL@HUJIVMS

Received: by HUJIVMS (HUyMail-V6k); Sun, 14 Feb 93 21:47:25 +0200
Date: Sun, 14 Feb 93 21:47 +0200
From: <ANNETTE@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: ANNETTE@HUJIVMS,
GOLDRIEB@VUCTRVAX
Subject: Re: reports

THIRD BUT NOT LAST MESSAGE

- In you interesting analysis on pages 9-10 and 13 I wonder what would emerge from a different sort of problem framing.

One way is to see the problem as poor curriculum. another is to view poor curriculum as a symptom. The problem is the shortage of well trained curriculum personnel to write good curricula.

As you know the commission concluded that to deal with curriculum one would first have to deal with the shortage of educational personnel equipped to deal with it.

It would be interesting and maybe useful to have the field researchers on their next round in the field try out alternative ways of viewing the problem. I am interested in knowing how they feel about this.

- p.11: Over the last couple of years there have been interesting analyses of the financial issues. The problem of funding is difficult.

Two hypotheses different from those offered on p 11 may be worth looking into: the loss of big givers does not reflect a drop in the number of wealthy people, or a drop in philanthropic money. Instead it reflects a trend among the next generation to donate to general social, cultural etc.. causes rather than to Jewish causes (therefore community mobilization is so important!) It could well be a matter of what interests people.

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Date: Sun, 14 Feb 93 22:03 +0200
From: <ANNETTE@HUJIVMS>
To: MANDEL@HUJIVMS

Received: by HUJIVMS (HUyMail-V6k); Sun, 14 Feb 93 21:55:37 +0200
Date: Sun, 14 Feb 93 21:55 +0200
From: <ANNETTE@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: annette@hujivms,
goldrieb@vuctrvax
Subject: Re: reports

FOURTH BUT NOT LAST OF WHAT WAS GOING TO BE A THREE PART MESSAGE

As to the rise of private foundations, it is a major fact of the last few years, and you can see it reflected in the communities we have selected. Baltimore (I don't remember reading this on page 11) has received from a private foundation a challenge grant of \$10million for Jewish education if it collects as much. They are working hard on this.

To confuse matters further, it is clear and obvious that economic pressures also have significant impact.

Received: by HUJIVMS (HUyMail-V6k); Sun, 14 Feb 93 22:04:24 +0200
Date: Sun, 14 Feb 93 22:04 +0200
From: <ANNETTE@HUJIVMS>
To: MANDEL@HUJIVMS

Received: by HUJIVMS (HUyMail-V6k); Sun, 14 Feb 93 21:58:56 +0200
Date: Sun, 14 Feb 93 21:58 +0200
From: <ANNETTE@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: ANNETTE@HUJIVMS,
=sys\$login:tempi07133.tmp,
GOLDRIEB@VUCTRVAX
Subject: Re: reports

FIFTH AND HOPEFULLY LAST...
(EVER HAD THE THING GO CRAZY ON YOU?)

All the suggestions on pp 21-22 are on target.

We recommend that you leave pages 23, 24 and the top of 25 out -- they are not really part of the report and should be discussed and decided upon among ourselves.

Please see this as sharing some of the thinking elicited by your report.

You should decide whether there is anything to incorporate or to further check: the document is good and useful as is.

I will consult with steering committee members and CIJE heads as to whom this report should go to. My own view is that Esther-Leah Ritz, Mort Mandel (Chair) and Henry Zucker (Director) or Steve Hoffman (his right arm in the CIJE) should receive it next week. Please give me your advice/opinion. I believe the most important use will reside in its impacting decisionmaking at the CIJE regarding several of the issues raised.

Thank you very much!

Received: by HUJIVMS (HUyMail-V6k); Sat, 13 Feb 93 20:05:02 +0200
Date: Sat, 13 Feb 93 20:04 +0200
From: <ANNETTE@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: annette
Subject: Re: welcome back! hope your trip was successful

Dear Adam and Ellen,

Just to let you know that I read the summary report,
found it very useful and important and will write
much more tomorrow!

Shavua Tov

Annette



Received: by HUJIVMS (HUyMail-V6k); Thu, 11 Feb 93 07:41:30 +0200
Date: Thu, 11 Feb 93 7:40 +0200
From: <ANNETTE@HUJIVMS>
To: Mandel@hujivms

Received: by HUJIVMS via NJE (HUyMail-V6k); Wed, 10 Feb 93 17:48:04 +0200

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10 Feb 93 15:40:52 GMT

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Feb 93 15:40:51 GMT

Via: UK.AC.ED.ERCVAX; 10 FEB 93 15:29:48 GMT

Date: Wed, 10 FEB 93 15:30:35

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: reports

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

Annette,

I'm getting a lot of pressure from the field researchers to show the reports to someone in the community. They want to know if they are on track, and that's the best way of finding out. Plus, they feel they are betraying a trust by not being forthcoming.

In addition, I am worried that we are making a much bigger deal out of these reports by not sharing them, than if we did.

Have you had a chance to think about my latest suggestion that we share them as "first impressions"?

Adam

Received: by HUJIVMS (HUyMail-V6k); Thu, 11 Feb 93 07:41:29 +0200
Date: Thu, 11 Feb 93 7:39 +0200
From: <ANNETTE@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: annette@hujivms
Subject: Re: reports

Dear Adam and Ellen,

I read Adam's "pressure" message as I was getting on line -- to respond to exactly that question. Here goes.

Seymour and I are quite convinced -- with Mike, that it would be a serious mistake to show the reports to anyone in the community -- let alone to call them "reports".

Here is why - and here is how I am suggesting to proceed.

The reason is very simple, it relates to both substance and form. Bluntly put:

1. the reports are NOT up to the standards you want. They do not teach us much, they are internally uneven, they are sometimes "interesting" - but more than that they show what the field researchers found interesting, not things that teach or from which we will learn much. They will not contribute much. Why would you want anything less than excellent to come forth from your project?

2. If that is a problem for the field researcher's morale we must deal with their morale -- not take "pressured" action.

3. Please corroborate with Steve Hoffman, the extent of the misunderstanding, resentment, non-understanding, mis-perception concerning the evaluation project that we were confronted with before and during the site visits. It would - to my mind - be a very bad mistake to show a report that is not going to be really useful at this time.

PLEASE CHECK WITH STEVE FOR THE POLITICS.

4. I did my very best -- very much aided by your notes, to re-explain why the project was a good idea, in the two communities we visited. Will be in Milwaukee on the 22nd. Can't yet speak for them. I asked Ellen to please help make Julie useful in constructing or judging evaluation instruments in Baltimore -- I believe it will help. We agreed to communicate on this matter. Hopefully gradually we will be welcome again.

5. In those communities I said that GIVEN THE INCOMPLETE ACCESS TO PEOPLE AND DATA THE PLANNED JANUARY REPORT WOULD BE DELAYED UNTIL WE GOT BACK ON TRACK -- WHEN DATA COLLECTION WOULD BE COMPLETED AND THE REPORTS MADE AVAILABLE (I BELIEVE WE ARE GETTING VERY RAPIDLY BACK ON TRACK). because of the very great lack of comprehension as to the project the people with which we spoke did not seem to find this problematic. No one said "but you promised".

6. So our sense is that this is poor timing for any partial and less than very useful product -- we need the space to move forward and then all will be easier and smoother.

7. Began reading your report -- seems great. Will respond ASAP.

Soory for the caps above -- they do not help carry the argument -- I know....

Love

Annette



FACSIMILE TRANSMISSION

TO : Annette Hochstein

FAX NO : 010 972 2 619951

FROM : Adam Gamoran

DATE : 8 Feb

PAGES : (including top sheet) 27 in 2 parts
- this part has 14 pages

NOTES :

February 8, 1993

To: CIJE Evaluation Project Advisory Board

From: Adam Gamoran and Ellen Goldring

Re: Draft of summary report

Enclosed is a draft of our summary report on our first quarter of fieldwork. The report has three parts: Community comparisons, progress made by CIJE, and progress made by the evaluation project. The intended audience for this summary report is CIJE staff (not community members). We would appreciate any quick reactions you can provide, both on the substance of the report and how it should be distributed. We would like to incorporate your suggested revisions next week (the week of Feb. 15).

You can reach us by fax or by electronic mail at:

Fax:

Adam: 44-31-668-3263

Ellen: 1-615-343-7094

Electronic mail:

EKJC68@ERCVAX.ED.AC.UK

GOLDRIEB@VUCTRVAX.bitnet

Thanks very much.

FAX NUMBER FOR REPLY +31 668 3263.

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

Please copy for Seymour & Mike I. Thanks very much!

AH

TO: Morton L. Mandel
Henry L. Zucker
NAME
DEPARTMENT/LOCATION

FROM: Virginia F. Levi
NAME
DEPARTMENT/LOCATION

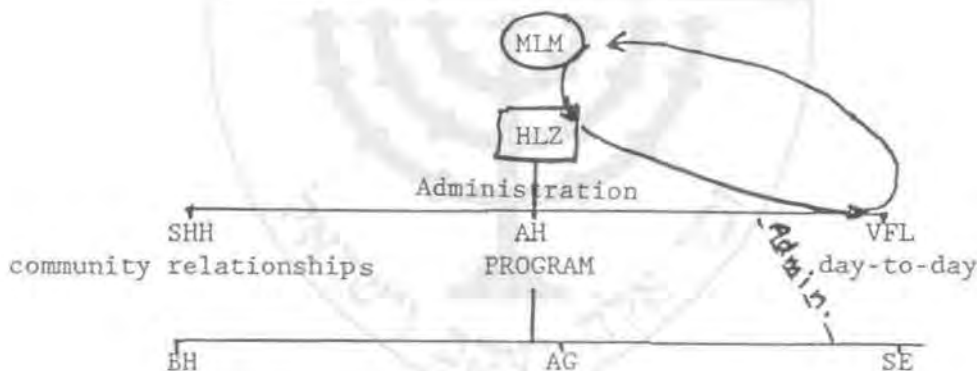
DATE: 1/26/92
REPLYING TO
YOUR MEMO OF:

SUBJECT: SUMMARY OF OUR MEETING OF JANUARY 22, 1993

1. Clarification of Relationships

It was agreed that relationships among the staff of CIJE and between CIJE and the Lead Communities need repair work. This includes the need to be more sensitive to the perspective of the Lead Communities. We need to clarify among ourselves, then with the communities, whether the project is a partnership of CIJE and the Lead Communities or a project of CIJE to which we are asking the communities to be responsive. It was noted that the communities must have a sense of ownership and that a top down approach will not work. It was agreed that CIJE must create an ambiance for partnership while making clear our preconditions.

HLZ will work with staff to clarify everyone's role. The following chart was drafted to reflect relationships among staff and with MLM as chair:



* JU is a consultant and will most likely be working closely with AH and SE. He is not staff, so does not appear on this chart.

2. Financial Arrangements

It has been agreed that we will continue to pay JCCA through the end of February. MLM will call Art Rotman to clarify what obligations (e.g. severance pay) will remain at that point. In the interim, VFL and HLZ will work to insure a smooth transition. Responsibility has already been shifted to the Cleveland office.

3. Communications

Our partners and CIJE staff have all been notified of the change in relationship with JCCA. Senior policy advisors who were present at the January 21 meeting have also been notified. We should be sure that AR plans to follow up with a note to those who were not present.

INTER-OFFICE CORRESPONDENCE

A letter should now be drafted to the board members and others invited to the annual meeting reminding them of the meetings, bringing them up to date on the work of CIJE, and mentioning the change in relationship. VFL will work with HLZ and AH to draft such a letter.

SHH is to notify the Lead Communities now. HLZ will ask him to do so.

4. February 25 Meetings

A. Executive Committee

This meeting has one agenda item: budgeting and funding. MLM will tailor his remarks, depending on the attendance list. He will note the success of the Commission and the enthusiasm for its recommendations. He will indicate that he was pleased to launch and support the Commission, but expected CIJE to be a total community effort, supported by a number of foundations and community leaders. Its scope and the timing of its program implementation depend on the breadth of its support. The Executive Committee will be asked to discuss this issue and lead to a definition of what kind of CIJE should be developed.

B. Annual Meeting

Suggested Agenda

- Opening remarks (set the stage) MLM 15 min.
- Change in executive leadership
- Opportunities and challenges of bringing foundation world together
- Response Marty Kraar 5-10 min.
- CJF perspective on why foundations should work cooperatively in communities and his observations of current scene
- Report on Best Practices project Barry Holtz 15 min.
- Discussion
- Presentation on Lead Communities Annette Hochstein 15 min.
- Response from Baltimore Roy Hoffberger 10 min.
(or a community sending its lay leader)

C. Board Meeting

Suggested agenda

- Opening remarks MLM
- Monitoring in the Lead Communities Ellen Goldring & 1 staffer
- Response by David Hirschhorn (Would have to be prepared)
- Report on approaches to foundations AJN
- Summary of presentation and discussion at Executive Committee meeting MLM

[Note that we have ambitious agenda. Can't accomplish everything given current staffing and funding. We'll put our efforts into Lead Communities and hold off on research and a strategic plan for personnel.]

- Discussion on Lead Communities project SE and AH respond
- Dvar Torah

D. Meeting Site

It is likely that we will have more people in attendance than the fifty that can be accommodated at CJF-JESNA. VFL will look into the possibility of moving the meeting to either the American Jewish Committee or American Friends of Hebrew University sites.

E. VFL will see that SBH is invited.

5. Staffing and Logistics

- A. VFL should initiate with personnel the process for hiring a half-time secretary.
- B. We will wait to hear from SE before taking any steps for secretarial support in Rockville.
- C. MLM will ask AGK to assume responsibility for Philanthropic Advisory Board and Philanthropic Steering Committee meetings.
- D. VFL will arrange now for a separate telephone number for CIJE. She will work with Joan Wade and other staff to see that it is answered appropriately.

- E. VFL should initiate the process for ordering a fax machine.
 - F. VFL will work with AH on the design of new letterhead and will submit a proposed draft to MLM.
6. VFL will call Marty Kraar to find out if a meeting of MLM with presidents and executives can be arranged for early February.



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05 Feb 93 17:15:52 GMT

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Feb 93 17:15:45 GMT

Via: UK.AC.ED.ERCVAX; 5 FEB 93 17:15:09 GMT

Date: Fri, 5 FEB 93 17:15:45

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: welcome back! hope your trip was successful

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

<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Dear Annette,

Our summary report is nearly complete, and I think you'll find it interesting. I'm just polishing it up, but I don't think I'll finish it today, so I'll probably send it by fax first thing (my time) Monday morning.

I understand via Ellen that Jim Coleman is out of town. She will try to trace him, but I guess we can't get a quick turn-around from him this time. I have also hired Gary Wehlage (my colleague at Wisc and the evaluator of the Casey Foundation program) to give me comments on the report. I expect to hear from him early next week.

Since time is important, I want to respond now to the comments from you and Mike about the individual community reports. The main point is of course completely correct: the three reports emphasize different issues based on data from differing samples. This makes the effort to compare communities extremely difficult and tentative, and I have in fact raised this issue in the summary report. The varied interview samples make external generalization extremely difficult.

At the same time, internal generalization -- what the reports have to say about each community, setting aside comparative concerns -- is unaffected by the methodological variation across communities. Subject to the qualifications noted in the reports -- limited time spent in the communities, insufficient processing of interview data, and limited samples within each community -- much has been learned about each community.

The reports reflect, we hope, what community members have been telling us.

For the reasons I explained before, I still think it is important that the field researchers be allowed to obtain feedback from one member of each community. We do not have to call them "reports" -- we can title them "first impressions", and lead off with an explanation of how these impressions are limited and how they will be bolstered in the future --

but it is important to get some feedback now. The overriding reasons, in my opinion, are:

(a) We need to get a local perspective on our impressions to date-- are we in the ballpark, from the local standpoint, or completely off base?

(b) It would be courteous and it would help to maintain the field researchers' rapport with community members if they could share their initial, written impressions with their lead contact in the communities.

Awaiting instructions, your not-humble-enough servant,

Adam

ELLEN B. GOLDRING

Associate Professor
Vanderbilt University
Peabody College
Department of Educational Leadership
Box 514
Nashville, Tennessee 37203
Phone: 615-322-8000
FAX: 615-343-7094
BITNET: Goldrieb @ VUCTRVAX

A. EDUCATION

1982-1985	University of Chicago Chicago, IL.	Education	Ph.D.	8/1985
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Title of Doctoral Dissertation: The Relationship Between Organizations and their Indirect Clients: A Study of Elementary School Principals' Perceptions of Parents.

