MS-831: Jack, Joseph, and Morton Mandel Foundation Records, 1980 – 2008. Series E: Mandel Foundation Israel, 1984 – 1999.

Box Folder D-1 1914

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

Pages from this file are restricted and are not available online. Please contact the American Jewish Archives for more information.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128

Phone: (212) 532-1961

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

MEMORANDUM

TO:

Annette Hochstein

Seymour Fox

DATE:

January 8, 1993

FROM: ArtRotman

SUBJECT: Our Periodic Conference Calls

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

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128

Phone: (212) 532-1961

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

MEMORANDUM

Seymour Fox

DATE:

January 8, 1993

FROM: Art Rotman SUBJECT: Milwaukee

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

- Best Practices
- Planning Guidelines
- Questionnaire for Educators

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

Page

CIJE

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128

Phone: (212) 532-1961

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

MEMORANDUM

January 7, 1993 DATE:

TO: Shulamith Elster

Marty Kraar Seymour Fox Ginny Levi Ellen Goldring Art Naparstek Sol Greenfield Jack Ukeles Annette Hochstein Jon Woocher Steve Hoffman

Barry Holtz

FROM: Art Rotman

SUBJECT: Professional Steering Committee

Meeting

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

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

CIJE:LC3
TIMESHEET
Dec 1992

DATE	JBU Hours	JM Hours	Assoc Hrs	Sub-total
12/1	2.75	1	0	3.75
12/2	0.25	1	0	1,25
12/3	0	0	0	0.00
12/4	0	0	0	0.00
12/6	0	0	0	0.00
12/7	0	0	0	0.00
12/8	0	0	0	0,00
12/9	0	1	0	1,00
12/10	0	0	0	0.00
12/11	0	0	0	0.00
12/13	0	0	0	0.00
12/14	0	0.5	0	0.50
12/15	0	2.75	0	2.75
12/16	0	0.5	0	0.50
12/17	0.25	0	0	0,25
12/18	0	0	0	0.00
12/20	0	0		0.00
12/21	0	0.25		0.25
12/22	0	5.25		5.25
12/23	0.5	4	100	4.50
12/24	0.5	0.5	- 100	1.00
12/25	0	0	3	0.00
TOTAL	4.25	16.75	0.00	21.00

221388

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Honorary Chair Max M. Fisher

Chair Monor L Manael

Vice Chairs Charles H. Goodman Noil Greenboum Matthew. J. Maryles

Executive Director 4:That Rollman

Lester Pokack

Chief Education Officer Dr. Shulamith R. Elster January 5, 1993

Ms. Joyce Culley

University Press of America

FAX: (301) 459-2118

Re: Account # 10022RUDE

I understand that corrected copies of A Time To Act are now available. Please send 1,000 copies to:

Jo Ann Schaffer Council for Initiatives in Jewish Education 15 East 26th Street 13th Floor Mail Room New York, NY 10010

We would also like an additional 500 copies shipped to:

Annette Hochstein
The Mandel Institute for the Advanced Study
& Development of Jewish Education
22a Hatzfira Street
Jerusalem 93012 ISRAEL

Thank you for expediting this order.

Jo Ann Schaffer

cc: Annette Hochstein

JAN 04 '93

COUNCIL FOR INITIATIVES IN J

Mailing Address: 163 Third Avenue #128 •

Phone: (212) 532-1961

Post-It'" brand fax transmit	tal memo 7671 ot pages > /
To Stymoul Fox	From ART RATINARY
Co. 7	Co.
Dept.	Phone #
Fax #	Fax#

TELEFAX

To:

Morton L. Mandel

Date:

January 4, 1993

From:

Arthur Rotman

FAX #:

(216) 361 9962

Number of pages (including this sheet) __1_

MESSAGE:

Re the Tuesday afternoon schedule:

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

Seymour Fox

Steve Hoffman

Stanley Horowitz

Marty Kraar

Ginny Levi

Mort Mandel

Henry Zucker

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

The agenda is funding of CIJE.

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

AGENDA

MEETING ON CIJE FUNDING

January 5,1993

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

4M19 3

מכון מנדל

00

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Art Rotman	Date: 3/1/93
From: aunette Hochsten	No. Pages:
Fax Number:	
Dear Art - I sent this gax Dear Jim,	to jun Meier - FYI. Regard.

Re: second draft of planning document

Thank you for the draft of the planning document -- I have received it today.

I believe the document needs further development so please hold additional work until we talk.

Will be in touch,

Best Regards,

1

cc: Art Rotman

11/2 Ju

Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Jo aun Shafer Date: 3/1/93 From: Quivette Ho clister No. Pages:
Fax Number:
ARCHIVES
Dear Joann,
Could you please fax to us a
copy of the letter that was sent to all CIJE Board Members in
to all CIJE Board remotes
December. Thank, Aunto

TO: Annette Hochstein

Steve Hoffman

Ginny Lavi

FROM: Shulamith Eleter

RE: Milwauken: February

DATE: February 19, 1993

Attached to this memorandum is a fax sent earlier today to Howard and Ruth in Milwaukee. It reflects the suggestions of Annette-delivered through Ginny. I do think it important that within these categories that the concerns raised by both Howard and Ruth be kept in mind. And it is for that reason that I am repeating some of these mentioned in my prior memo to you.