1979-1981	Tel-Aviv University Ramat Aviv, Israel	Education	M.A.	6/1982
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1975-1978	University of Wisconsin Madison, WI.	Education, Hebrew and Semitic Studies	B.S.	5/1978
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B. ACADEMIC EXPERIENCE

9/1991-Present	Vanderbilt University	Dept. of Ed. Leadership	Assoc. Professor
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11/1990- 9/1991	Tel Aviv University	Education	Senior Lecturer
--------------------	---------------------	-----------	--------------------

10/1988- 9/1991	Tel Aviv University	Education	Program Chair Ed. Admin. & Org.
10-12/1990	Vanderbilt University	Center for the Advanced Study of Ed. Leadership	Visiting Scholar
10/1986- 11/1990	Tel Aviv University	Education	Lecturer
1985-1986	Tel Aviv University	Education	Instructor
1980-1981	Tel Aviv University	Education	Research Assistant
Summer 1988	University of Maryland College Park, MD	Educational Policy, Planning & Administration	Visiting Scholar
11/1983-6/1984	University of Chicago Chicago, IL.	Education	Research Consultant
Summer, 1982	University of Chicago Chicago, IL.	Psychology	Research Assistant
9/1982-6/1983	Chicago State Univ. Chicago, IL.	Institutional Research	Faculty Assistant

C. PROFESSIONAL EXPERIENCE

6/1992-present	Council for Initiatives in Jewish Education	Evaluation	Ass. Director
4/1984-9/1985, Summer 1986	Chicago Bd. of Chicago, IL.	Research & Evaluation	Evaluation Consultant
9/1983-6/1985	Rodfei Zedek Religious School Chicago, IL.		Educational Director
9/1982-6/1983	K.A.M. Isaiah Israel Congregation Chicago, IL.		Teacher
9/1978-6/1981	Borochoy School Givatyim, Israel		Teacher
9/1977-6/1978	Beth Israel Synagogue Madison, WI.		Teacher

D. EDITORIAL BOARD POSITIONS

1990-Present	Member of Editorial Board	<u>Advances in Research & Theories of School Management & Educ. Policy</u> , JAI Press
1988-present	Consultant Editor	<u>International Journal of Educational Research</u>
1983-1984	Member of Editorial Board	<u>American Journal of Education</u>
1982-1983	Member of Editorial Board	<u>Administrator's Notebook</u>

E. ACADEMIC SERVICE

1992-	University Council of Educational Administration	Committee on Knowledge and Research in Educational Administration
1992	Politics of Education Association	Conference Chair
1990-1991	Tel Aviv University	Dept. of In-Service and Professional Development Academic Advisor: In-Service 2 yr. Diploma Course in Ed. Adm.
1. 9	Tel Aviv University	Dept. of In-Service Academic Advisor: Course in Parental Involve- ment
1988-1990	Tel Aviv University	Elected to the Senate of the University as the Representative of the Lecturers - Humanities Faculty
1986-1991	Tel Aviv University	Thesis advisor for 11 students
1986-		Review for AERA, and major journals

F. ACADEMIC AWARDS

1983	University of Chicago	Preliminary Exams passed with honors
1982, 1983	University of Chicago	Scholarship
1982	Tel Aviv University	Graduated Magna Cum Laude
1981	Tel Aviv University	Scholarship

G. RESEARCH GRANTS

1992-1994	Australian Research Council
1990	Pollack Foundation
1989	Israel Ministry of Education
1989	Joint-Israel
1988	Basic Research Foundation
	Tel Aviv University, Israel
1988	Sapir Center for Development
	Tel Aviv, Israel
1987	Israeli Ministry of Education

H. MEMBERSHIP IN PROFESSIONAL SOCIETIES

American Educational Research Association
 International Congress on School Effectiveness and Improvement
 Israeli Association for Educational Research
 American Sociological Association
 European Forum for Educational Administration

PUBLICATIONS

A. Articles

1. E. Goldring, L. Schutte (1986).
 Evaluating preschool programs: A meta-analytic approach.
Educational Evaluation and Policy Analysis, 8, 179-188.
2. E. Goldring (1986).
 The school community: Its effects on principals' perceptions
 of parents.
Educational Administration Quarterly, 22, 115-132.

3. E. Goldring (1987).
The school of a loosely coupled system.
Studies in Educational Administration, 14, 27-40 (Hebrew).
4. E. Goldring (1988)
Evaluating principals using parental reactions: An incentive for principal-parent engagement?
Administrator's Notebook, 32(3), 1-5.
5. G. Tenenbaum, E. Goldring (1989).
A meta-analysis of enhanced instruction: Cues, participation, reinforcement and feedback and corrections on motor skill learning.
Journal of Research and Development in Education, 22(3), 53-64.
6. E. Goldring, D. Zisenwine (1989).
Developing Jewish identity: Parents and schools in Israel.
Jewish Education, 57(1), 28-34.
7. E. Goldring, A. Addi (1989).
Using meta-analysis to study policy issues: The ethnic composition of the classroom and achievement in Israel.
Studies in Educational Evaluation, 15, 231-246.
8. E. Goldring (1990).
The district context and principals' sentiments towards parents.
Urban Education, 24(4), 391-403.
9. E. Goldring (1990).
Elementary school principals as boundary spanners: Their engagement with parents.
Journal of Educational Administration, 28(1), 53-62.
10. E. Goldring (1990).
Assessing the status of information about classroom organizational frameworks for gifted education students.
Journal of Educational Research, 83, 313-326.
11. E. Goldring (1990).
Principals' relationships with parents: The homogeneity versus the social class of the parent clientele.
Urban Review, 22(1), 1-15.
12. E. Goldring (1991)
Organizational aspects of the difficulties of the relationship between parents and the school system.
Journal of Psychology and Counseling in Education (Hebrew).

13. E. Goldring (1991)
Parents: Participants in an organizational framework.
International Journal of Educational Research, 15, 215-227.
14. E. Goldring (1991)
Parents' motives for choosing a privatized public school system.
Educational Policy, 5, 412-426.
15. E. Goldring, R. Shapira (1991)
Principals' adaptation to parental involvement and the school community.
Studies in Education (Hebrew).
16. E. Goldring, M. Chen (1991)
Sense of job accomplishment and alienation in the female dominated work-place: The case of elementary school principals.
Journal of Curriculum and Teaching, 6, 23-30.
17. E. Goldring, R. Pasternack (1991)
Principals who emphasize interpersonal relations: Do they pay the price in school effectiveness. Studies in Educational Administration and Organization, 17, 175-189. (Hebrew).
18. E. Goldring (1992)
System-wide diversity in Israel. Principals as transformational and environmental leaders. Journal of Educational Administration, 30, 49-62.

Accepted

1. E. Goldring, M. Chen (1992)
Preparing empowered teachers for leadership positions in post-reformed schools. Planning and Changing, 22 (3-4).
2. S. Rallis, E. Goldring
Beyond individual assessment of principals: School-based accountability in dynamic schools. Peabody Journal of Education.
3. E. Goldring (1993).
Principals, parents and administrative superiors. Educational Administration Quarterly, 29(1), 93-117.
4. E. Goldring, R. Pasternack
Principals' coordination strategies and school effectiveness. School Effectiveness and School Improvement.
5. G. Menahem, S. Spiro, E. Goldring, & R. Shapira
Parental choice and residential segregation.
Urban Education

Submitted

1. M. Chen, E. Goldring
Aspiring Teacher-Leaders and School Change: Black Sheep or White Knights? Journal of Educational Research
2. E. Goldring, R. Shapira
Empowerment, Choice or Involvement: What Satisfies Parents?
Educational Evaluation and Policy Analysis

B. Chapters in Books

1. E. Goldring, R. Milgram, M. Chen (1989).
Toward a coordinated educational policy for gifted children.
In D. Pur et.al. (Eds.), Planning Educational Policy. Jerusalem:
Ministry of Education and Culture. pp. 207-238. (Hebrew).
2. M. Chen, E. Goldring (1989).
Selection and career paths of candidates for educational
administration. In Y. Balachinsky (Ed.), Book of Yitzhak:
Essays in Education. Tel Aviv: Ministry of Education and
Culture. pp. 131-153 (Hebrew).
3. E. Goldring, M. Chen. (1989).
The feminization of the school principalship: The effect of
gender and social status on sense of job accomplishment and
alienation. In M. Ben-Peretz, D. Kalekin-Fishman (Eds.),
Proceedings from the International Conference on Private
Women, Public Work, University of Haifa, pp. 216-230.
4. R. Milgram, E. Goldring (1991)
Delivery system of special education for gifted and talented
children. In R. Milgram (Ed.), Counseling Gifted and Talented
Learners in Regular Classrooms. Norwood, NJ: Ablex Publishing.
5. E. Goldring, R. Pasternack (1991)
Principals who emphasize interpersonal relations: Do they
pay the price in school effectiveness. In J. Bashi and Z. Sass (eds.),
School Effectiveness and Improvement. Jerusalem: Magnes Academic Press.

Accepted/In Press

1. E. Goldring, M. Chen (1993).
The feminization of the principalship in Israel: The trade-
off between political power and cooperative leadership. In
P. Zolthiates and C. Marshall (Eds.), New Politics of Race
and Gender, Falmer Press.

2. E. Goldring (1993).
Community and parents' participation in curriculum decisions.
The International Encyclopedia of Education.
3. E. Goldring
Striking a balance: Boundary spanning and environmental management in schools. In Sam Bacharach (Ed.), Organizational Behavior and School Management, Boston: Allyn and Bacon.

C. Books

E. Goldring, S. Rallis (in press).
Principals of Dynamic Schools: Taking Charge of Change
Newbury Park, CA: Corwin/Sage Publications

D. Editing

1. E. Goldring (1991)
Parental Involvement and Choice in Education. Special issue of the International Journal of Educational Research. 15, (3/4).

E. Research Reports

1. E. Goldring
A Meta-Analysis of Classroom Organizational Frameworks for Gifted Education Students. The Unit for the Sociology of Education and the Community. Tel Aviv University, School of Education, Research Report 1-88, February, 1988.
2. E. Goldring
Principal-Parent Relationships: Domain Consensus and Response Strategies. The Unit for Sociology of Education and the Community, Tel Aviv University, School of Education. Research Report, 1-89, August, 1989 (Hebrew).
3. R. Shapira, E. Goldring.
Parental Involvement in Alternative Schools of Choice. The Ministry of Education, Jerusalem, 6-1990 (Hebrew).
4. E. Goldring
Principals' Leadership Strategies and School Outcomes. The Institute for Social Research. Tel Aviv University, No. 9, 1990.

F. Policy Reports

1. M. Chen. E. Goldring
A Survey of Ideas for a Centralized Educational Project for Disadvantaged Neighborhoods. The Unit for the Sociology of Education and the Community. Tel Aviv University, School of Education. Report No. 1-86, May, 1986 (Hebrew).
2. E. Goldring, R. Milgram, M. Chen
Directions for the Advancement of Gifted Education. Policy Paper Submitted to the Ministry of Education, Jerusalem. The Unit for the Sociology of Education and the Community, Report Number 4-88, August, 1988 (Hebrew).
3. E. Goldring
Parent Choice Programs in Education. Hebrew University, Jerusalem, 1991.
4. R. Shapira, E. Goldring (1991).
School Autonomy in Open Enrollment Areas: Controlled Parental Choice in Israel. Unit for the Sociology of Education and the Community. Tel Aviv University, School of Education. Report 1-91.

G. Other Published Material

1. E. Goldring, D. Zisenwine
Developing Jewish Identity: Parents and the TALI Schools. Et La'asot, 2, 105-115 (Hebrew).

H. Papers Presented at Scientific Meetings

1. E. Goldring and L. Schutte
A Meta-Analysis of the Effectiveness of Preschool Programs. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, 1984.
2. E. Goldring
Principals and Parents: Factors Influencing the Nature of the Relationship. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1985.
3. E. Goldring
The Influence of District's Management Control Styles on Principal's Attitudes Towards Parental Involvement. Paper presented at the 17th Annual meeting of the Israeli Sociological Association, Haifa, 1986 (Hebrew).

4. E. Goldring
Evaluating Principals using Parental Reactions: An Incentive to Promote Principals' Engagement with Parents? Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1986.
5. E. Goldring, J. Borger, and N. Heistand
Teacher Re-education for Paideia: The Effects of a Liberal Arts In-Service Curriculum. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1986.
6. E. Goldring, M. Chen
The Feminization of School Administration: How do Women Use Their Academic Studies to Legitimize their Authority. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., 1987.
7. M. Chen, E. Goldring
Attitude Toward Professional Studies and School Administration Among Prospective School Principals. Paper presented at the annual meeting of the Academic Faculties of School Administration Bar-Ilan University, Ramat Gan, Israel, 1987.
8. E. Goldring
A Meta-analysis of Classroom Organizational Strategies for Gifted Education Programs. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C. 1987.
9. E. Goldring, A. Addie
The Ethnic Composition of the Classroom and School Achievement of Students from Western and African-Asian Origins: A Meta-Analysis. Paper presented at the 18th annual meeting of the Israeli Sociological Association, Jerusalem, 1987 (Hebrew).
10. E. Goldring
Parents' Motives for Choosing an Alternative School System. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, 1988.
11. E. Goldring, D. Zisenwine
Schools, Values and Families' Jewish Identity. Paper presented at the annual meeting of the Israeli Educational Research Association, Tel Aviv, 1988 (Hebrew).
12. G. Tennenbaum, E. Goldring
The Relationship between the Quality of Instruction and Motor Learning Acquisition: A Meta-Analysis. Paper presented at the annual meeting of the Israeli Educational Research Association, Tel Aviv, 1988 (Hebrew).

13. E. Goldring
School Reform Policies in Israel. Comparative Education Center Lecture, University of Maryland, College of Education, August, 1988.
14. E. Goldring
The Socio-Cultural Background of Parents of Students in an Alternative School System. Paper presented at the annual meeting of the Israeli Sociological Association, Beer Sheba, Israel, 1988 (Hebrew).
15. E. Goldring
Principals' Relationships with Parents: The Homogeneity versus the Social Class of the Parent Clientele. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1989.
16. E. Goldring
Parents, Principals and Administrative Superiors: Interactions of Power and Influence. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1989.
17. E. Goldring, R. Shapira
How do Principals Survive with Parental Involvement? A Public Choice Theory Analysis. Paper presented at the annual meeting of the American Educational Research Association, Boston, 1990.
18. E. Goldring, R. Pasternack
Principals' Allocation of Work Time, Discretionary Latitude and School Effectiveness. Paper presented at the annual meeting of the American Educational Research Association, Boston, 1990.
19. R. Pasternack, E. Goldring
Principals Who Emphasize Interpersonal Relations: Do They Pay the Price in School Effectiveness? Paper presented at the Third International Congress on School Effectiveness, Jerusalem, 1990.
20. M. Chen, E. Goldring
Principals' Resources and Their Implementation of First Order Reform Efforts. Paper presented at the annual meeting of the University Council for Educational Administration, Pittsburgh, 1990.
21. E. Goldring, R. Shapira
Empowerment, Choice or Involvement: What Satisfies Parents? Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1991.

22. E. Goldring
Principals' Adaptation to Environmental Complexity. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1991.
23. E. Goldring, R. Shapira
Principals' Involvement with Parents in Schools of Choice. Paper presented at the annual meeting of the Israeli Educational Research Association, Ramat Aviv, 1991 (Hebrew).
24. E. Goldring, M. Chen.
Preparing Empowered Teachers for Leadership Positions in Post-Reformed Schools. Paper presented at the annual meeting of the University Council for Educational Administration, Baltimore, 1991.
25. M. Chen, E. Goldring
Aspiring Teacher-Leaders and School Change: Black Sheep or White Knights. Paper presented at the International Congress on School Effectiveness and Improvement. Victoria, B.C. 1992.
26. E. Goldring, P. Hallinger
District Control Contexts and School Organizational Processes Paper presented at the annual meeting of the American Educational Research Association, San Francisco, 1992.
27. E. Goldring, S. Rallis
Principals as Environmental Leaders: Creating Opportunities for Influence. Paper to be presented at the annual meeting of the University Council for Educational Administration, Minneapolis, 1992.
28. M. Chen, E. Goldring
The Impact of Classroom Diversity on Teachers' Perspectives of their Workplaces. Paper to be presented at the annual meeting of the University Council for Educational Administration, Minneapolis, 1992.
29. T. Deal, E. Goldring
Planning as an Expressive Activity. Paper presented at the annual meeting of the International Society for Educational Planning. Virginia Beach, 1992.
30. M. Chen, E. Goldring
Pay or Authority: Alternative Modes for Redesigning the Roles of Teachers. Paper presented at the annual meeting of the Israeli Sociological Association, Haifa, 1992 (Hebrew).
31. E. Goldring, S. Rallis
Principals and the External Link in Facilitating Change. Paper to be presented at the annual meeting of the American Educational Research Association, Atlanta, 1993.

32. E. Goldring
Where is the Structure in Restructuring? Invited paper for the Organizational Theory SIG, to be presented at the annual meeting of the American Educational Research Association, Atlanta, 1993.
33. E. Goldring, M. Chen
The Feminization of the principalship. Paper to be presented at the Symposium 'The New Politics of Race and Gender' at the annual meeting of the American Educational Research Association, Atlanta, 1993.
34. E. Goldring, P. Bauch
Choice, Involvement, and Expectations: Parents of Magnet and Catholic High Schools. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, 1993.
35. E. Goldring, M. Chen
Teacher-leaders and their Roles in School Change. Paper to be presented at the International Conference on Teacher Education, Tel Aviv, 1993.
36. E. Goldring, P. Bauch
Parents of Public and Private Schools of Choice: How do they Participate? Paper to be presented at the Invitational Conference on the Theory and Practice in School Autonomy and Choice: Bringing the Community Back-In, Tel Aviv, 1993.
37. E. Goldring, M. Chen
Effective School Leaders: Professionals or Moral-Social Agents. Paper to be presented at the annual meeting of the Israeli Educational Research Association, Haifa, 1993.

I. Lectures and Workshops (selected)

Policy Decisions Using Meta-Analysis.
Institute for Research in the Behavioral Sciences,
Jerusalem, May, 1986.

Classroom Organizational Frameworks for Gifted Education Students.
Elementary School Principals' Forum,
Petach Tikvah, Israel, November, 1987.

Considerations in a Gifted Education Policy.
Pedagogical Secretariat, The Ministry of Education,
Jerusalem, January, 1988.

The Principal as Supervisor and Staff Developer.
Workshop for School Principals and Staff in the Autonomy
School Project, Tel Aviv, September, 1988.

Parental Involvement in School Affairs: A Report of Elementary School Principals. Pedagogical Secretariat, The Ministry of Education, Jerusalem, January, 1988.

Principles of Staff Development for Educational Leaders. The Jewish Agency, Tel Aviv, February, 1989.

Contemporary Organizational Theories: Their Relevance to Educational Systems. Nura Institute for Management Training, Tel Aviv, March, 1989.

Organization-Environment Relations. Their Implications for Parental Involvement in Schools. Nura Institute for Management Training, Tel Aviv, May, 1989.

School Effectiveness. In-service for Boarding School Administrators. Association for the Development and Advancement of Manpower in Social Sciences, May, 1989.

Models of Supervision. Nura Institute for Management Training. Tel Aviv, December, 1989.

School Effectiveness: A Slogan or a Goal? In-service for Supervisors. Association for the Development of Manpower in the Social Sciences, Jerusalem, December, 1989.

Instructional Leadership Roles of Department Heads. Katzir High School, June, 1989.

Parental Involvement: How to Make It Work. In-service for Principals of Secondary Community Schools, Tel Aviv, February, 1990.

Centralization and Decentralization: The American Experience. Seminar for Principals and Inspectors. The Pedagogical Secretariat, Bar Ilan University, Ramat Gan, February, 1990.

Teachers' Professional Development: Teacher Supervision and Evaluation, Levinsky College of Education, Tel Aviv, June, 1990.

Parental Involvement: Models for School-Home Partnership. The Center for In-service Training, Tel Aviv, June, 1990.

Models of Practicums in Educational Administration Training Programs. Meeting of the Faculties of Educational Administration Programs, Jerusalem, July 1990.

Parental Choice Programs in Education. The Policy Forum, Pedagogical Secretariat, Ministry of Education and Culture, Jerusalem, 1992.

Contributions of Organizational Studies to Advancing the Knowledge Base
in Educational Administration. Annual Meeting of the American
Educational Research Association, San Francisco, 1992.



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Jan 93 11:48:35 GMT

Via: UK.AC.ED.ERCVAX; 31 JAN 93 11:48:33 GMT

Date: Sun, 31 JAN 93 11:49:08

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: responses

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

Thanks for responding so promptly. It's Sunday morning--I'b back from London, but you may already have left for the US. I passed your message to Ellen. You have her correct address -- I'm not sure why it isn't working for you.

I'd be delighted if you could spare some time for Julie and Claire - - when will you be in B & A? What times did you have in mind to meet with them?

I will ponder your message as I wait to hear from Jim, and we will talk further.

Have a good trip,
Adam

P.S. Feb 7 is fine for a telecon -- where will you be, and what time do you want to talk?

BMAIL> file gamoran

Received: by HUJIVMS (HUyMail-V6k); Sat, 30 Jan 93 17:57:38 +0200
Date: Sat, 30 Jan 93 17:57 +0200
From: <ANNETTE@HUJIVMS>
To: mandel@hujivms

Received: by HUJIVMS (HUyMail-V6k); Fri, 29 Jan 93 13:52:20 +0200
Date: Fri, 29 Jan 93 13:51 +0200
From: <ANNETTE@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: annette,
goldreib@vuctrvax
Subject: Re: first reponses to first reports

Dear Adam and Ellen,

Thank you for forwarding the reports so promptly.
Here are initial responses to the F.R.'s documents --
from Mike Inbar and myself.

The documents are pleasantly written, pleasant to read
papers. In the descriptions and comments there are some
useful insights about each of the communities.

However the documents are difficult to respond to, among other
because they do not seem to focus on a defined purpose, on specific
common issues, topics or problems.
They have an ad-hoc and somewhat arbitrary character to them,
offering a variety of general impressions. Mike asks me to point in
particular to the fact that the three reports offer heterogeous
items, based on heterogeneous methods. (E.g. some did interview
educators, some did not. Some may have interviewed a critical
minimum number of actors others did not).

This heterogeneity he feels, creates a serious problem of
validity. We need homogeneity re-sources and methods for
the reports' reliability. Mike thinks that we should
view these documents as internal drafts only, not for any
sort of release -- he feels they are not yet reports.

When access to additional sources of information allows the f.r.s to undertake the data-collection as planned, and to focus on the three issues that were proposed, then they can write actual and valid reports.

We know of course why that is. The situation did not permit the f.r.'s to systematically respond to their own mandate, and I trust that it is clear that this does not reflect any judgement on their skills and abilities.

I realize how frustrating the situation must be. But at least on this side of the ocean the feeling is that these reports, written under the constraints of a projects that still needs to get off the ground - while there is nothing one would want to delete from them, do not do justice to your mandate or to the idea of a "monitoring, evaluation and feedback loop".

I hope that my trip and subsequent discussions and follow-up with the communities will also clear the way for the f.r.'s. At which point we will be able to do the real thing. I realize that we need to put our heads together as to how to doeal with this -- when all the feedback is in and you will want to decide. Perhaps a telecon after February 7th?

Any word yet from Jim?

I will be in both Baltimore and Atlanta for a few hours. If time permits I would love to meet or talk briefly with Julie and with Claire.

Best Regards and Shabbat Shalom,

Annette

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Date: Wed, 27 JAN 93 10:39:04

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: "tips" for speaking about evaluation to Fed execs.

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

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RATIONALE FOR THE PROJECT

How will we know whether the lead communities have succeeded in creating better structures and processes for Jewish education? On what basis will CIJE encourage other cities to emulate the programs developed in lead communities? Like any innovation, the lead communities project requires a monitoring, evaluation, and feedback component to document its efforts and gauge its success.

By <monitoring> we mean observing and documenting the planning and implementation of changes. <Evaluation> means interpreting information in a way that will strengthen and assist each community's efforts to improve Jewish education. <Feedback> will occur in the form of oral and written responses to community members and to the CIJE.

Two aspects of educational change need to be addressed: The <process> of change and the <outcomes> of change. At present, we are in much better position to study the process of change, because the outcomes have not yet been defined. What results are we expecting? Increased participation? Gains in Judaic knowledge? More ritual practices?

Better affect towards Jewish institutions? We will use our study of

the process of change to elicit the goals of the project that are particular to the three communities taking part.

The lead communities project is a direct result of A TIME TO ACT. Although that document provided the essential blueprint for the project, it was silent on the question of outcomes.

One contribution of the early stages of the evaluation project will be to enumerate the variety of specific goals envisioned within the lead communities.

Despite the ambiguity about goals at present, there are a few uncontroversial outcomes. For example, all would agree that increased participation in Jewish institutions by the Jews of the community is desirable. This type of measure can be monitored from the outset.

FIELD RESEARCH IN LEAD COMMUNITIES

Studying the process of change in lead communities should be a major component of the CIJE strategy. Documenting the process is especially important because the effects of innovation may not be manifested for several years. For example, suppose Community X manages to quadruple its number of full-time, professionally-trained Jewish educators. How long will it take for this change to affect cognitive and affective outcomes for students? Since the results cannot be detected immediately, it is important to obtain a qualitative sense of the extent to which the professional educators are being used effectively.

Studying the process is also important in the case of unsuccessful innovation. Suppose despite the best-laid plans, Community X is unable to increase its professional teaching force. Learning from this experience would require knowledge of the point at which the process broke down.

It is essential to begin monitoring the process of change as soon as possible -- ideally before the change process actually begins. There are three reasons to commence this study early on:

(1) In order to understand change, it is obviously essential to gather baseline information before the change has occurred. Baseline information means not only essential quantitative data, such as enrollment figures, but understanding of the structure and culture of the community at the outset. What ideas about Jewish education are prevalent? How are these ideas, or visions, distributed through the community? What is the nature of leadership and communication in this community? To what extent is the community mobilized for Jewish education?

What characterizes the professional lives of Jewish educators? Answers to these questions must be chronicled to strengthen the collective memory for later comparison.

The earlier the evaluation staff is present, the sooner they can obtain a general background understanding of the community, and can also establish a positive rapport with community members. That way they are less likely to miss or misinterpret changes that occur once the implementation begins.

(2) The early presence of evaluation staff can help stimulate new visions for Jewish education and can heighten the mobilization of the community. Lead communities have the opportunity to consider dramatically restructured approaches to

Jewish education in addition to modifications of existing programs. By asking community members about their visions for

the future, and by providing feedback that facilitates communication about such visions, the evaluation project can encourage a constructive dialogue within the communities.

(4) The CIJE is a long-term enterprise, not a one-shot deal. There is every chance that more lead communities will be created in the next three, five, or ten years. We need to learn about the launching and gearing-up process so other communities can learn from this

experience. For example, very little is known about mobilizing lay persons in support of education. We need to watch how this occurs so other communities can follow.

To carry out this task, we have hired a team of three FIELD RESEARCHERS.

One researcher is based in each community, but they will all spend time in all three communities. This is because they have complementary strengths -- they differ in their expertise as researchers, and in their knowledge of Jewish education -- and because keeping more than one pair of eyes on a situation provides both a check and a stimulus for deeper interpretation.

The design of the lead communities project calls for each community to carry out a self-study, which presumably would include information on community composition, population trends, and enrollment figures. The field researchers are prepared to assist in this process, but they cannot be its primary agents, lest they have no time for their other activities.

For next year, we are proposing a survey component to the evaluation project, which would gather baseline data on affective, behavioral, and cognitive outcomes, probably from a selected youth cohort within each community. We hope to proceed with the surveys despite the lack of consensus about goals, because of the overriding importance of gathering some form of baseline data on outcomes which can be tracked over the years. The surveys would incorporate community input into their design.

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Via: UK.AC.ED.ERCVAX; 27 JAN 93 14:32:20 GMT

Date: Wed, 27 JAN 93 14:32:54

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: telecon

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

Ok. As always, you are warmly invited to visit us in Edinburgh on your way back from the States. There are direct flights to Glasgow, which is not far from here.

Adam





FACSIMILE TRANSMISSION

CENTRE for EDUCATIONAL SOCIOLOGY

Department of Sociology

The University of Edinburgh

7 Ruddleuch Place

Edinburgh EH8 9LW

Scotland

Fax UK (0)31 668 3263

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Telephone UK (0)31 650 1000

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TO : Annette Hochstein
FAX NO : 010 972 2 619 951
FROM : Adam Gamoran
DATE : 26 January 1993
PAGES : (Including top sheet) 20

NOTES :

THIS IS PART 1 of A 3-PART FAX.

Annette,

Here come the three reports. I appreciate your conveying copies to Seymour and Mike. I'll fax a copy to Jim.

We're looking forward to your comments, and subsequently to incorporate them into a draft. I hope you find the reports helpful as you prepare for your upcoming tour.

Adam

FAX NUMBER FOR REPLY +31 668 3263.

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



January 25, 1993

To: CIJE Evaluation Project Advisory Board

From: Adam Gamoran and Ellen Goldring

Re: Draft reports from the field

CENTRE for EDUCATIONAL SOCIOLOGY

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Enclosed are drafts of our reports on Atlanta, Baltimore, and Milwaukee. We would be very grateful for your rapid assessment of these reports. Any comments are welcome, but we would particularly appreciate advice on three questions:

- (1) We hope to share each report with members of its respective community. The primary audience is central agency staff, on whose guidance we propose to rely for a decision about broader dissemination. In your judgment, are the reports likely to be helpful to community participants? In what ways, if any, will they be helpful or harmful to the implementation process?
- (2) What aspects of the report would you advise us to omit, elaborate, or otherwise change?
- (3) What questions are raised by the reports that should be addressed for future reports?

We would be grateful for your response by Wednesday, February 3.

During the next week we will be completing a summary report. The primary audience of the summary is CIJE staff, and it will contain comparative assessment of the communities, reflections on challenges facing CIJE, and discussion of the role of the evaluation project. We will send you a draft of the summary report early next week.

You can reach us by fax or by electronic mail at:

Fax:

Adam: 44-31-668-3263

Ellen: 1-615-343-7094

Electronic mail:

EKJC68@ERCVAX.ED.AC.UK

GOLDRIEB@VUCTRVAX.bitnet

Thanks very much.



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3

TO: FAX NO. () 619 - 951Name SEYMOUR FOX

Company _____

Street Address _____

City

State

Zip

Country

FROM: FAX NO. (26) 361 - 9962Name GIRNNY LEVI

Company _____

Tele. No. () _____ Ext. _____



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

MEMO TO: S. Elster
S. Fox
E. Goldring
A. Hochstein
S. Hoffman
B. Holtz
S. Horowitz
G. Levi
A. Naparstek
A. Rotman
J. Ukales
J. Woocher

DATE: January 29, 1993

FROM: Henry L. Zucker

SUBJECT: February Meetings

Below is a revised schedule of meetings, all of which we hope you will be able to attend. Please call Ginny Levi at (216) 391-8300 to confirm your attendance plans.

Wednesday, February 24

9:30 a.m.-12:00 noon	Staff Work Session on Lead Communities JCC Association, Conference Room 15 East 26th Street, 14th floor
12:00 noon-4:00 p.m.	Review and run through of February 25 meetings JCC Association, Conference Room

Thursday, February 25

12:00 noon-2:00 p.m.	<u>Please note change of location</u> Annual Meeting (including lunch) UJA/Federation of Jewish Philanthropies 130 East 59th Street
2:00 p.m.-3:30 p.m.	Board Meeting UJA/Federation of Jewish Philanthropies
3:30 p.m.-5:00 p.m.	Debriefing - Steering Committee

Please note that the meeting originally scheduled for Friday, February 26 has been cancelled.

cc: Morton L. Mandel

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

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Max M. Fisher

Chair
Morton L. Mandel

Vice Chairs
Charles H. Goodman
Neil Greenbaum
Matthew J. Maryles
Lester Pollock

Executive Director
Art Rotman

Chief Education Officer
Dr. Shulamith R. Elster

MEMO TO: CIJE Board Members

FROM: Morton L. Mandel, Chair

DATE: January 29, 1993

This is to remind you of the Annual and Board Meetings of the CIJE.

Thursday, February 25, 1993
12:00 noon - 2:00 p.m. ANNUAL MEETING
(including lunch--dietary laws observed)
2:00 p.m. - 3:30 p.m. CIJE BOARD MEETING

Please note that due to the large response
we have moved the location of the meetings to:
UJA/Federation of Jewish Philanthropies
130 East 59th Street
New York, NY

We will hear a progress report of CIJE activities, including reports of developments in the Lead Communities, a report about our Best Practices project, a report of plans for monitoring and evaluation of the Lead Communities work, and other key developments.

Our work during the past months has been led by Art Rotman with the help of the JCCA staff. We are indebted to Art and to the JCCA for their assistance and leadership. Executive staff leadership will now be assumed by Henry L. Zucker in our Cleveland office. Art Rotman will stay on as a senior staff consultant.

If you have not already notified us of your attendance, please do so by calling 212-532-1961 by February 10, if possible.

I look forward to seeing you on February 25 and send my best personal regards.



DATE: 1/26 TIME: _____ NUMBER OF
PAGES SENT: 5

TO: FAX NO. () 619-951
SEYMOUR COX
Name ANNETTE HOCHSTEIN

Company _____

Street Address _____

City _____ State _____ Zip _____ Country _____

FROM: FAX NO. 216 361-9962
Name SINNY LEVI

Company _____

Tele. No. () _____ Ext. _____



MINUTES: CIJE Staff Teleconference
DATE: January 25, 1993
DATE MINUTES ISSUED: January 26, 1993
PARTICIPANTS: Shulamith Elster, Seymour Fox, Annette Hochstein,
Stephen H. Hoffman, Barry Holtz, Virginia F. Levi
(Sec'y), Shmuel Wygoda, Henry L. Zucker
COPY TO: Morton L. Mandel

HLZ opened the meeting, noting that its primary purposes were to bring HLZ, SHH and VFL up to date on CIJE and the Lead Communities project, and to plan for the February 3-4 site visits to Atlanta and Baltimore. He noted that the CIJE/Lead Communities process has gone off track, but indicated his confidence that this staff group will resolve any problems. He then asked SHH to take the lead for the remainder of the teleconference, especially to prepare for the site visits.

- A. SHH asked AH for her view on what should be happening in Lead Communities today, whether it is happening, and if not, how we can move ahead.

AH noted that the process of launching the project involves insuring that key leaders are knowledgeable and engaged and that a wall-to-wall coalition is in place. We want the Lead Communities to focus on three key issues: personnel, community mobilization and the Israel experience. Community commissions may have other concerns as well, but the three key issues must be addressed as a priority. This was to occur by our working jointly with the communities, discussing the goals of CIJE within the context of other community needs. These discussions have not taken place.

It was noted that a preliminary work plan and a document entitled "Lead Communities at Work" had been drafted, but never reviewed and refined. These were to provide the basis for work with the Lead Communities. It was suggested that they be reviewed now, revised by the current team, and used as a basis for moving ahead.

It was also noted that a planning guide is currently being prepared for use by the local commissions in developing a five-year plan. It will guide communities on mobilization of a local commission and working within the context of the Lead Community project. AH and JU are working on this document. A partial draft is on file in New York and SE will see that it is faxed to Cleveland.

B. How can we operationalize our intentions with the Lead Communities?

SHH suggested that this will require regular communication with each of the communities, including a significant amount of face to face dialogue. This will be especially important in the next few months, as we work to gain acceptance of our program in the communities.

It was noted that AH has responsibility for setting policy with respect to program content and that SHH has responsibility for the relationships between CIJE and the Lead Communities. Primary responsibility for person to person communication in the communities rests with SE, with particular emphasis on planning and implementation for education. She will, for example, be the person to work with communities on administering a survey on personnel strengths and needs. The role of BH in introducing and implementing the Best Practices project is clear.

There remains the need for someone to facilitate the planning component of this process on a regular basis. It was noted that the communities will be engaging in strategic planning processes, but we have not sufficiently insisted on the centrality of CIJE issues. Jack Ukeles may be able to play this role, if he is clear on the role of CIJE and our goals. This will become more clear as the planning guide is completed. Regardless of that outcome, the planning component must be addressed.

It was noted that each of the Lead Communities has been engaged in a process of planning for Jewish education during the past year, and has moved ahead faster than the CIJE has. A challenge to CIJE is to enter this ongoing process. Effective dialogue with key planners is critical and should be a topic for discussion during the site visits next week.

It was noted that the upcoming site visits will involve conversations only with professionals in the communities. It was felt that a relationship must be clearly established at this level before moving on to lay leaders. We will suggest that MLM call the leading lay person in each of the two communities shortly after the visit to express his interest, to ascertain the communities' impression of the visits, and ask for their support in future meetings.

C. Planning Resources

SHH noted his recollection that there had been talk of developing a CIJE talent bank on which Lead Communities could draw. He asked what the status of this concept is now.