The Letter of Understanding: Status

Communications

Connections to funding/foundations Monitoring, Evaluation and Feedback

What's being monitored and fed-back?

Evaluation instruments for local use/help from CIJE

in developing indicators

Coordination with national organizations, movements

Funding Issues

Local funding

Linkages to foundations

Shabbat Shalom!

9.

Howard Neistein and Ruth Cohen copies to : Annette Hochstein

Steve Hoffman

Ginny Levi

FROM: Shulamith Elster

Milwaukee Visit: Rebruary 22, 1993

DATE: Fobruary 19, 1993

Doar Howard and Ruth.

Thank you for your very helpful conversations in anticipation of the visit to Milwaukee next Monday. The following agenda will, I believe, cover the topics of concern to you and move forward our mutual asenda.

Introductions

Next Steps in the CIJE/Milwaukee Partnership Update on Milwaukee CIJE As a Resource Planning Guide Best Practices Monitoring, Evaluation and Feedback Project

The Joint Work Plan

I will assume that you will provide the update to Steve, Annette and Ginny on Monday. I look forward to seeing you both at the meeting next Thursday night. I will be flying to Milwaukee with Daniel Bader who will be attending the CLUE meetings in New York on Thursday.

Shabbat Shalom!

Shulamith

TO: Annette Hochstein 011-972-2-61995

PROM: Shulamith Elster 301 230-2012 | RE: Your Schedule/ The States

RE: Your Schedule/ The States DATE: February 17, 1993

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

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

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

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

972-2-617 418; 618 728 Tel.

Fax: 972-2-619 951

Facsimile Transmission

To: Shulamith Elster	Date: Feb. 14,1993
From: annette Hochstein	No. Pages:\
Fax Number: 301-230-2012	- JEVVISH

Dear Shulamith,

Just to thank you for the campers notes. I found them very helpful.

Best Regards

P.S. Many thouses for flight into!

An booking the \$130 pM American

So I amme we can meet as planed.

Please let me know if largher end

scheduled. Thouks! A

Tel. 972-2-617 418: 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Dr. Shulamith Elster	Date: February 12, 1993	
Annette Hochstein From:	No. Pages: Q	
Fax Number: 00/-30/-230 -2012		

Dear Shulamith,

Re: Agenda for Meetings with Communities

It was good teleconing yesterday: I think we are moving ahead rapidly. Here are some thoughts concerning your discussions with the communities re: the agenda for our visit.

As far as we are concerned, the following items are of priority:

- 1. To clarify further our game plan and ideas so that the discussion with the communities, the deliberations with them, are focussed on the lead communities project. This would lead to mutual exchanges concerning how we and the communities want to best move ahead. (Also because Steve Gelfand's letter is so far from knowing the game plan we have.)
- To respond to the communities' needs in implementation: 2.

Development of a pilot project a.

The local process: each community moving along with the establishment, the agenda, the development, of its local commission process at the rate appropriate to local circumstances. The planning guide may prove here a useful point of departure for communications.

The best practices project Personnel needs (we would like to understand what senior educational personnel is needed/missing locally and consider together with the community if we might be able to assist in finding appropriate people)

e. Working with the denominations -- where appropriate, developing the links and methods for working together f. Introducing the goals project (the idea of it)

Whatever the communities' needs are.

This is just meant as input for your own thinking as you develop a draft agenda with them. I will respond to such draft(s) as soon as you forward it/them to me.

As regards the issue of knowing what is happening on the planning and educational development scene in each community -- your question of the 10 questions to Lauren: I believe that what we need most is for you to be fully informed as regards their initiatives (e.g., are they doing an educators survey? If yes, is that survey commensurate with the notion of comprehensiveness and with the methodology that we had in mind when suggesting such a survey? How does it fit in with the plan's thinking? At what stage of development is it? Etc.). The same would be true for the issue of the development of a training program at Emory University.

I guess it is partly the function of reading their plans and talking to them to find out what is really happening, or happening already, so that we can be informed by you and have thus an informed conversation with them. Tell me if this makes sense.

Shabbat Shalom,

Best regards,

Annette

Council for Initiatives in Jewish Education

To: Mettle Hockskin	
Company Name: Mailel	
Phone Number:	
Fax Number: 011-972-2-619951	
From: Shulamith R. Elster	
Description:	
- In Colon	
Number of pages (including cover): 3 Date sent: 12/93 Time sent:	

If there are any problems receiving this transmission please call:

301-230-2012

TO: Annette Hochstein

Steve Hoffman Cinny Levi

FROM: Shulamith Elster

RE: Updates/Status Report

DATE: Saturday evening, Fobruary 13, 1993

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

I. Milwaukee

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

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

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

II. Baltimore

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

III. Atlanta

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

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

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

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

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

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

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

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

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

III. ETC/ "Unfinished Business"

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

10

Fax Memorandum

TO: Annetta Hochstein

cc: Virginia Lavi

FROM: Shulamith Elster

RE: Next Steps and Milwaukee

DATE: February 9, 1993

Thank you for your recent faxes.

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

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

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

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

More on the communities on Thursday.

2. Milwaukee

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

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

More tomorrow from New York.

3. Marty Lipset

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

When we review camper assignments on Thursday, if I have Marty again, I'll call him and get in touch.

Best regards.

MEMORANDUM

TO: STEVE HOFFMAN, SHULAMITH ELSTER & GINNY LEVI

FROM: ANNETTE HOCHSTEIN

DATE: FEBRUARY 8, 1993

RE: LEAD COMMUNITIES: NEXT STEPS

Dear Fellow Travellers,

Despite the hectic schedule it was wonderful being with you. I hope everyone got home safely and well. So as not to forget — and before reading formal minutes, I am faxing this preliminary and probably incomplete list of what we need to produce, promises made, meetings to convene or confirm, and steps that are otherwise necessary in order to continue the job of building credibility, momentum and good work in the lead communities. Please see this as a random list which I'll be happy to see integrated in any master list of assignments that Ginny may be compiling. I have not related to the board meetings in this page.

a. Documents:

- 1. The planning guide should be produced and sent to the communities within the next few days.
- 2. The Best Practices Guide and Best Practices in the Supplementary School document should be circulated among us at the very end of this week or the beginning of next week, to be produced during the week of the 15th and placed in the hands of the communities before our next round of visits later in February.
- b. A pilot project for Baltimore:
- 1. Barry Holtz and Shulamith Elster to visit with the planners in Baltimore and undertake conversations with them towards the design and development of a first pilot project. A meeting will take place on February 23rd (1:00-5:00 p.m.?) with SF, AH, BH, SRE, and the planners in Baltimore to further discuss this. (Ginny could you please convene this meeting?)
- c. Negotiations on funding for a planner:
- To remind us, Atlanta is asking for some funds to cover a position from March-July (we were not fully clear on this).

Baltimore is probably open to negotiations. In any case, we need to discuss this with MLM - and perhaps SHH to continue the conversation with the communities. (I believe conversation is probably very important right now, to let them know in general that we are following up and not neglecting anything.)

- d. We need to further define how ongoing planning and work guidance will be given to the communities.
- e. Planning meeting:
 - 1. In light of the communities' strong message concerning the differences between them and the need to develop different solutions to problems, we are now reconsidering the usefulness of a joint planning meeting on March 3rd and 4th. There are several alternatives. One would be to visit the communities again in the coming weeks (Baltimore and Milwaukee are scheduled. Atlanta is a less clear need and assignment.) Another alternative suggested to us in Baltimore, would be to hold a satellite teleconference instead of the planned meeting on March 3 or 4. (Botwinick available at certain times only). We would discuss matters common to the communities, including the planning guide and best practices document or other matters of common interest We could use the opportunity to have a staff meeting in Cleveland at the same time.

We ought to discuss and decide this very soon -- and then inform the communities as soon as possible.

- f.I am working with Adam and Ellen on getting the monitoring, evaluation and feedback project in sync with the work in the communities and useful to the process.
- g. Milwaukee: Howard Neistein wanted to be briefed on the agenda for our visit on the 22nd. Steve could perhaps talk to him in the same spirit that you prepared the other communities for our visit.

It is probably important to rapidly contact the communities - under whatever pretext, in order to let them know that we are following up on our visit, and that next steps are forthcoming.

Looking forward to hearing from you all,

Best regards,

MEMORANDUM

TO:

SHULAMITH ELSTER

FROM:

ANNETTE HOCHSTEIN

DATE:

FEBRUARY 7, 1993

RE: MILWAUKEE -- COMMISSION AGENDA

Dear Shulamith,

I hope that you have returned safely and recovered from the busy week we had together. Upon my return home, I read the minutes of the last meeting of Milwaukee's Steering Committee (thanks for forwarding them) and would like to point to a challenge there.

I find it difficult to understand how the agenda that was discussed reflects that of the CIJE or of the Lead Communities Project. One get the sense that Milwaukee is proceeding as if it were setting up again a commission on Jewish education or Jewish continuity without the benefit of the work already accomplished. Of course from my distance I do not know if this is just my perception based on a document or if it is fact. We need your guidance on that. If this is indeed the case, I recommend that we undertake a number of steps that might help modify the agenda for the first plenary meeting of Milwaukee's commission on February 25.

- 1. Find out if Dr. Cohen, the planner in Milwaukee, has received and read the following documents:
- a. A Time to Act
- b. The background materials to the 5 Commission meetings.

The Commission research reports.

- d. The 3-year plan of the monitoring, evaluation, feedback project.
- e. Barry Holtz's memo to the Senior Policy Advisors and maybe the paper that was given to the Board of the CIJE I believe last year.

f. "Lead Communities at Work" (pointing out that this is a

document for discussion).

g. The planning guide -- as soon as it is ready.