It was reported that the concept was presented to the communities as part of the negotiations for establishing Lead Communities. At that point, it was noted that CIJE would bring to each community the monitoring, evaluation and feedback process, the Best Practices program, and a resource of professional and technical skills to assist in developing specific elements of the community programs. This latter was described as a "line of credit" for each Lead Community up to the equivalent of \$40,000 in consulting support.

It was noted that this concept, as presented, was probably too non-specific and permitted the communities to expect more than we are prepared to offer, and even to interpret our offer as an offer of \$40,000 for planning. It was agreed that this is likely to come up during the site visits and that the team visiting the communities will have to agree on how to respond. It was suggested that the visitors listen sympathetically and indicate that this will be considered and responded to following the visit.

D. Letter of Agreement

It was noted that a letter of agreement has gone through several drafts and not yet been executed with the communities. It was suggested that, unless the communities push for one, it would be better not to proceed with this until we have had more experience working with the communities.

E. What is the status of the concept of pilot projects for the Lead Communities?

It had been suggested that it might be helpful to the communities to begin work on one or more pilot projects in order to have a feeling that progress is being made. This might take the form of written information on the Best Practices project which could be used for advance planning. It might also take the form of seminars for personnel and/or lay leaders to bring them on board as the planning process unfolds.

A question was raised about how we can move ahead with action items before the planning is completed and it is clear how those actions fit into the strategic framework. It was suggested that the site visit team explore with the communities whether they would feel comfortable with implementation while planning is being done.

F. What is the role of the evaluators in the communities at this point?

It was suggested that the evaluators are now ahead of the planners and that their work might be confusing the communities as to the role of CIJE. It was agreed and noted that the field researchers have been asked to hold off on further interviewing for the present. At the same time, it was suggested that the information being gathered now will serve as useful baseline data for evaluation and replication in the future. It was suggested that quantitative data may be more useful than qualitative at this stage of the process. It was agreed that this requires further discussion.

G. CRB and Israel Experience in the Lead Communities

It was noted that there is confusion in the Lead Communities over the relationship of the CRB project now being introduced directly by CRB and the work of CIJE. BH noted that Peter Geffen of CRB is also concerned about the impression their work in the Lead Communities might be giving. BH will talk with Geffen and clarify the situation prior to the site visits.

II. Milwaukee Visit

It was suggested that a visit be scheduled now with Milwaukee so that there is no feeling that they are being left out as the visits to the other two communities take place. BH has a visit scheduled to Milwaukee on February 16 to present the Best Practices project to both professional and lay leaders in the community. AH and SHH will confer on whether this meeting should proceed as scheduled.

We will try to schedule now a site visit for February 22 or 23 in Milwaukee. AH will let SHH know which date is available once her schedule is more clear.



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Via: UK.AC.ED.ERCVAX; 25 JAN 93 11:40:49 GMT

Date: Mon, 25 JAN 93 11:41:19

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: reports

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

Thanks for your message. We are seeing eye to eye. (Is that an Americanism? I meann we agree.)

Regarding your upcoming visits to lc's -- will there be formal meetings? When? May one of our f.r.'s observe? I haven't forgotten your request for tips on presenting the MEF project to Fed executives, and I'll e-mail some thoughts on that this week.

Ellen and RRoberta were at a meeting in NNew York (senior policy advisors or just CIJE staff, I'm not sure) when Art announced the impending changes in CIJE leadership. They know this is confidential. I'll try to find out who exactly was at this meeting if you'd like.

More later.....

Received: by HUJIVMS (HUyMail-V6k); Mon, 25 Jan 93 22:50:35 +0200
Date: Mon, 25 Jan 93 22:47 +0200
From: <ANNETTE@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: annette@hujivms
Subject: Re: reflections on yesterday's conversation

Americanism indeed. But after 25 years of marriage to an American I have become somewhat proficient.

The meeting in New York was that of the Senior Policy Advisors -- a networking and information group that convenes once or twice a year to receive reports and discuss. As usual, reports are that your team did veryu well. I know about Art.

The purpose of my Lead Communities tour is to start the dialogue again, or put it on track. It is not a formal meeting (whatever formal means) and I think we would be not well advised to have the f.r.'s there. There is a strong feeling about that they must keep a low profile for a while (hopefully very short), until we get things back on track.

It would help me greatly to have some pointers from you for the discussion. The issue of "why no quantitative data" is sure to surface. How should I respond to it? OF course this is a secondary point. The main one is to re-iterate the rationale for the project and explain why it is useful to have f.r.'s in place even as the project is just beginning to move.

Looking forward to read the reports

Good night!

Annette

Received: by HUJIVMS (HUyMail-V6k); Mon, 25 Jan 93 06:55:03 +0200
Date: Mon, 25 Jan 93 6:55 +0200
From: <ANNETTE@HUJIVMS>
To: mandel@hujivms

Received: by HUJIVMS (HUyMail-V6k); Sun, 24 Jan 93 22:48:34 +0200
Date: Sun, 24 Jan 93 22:48 +0200
From: <ANNETTE@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: annette@hujivms
Subject: Re: reflections on yesterday's conversation

Dear Adam,

Many thanks for your two memos. Hope I can do justice to both at this late time.

As to showing the draft reports to the communities I believe that we are in close agreement as regards the appropriate way of sharing the reports. Our intention is to have the appropriate person in the community see the draft and correct errors/ and/or comment on it.

However at the present time, under circumstances where the gap between what was intended for the researchers and what is, is so large and the situation is as unclear as it is, we would be ill advised to add anything that might further mis-understandings about the evaluation project. In order to preempt this are suggesting that the steering committee with Elen and with you see and discuss the draft BEFORE anyone else - and in order to jointly decide what the best course of action is. Hopefully it will be to share the report with the person in the community.

I would not call Esther Leah yet, since we don't know if we have a report, and because she is not yet apprised of the changed leadership situation. That will happen around the time of the Board meeting. Will let you know.

I am flying to Cleveland, Atlanta and Baltimore next week (Sunday to Friday) - with Steve Hoffmann and Shulamith. Hope to know much more when I return.

As regards fiancial administration - things will remain unchanged until the end of February and will then move to Cleveland. Thanks for alerting me to your concerns. I will discuss them with Ginny Levi who will be in charge of administration - and trust she will be helpful to you, in particular as regards the regular passing on of information (I have built an effective system with Cleveland - and believe the same should be possible for you).

We have not yet formulated our April plans and schedules, therefore I need a little more time to be able to respond to yours. We certainly want to see you at the Mandel Institute when you come, so let's get back to this when I return from the New World.

Looking forward to reading the reports - please fax or e-mail them.

Best Regards,

Bonne nuit!

Annette





13 January 1993

Professor Seymour Fox
Annette Hochstein
Mandel Institute
PO Box 4497
Jerusalem 91044
ISRAEL

Dear Seymour, Annette, Shmuel and Danny,

I am settling back into work here and want to write to thank you again for hosting me at the Mandel Institute. It was extremely interesting to learn about the Institute in greater detail and hear about the School for Educational Leadership. I hope this is just the beginning of a long-term collaborative relationship.

I also want to express my personal thanks for assisting us after the incident with our car. It was extremely reassuring to have your help.

I look forward to seeing you in February and hope you will be able to visit Vanderbilt at some time in the near future.

Warmest wishes,

Ellen Goldring

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Jan 93 13:38:51 GMT

Via: UK.AC.ED.ERCVAX; 20 JAN 93 13:38:44 GMT

Date: Wed, 20 JAN 93 13:39:15

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: reflections on yesterday's conversation

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

<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Hello again! Here's message number 2, my reflections after yesterday's conversation:

I had a good talk with Ellen last night. She and the field researchers are wrapping up 2 1/2 days of hard work revising the reports. My request to cease formal interviews coincides well with what they had decided that day. This week they are finishing their reports. Next week they will be helping Ellen and me with the summary report. The following week they will spend reflecting on what they know so far and where the major gaps in their knowledge are--what do they not know, who have they not talked to, what issues allow fruitful comparisons across communities, etc.

On the basis of this reflection, they will each propose a plan for next steps, which Ellen and I will then consider together with them. Thus, there will be at least three weeks with no formal interviews, and we will not resume until we get the go-ahead. The field researchers will not be totally out of sight, but they will not be out interviewing and they will not be travelling.

The decision not to show the reports to anyone in the communities at this time also coincided with a decision they had made already, or, to be more precise, a decision Ellen had already enforced. However, Ellen's conversations with the field researchers and subsequently with me raised a number of difficulties that I thought you should be aware of.

We support this decision, but it is not without its costs:

(1) The field researchers have established positive working relations with the community planners -- Marhsall in Baltimore, Steve in Atlanta, and Howard in Milwaukee. Each of these men know that we are writing up our observations to date, and each is eager to see what we've come up with.

As a matter of pure courtesy we should show them what we're in the process of writing.

(2) Beyond courtesy, we need their help in correcting obvious errors of fact that even the most careful research sometimes fails to avoid.

(3) A third difficulty is that the field researchers need feedback on how they are doing. I don't mean a pat on the back, I mean they need to hear an opinion from one of their subjects about whether they're focusing on the right issues and making helpful observations. This feedback will help them and us make better decisions about how to adjust their roles.

(4) You'll recall that Steve Gelfand explicitly asked to see the Atlanta report in draft form. This isn't an unsurmountable problem because we can say, with honesty, that the reports will still be in draft form as long as we show them to someone in the communities before we finalize them, even if we hold them back at the present time.

(5) You may also recall Esther Leah Ritz's advice to show drafts to someone from the communities. She based her suggestion on the principle that when an evaluation is prepared, the subject should get to see it before it becomes part of the record. In holding back the reports, we are actually going against her advice (instructions?). One might say we're only showing the reports to the advisory committee at this time, but by sharing them with you and Seymour -- which is important for us to do -- we are really sharing them with CIJE before we allow a response from someone in the communities. I see this as a problem. At a minimum, I should probably contact Esther and tell her how we are proceeding don't you think?

So I think these are the costs of our decision. My fondest hope is that when you receive the reports in the middle of next week, you'll see that they are at most, helpful, and at worst, harmless, and you'll feel that we can show them to Marshall, Steve, and Howard, respectively, as DRAFT REPORTS for their eyes only and for their comments. Yours,
Adam



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Jan 93 13:38:07 GMT

Via: UK.AC.ED.ERCVAX; 20 JAN 93 13:38:04 GMT

Date: Wed, 20 JAN 93 13:38:34

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: what I meant to add yesterday

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

<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Annette,

Thanks for the call yesterday. Today I'm sending you two memos. This one contains a couple of items I meant to add to our conversation but which slipped my mind at the end. The next message contains my thoughts after reflecting on our call.

(1) Will the accounting and disbursement of funds move from New York to Cleveland? If so, how will this occur? I am concerned that this aspect of the transition be smooth. (A side point -- the JCCA accountants have been wonderful in setting up our accounting system and paying and reimbursing people promptly, but I have had to work hard to obtain the information I need to monitor our budget. I hope this can be maintained or improved following the transition.)

(2) You'll recall that we've had family plans to visit Israel at the end of May. For purely family reasons, we've decided to shift this visit to April, to coincide with the boys' school holiday. We are anticipating being in Israel from April 4 - 20. I am giving a workshop at Tel Aviv University on April 18-19. Would there be a time earlier in the period that you and I could meet? The best dates for us would probably be April 7 or 8, but our schedule is not fully set yet. I hope this does not cause a hassle for you, and if you are unavailable during this time -- it coincides with Pesah (April 5 - 12) -- I would of course understand.

Adam

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15 Jan 93 17:12:13 GMT

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Jan 93 17:12:05 GMT

Via: UK.AC.ED.ERCVAX; 15 JAN 93 17:12:00 GMT

Date: Fri, 15 JAN 93 17:12:25

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: board meeting and field researcher reports

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

Annette,

I'm writing about two issues:

BOARD MEETING

I've been giving more thought to the February board meeting and the question of my participation. Here's what I'm thinking: If my role there would be to report on the evaluation project, i.e., say what we've done so far, what we're doing next, and answer questions, I think Ellen can do that absolutely just as well as I can, so I would prefer not to attend. If you have in mind a presentation of some of our findings, e.g. the summary report which will make comparisons among the communities, or any recommendations we present which the board would wish to take up, then I think my presence would be more important. In other words, I'm not needed just to report on the evaluation process, but if the content of the evaluation is at issue, then I feel responsible and would attend.

I suggest that we wait a few weeks to see how the reports turn out and make a decision at that time. You probably haven't decided on the agenda for the board meeting yet so that gives more time.

FIELD RESEARCHER REPORTS

Ellen and I have read and critiqued the first drafts of the field reports.

We are applying what we call the "Seymour test": Could Seymour Fox have written these reports without ever having visited the communities? Only if the answer is no, do the reports have a chance to be informative, both to the communities and to the CIJE.

Ellen and the field researchers are meeting in Nashville next week to revise the reports. We will then send them to our advisory panel, and ask for responses in one week's time. We will also send them to you, even though you are not a mere advisor any more!

Ellen and I will decide next week whether the reports are worth sharing with the communities. I think the answer is going to be yes. Assuming it is, I would like to send each draft report to one person in its respective community, for his/her eyes only, with a request for a meeting with the field researcher one week hence, to discuss the following:

- (a) Are there any obvious errors of fact or interpretation?
- (b) Is this likely to be helpful to your community's planning efforts? What revisions might make it more helpful?
- (c) What direction can future reports take that would be helpful to you?

Do you want to leave it to the field researchers to identify the one person in their communities with whom they will discuss the draft reports?

I think they all know who they'd go to. Or do you want to give us instructions about that?

P.S. The reports are fairly innocuous. They are mostly descriptive. They

do highlight some key issues that confront each community, and in that sense I think they are going to be helpful. The reports would fail the "Seymour test" in the sense that if he listed 12 problems, he would not miss any of those identified by the communities. But he would not necessarily know which three are most central in each community, nor would he know how the key issues relate to their contexts. And I don't think the federation leaders know that already either. So that's why I think the reports will be useful to the communities.

I am confident that the reports, and the summary report being prepared by Ellen and me, will be potentially useful to CIJE, i.e. you, Shulamith, Art, and Barry.

Shabbat shalom,



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Via: UK.AC.ED.ERCVAX; 4 JAN 93 13:38:58 GMT

Date: Mon, 4 JAN 93 13:39:25

From: EKJC68@ERCVAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: February meetings

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

<EKJC68@ERCVAX.EDINBURGH.AC.UK>

Annette,

Sorry I didn't let you know I received your message last week.

My lack of response was due to a combination of the time of year, and my taking the message home for discussion. (I have no modem at home this year.) As you know I have carefully avoided making any trips out of the UK this year. The reason for this is because it does not seem fair to bring my family to Scotland and leave them here while I fly around to meetings.

As things have turned out, I've been much more involved with CIJE than I originally thought I would be this year. I am enjoying my involvement and find it very stimulating. Nonetheless, I would rather avoid the trip to New York unless it is critical for the long-term needs of the project. As I understand it, my role at the meeting would be to make a brief presentation on the progress of the Evaluation project, and answer questions. Do I understand correctly? Is this not something Ellen could do with equal effectiveness? Or am I missing something?

I agree it would be a good time to review the project. This might also be something Ellen could participate in, although if she comes to New York she may not have the time to go to Chicago also. I would definitely not be able to make a prolonged trip to both New York and Chicago in February.

Thanks VERY much for giving me so much lead time to make a decision about this.

Adam

Received: by HUJIVMS (HUYMail-V6j); Sat, 02 Jan 93 22:14:17 +0200
Date: Sat, 2 Jan 93 22:13 +0200
From: <ANNETTE@HUJIVMS>
To: EKJC68@ERCVAX.EDINBURGH.AC.UK
Cc: annette@hujivms
Subject: Re: data gathering after January

Dear Adam,

I sent again last week's message -- since I do not know if the lack of response is due to vacation time, busy time or simply a message never received.

We are now thinking of a possible meeting with COleman during those same February days, since Mike Inbar will also be in the US. Wouldn't it be great to review the project

Hit <CR> for next page, : to skip to next part...

BMAIL>

[2J [H
at that time?