If she has not read read these I believe it is urgent to give these documents to Dr. Cohen, and to begin with her the substantive dialogue that needs to be undertaken. If she has received all of these materials, I believe it may be useful to have with her a conversation on how Milwaukee is considering getting to the agendas of dealing with the shortage of personnel and community mobilization. Of course we will be in Milwaukee on the 22nd and that will give us an opportunity to discuss or being

discussing this together -- but given the proximity to their Board meeting, I believe it would be very useful if you could have this conversation as early as possible.

2. For fear of belaboring the point: I believe it is important that you accompany Barry Holtz on the 16th of February to Milwaukee in order to provide continuity in whatever dialogue can take place. I hope that there will be a meeting of Barry with Dr. Cohen during that day.

Any news on dates for a visit by Barry and you to discuss to the pilot project in Baltimore? Please let me know.

I look forward to hearing from all of you very soon.

Best regards,

Annette

c.c.: Ginny Levi

livette

MEMORANDUM

TO: SHULAMITH ELSTER

FROM: ANNETTE HOCHSTEIN

DATE: FEBRUARY 7, 1993

RE: MILWAUKEE -- COMMISSION AGENDA

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Any news on dates for a visit by Barry and you to discuss to the pilot project in Baltimore? Please let me know.

I look forward to hearing from all of you very soon.

Best regards,

Annette

c.c.: Ginny Levi



Memorandum

TO: Annette Hochstein FROM: Shulamith R. Elstor

RE: Welcome Home! DATE: February 5, 1993

- 1.I was delighted to hear that you made the plane and the connection and arrived home safely after the latest of your whirlwind trips to the States. Again, my thanks for a very special evening in Atlanta and to Shaul for a stellar recommendation.
- 2. The three days were very full and I think we made progress in a number of areas. Specifically, we restored confidence in Atlanta and Baltimore and affirmed some relationships. The work with Barry in Cleveland helped to sharpen the thinking about the pilot projects and we have a meeting arranged with Baltimore on March lat to engage in the first community conversation about these pilots.

By the way, I spoke with Barry this morning about the meeting. He called. He is now sick and the trip to Florida with his family never materialized. They will postpone this to early March.

- 3. Ginny and I discussed her draft of the agendas for the various meetings later this month and I am certain that you have seen them as woll. I think the meetings are now more sharply tocused and that is good.
- 4.I will clarify some of my specific assignments with Ginny. However, I have set up a follow-up meeting with Baltimore, in addition to the one noted with Barry and am calling Lauren in a few minutes to see about possible dates in March for a visit to Atlanta. I hope that well in advance I will have your list of specific questions for her regarding the planning process.
- 5.Question: Art Naparstek called following a discussion with Soymour about a proposal for the Jim Joseph Foundation. From our last telecon we agreed not to continue with discussions with Covenant regarding specific programs. I assumed that it was because of the Crown Family and possible expectations of their participation in the core funding of the CIJE. Does the same apply to Jim Joseph? If so, please indicate this to Art Naparstek and if not I'd be pleased to continue working with him towards a proposal for the professional development of day school principals in the three communities.
- 6. I look forward to your next visit and to the telecon on Thursday to continue our work towards a busy two weeks in February and March.

Shabbat Shalom and best regards to Seymour, Shmuel and your staff at the Institute.

R A	DIADO
IAI	EMORV

brand fax transmittal memo 7671 # of pages > Dept Phone #

To:

Dr. Seymour Fox

From:

Dr. Robert Abramson Ra

Date:

January 29, 1993

Shulamith will undoubtedly be in touch with you about an idea which I shared with her as a result of my meetings with Joel Zaiman and his educational staff, all of whom are rabbis. It has the ability of demonstrating how the lead community initiative could work to bring together national and local forces. It addresses personnel development and a key programmatic option.

The principal of Chizuk Amuna's synagogue school is Rabbi Stuart Seltzer. (As indicated in the best practices study, Chizuk Amuna has succeeded in developing a quality synagogue school side by side with a day school.) Stuart Seltzer is brilliant in family education. We have constantly gone to him for programming ideas for our periodicals.

We, the United Synagogue and JTS would find a graduate of the masters program to work with Stuart Seltzer on family programming for two years. This person would help Stuart further develop classroom based family education programs. S/he would assist in developing a curriculum and materials -- for use in classes and with families. S/he would during this time prepare a manual for publication. S/he would learn family programming from a person who understands its potential for synagogue and school. Joel is ready to fund 50% of such a position. If the lead community/CIJE could come up with 50% of the position we would be in business. United Synagogue would commit itself to publishing the manual on classroom based family programming. JTS and United Synagogue would supervise the development of the curriculum and the materials. We have found a very fine candidate for the position. The idea could now move forward with funding.

Looking forward to hearing from you about the matters we've discussed.

RA/dmn

TELEFAX

DATE:

FROM:

JLAMITH ELSTER

FAX #:

Number of pages (including this sheet) _____

Hockoten

are attachments should have been foxed with 1/27 memos on Update on C.1 JE.

LEADERSHIP II 1993

Background:

The arena of Jewish education is undergoing dramatic and rapid change across North America. Many of these changes are taking place without the full participation of Jewish educators, particularly those within congregational settings. Additionally, it is questionable as to the extent to which we are ready and capable, as Jewish educators, to thoughtfully and significantly participate as effective change agents and vision-setters at this time within the realm. It is evident that there is no one agent within local communities to facilitate such a participation of educators. Therefore, CAJE, as a coalition of Jewish educational life, has the potential to have a vital and meaningful role to play in responding to this pressing situation.

Proposals

To provide a "kalla experience" for Jewish educators from selected communities throughout North America in order to facilitate increased awareness and participation on the local level with regard to the changing Jewish educational areas.

Purposes:

- To give CAJE leaders a global awareness of all aspects of what is changing within the sphere of Jewish communal life as related to Jewish education and why.
- 2] To empouer these leaders to bring their heightened avareness and umderstanding back to their local communities.
- 3] To present model processes (the Kalla and its specific programs) which could be adapted by these leaders to reach out to other Jewish educational leaders (including teachers) within their communities.
- 4] To position and encourage these educators to take more proactive and active roles in the dynamically changing milieu of Jawish education.

LEADERSHIP II (cont'd)

Programs:

- A two-day kaila coinciding with preconferences at the Trinity University Conference.
- 2] Ten (10) participants from selected communities that house a Board of Education, a Bureau of Jewish Education or a Central Agency (Communities might include: Chicago, Denver, Baltimore, Los Angeles, Philadelphia, Dalas, Milwaukee, etc.)
- 3] Two (2) organizers and two (2) resource people. Resource people would provide major pieces of information and would be individuals well-rounded and involved in the changing area of Jewish education.
- 4] Criteria for participation is that these educators are expected to return to their home communities and organize a forum (with many possible forms) by which to disseminate information and encourage Jawish educational leadership.
- ' 5] Suggested topics and issues to be covered during kalla:
 - .Trends in North American Funding for Jewish Education
 - .The Ethics of Power
 - .Coalition-Building
 - .Empowering Models for Jewish Educators
 - .Examining Educational Foundations (Melton, Wexner, Mandel, and Crown)
 - .Jewish Communal Political Process
 - .Program-building for Replicating this process

Dutcomes:

- 1] Education of the professional community of Jewish educators
- 2] Articles, editorials and letters in Jawish Community publications from Jewish educators
- 3] Active advocacy and education within the political process by Jewish educators for Jewish education
- 4] Continued advocacy for the <u>transmission</u> and <u>transmitters</u> of Jewish education

Budgeti

Total: 14 @ \$185 = \$2,590 + \$608 program including 1 primary resource person Total \$3,200

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

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



MEMORANDUM

To:

Art Rotman

Date: December 14, 1992

From:

Shulamith R. Elste

National Board of License Re:

I was contacted by the National Board of License with a view to how they can work with the CIJE in a manner that both furthers their own particular interests and advances the CIJE's work most especially within the Lead Communities Project. Alvin Schiff wrote to Mort about this last summer, and I have been asked to respond to the inquiry about possible support. I would like to have the benefit of your thinking as to how to best proceed.

The National Board of License (NBL) asked for this meeting to:

- Brief the CIJE on the work of the National Board of License
- · Discuss the current status of the National Board of License and the challenges to its survival
- Explore opportunities to work together with the CIJE
- · Explore opportunities for the funding of its activities so as to insure its future

The former AAJE provided support staff and services to the NBL, and, with the creation of JESNA, this was moved to JESNA. Now that JESNA has reordered its own priorities, Paul Flexner's time assigned to the NBL is severely limited. It is unlikely that the NBL will continue to function within JESNA. Thus, the future of licensing and accreditation of teachers through the NBL is truly at a risk.

At a time when discussions of standards, licensing and accreditation are foremost in the thinking of educational leaders, it is interesting that this mechanism for Jewish education is without support.

The National Board of License consists of fourteen professionals who represent fourteen different groups -- training institutions and professional organizations. The NBL meets twice each year and in between formal meetings functions within a committee structure.

To: Art Rotman

Re: National Board of License

The NBL is literally "fighting for its life" and is in need of support for the following types of activities:

- Professional staff at 1/4 time to manage the NBL and promote its mission and handle its affairs.
- Publications brochures, etc., to promote the licensing of teachers and educators.
- Funding for presentations, a newsletter and advocacy among educator groups, travel to conferences and workshops, and for site visits to the local boards of licensure throughout the country.

I would like to recommend that the CIJE:

- a. Assist in the effort to find funding for the NBL in the interest of the fulfillment of the CIJE's mandate to "build the profession"
- b. Join with the NBL in a pilot effort in the three Lead Communities to advocate licensure, include in our educator survey interviews with teachers and educators to promote counseling for educators seeking certification.