Best Regards,
Happy New Year,

Annette





MILWAUKEE JEWISH FEDERATION

1 9 0 2 . 1 9 9 2

*recognizing 90 years of service to
the Jewish community*

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

AGENDA

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

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

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

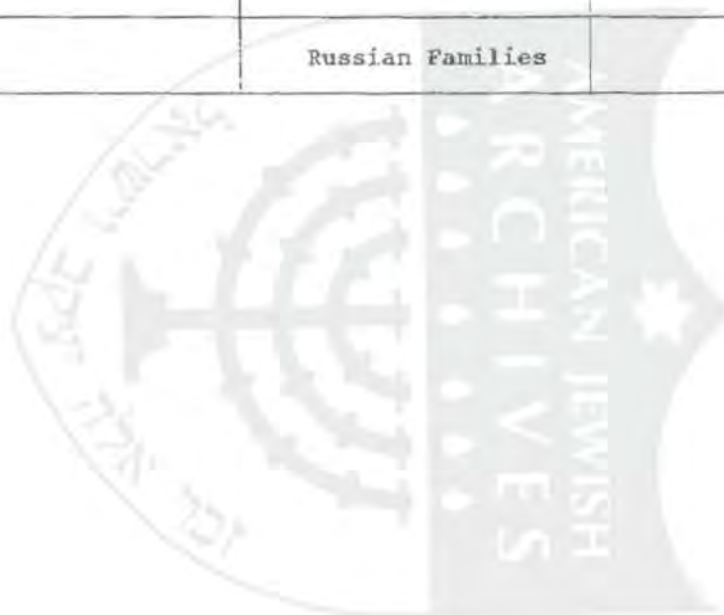
AGENCY	TEENS EDUCATION	PERSONNEL DEVELOPMENT	FAMILY EDUCATION	CURRICULUM DEVELOPMENT	COLLEGE CAMPUS	BUDGET
BBYO	Recruitment	Leadership Development		Methodology Curriculum		
JCC		Training	Programs Russian Families			
JFS			Russian Families			
MAJE		Training Recruitment	Programs			Computer Materials Staff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

SUMMARY - Interviewee's Responses

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

SUMMARY - Interviewee's Responses

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



CIJE
Simulation Seminar II

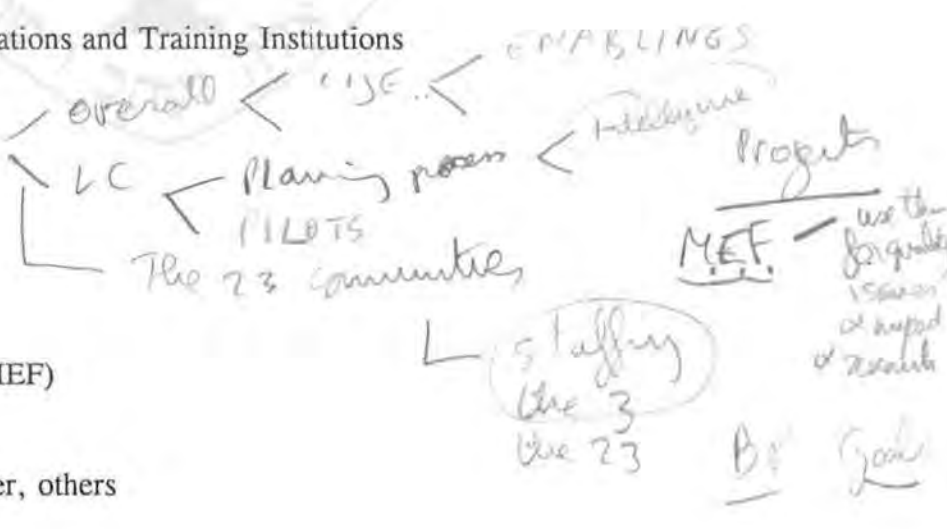
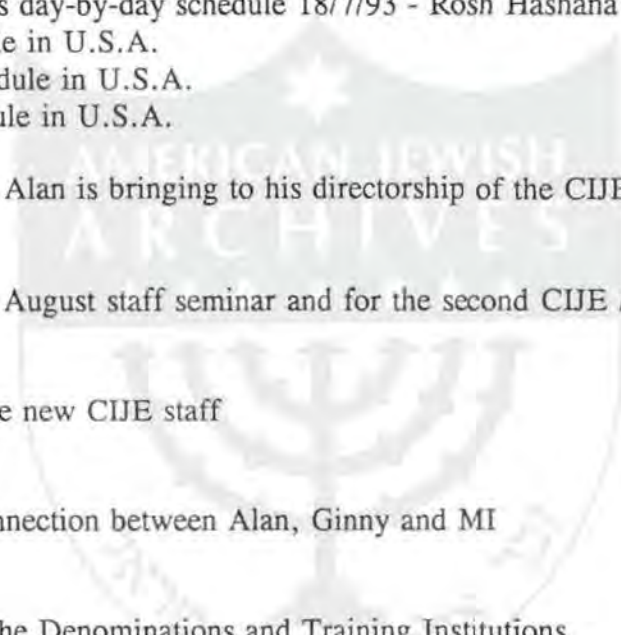


CIJE - SIMULATION SEMINAR II

Wednesday & Thursday - July 21 & 22, 1993

AGENDA

1. The first 6 weeks of Alan's installation as CIJE Director
 - a. People with whom he should meet, visits to the Lead Communities, Foundations, Training Institutions, "non affiliated" lay leaders / pros / educators / rabbis etc.
 - b. ADH's day-by-day schedule 18/7/93 - 12/8/93
 - c. Barry Holtz's day-by-day schedule 18/7/93 - Rosh Hashana
 - d. Gail Dorph's day-by-day schedule 18/7/93 - Rosh Hashana
 - e. SF's schedule in U.S.A.
 - g. ARH's schedule in U.S.A.
 - h. SW's schedule in U.S.A.
2. The new "bessora" Alan is bringing to his directorship of the CIJE
3. The agenda for the August staff seminar and for the second CIJE / LC seminar
4. The induction of the new CIJE staff
5. Logistics of the connection between Alan, Ginny and MI
6. Plan of action for the Denominations and Training Institutions
7. Desired outcomes for 1993/94
8. Twelve month calendar
9. Support projects (Goals, BP, MEF)
10. Role of Pekarsky, Elkin, Bieler, others
11. New MO (Method of Operation). Presentation to MLM



MLM's expectation
2 PERT A 2.1
of end

22.7.93

BALTIMORE

Lead Communities reconsidered

- a. Systemic
- b. Lasting
- c. Enabling as means
 - Content through goals
- d. Standards, scope

Seeing lay people, personnel, goals, Israel

CIJE contribution

- Who will what

Seeing the support projects

Monitoring, Evaluation and Feedback

Best Practices

Therefore year 1 plan { planning process
pilots

Working together

4) Staff seminar

Desired outcomes:

- Bringing the old and new staff and consultants in sync with regards to the next steps of the CIJE .
- Clarifying the role of each staff member and consultant
- Defining the objectives for the short, middle and long range (simulation Jerusalem)

Agenda: To be determined after the Simulation



5) CIJE / LC second seminar: Baltimore

Desired outcomes:

- Reinforcing the partnership between CIJE & LC
- Finalizing each LC workload for 1993/94
- What does each LC have to achieve
- Acquainting the LC with the full CIJE team and their roles
- Presenting the CIJE program for 1993/94 (~~simulation~~)

preparata

Agenda:

Each Lead Community has been asked about their suggestions for the meeting in Baltimore. Upon completion of the simulation in Jerusalem we will send them our proposal for comments and final setting.

CIJE PERT CHART

1) Board 8/26

<u>Task</u>	<u>TBD by</u>	<u>Due</u>	<u>Comments</u>
1) Invite members	VFL	done 5/28	With progress report
2) Briefings (campers calls)	CIJE US staff	7/ 16	Campers outline reviewed
3) Prepare progress report	SW	7/29	BP by BH MEF by AG
4) Send progress report	VFL	8/10	
5) Prepare logistics	VFL	8/16	
6) Plan desired outcomes agenda, presentations.	VFL&SW	8/16	
7) Prepare Charles Ratner for his presentation	SF	8/9	
8) Prepare E. L. Ritz for her presentation	AG	8/9	
9) Prepare J.Coleman for his presentation	BH	8/9	

10) Prepare Louise Stein for her participation	Ruth Cohen	8/9
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11) Prepare Genine Fiedler, Eilene Vogelstein	Chaim Botwinick	8/9
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12) Prepare Bill Shatten for his participation	??	7/29
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13) Prepare MLM presentation	SF	8/9
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FIRST THOUGHTS IN WAKE OF A GOALS PROJECT SIMULATIONSHMUEL WYGODA/DANIEL MAROM

After simulating a discussion between the Milwaukee Jewish Day School (Liberal) and the MI/CJE on the basis of the fourth draft of its. "HEBREW/JUDAICA MISSION STATEMENT (3/9/93)" (appended to this document), we have arrived at the following set of first thoughts on the goals defining process in lead communities::

1. The process of defining or redefining goals involves thorough and painstaking delineation of general aims into operative and evaluable directives (eg, the goal of commitment to Medinat Yisrael" would have to be refined in terms of what attitudes, behaviors, and skills are specifically meant by "commitment" and by what aspects of modern Israel are specifically meant by "Medinat Yisrael." Whether because of its demand for institutional integrity and arduous effort work or because of its implications for the reorganization of everyday life in the school, this process can be very threatening.

2. The goals defining process demands facilitation by an outside expert/s. The facilitator/s role would be to guide the process through asking questions, making distinctions and posing suggestions until it has produced goals statements which are

- agreed upon by the various players in the school's leadership (lay, administrative, pro, parents, etc.)

- are capable of being implemented by the school's staff (with appropriate in-service training if necessary and available)

- can be evaluated.

Though the facilitator/s would have to "translate" the concerns and understandings of each of the players in the goals defining process, it would not be the facilitator/s's role to shape school policy in any way. Similarly, though the need for clarity would necessarily involve inquiry into issues of priority and value, the facilitator/s would not attempt to raise the level of discourse on goals to the level sought out in the papers on the educated Jew.

3. A school's statement of general aims (as in the appended Milwaukee Jewish Day School "mission statement") can be a useful starting point if it reflects, even in a very general way, something of an authentic vision. Honest nuances in such a document can be "exploded" into a series of specific questions, clarifications, and differentiations which are necessary for the definition of goals (eg, the goal of preparing students for "possessing and valuing a Jewish lifestyle" makes many assumptions about what a school must present to students as a viable way of Jewish living, about how these must be presented, and about what it means for a student to learn about each one of these lifestyles and to choose one of them for him/herself). When such a statement is available, it may provide a less threatening basis for the

necessary
sufficient
important

goals defining process than when there is no statement at all. In cases in which even this kind of mission statement is unavailable, one would have to think about how to generate its production or suggest that the process begin on the basis of a "content analysis" (an extrapolation of goals statements from an analysis of its existing programs and practice).

4. The question of how to initiate the goals defining process in schools in lead communities is very sensitive and complex. We do not know how many of the 60 - 80 schools in lead communities (early childhood, day, and supplementary), would want to undergo such a process. Since the process can be threatening, it may safely be assumed that many schools will not be immediately open to the idea. Though pressure from lay leaders and force management could create the basis for such a process, one must also consider the possibility that those who implement a vision will not do so with great energy and conviction, even if the "guillotine" of accountability is hanging over their heads, unless they believe in the school's vision and see themselves as having some role in its conception. Furthermore, we have no idea of how many outside experts are available for such a process (certainly not enough to work with all the schools in a lead community at once) nor do we know how much time would be necessary in order to achieve appropriate results.

It may be that the resources of the MI-CIE would be well invested, at least at first, into an intensive goals defining undertaking with one or two schools in each lead community. The advantage of this approach is that the MI-CIE could choose to work with schools whose desire to enter into a goals defining process is assured from the outset. In addition, it would be possible to consider recruiting those schools into the process which, when seen entering the process, would provide an incentive for other schools to do the same. Yet another advantage is that the smaller undertaking could provide the MI-CIE with valuable experience in preparation for the larger goals project in and across lead communities (this could possibly make the smaller undertaking appropriate for the pilot project stage).

5. Linked to the issue of initiating the goals defining process is that of the specific players which would have to be involved. As was stated above, being involved in the process can be an important factor in empowering and energizing players for the implementation process. This would logically lead to the conclusion that it would be important to include as broad a base as possible in the process. On the other hand, besides the great burden that a broad base places on efficiency, the sources of authority in the decision making process and the internal politics will be different in each school. This could obviously have great impact on the question of who it would be necessary, advisable, or optional to include in the goals defining process. One possibility of dealing with this issue would be to work with a committee of representatives of each of the constituents in a school (lay, administrative, pro, parents, etc.) in producing draft formulations of goals and then with each representative and his/her constituent in suggesting emendations. This could also work the other way around - first goals formulations could be done with each of the constituents and their representatives separately and then emendations could be done by a committee of all the representatives. In both cases, it is reasonable to assume that there would be a series of rounds or movements made between the two groups in order to reach a final formulation of the school's goals.

A related question for many of the schools will be the role of the central offices of the respective denominations. Even in cases in which a denomination had developed its own definition of goals - with or without the facilitation of the MI-CLJE - it is difficult to assume that local schools would not want to go through their own goals defining process. Some schools may, of course, feel comfortable using denominational goals statements as a framework within which they could taper and reformulate their own goals. Others may be more open to considering goals formulated by the central denominational offices when those offices offer immediate support for the implementation of those goals through curricula and in-service training. But since the goals defining process is itself a factor in creating energy, efficiency, and accountability in a school, even in these cases effort would have to be invested in locally in order to ensure that the various players in a school understand, desire and are capable of implementing centrally formulated goals. It would therefore be necessary to consider how, in each case, a fruitful working relationship could be negotiated between the central denominational offices and their local constituents in lead communities.

In considering this issue, it could be important to keep in mind that the denominations may choose to embark on a long-winded search for educational goals on the basis of the conceptions developed in the MI's educated Jew project. In cases in which this indeed transpires, it would be possible for the central denominational offices to raise the standards and level of discourse on goals among their constituents. Assuming that a fruitful relationship with the central denominational offices had been built in to the goals defining process in schools in lead communities, this would provide a solid basis for such a development in lead communities - one which could indeed provide a model for other communities.

The question of outside expertise is, of course, also pertinent to the question of who sits around the table in the goals defining process. It is important here to distinguish between the task of facilitating the formulation of clear goals and suggesting ideas or programs in order to implement these goals. Since goals set a theoretical basis for ideas and programs, and the latter should be evaluated in light of the former, it is critical to separate these two activities. As was stated above, it is difficult to assume that the MI-CLJE has enough staff available to work with all of the schools in lead communities at the same time. Even in working with small number of schools, all of which would agree to working with an outsider, the question of how to work together needs attention. Possibilities range from long term, on-site, "hands-on" cooperation on site to fax relationships. The question of whether or not it would be possible to train local experts for this assignment may be worth considering.

6. In order to proceed, we suggest that this document be discussed with AH and SF in preparation for the discussion of the goals project at the coming CLJE seminars.

Milwaukee Jewish Day School
(~~Conservative~~ Liberal)

HEBREW/JUDAICA MISSION STATEMENT

Draft #4: 3/9/93

The mission of MJDS is to prepare ^{Students}~~graduates~~ to be educated participants in the Jewish community, possessing and valuing a Jewish lifestyle and the ability to engage in independent Jewish study. Through active and intensive study of source materials, students will become knowledgeable participants in Jewish life.

MJDS aspires to foster in each child a positive Jewish identity and a love and commitment to God, Israel and the Jewish people. The program emphasizes the richness and worth of religious pluralism and instills respect and appreciation for different outlooks and practices within Judaism. It will stress the need to accept and embrace all Jews as equal participants in the Jewish community.

Judaic and general studies curricula are substantially integrated, enabling students to express their Jewishness in their daily lives.

PROGRAM GOALS

draft #3: 3/9/93

Graduates of MJDS will have attained the following goals:

In the area of I know!

1. knowledge and understanding of the full range of Jewish beliefs and observances.
2. knowledge of and familiarity with Jewish sources.
3. understanding of the development of Jewish tradition.
4. knowledge of Jewish history.

In the area of Jewish skills:

1. the ability to speak, read, write and understand the Hebrew language.
2. the ability to participate in and lead synagogue worship (tefillah).
3. the ability to participate in and lead home and holiday celebrations.
4. the ability to study Jewish sources independently.

In the area of Jewish attitudes:

1. commitment to gemilut chasadim (acts of loving kindness).
2. commitment to Klal Yisrael (Jewish community).
3. commitment to Medinat Yisrael (the modern State of Israel).
4. positive feelings about Jewish life, celebration, and learning.

PLANS FOR AUGUST 26TH BOARD AND EXECUTIVE COMMITTEE.

1) Progress report:

The progress report is currently in preparation. The central part is drafted by VFL and SW while the part on MEF is drafted by Adam Gamoran and the part on Best Practices by Barry Holtz.

The report should be in Board members mail box no later than by Monday August 16th. Hence all drafts have to be submitted to VFL no later than July 29th, so that they can be submitted for MLM review, corrected, and subsequently mailed to Board members.

New staff

2) Alan Hoffmann's introduction.

The meetings of August 26th will be the first opportunity for the formal introduction of new staff. Towards that date a thorough preparatory work is to be completed.

Alan has started his preparation to take over the directorship of the CIJE. He has been meeting regularly with SF, AH, and SW in addition to his reading CIJE related written material in order to become fully acquainted with the organization, its activities and challenges.

Alan has already prepared a first draft of the CIJE calendar for 1993/94 and will update it periodically as his familiarization will develop.

Alan has just returned from the US, (where he went to attend the funerals of Mr Sam Melton, and had subsequently various informal meetings related to CIJE matters) and he will be back there for mid August

The announcement about his appointment has to be completed ten days prior to the Board, along with the progress report so that during the Board Alan will be formally introduced and will be able to have several informal discussions with important Board members, thus leaving them at the evening of August 26th, with the clear impression that the CIJE is finally in good hands and that after a period of " rodage " the organization is ready to measure up with the challenges of the systematic improvement of Jewish education in North America.

2) Gail Dorph

Gail has been formally hired only recently, and at the present time she is completing her duties at the University of Judaism and actively preparing her daughter's wedding. Only towards mid August will she be settled back in New York and already after the excitement of the Simha.

As the date of mid August corresponds with the time of arrival of Alan , (and other CIJE israeli staff) to the US, it is suggested to hold several intensive meetings with Gail to bring her on board as quickly and efficiently as possible , in order for her to start and have informal meetings during the Board and executive sessions of August 26th.

4) Redefinition of the role of Barry Holtz

Since January 1993 Barry was involved at part time (50%) with the CIJE. Barry was primarily involved with the Best Practices project including Pilot Projects in Lead Communities.

As of July 1st 1993 he works full time for the CIJE. Several areas of responsibility are presently considered for Barry, ranging from expanding his involvement with the Best Practices to coaching the educational content of the work done in one or two Lead Communities. It is to be expected that by August 26th, a formal announcement regarding Barry's new responsibilities will be made, thus completing the full picture of the senior CIJE staff.

.5)Preparation of Charles Ratner

The overview of the Lead Communities project will be presented by Charles Ratner . In order to help him prepare this presentation the relevant material will be sent to him (e.g. minutes of the simulation seminar of April in Jerusalem, CIJE / LC seminar in Cleveland, etc) . In addition SF will be in telephone contact with him to provide him with additional relevant information and ensure a comprehensive presentation.

6) Preparation of LC lay leaders

- Baltimore: Genine Fiedler and Eilene Vogelstein.

Both have just been elected co-chairs of the Baltimore CIJE. It would seem that Chaim Botwinick is best suited to prepare

them both for the second CIJE / LC seminar and for the board.

- Milwaukee: Jane Gelman and Louise Stein

Jane and Louise have attended the first seminar in Cleveland and have been actively involved in the day to day development of the CIJE in Milwaukee. Hence they don't really need to be prepared as they work hand in hand with the local pros.

- Atlanta: Bill Shatten

Dr Bill Shatten is a prominent plastic surgeon who is professionally very active. To date his involvement with CIJE has been limited. On the other hand he has left a very positive impression on some of our staff, and thus the challenge is to find the right channel to prepare and involve him to a greater extend .

As Lauren Azoulay is about to become the key CIJE person in Atlanta she seems to be the natural person to prepare him. On the other hand, for internal reasons we may want to consider additional possible avenues and decide shortly how to proceed.

7) Preparation of Jon Coleman, E.L.Ritz

The preparation of Jon Coleman will be done by Barry Hotlz, and the one of Ester Lea Ritz by Adam Gamoran.

8) Dvar Tora

The choice of the Board member to present the Dvar Tora has to be made by Cleveland, and the information has to be passed on to enable adequate preparation.

SW - All members?

Date
June?

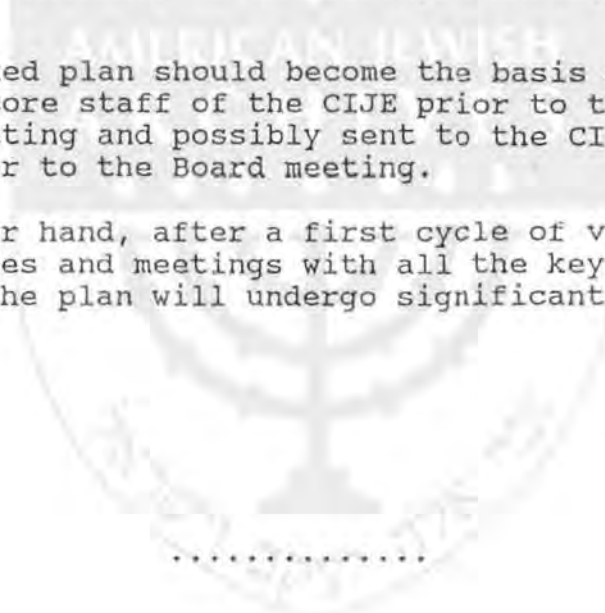
TOWARDS A CIJE WORKPLAN FOR 1993-4

This is a first crude iteration towards a plan for the period September 1st. 1993 through August 31st. 1994. I have tried to specify some clear outcomes although it should be emphasized that this is based on documents and general hearsay information rather than real first-hand knowledge and familiarity with the lead communities and the key players involved.

It is intended as a basis for our discussion and thereupon for the elaboration of a detailed workplan based on the 1993-94 calendar to be developed during June and July 1993.

This reworked plan should become the basis for discussion with MLM and core staff of the CIJE prior to the August 1993 CIJE Board meeting and possibly sent to the CIJE Executive Committee prior to the Board meeting.

On the other hand, after a first cycle of visits to the 3 lead communities and meetings with all the key actors, I imagine that the plan will undergo significant revision and refinement.



By the end of August 1994, the CIJE should attain the following benchmarks:

1. THE CIJE ITSELF

- a. Board: - A clear articulation of the mission of CIJE and an understanding of the continuum: mission-strategy-programs
 - An active Executive committee that has met three times and a working 'camper' system using core CIJE staff.
 - Three board committees operating (LC's, MEF, Research)
 - 3 new board members and 6 candidates for 1994-5
 - Two communications to the wider community of professionals and lay leaders.
- b. Staff: - Understand the mission and have ability to explain it coherently to other professionals and community leaders.
 - Clear job definitions for all staff and consultants, including role of Mandel Institute for 1994-95 and beyond
 - Planning consultant or planner in place
 - Regular meetings of the core staff (probably in Cleveland twice every 8 weeks)
 - Three meetings of senior advisory group
- c. Admin: - Central office established - mini-satellite offices in New York (Barry and Gail) and Jerusalem with a clear communications protocol both within and without.

- An operating calendar of events across all areas of CIJE work and a full-blown calendar for 1994-5 and an outline for 1995-6
- Operating budget with clear independent CIJE procedures for all aspects of budget. Agreed upon budget for 1994-5 and gross budget projection for 1995-6

d. Fund- raising:

- Significant contributions from local foundations in LC's
- Commitments of national foundations (excluding three) to specific pieces of work of CIJE.
- Plan for fund-raising with \$ targets over time and a strategy for potential funders

e. Successor

- Located or final stages of search.
- Detailed training program for 1994-5
- Crude plan for overlap in 1995-6 developed.

f. Communications:

- Advisory group' nationally of educators, community professionals
- Plan for conference in 1994-5 for sharing the developments.
- Brochure on CIJE
- 'CIJE Education Letter' - three issues in development for 1994-5
- Plan with Federations for LC dissemination

g. National Organizations:

- Framework/s created for connexions with major organizations: CJF, JCCA, Denominations, etc.

2. LEAD COMMUNITIES

- a. Wall-to-Wall Leadership Coalition (pro. and lay)
 - established in each LC with defined 'concentric rings' as discussed Jerusalem/Cleveland
- a. Calendar:
 - Fully fleshed-out operating calendar for each LC both 'within' and 'across' Joint action plan in place.
 - Fine-tuned calendar for 1994-5
 - Gross calendar 1995-6
- b. Mission
 - Local LC staff, Local Commission, Federation key pros., Federation leaders, rabbis and educators ALL understand the mission and role of CIJE. (Probably by several seminars in LC's)
 - "Enabling options"; "scope"; "systemic change".
- c. Staff
 - Core team developed for each LC from CIJE, local commission, federation, MEF - meets regularly.
 - Gail Dorph is 'project officer' to that team.
- d. Personnel
 - MEF professional survey results in diagnostic profile of all personnel personnel needs leading to a multi-year plan for personnel devl.
 - Summer 1994: Summer Institute for targetted strategic personnel groups.
 - At least two Senior Educators or Jerusalem Fellows from each LC to be trained in 1994-5.

- Projection of future pre-service needs and fleshed-out plan with training institutions.
- Graduates of Senior Educators, JF and training institutions to fill key positions.

d. Staff - Ongoing monthly seminar in LC's with CIJE core staff, local pros.

e. Lay Leadership

- Wall to wall commission in each LC in place
- Seminar on Goals has taken place in each community for the local Commission and maybe for the wider educator/ Rabbi/ pro. community.
- Development of a community 'champion' and hooking him/her into CIJE leadership ('Vaulting over' the local pros)
- July seminar in Israel for LC lay leadership

f. Pilot Projects

- One project at least underway in each LC and full completion of planning of additional projects for 1994-95
- CIJE consultants engaged for pilot projects
- Israel summer seminar for pilot projects
- System in place for networking between 3 LC's on pilot projects
- MEF in place on projects

g. MEF

- Educators survey completed and analyzed with detailed policy recommendations.
- Feedback loop designed and implemented in individual communities and feedback system created for CIJE core staff
- mid-year report presented and summative year-end report processed through staff, consultants, MI and CIJE lay subcommittee

h. Goals Project

- Seminar with CIJE staff so that they understand the project.
- Seminar in each lead community on "Goals" for local Commission

3. BUILDING THE PROFESSION

a. Training Institutions:

- Develop first iteration of a plan for personnel
- Give them clear brief on needs of LC's from their institutions
- Complete at least one major consultation with training institutions including Israel.

b. CIJE:

- First iteration of plan for personnel from within CIJE linking LC needs, training institution capability and articulating unmet needs.

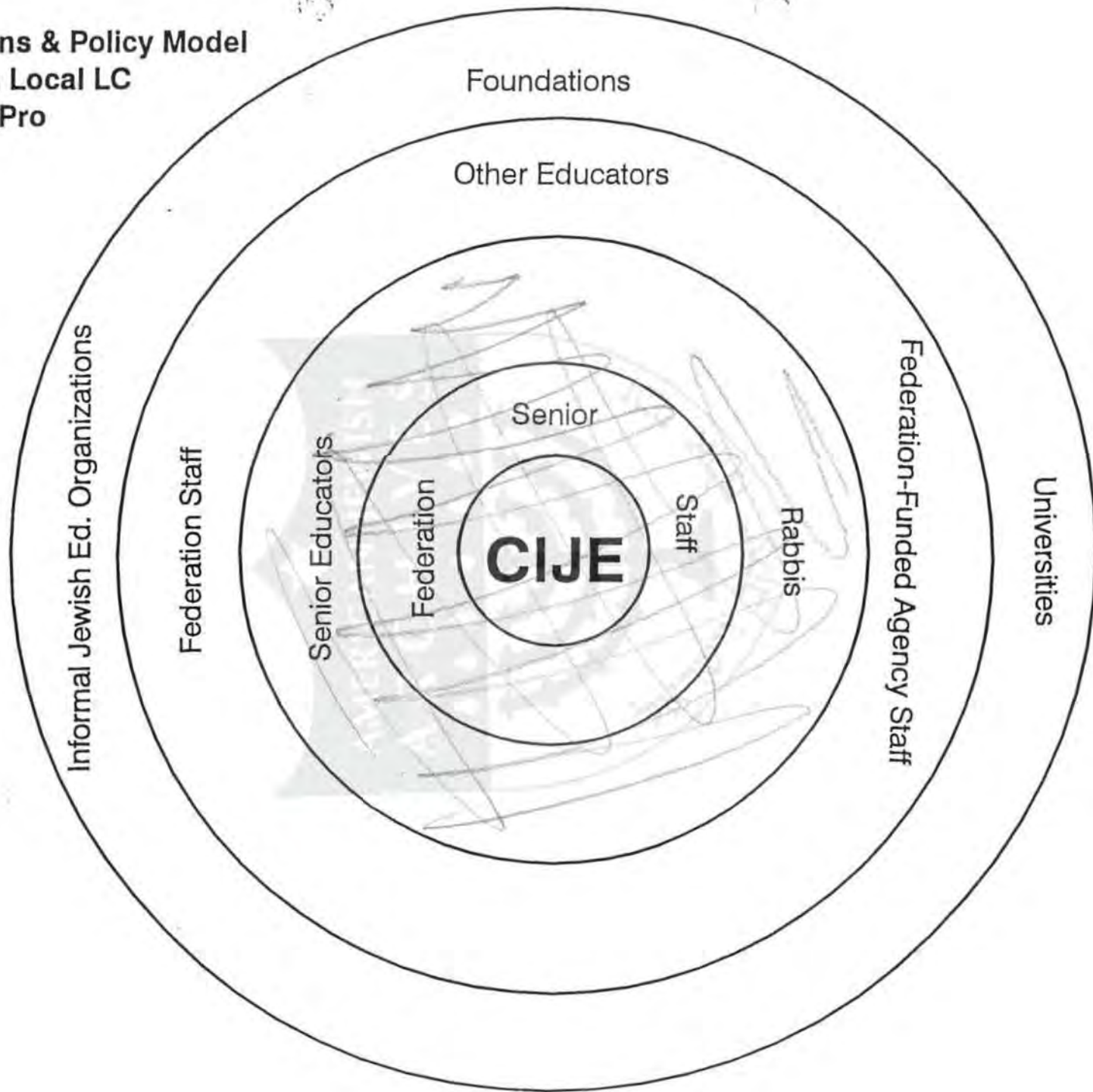
4. COMMUNITY LEADERSHIP

- Matrix created of communities, foundations, denominations etc. by development of secret information system.
- Used LC story to interest and enthuse designated additional community leaders outside of LC's but within the matrix. Connected to communications.
- 'Camper' program for key individuals.
- Begin planning for major Boston conference for Feb. 1995 on work of CIJE (and MI).

5. RESEARCH

- Professional consultation completed and a strategy of how to deal with it.
- Creation of a professional advisory panel on research and a first meeting by summer 1994.

**Communications & Policy Model
Within Local LC
Pro**



Received: by HUJIVMS via NJE (HUyMail-V61); Thu, 22 Jul 93 00:08:01
+0300

Date: Wed, 21 Jul 1993 15:36 CDT

From: <GAMORAN@WISCSSC>

Subject: memos etc.

To: MANDEL@HUJIVMS

Original_To: ANNETTE, MANDEL

Dear Shmuel and Annette,

Thanks for letting me know you'll be in touch soon. In addition to the e-mail message from last week and the fax from earlier this week, we will send tomorrow (Thurs.) our proposed plan of work for 1993-94.

I've had to schedule a meeting with Esther Leah Ritz for next Tuesday, July 27, because this was the only day we could meet for the next month. I plan to tell her what we've done this year, and what we've proposed to do for next year.

I will attend the LC/CIJE meeting in Baltimore on Aug. 23-24 if you deem it a top priority. As you know, my ability to travel is very limited, and I need to make at least one and probably two trips for the MEF project this fall. This means I will definitely not be available for any other trips for CIJE for the next several months.



TO: FAX NO. () <u>619-951</u>	FROM: FAX NO. <u>216</u> <u>361-9962</u>
Name <u>ANNETTE HOCHSTEIN</u>	Name <u>GINNY LEVI</u>
Company _____	Company _____
Street Address _____	Tele. No. () _____ Ext. _____
City _____ State _____ Zip _____ Country _____	

Dear Annette,

As you think through scheduling issues, I thought you should know that after some pressure from HLZ, Mont agreed that I should attend a 3-day meeting of the Jewish Funders Network on Feb. 28 - Mar. 2. Part of the rationale is for me to get to know Jewish funders and their interests for our use in CISE. (I'm attaching what little info I have.)

If you think I shouldn't register, please let me know soon because I'm putting in for the check now.

Talk to you soon.

Ginny

P.S. See attached minutes

JEWISH FUNDERS NETWORK THIRD ANNUAL CONFERENCE!

RESERVATION DEADLINE:
FEBRUARY 8

WHAT AND HOW TO FUND

Following the political and social reversals of the U.S. elections, the Israeli elections, and the former Soviet Union, the challenges facing Jewish funders and foundations have become increasingly complex. This year's conference is designed to help us better understand these changes — both in familiar areas, such as Jewish education and support for Israel, and the new issues of today's changing world.

CONFERENCE SCHEDULE

- | | |
|--------------------|--|
| SUNDAY AFTERNOON | ♦ Opening Session <i>Funding for Strategic Change in Jewish Life</i> with REYNOLD LEVY, Executive Director, A.T.& T. Foundation; SIDNEY SHAPIRO, Trustee, Trio Foundation; LISA GOLDBERG, Vice President, Charles H. Revson Foundation |
| SUNDAY EVENING | ♦ Keynote on <i>Jewish Feminist Perspectives on Jewish Life and Jewish Funding</i> by acclaimed writer and Jewish activist LETTY COITIN POOREBIN |
| MONDAY MORNING | ♦ Discussion on <i>Personal Dynamics of Funding</i> with IRA S. HIRSCHFIELD, President, Evelyn and Walter Haas, Jr. Fund, San Francisco followed by Process Groups |
| MONDAY AFTERNOON | ♦ Renowned Princeton political scientist and author Professor MICHAEL WALZER speaking on <i>Reshaping Relationships between Israel and the Diaspora</i> |
| TUESDAY MORNING | ♦ Panel presentation on <i>After the 1992 U.S. Elections</i> with DIANA AVIV of the National Jewish Community Relations Advisory Council, STANLEY K. SHENBAUM, Member, L.A. Police Commission, MADELINE LEB, Executive Director of the New York Foundation and Rabbi DAVID SAPERSTEIN of the Religious Action Center of U.A.H.C. |
| SPECIAL ACTIVITIES | ♦ Author and teacher Rabbi LAWRENCE KUSHNER will be "Scholar-in-Residence" |
| | ♦ Report from the recent Jewish Funders Network-initiated trip to Russia |
| | ♦ Insiders briefing on philanthropy and the Clinton Administration |

SELECTED WORKSHOP TOPICS

- | | | |
|---------------------------------------|---|--|
| • Continuity Through Jewish Education | • New Approaches to the Middle East Peace Process | • Economic Development in Israel |
| • Women's Issues in Jewish Life | • Issues of Intergenerational Funding | • Taking and Evaluating Risks as Funders |
| • Planning Individual Giving | • Community Economic Development | • Black Jewish Relations |
| • Grantmaking Skills | | |

GUIDELINES FOR PARTICIPATION

- The Jewish Funders Network includes individual funders, trustees from private and public foundations, and foundation staff. All participants in the Jewish Funders Network are treated as colleagues and respect the following guidelines:
- It is expected that each individual participant either personally contributes or is associated with a foundation which allocates at least \$20,000 annually.
 - Individuals who have donor-advised accounts with public foundations or other entities are invited.
 - Trustees and staff affiliated with public foundations that support projects in the Jewish community or whose support derives in large part from explicitly-identified Jewish sources are welcome.
 - *Fundraising at meetings is not permitted.* Participants may not use the conference for fundraising purposes. Attendance lists are not available for public circulation.
 - Display space at gatherings is available for foundation and other project materials from participants, i.e. annual reports, brochures, research studies and project information.
 - Conference presenters who are not funders may provide materials about the organization with which they are connected.

PLEASE SEND MORE INFORMATION ABOUT THE JEWISH FUNDERS NETWORK AND THE ANNUAL CONFERENCE.