DAVID J. AZRIELI GRADUATE INSTITUTE OF JEWISH EDUCATION AND ADMINISTRATION

STRATION CICCOLL

YESHIVA UNIVERSITY
245 LEXINGTON AVENUE * NEW YORK NY 10015 * (212) 481-0325

Distinguished Professor of Education

July 23, 1992

Morton Mandel Premier Industries Corporation 4500 Euclid Ave. Cleveland, OH 44103

Dear Morton,

In light of "Time To Act" and the Commission's concern about raising Jewish educator standards, I am taking this opportunity to write to you about a matter that I know will be of interest to you. In a real sense, it is related to CIJE. Let me explain.

Since 1939, The National Board of License for Teachers and Supervisors in North American Jewish Schools (NBL) has been functioning in the American Jewish community. Over the years, NBL through its standing committees - The Committee of Examiners (for teachers licensure) and the Principals Certification Committee has awarded licenses to principals and coordinated the issuance of teacher licenses by the ten local licensing bodies (list enclosed) who are members of NBL.

Since its establishment, NBL has been staffed by AAJE and now by JESNA. The overall Board and its two committees comprised of leading Jewish educators who volunteer their time and services (list enclosed) meet twice annually. In addition, sub-committee meetings are held as needed.

NBL recognizes that it is not as effective as it should be. For example, the vast majority of schools do not require teachers or principals to be licensed. Moreover, the standards for certification were not geared to the 1980's and 1990's.

Several years ago, NBL began reexamining its licensure policies and practices. In 1990, it completed the restructuring of requirements for the teacher's license to be more in tune with current Jewish educational conditions. Similar reorganization is currently being concluded regarding principals' certification.

Having accomplished this, the leadership of NBL requested support from JESNA to market the new requirements and was informed by Dr. Woocher that additional assistance would not be forth coming. Moreover, JESNA's new priorities do not include involvement in the area of educator licensure.

This letter is already longer that I anticipated. The reason for my writing is to request a meeting with you to discuss the developing of a relationship between NBL and CIJE and the role of educator licensure in the lead communities.

I personally think it is a worthwhile venture for CIJE. The "shidduch" between NBL & CIJE hold much promise for the future. NBL leadership is open to new developments.

With warm wishes,

Alvin I. Schiff 339 Jordan Street Oceanside, NY 11572

CC: Prof. Seymour Fox Dr. Shulamith Elster Dean Jacob Rabinowitz

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Page 1

TELEFAX

DATE:

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) ____

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

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

MEMORANDUM

CONFIDENTIAL

Henry Zucker TO:

Annette Hochstein Steve Hoffman Ginny Levi

DATE:

January 27, 1993

FROM: Shulamith Elster

SUBJECT: Update on CIJE

Contacts/Activities

In order to facilitate the transition within the CIJE leadership, I am writing to summarize a number of activities/conversations in which I have been involved on behalf of the CIJE. At some point, we should make a decision as to whether or not these ought to be continued, and who should be involved. Perhaps, in particular cases, we should contact individuals/organizations and just say...not now, maybe later!

Please feel free to share a copy of this memorandum with others whose advice is important.

National Board of License

The National Board of License, the professional accreditation agency for teachers and principals, has up until recently found a comfortable and supportive home within JESNA. Paul Flexner was assigned as the liaison. Seymour Fox suggested to the leadership of the NBL- Alvin Schiff, Sylvia Ettenberg and Jacob Rabinowitz- that they look for ways to have their work supported within the personnel agenda of the CIJE. Alvin Schiff wrote to MLM regarding the NBL. In separate discussions with each of the principals and in a group meeting called to discuss the future of the NBL, there was talk of 'pilot programs' within the three Lead Communities. These were possible efforts to develop standards that would be based on the licensing standards of the NBL. This joint venture might give the organization some small operating funds and a new "lease on life".

Questions: Is there any possibility that MAF/CIJE might fund such a modest effort to strengthen the organization and bolster its capability to provide a service to the profession? If so, how do we proceed? If there is no realistic expectation of help, this should be conveyed to Schiff in some official way. (See Attachments related to conversations with the NBL).

Torah Umesorah

For close to two years now, we have been talking abut their proposal for a training program for Lakewood Yeshiva students. I approached the Jim Joseph Foundation, as instructed, and they have voiced their concerns with the parochial nature of the program. I have passed these comments along to Rabbis Fishman and Merkin. They are committed to the concept. Alvin Schiff and Bob Hirt of YU feel that it is not such as good investment to train the Lakewood group.

Questions: Is there any possibility that MAF will fund a Torah Umesorah effort of this son? If so, when? If not, we should "cut balt". They want what they think is best.

Covenant Foundation

I will speak directly to Art and suggest a phone call from him to the Foundation. You should know that I met with Judith Ginsberg this morning and informed her that we would not be submitting a program proposal for this funding cycle. Early applications are due in next month and awards made next December. Too bad... but the issue of core support is primary right now.

I have been invited to the next meeting of the Covenant Foundation Board to talk about the work of the CIJE and how its plans for Jewish education in North America relate to some of the work that the Covenant Foundation is doing. This at the invitation of the Board through Judith.

Question: Are we preparing Susan Crown for her participation in the CIJE Board meeting.? This will be an important link to future efforts with the Covenant Foundation.

CAJE

Eliot Spack approached me about a CAJE Initiative on the Empowerment of Teachers. This "Leadership IOI" will take place as a pre-conference seminar prior to the I993 conference and will continue as an invitational program. When drawing up the list of invitees, Eliot suggested that a special effort be undertaken to include personnel from the three Lead Communities as a personnel initiative, an example of a cooperative venture with an existing organization and a way of demonstrating our concern for the "grass roots" teacher.

I spoke to Barry about the possibility of incorporating the concept into one of our pilot projects. He does not see that this is feasible at this point given the status and direction of the pilot projects.

Questions: Is it realistic to expect that some small amount of funding will be available to "sponsor" personnel from the Lead Communities for their participation? Is there interest in trying to incorporate this into our thinking?

Educators Assembly

This group of Conservative educators has a new "vision" and has demonstrated in the past several years its capacity to be a first-rate educational organization. The credit for this goes to Miriam Klein Shapiro, the current president, and the manner in which she has brought the Schechter principals into the organization. They have taken the initiative to begin a conversation with us about how they might work with us on strengthening the profession and the development of some pilot projects in the area of professional development within the Lead Communities project. They are particularly interested in in-service education (professional development), recruitment for the profession and mentoring of novices.

Questions: Is it practical for us to be working- once again- with the professional groups? It is not right to continue to raise the level of expectation regarding partnerships unless it is realistic. If it has to be deferred for 3-5 years, should we say so?

Research Network in Jewish Education

A number of the field's best researchers are represented in the leadership of this group. I attended their conferences for the past two years- Aryeh Davidson, Isa Aron, Adam Gamoran, Sara Lee and others as well as Barry are among the active members. The majority of our Best Practice site visitors, panelists, etc. are among their ranks. Stuart Schoenfeld (York University) has been in touch with Barry and myself about the possibility of having the Best Practices work form the basis of a major portion of the program for this year's conference.

Questions: Do we say "yes", that's a good idea? Are Barry and I empowered to work with them? With whom do we clear this?

Association of Institutions of Higher Jewish Learning

At the invitation of Sara Lee, I attended the December Board meeting in New York. The main agenda item was the discussion of their work towards a strategic plan for the development of training programs. This relates both to the CIJE mandate and to the recent MAF grants to the three leading institutions.

Questions: Does the CIJE want to continue an informal relationship to the group? Do we want to consider a more active role? Who are the individuals to best chart the course for relationships with this group?

United Synagogue Department of Education/Conservative Movement

Bob Abramson has been active in the Conservative movement's discussions about how individuals, groups and the movement can work within the context of Lead Communities. Bob spoke with me just the other day about a wonderful initiative within family education that he would like to undertake with Chizuk Amuno (whose school is a Best Practice School). His proposal was a shared cost program (50/50) with a commitment from the United Synagogue to have the experience documented and shared with not just the other Lead Communities but with communities all over North America.

Questions: Do we proceed with discussions of this sort? With whom do we have the conversation once a formal proposal has been made to CIJE?

Attachments:

Correspondence from National Board of License Memorandum from CAJE RE; Leadership 101



January 13, 1993

Roberta Louis Goodman, R.J.E. 901 Waban Hill Madison, Wisconsin 53711

Dear Roberta:

As you already know, the Helen Bader Foundation, Inc. has become one of the primary sources of funding to the Jewish Community in Milwaukee ("Community") for the support of certain of the Community's educational institutions. We have an interest in pursuing a policy in our Milwaukee Jewish Education grants program which is best suited to the specific needs of the Community. Our approach should be based upon a studied understanding of the idiosyncracles of the Community, its institutions of Jewish education, and our interrelationship with those institutions.

Your ability as a neutral third party observer in the Community could greatly benefit us in achieving one of our goals - clarifying our role in our interactions with the Community's educational and educational planning institutions. I respectfully request that, in your position as the field researcher of the Council for Initiatives in Jewish Education in Milwaukee, you provide us with your assessment on any of the following developments of which you may take notice during the course of your work here:

- the changing role, structure, and efficacy of the Milwaukee Association for Jewish Education, in light of the recent "resignation" of its current executive director, and recent budget decreases;
- 2) the proposed role of the Milwaukee Jewish Federation to undertake the initiative in, and develop a capacity for, planning in the area of Jewish education, both on the part of its personnel, and through its constituent agencies (i.e. Jewish Community Center); and
- 3) the evolving role of the Helen Bader Foundation, Inc. in its interactions with Community educational institutions, and its impact on the choices made by the Community for the allocation of education dollars and as a source of guidance and direction in setting an agenda for Jewish education in the Community.

Roberta Louis Goodman January 13, 1993 Page Two

I look forward to your input on the role of the Helen Bader Foundation, Inc. during this period of the establishment of Milwaukee as a Lead Community for Jewish Education.