NAME	
FOUNDATION/ORGANIZATION	
POSITION	
ADDRESS	
CITY/STATE	ZIP
TELEPHONE	
TELETYPE	
PLEASE SEND INFORMATION TO: (PLEASE INDICATE IF YOU WISH TO RECEIVE THE CONFERENCE PROGRAM AND MATERIALS FOR THE CONFERENCE)	
NAME	
ADDRESS	
CITY/STATE	ZIP
TELEPHONE	
TELETYPE	

PLEASE RETURN TO:
JEWISH FUNDERS NETWORK
2710 GERMANTOWN AVE., 17TH FLOOR, PHILADELPHIA, PA 19104
TEL: 215/247-0704 FAX: 215/247-0706

JEWISH FUNDERS NETWORK STEERING COMMITTEE

202 638 6022

- | | |
|---|---|
| <p>Chairman J. Colin, Coar
Charitable Assistance Fund
Boston, MA</p> <p>Chairman R. Kowal, Co-Chair
Samuel Beckett Foundation
Boston, MA</p> <p>Chairman Daryl Abram
Arrow Family Fund
New York, NY</p> <p>Chairman Joanne Brown
Boston, MA</p> <p>Chairman R. Michael Galt
Director of Foundations
Jewish Community
Federation of Cleveland
Cleveland, OH</p> <p>Chairman Nathan Cummings Foundation
New York, NY</p> <p>Chairman Esther Davis
S. H. & Helen R. Scherer
Family Foundation
New York, NY</p> <p>Chairman Sandra Edwards
Koret Foundation
San Francisco, CA</p> <p>Chairman David Feldman
Campfire Family Foundation
New York, NY</p> <p>Chairman LSA Gershberg
Charles H. Revson Foundation
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Lumina Fund
San Francisco, CA</p> | <p>Chairman Tami Miller
Sun Hill Foundation
New York, NY</p> <p>Chairman Robert Newman
C.M. and Rachel H. Newman Inc.
San Francisco, CA</p> <p>Chairman Michael Piro
Koret Foundation
San Francisco, CA</p> <p>Chairman Martin Schwartz
Los Angeles Jewish Federation
Foundation
Los Angeles, CA</p> <p>Chairman Simey Saperstein
The Foundation
Boston, MA</p> <p>Chairman A. J. Isaac Shapiro
Carmichael Foundation
New York, NY</p> <p>Chairman Rein Cummings-Sapstein
Nathan Cummings Foundation
New York, NY</p> <p>Chairman Rena Sussman
New Prospect Foundation
Chicago, IL</p> <p>Chairman Marc Tan Stein
March Fund
Cleveland, OH</p> |
|---|---|
- Executive Director** The Jewish Funders Network
c/o The Shale Fund
Philadelphia, PA

JEWISH FUNDERS

A GROWING PRESENCE

North American Jews have a rich tradition of charitable giving. Over the past two decades, there has been an even greater expansion in Jewish philanthropy — more than 1,400 newly-created private foundations, many involving several generations of family members, and thousands of individual donors who have become active in philanthropy for the first time.

These foundations and individuals, reflecting a diverse mix of ages, experience, asset size and philanthropic interests, support a broad range of both secular and Jewish causes.

Until now, there have been few opportunities for such funders to discuss emerging issues, learn about new projects and ideas, gain expertise in the operational, administrative and legal aspects of grantmaking, and exchange information — within a Jewish framework.

The Jewish Funders Network was created to provide such a gathering place. It is independent of affiliation with any other Jewish organizations and does not permit fundraising at its events.

"Jewish funders display a diversity of opinion and political interest that characterizes the Jewish community at large. Participating in the Jewish Funders Network means appreciating that diversity and learning from it."

MICHAEL PAPO, EXECUTIVE DIRECTOR
KORET FOUNDATION, SAN FRANCISCO

THE ANNUAL CONFERENCE AN IMPORTANT GATHERING

The most important activity of the Jewish Funders Network is the Annual Conference. Held each year in a different part of the country, the informal, collegial atmosphere of the Conference attracts more than 150 people — spanning three generations, from people in their twenties to their eighties — who bring with them a broad range of perspectives, interests and skills. Together, we learn about important trends and leading-edge issues facing Jewish funders, share experiences and shape responses.

The Annual Conference is for people active in all aspects of funding, including:

- ♦ First-time grantmakers
- ♦ Experienced donors
- ♦ New board members
- ♦ Individual funders
- ♦ Family foundations
- ♦ Foundation trustees
- ♦ Foundation staff
- ♦ Fund administrators

The Conference encourages:

- ♦ The exchange of ideas between small and large foundations.
- ♦ Reports on general philanthropic trends, issues and ventures.
- ♦ Discussions about current issues in the Jewish community.

"Belonging to the Jewish Funders Network has been a joyous experience for our family. Their resources and support have been invaluable in organizing our Trio Foundation."

IRVY AND RITA SITT, FUNDERS
TRIO FOUNDATION, KANSAS CITY

"With all the stress we're under as foundation staff, it felt wonderful to be with other Jewish grantmakers at the Conference. It was relaxing and enriching at the same time."

RABBI RACHEL CONWAY, PROGRAM OFFICER
MILTON C. FRIEDMAN FOUNDATION, NEW YORK CITY

- ♦ Initiating cooperative responses.
- ♦ Sharing grantmaking skills.
- ♦ Learning more about Jewish values and traditions as contemporary Jewish grantmakers.

- ♦ Exploring issues of family and identity relating to wealth and philanthropy.

Keynote speakers, workshop leaders and panelists are some of the most prominent people in the field:

- ♦ STEVEN M. COHEN, Professor of Sociology, Queens College, specialist on Soviet Jewry
- ♦ ARNOLD EISEN, Professor of Religious Studies, Stanford University
- ♦ LEONARD FEIN, founder of Mazon, a Jewish Response to Hunger, and former editor of *Moment*
- ♦ RABBI LAURA GELLER, Director, S.W. Region American Jewish Congress

- ♦ LETTY COTTIN POGREBIN, a founder *Ms. Magazine*, author *Deborah, Golda and Me*
- ♦ RABBI DAVID SAPERSTEIN, Executive Director, Religious Action Center, Union of American Hebrew Congregations

A FORUM FOR SHARING

In the spirit of *tikkun olam*, repairing the world, the Jewish Funders Network brings together individual philanthropists, foundation trustees, foundation executives and staff. They are dedicated to advancing the growth and quality of Jewish philanthropy through more effective grantmaking both secular and Jewish causes.

"The Jewish Funders Network Conference has been very important for us...it's the only place I can get in-depth information on issues and resources while meeting exclusively with Jewish colleagues. What they provide I can't get from any other regional network or association of grantmakers."

CELWEE PEURIE, DIRECTOR
FEL PRO/RECHENBURGER FOUNDATION, CHICAGO

The Jewish Funders Network is a forum in which grantmakers can:

- ♦ Share ideas and experiences with other funders.
- ♦ Foster cooperation and collaboration.
- ♦ Hear from experts about current issues of national and international concern.
- ♦ Examine the core values and philanthropic traditions of Judaism and their relevance to contemporary Jewish philanthropy.
- ♦ Learn more about the mechanics of grantmaking and explore the personal dynamic involved in the grantmaking process.

Since the Jewish Funders Network was established in 1990, more than 150 individual funders, family members, foundation staff, and trustees from the U.S. and Canada have participated in its activities.

issues of Jewish continuity and the need for a consortium to address them. An anticipated outcome of this meeting will be a call for a meeting of family foundations concerned with the same issues. Art Rotman will work with Marty Kraar to arrange the meeting of presidents and executives. SBH and HLZ will help to arrange the meeting of family foundations.

AJN will continue to cultivate general foundations.

A subcommittee of this group comprising SHH, VFL, MLM, AJN, and HLZ will meet at 5:00 p.m. on Tuesday, January 12 to develop a plan for cultivation of the following potential supporters of CIJE:

Max Fisher
Ludwig Jesselson
Jim Joseph
Avi Chai
Zanvyl Krieger
Milken
Kahanoff

For that meeting VFL will prepare a page on each which will include a record of previous contacts and support.



JUL 73 11:20 AM 210047 P.1

FIRST THOUGHTS IN WAKE OF A GOALS PROJECT SIMULATION

SHMUEL WYGODA/DANIEL MAROM

After simulating a discussion between the Milwaukee Jewish Day School (Liberal) and the MI/CLJE on the basis of the fourth draft of its. "HEBREW/JUDAICA MISSION STATEMENT (3/9/93)" (appended to this document), we have arrived at the following set of first thoughts on the goals defining process in lead communities::

1. The process of defining or redefining goals involves thorough and painstaking definition of general aims into operative and evaluable directives (eg, the goal of commitment to Medinat Yisrael" would have to be refined in terms of what attitudes, behaviors, and skills are specifically meant by "commitment" and by what aspects of modern Israel are specifically meant by "Medinat Yisrael." Whether because of its demand for institutional integrity and arduous effort work or because of its implications for the reorganization of everyday life in the school, this process can be very threatening.

2. The goals defining process demands facilitation by an outside expert/s. The facilitator/s role would be to guide the process through asking questions, making distinctions and posing suggestions until it has produced goals statements which are

- agreed upon by the various players in the school's leadership (lay, administrative, pro, parents, etc.)

- are capable of being implemented by the school's staff (with appropriate in-service training if necessary and available)

- can be evaluated.

Though the facilitator/s would have to "translate" the concerns and understandings of each of the players in the goals defining process, it would not be the facilitator/s's role to shape school policy in any way. Similarly, though the need for clarity would necessarily involve inquiry into issues of priority and value, the facilitator/s would not attempt to raise the level of discourse on goals to the level sought out in the papers on the educated Jew.

3. A school's statement of general aims (as in the appended Milwaukee Jewish Day School "mission statement") can be a useful starting point if it reflects, even in a very general way, something of an authentic vision. Honest nuances in such a document can be "exploded" into a series of specific questions, clarifications, and differentiations which are necessary for the definition of goals (eg the goal of preparing students for "possessing and valuing a Jewish lifestyle" makes many assumptions about what a school must present to students as a viable way of Jewish living, about how these must be presented, and about what it means for a student to learn about each one of these lifestyles and to choose one of them for him/herself). When such a statement is available, it may provide a less threatening basis for the

goals defining process than when there is no statement at all. In cases in which even this kind of mission statement is unavailable, one would have to think about how to generate its production or suggest that the process begin on the basis of a "content analysis" (an extrapolation of goals statements from an analysis of its existing programs and practice).

4. The question of how to initiate the goals defining process in schools in lead communities is very sensitive and complex. We do not know how many of the 60 - 80 schools in lead communities (early childhood, day, and supplementary), would want to undergo such a process. Since the process can be threatening, it may safely be assumed that many schools will not be immediately open to the idea. Though pressure from lay leaders and force management could create the basis for such a process, one must also consider the possibility that those who implement a vision will not do so with great energy and conviction, even if the "guillotine" of accountability is hanging over their heads, unless they believe in the school's vision and see themselves as having some role in its conception. Furthermore, we have no idea of how many outside experts are available for such a process (certainly not enough to work with all the schools in a lead community at once) nor do we know how much time would be necessary in order to achieve appropriate results.

It may be that the resources of the MI-CLJE would be well invested, at least at first, into an intensive goals defining undertaking with one or two schools in each lead community. The advantage of this approach is that the MI-CLJE could choose to work with schools whose desire to enter into a goals defining process is assured from the outset. In addition, it would be possible to consider recruiting those schools into the process which, when seen entering the process, would provide an incentive for other schools to do the same. Yet another advantage is that the smaller undertaking could provide the MI-CLJE with valuable experience in preparation for the larger goals project in and across lead communities (this could possibly make the smaller undertaking appropriate for the pilot project stage).

5. Linked to the issue of initiating the goals defining process is that of the specific players which would have to be involved. As was stated above, being involved in the process can be an important factor in empowering and energizing players for the implementation process. This would logically lead to the conclusion that it would be important to include as broad a base as possible in the process. On the other hand, besides the great burden that a broad base places on efficiency, the sources of authority in the decision making process and the internal politics will be different in each school. This could obviously have great impact on the question of who it would be necessary, advisable, or optional to include in the goals defining process. One possibility of dealing with this issue would be to work with a committee of representatives of each of the constituents in a school (lay, administrative, pro, parents, etc.) in producing draft formulations of goals and then with each representative and his/her constituent in suggesting emendations. This could also work the other way around - first goals formulations could be done with each of the constituents and their representatives separately and then emendations could be done by a committee of all the representatives. In both cases, it is reasonable to assume that there would be a series of rounds or movements made between the two groups in order to reach a final formulation of the school's goals.

A related question for many of the schools will be the role of the central offices of the respective denominations. Even in cases in which a denomination had developed its own definition of goals - with or without the facilitation of the MI-CLJE - it is difficult to assume that local schools would not want to go through their own goals defining process. Some schools may, of course, feel comfortable using denominational goals statements as a framework within which they could taper and reformulate their own goals. Others may be more open to considering goals formulated by the central denominational offices when those offices offer immediate support for the implementation of those goals through curricula and in-service training. But since the goals defining process is itself a factor in creating energy, efficiency, and accountability in a school, even in these cases effort would have to be invested in locally in order to ensure that the various players in a school understand, desire and are capable of implementing centrally formulated goals. It would therefore be necessary to consider how, in each case, a fruitful working relationship could be negotiated between the central denominational offices and their local constituents in lead communities.

In considering this issue, it could be important to keep in mind that the denominations may choose to embark on a long-winded search for educational goals on the basis of the conceptions developed in the MI's educated Jew project. In cases in which this indeed transpires, it would be possible for the central denominational offices to raise the standards and level of discourse on goals among their constituents. Assuming that a fruitful relationship with the central denominational offices had been built in to the goals defining process in schools in lead communities, this would provide a solid basis for such a development in lead communities - one which could indeed provide a model for other communities.

The question of outside expertise is, of course, also pertinent to the question of who sits around the table in the goals defining process. It is important here to distinguish between the task of facilitating the formulation of clear goals and suggesting ideas or programs in order to implement these goals. Since goals set a theoretical basis for ideas and programs, and the latter should be evaluated in light of the former, it is critical to separate these two activities. As was stated above, it is difficult to assume that the MI-CLJE has enough staff available to work with all of the schools in lead communities at the same time. Even in working with small number of schools, all of which would agree to working with an outsider, the question of how to work together needs attention. Possibilities range from long term, on-site, "hands-on" cooperation on site to fax relationships. The question of whether or not it would be possible to train local experts for this assignment may be worth considering.

6. In order to proceed, we suggest that this document be discussed with AH and SF in preparation for the discussion of the goals project at the coming CLJE seminars.

Milwaukee Jewish Day School
(~~Conservative~~ Liberal)

HEBREW/JUDAICA MISSION STATEMENT

Draft #4: 3/9/93

The mission of MJDS is to prepare ^{Students}~~graduates~~ to be educated participants in the Jewish community, possessing and valuing a Jewish lifestyle and the ability to engage in independent Jewish study. Through active and intensive study of source materials, students will become knowledgeable participants in Jewish life.

MJDS aspires to foster in each child a positive Jewish identity and a love and commitment to God, Israel and the Jewish people. The program emphasizes the richness and worth of religious pluralism and instills respect and appreciation for different outlooks and practices within Judaism. It will stress the need to accept and embrace all Jews as equal participants in the Jewish community.

Judaic and general studies curricula are substantially integrated, enabling students to express their Jewishness in their daily lives.

PROGRAM GOALS

draft #3: 3/9/93

Graduates of MJDS will have attained the following goals:

In the area of J. knowl.

1. knowledge and understanding of the full range of Jewish beliefs and observances.
2. knowledge of and familiarity with Jewish sources.
3. understanding of the development of Jewish tradition.
4. knowledge of Jewish history.

In the area of Jewish skills:

1. the ability to speak, read, write and understand the Hebrew language.
2. the ability to participate in and lead synagogue worship (tefillah).
3. the ability to participate in and lead home and holiday celebrations.
4. the ability to study Jewish sources independently.

In the area of Jewish attitudes:

1. commitment to gemilut chasadim (acts of loving kindness).
2. commitment to Klal Yisrael (Jewish community).
3. commitment to Medinat Yisrael (the modern State of Israel).
4. positive feelings about Jewish life, celebration, and learning.



**MELTON
RESEARCH
CENTER**

for Jewish Education

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

To: Shmuel Wypeda
At FAX Number: Mandel
From: Barry Holtz
Date: July 13
Total pages including this one: 4

RE:

Shmuel - I tried to send this electronically
via internet. I think it may not have
worked. Let me know. The file was
called Board. ;)

Barry

*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.

Memo

July 13, 1993

To: CIJE Board

From: Dr. Barry W. Holtz

Re: Update-- The Best Practices Project

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 been done in a systematic way and it is a project that cannot be completed within a short range of time. This memo outlines the way that the Best Practices Project should unfold over the next 1 to 2 years.

Documentation and Work in the Field

The easiest way to think about the Best Practices Project-- and probably the most useful-- is to see it as one large project which seeks to examine eight or nine areas (what we have called "divisions"). The project involves two phases of work. First, is the documentation stage. Here examples of best practice are located and reports are written. The second phase consists of "work in the field," the attempt to use these examples of best practice as models of change in the three Lead Communities.

The two phases of the Best Practices Project are only partially sequential. Although it is necessary to have the work of documentation available in order to move toward implementation in the communities, we have also pointed out previously that our long-range goal has always been to see continuing expansion of the documentation in successive "iterations." Thus, the fact that we have published our first best practice publication (on Supplementary Schools) does not mean that we are done with work in that area. We hope in the future to expand upon and enrich that work with more analysis and greater detail.

In the short run, however, we are looking at the plan below as means of putting out a best practices publication, similar to what we've done for the Supplementary School division, in each of the other areas. What we have learned so far in the project is the process involved in getting to that point. Thus it appears to be necessary to go through the following stages in each of the divisions:

The Steps in Documentation: First Iteration

Preliminary explorations: to determine with whom I should be meeting

Stage one: Meeting (or multiple meetings) with experts

Stage two: Refining of that meeting, 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

Stage six: Printing the edited version

Stage seven: "Advertising" and Distributing the edited version

Next Steps

For this memo, I've taken each "division" and each stage and tried to analyze where we currently are headed:

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 JCCA is our partner in implementing the documentation.

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, this will be the most complicated of the projects for the year.

5) College campus programming

Here we are at stage three, with the national Hillel organization as a partner. 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 participants 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 participants is probably more complex.

8) The Israel experience

We hope to move this project forward with consultation from the staff of the CRB Foundation. As they are moving forward with their own initiative, we hope to be able to work on the "best practice issues" involved with the successful trip to Israel.

9) Community-Wide initiatives

Finally, I have recommended 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. This project would use JESNA's assistance could probably be launched rather quickly.

Lead Communities: Implementation-- and How to do it

In previous reports I have quoted Seymour Fox's statement that the Best Practices Project is creating the "curriculum" for change in the Lead Communities. This applies in particular to the "enabling options" of building community support for Jewish education and improving the quantity and quality of professional educators. It is obvious from the best practice reports that these two elements will appear and reappear in each of the divisions under study.

The challenge is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: presentations to the local Lead Communities commissions about the results of the Best Practices Project, site visits by Lead Community lay leaders and planners to observe best

practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff. We have already discussed possible modes of dissemination of information in our conversations with the three communities.

How can we spread the word?

The first report on supplementary schools has engendered a good deal of interest in the larger Jewish educational community. One issue that the CIJE needs to address is the best way to make the results of the Best Practices Project available. How should the dissemination of materials take place? How should the findings of this project have an impact on communities outside of the Lead Communities? Certainly we should find ways to advertise and distribute the materials as they are produced. Perhaps we should also begin to consider a series of meetings or conferences open to other communities or interested parties, as the project moves forward.



1994

[illegible]

July 4, 1991

Draft 1

The Second Jerusalem Workshop of the CIJE

Implementing the Recommendations of the
Commission for Jewish Education in North America:

Documents for Discussion—Prepared by S. Fox and A. Hochstein

Introduction

During its initial setting up period the CIJE has succeeded in establishing a human, organizational, and financial infrastructure that is now ready to launch work on several of the recommendations of the Commission. A first workplan and time line were established that include the following elements (Exhibit 1):

- Establishing Lead Communities
- Undertaking a "best practices" project
- Drafting a policy paper towards the establishment of a research capability in North America
- Building community support, including the preparation of a strategic plan
- Developing a masterplan for the training of personnel
- Developing and launching a monitoring, evaluation and feedback program alongside the implementation work

This paper will deal with Lead Communities. Separate papers will be prepared on each of the other elements (forthcoming).

Lead Communities

In the pages that follow we will outline some of the ideas that could guide the CIJE's approach to Lead Communities.

1. What is a Lead Community?

In its report *A Time to Act* the Commission on Jewish Education in North America decided on the establishment of Lead Communities as a strategy for bringing about significant change and improvement in Jewish Education (Exhibit 2). A Lead Community (LC) will be a site—an entire community or a large part of it—that will undertake a major development and improvement program of its Jewish education. The program—prepared with the assistance of the

CJIE, will involve the implementation of an action plan in the areas of building the profession of Jewish education, mobilizing community support and in programmatic areas such as day-schools or Israel experience programs. It will be carefully monitored and evaluated, and feedback will be provided on an ongoing basis.

Several Lead Communities will be established. Communities selected for the program will be presented with a menu of projects for the improvement of Jewish education. This menu, prepared by the staff of the CJIE, will include required programs (e.g., universal in-service education; recruiting and involving top lay leadership; maximum use of best practices) as well as optional programs (e.g., innovation and experimentation in programmatic areas such as day schools, supplementary schools; summer camps; community center programs; Israel experience programs). Each LC will prepare and undertake the implementation of a program most suited to meet its needs and resources, and likely to have a major impact on the scope and quality of Jewish education provided. Each community will negotiate an agreement with the CJIE, which will specify the programs and projects to be carried out by the community, their goals, anticipated outcomes, and the additional resources that will be made available. Terms for insuring the standards and scope of the plan will also be spelled out. The agreement will specify the support communities will receive from the CJIE. A key element in the LC plan is the centrality of on-going evaluation of each project and of the whole plan.

Through the LCs, the CJIE hopes to implement a large number of experiments in diverse communities. Each community will make significant choices, while they are being carefully guided and assisted. The data collection and analysis effort will be aimed at determining which programs and combination of programs are more successful, and which need modification. The more successful programs will be offered for replication in additional communities, while others may be adapted or dropped.

This conception of Lead Communities is based on the following conceptions:

- a. Gradual Change:** A long-term project is being undertaken. Change will be gradual and take place over a period of time.
- b. Local Initiative:** The initiative for establishing LCs will come from the local community. The plan must be locally developed and supported. The key stakeholders must be committed to the endeavor. A local planning mechanism (committee) will play the major role in generating ideas, designing programs and implementing them. With the help of the CJIE, it will be possible for local and national forces to work together in designing and field-testing solutions to the problems of Jewish education.
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July 4, 1991

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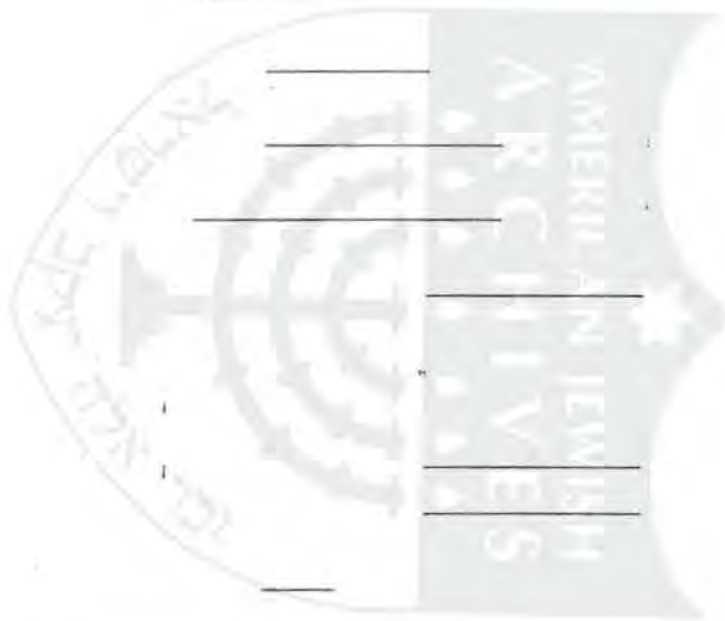
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CIJE TIME LINE -- APRIL 1991-JUNE 1992

4 5 6 7 8 9 10 11 12 1 2 3 4 5 6

- a. Articulate strategy & plan
- b. Simulate Lead Community
- c. Develop menu of projects
- e. Develop recruitment process for LC
 - 1. Conditions for participation
 - 2. Recruitment Strategy (call for proposals?)
 - 3. Invite candidates to full-day seminar
 - (a) Plan seminar
 - (b) Send materials
 - 4. Develop terms of agreement (CIJE-LC)
- f. Develop selection process
- g. Jerusalem Planning Workshop (2)
- h. Recruit "Fellows of the CIJE"
 - 1. Discuss strategy & plan with Senior P.A. & CIJE board
- j. Staff for CIJE
 - 1. Director
 - 2. Planners
- k. Recruit & Select LCs
 - 1. Announce decision Lead Communities



July 1, 1991

CIJE TIME LINE -- APRIL 1991-JUNE 1992

Exhibit 1

1991

1992

4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
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- m. Negotiate terms
- n. Launch Lead Communities
(set up local planning
& implementation group)
- o. Data collection, Evaluation
& Feedback loop

1. Hire researchers
(for LC; coordinators;
Steering Committee;
Researchers in LC)

- 2. Launch research
- 3. Diffuse findings

- p. Best Practices

1. Hire consultant & launch
2. Diffuse findings

- q. Communication programs

1. LC network &
2. Other communities

2. Community Support

- a. Prepare Strategic Plan

- #### b. The CIE Board

1. Campers
2. Board meetings
3. Interim communications

- c. Senior Policy Advisors

1. Meetings
2. Interim communications

July 1, 1991

CIJE TIME LINE -- APRIL 1991-JUNE 1992

Exhibit 1

1991
4 5 6 7 8 9 10 11 12 1 2 3 4 5 6
1992

d. The Community-at-Large

1. Develop communications program

e. Work with Foundations

1. Engage foundations
2. Joint planning of specific areas
(e.g., Israel Experience;
media; Early Childhood;
supplementary schools;
research)

3. Develop a Research Capability

- a. Commission policy paper
- b. Engage Foundation for Implementation

4. Developing the Profession

- a. Training
 1. Prepare comprehensive plan
 2. Work w/ MAF & training institutions
- b. Ladder of Advancement
- c. Terms of Employment
- d. Etc.

5. Quality Control

- a. Develop method for CIJE

III: ESTABLISHING LEAD COMMUNITIES

Many of the activities described above for the building of a profession of Jewish educators and the development of community support will take place on a continental level. However, the plan also calls for intensified local efforts.

Local Laboratories for Jewish Education

Three to five model communities will be established to demonstrate what can happen when there is an infusion of outstanding personnel into the educational system, when the importance of Jewish education is recognized by the community and its leadership, and when the necessary funds are secured to meet additional costs.

These models, called "Lead Communities," will provide a leadership function for other communities throughout North America. Their purpose is to serve as laboratories in which to discover the educational practices and policies that work best. They will function as the testing places for "best practices" — exemplary or excellent programs — in all fields of Jewish education.

Each of the Lead Communities will engage in the process of redesigning and improving the delivery of Jewish education through a wide array of intensive programs.

Selection of Lead Communities

Fundamental to the success of the Lead Communities will be the commitment of the community and its key stakeholders to this endeavor. The community must be willing to set high educational standards, raise additional funding for education, involve all or most of its educational institutions in the program, and thereby become a model for the rest of the country. Because the initiative will come from the community itself, this will be a "bottom-up" rather than a "top-down" effort.

A number of cities have already expressed their interest, and these and other cities will be considered. The goal will be to choose those that provide the strongest prospects for success. An analysis will be made of the different communities that have offered to participate in the program, and criteria will be developed for the selection of the sites.

Once the Lead Communities are selected, a public announcement will be made so that the Jewish community as a whole will know the program is under way.

Getting Started

Lead Communities may initiate their programs by creating a local planning committee consisting of the leaders of the organized Jewish community, rabbis, educators, and lay leaders in all the organizations involved in Jewish education. They would prepare a report on the state of Jewish education in their community. Based on their findings, a plan of action would be developed that addresses the specific educational needs of the community, including recommendations for new programs.

An inventory of best educational practices in North America would be prepared as a guide to Lead Communities (and eventually made available to the Jewish community as a whole). Each local school, community center, summer camp, youth program, and Israel experience program in the Lead Communities would be encouraged to select elements from this inventory. After deciding which of the best practices they might adopt, the community would develop the appropriate training program so that these could be introduced into the relevant institutions. An important function of the local planning group would be to monitor and evaluate these innovations and to study their impact.

The Lead Communities will be a major testing ground for the new sources of personnel that will be developed. They will be a prime target for those participating in the Fellows program as well as the Jewish Education Corps. In fact, while other communities around the country will reap the benefits of these programs, the positive effects will be most apparent in the Lead Communities.

The injection of new personnel into a Lead Community will be made for several purposes: to introduce new programs; to offer new services, such as adult and family education; and to provide experts in areas such as the teaching of Hebrew, the Bible, and Jewish history.

Thus Lead Communities will serve as pilot programs for continental efforts in the areas of recruitment, the improvement of salaries and benefits, the development of ladders of advancement, and generally in the building of a profession.

Criteria for the Selection of Lead Communities

Senior Policy Advisors

What Criteria Should be Used in Selecting Lead Communities?

The following criteria will be considered in selecting lead communities:

- a. City size
- b. Geographic location
- c. Lay leadership commitment
- d. The existence of a planning process
- e. Financial stability
- f. Availability of academic resources
- g. Strength of existing institutions
- h. Presence of some strong professional leadership
- i. Willingness of community to take over process and carry it forward
- j. Replicability
- k. Commitment to coalition building (synergism)
- l. Commitment to innovation
- m. Commitment to a "seamless approach," involving all ages, formal and informal education
- n. Commitment to the notion of *Clal Yisrael*—willingness to involve all segments of the community
- o. Agreement with the importance of creating fundamental reform, not just incremental change

Criteria for the Selection of LCs

January 1991 Workshop

Possible considerations in selection process:

1. City size
2. Geographical location
3. Lay leadership commitment
4. Planning process underway
5. Financial stability
6. Availability of academic resources
7. Strength of existing institutions
8. Presence of some strong professional leadership
9. Willingness of community to take over process and carry it forward after the initial period

In general, there was difficulty in conceptualizing a clear set of criteria for choosing lead communities—and in deciding among the goals of replicability/demonstrability/models of excellence. What emerged from this discussion was consensus on the idea of differentiated criteria: different communities might be chosen for different reasons. On the other hand, we clearly cannot afford to fail: however we choose candidates, we must be convinced that between the community's resources and our own, success is likely.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing Address:

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

Office of the Chair
Morton L. Mandel

December 21, 1992

Dear CIJE Board Member:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Morton L. Mandel

Enclosure

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

TELEFAX

DATE: January 20, 1993

TO: Annette Hochstein
Henry Zucker

FAX #: 02 619 452
(216) 361-9962

CC: Ginny Levi

FROM: Art Rotman

Number of pages (including this sheet) 2

MESSAGE:

FOR YOUR INFORMATION

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

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



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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F A X

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

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

Dear Darrell:

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

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

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

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

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

With warmest personal regards,

Sincerely,

ARTHUR ROTMAN

cc: Morton L. Mandel

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

F A X

To: Seymour Fox

Date: January 19, 1992

From: Arthur Rotman

Fax #: 011 972 2 619 951

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



JAN 13 93 10:10 AM CIVE 22000

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

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

MEMORANDUM

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

DATE: January 13, 1993

FROM: Art Rotman

SUBJECT: February Meetings

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

Wednesday, February 24

11:00 a.m.-3:00 p.m.

Professional Steering Committee
JCC Association, Conference Room
15 East 26th Street, 14th floor

Thursday, February 25

12:00 p.m.-2:00 p.m.

Annual Meeting (including lunch)
JESNA, Conference Room
730 Broadway

2:00 p.m.-3:30 p.m.

Board Meeting
JESNA, Conference Room

3:30 p.m.-5:00 p.m.

Debriefing - Steering Committee

Friday, February 26 (TENTATIVE)

8:30 a.m.-12:00 p.m.

Meeting on Lead Communities Project
JCC Association, Conference Room

COUNCIL FOR INITIATIVES IN

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

Ne
 FA:

Post-It™ brand fax transmittal memo 7671 # of pages 1	
To SKUMOUR FOX	From ART ROTMAN
ANNETTE HOCHSTEIN	Co.
Dept.	Phone #
Fax # BCC: SRE, BH	Fax #

FAX

To: Darrell Friedman

Date: January 14, 1992

From: Arthur Rotman

Fax: (410) 752-1177

cc: Morton L. Mandel
 Ginny Levi

MESSAGE:

As we discussed on the phone on Wednesday, we would like very much to have Roy Hoffberger and yourself attend the CIJE Annual Meeting and Board Meeting on Thursday, February 25, 12:00 noon to 3:30 p.m. in New York City at the CJF/JESNA offices.

This would be an excellent opportunity for the CIJE Board which, as you know, represents some of the top leadership in North America, to hear "Baltimore's story." In particular, the fact that Baltimore did not wait for a population study to address the issue of Jewish continuity, but rather took steps some time ago to marshal the resources of the community for the cause. I hope that you both will be able to make it and await your confirmation.

We would like to hold our next Board meeting in October in Baltimore. This will, no doubt, present an excellent opportunity for some of the people involved in the Commission to meet personally with the CIJE Board. Suggested dates for a meeting which would probably run from about 11:00 a.m. to about 3:00 p.m.:

October 15
 November 3, 4, 5, 8 or 9

When I was in Baltimore, we agreed to hold a meeting in June in preparation for the October meeting and to which we would bring in one of our top leadership. Charles Bronfman has volunteered to meet with your key people. If you would please check with whomever you think appropriate and, simultaneously, I will talk to Charles and between us I am sure we can mesh schedules and come up with a suitable date.

With warm regards.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

MEMORANDUM

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

DATE: January 13, 1993

FROM: Art Rotman

SUBJECT: February Meetings

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

Wednesday, February 24

11:00 a.m.-3:00 p.m.

Professional Steering Committee
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Board Meeting
JESNA, Conference Room

3:30 p.m.-5:00 p.m.

Debriefing - Steering Committee

Friday, February 26

8:30 a.m.-11:00 a.m.

Meeting on Lead Communities Project
JCC Association, Conference Room

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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TELEFAX**CONFIDENTIAL**

To: Seymour Fox/Annette Hochstein

Date: January 11, 1993

From: Arthur Rotman

FAX #: 011 972 2 619 951

Number of pages (including this sheet) 1

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

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

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

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

Mandel Institute

FAX SENT
DATE: 10/11/93
SIR

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Art Rotman

Date: January 10, 1993

From: Annette Hochstein

No. Pages: 2

Fax Number: _____



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMORANDUM

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

DATE: January 8, 1993

FROM: Art Rotman

SUBJECT: February 25th Meetings




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

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

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION**EXECUTIVE COMMITTEE MEETING**

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


PROPOSED AGENDA

- 
- I. Budget and Funding:
 - Grants -- Cummings Foundation, Blaustein Foundation
 - Proposals in Progress
 - II. Plans for Board Meeting in Lead Communities
 - III. Monitoring, Evaluation, and Feedback Project Progress Report (Chair & Professional Respond)
 - IV. Pilot Projects

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

CIJE BOARD MEETING
February 25, 1993
2:00 p.m.-3:30 p.m.

PROPOSED AGENDA

- 
- I. Lead Community Project Progress (Chuck Ratner)
 - II. A Community Progress Report
 - Baltimore -- Roy Hoffberger, Darrell Friedman, Marshall Levin

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

PROPOSED AGENDA

I. Presentation by Ismar Schorch on Lead Communities

II. JESNA and CIJE Working Together -- Neil Greenbaum

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