Please feel free to contact me should you have any questions or comments concerning this request.

Sincerely,

Zachary D. Harris Program Associate

cc: Daniel J. Bader

Dr. Shulamith R. Elster

TELEFAX

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FROM:

SHULAMITH ELSTER

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CIJE

PAX: (212) 213-4078

Page 1

TELEFAX

DATE:

1/27/93 MERICAN JEWISH

FROM:

SHULAMITH ELSTER FAX #:

Number of pages (including this sheet) _

TO:

Aury Tevi

Mrs. Toby Goldman

ATLANTA COMMISSION List with Affiliations

AFFILIATION NAME Dr. Peter Aranson Economist, Planning & Allocations Chair Lauren Azoulai Staff, Council for Jewish Continuity Mrs. Marcia Bergman Synagogue Council President Mr. Henry Birnbrey Retired CPA, Past Chair, Education Commission Chair, Planning & Allocations, Jewish Mrs. Joanne Birnbrey Education Commission (Wexner) Dr. David Blumenthal Professor of Jewish Studies, Emory University Oral Surgeon, Past Fedederation Dr. S. Perry Brickman President Mr. Gerald H. Cohen Past Federation President, Board of CIJE Rabbi Herbert J. Cohen. Yeshiva High School (Orthodox) Cantor Scott Colbert Temple Emanu-el (Reform) Rabbi Stan Davids Temple Emanu-El (Reform) Mrs. Ann Davis Davis Academy Day School (Reform) Federation Officer (Wexner) Rabbi Menachem Deutsch Kollel (Orthodox) Mrs. Laura Dinerman JCC, 1st Vice President Rabbi Ilan Daniel Feldman Congregation Beth Jacob (Orthodox) Mrs. Cheryl Finkel Director, The Epstein Day School (Conservative) Mr. Steve Gelfand Staff, Council for Jewish Continuity

Jewish Education Transition Chair

(Wexner)

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Rabbi Alvin Sugarman

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Ahavath Achim (Conservative)

President, Jewish Educational Services

Past President, Epstein School

(Conservative)

Past President, BJE

Past President, Torah Day School

(Orthodox)

President, Davis Academy (Reform)

Head, Hebrew Academy (Orthodox)

Past President, BJE Past Federation Officer

Executive Director, Atlanta Federation

Chairperson, Council for Jewish Continuity

Officer, Jewish Education Services

JCC Executive Director

The Temple (Reform)

1/93

PAX: (212) 213-4078

TELEFAX

DATE:

1/27

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) _____

TO:

Annette Hochstein

Art Naparstek

Ginny Levi

Jack Ukeles

Wisconsin Jewish (hronicle

Vol. XVI, No. 3

January 15, 1993 - 22 Tevet 5753

\$30 per year in Continental USA

Bader grants to aid education, refugees

The Helen Bader Foundation of Milwaukee will award more than \$430,000 in new grants to non-profit organizations involved in Jewish education and Jewish philanthropy—including nearly \$300,000 locally—the foundation announced Tuesday.

The philanthropy grants support projects that build and enhance community support systems to aid in the resettlement of Jewish newcomers in Milwaukee, and Israeli organizations dealing with handicapped children, youth at risk and immigrant absorption.

Those grants are:

 \$100,000 over two years to the American Jewish Joint Distribution Committee to assist with improving educational opportunities of disadvantaged youth in Be'er Sheva, Israel. \$97,282 over two years to the Medical College of Wisconsin for postdoctoral training to help Soviet Jewish newcomer physicians and scientists qualify for employment in their fields

\$75,000 to the Milwaukee
 Jewish Federation 1992-93 fund-

raising campaign.

 \$40,000 to the American Friends of the Israeli Free Loan Association to provide interestfree loans to new immigrants to Israel

 \$20,000 to the Milwaukee Jewish Home to hire a Russian-Yiddish translator to help newcomer employees adapt to working there.

 \$10,000 to Jewish Family Services' Family to Family program, which assists the adjust-

(See page 11)

Grants are announced

(From page 1)

ment of refugee families to Milwankee.

The one-year Jewish education grants support projects that expand educators' knowledge, improve instructional practices and develop local schools' curricula. They are:

+\$60,000 to the federation in support of the "lead community" project, implemented by the Council for Initiatives in Jewish Education (CIJE).

 \$15,000 to Beth El Ner Tamid Synagogue to promote a computerized Jewish education program.

Up to \$8,500 to Yeshiva
 Elementary School to enhance

its computer lab by providing for updated computer hardware, new software and hiring a part-time computer instructor. YES also will receive \$8,500 for a full-time coordinator to implement a secular curriculum in the elementary school.

The foundation was established in memory of social worker Helen Bader. Its primary focuses are Alzheimer's disease and related dementia, families and children at risk, Jewish education in Milwaukee and Jewish philanthropy.

The foundation's next grant proposal deadline of May 3. For more information, call 224-6464 Fr. Caroline Orran

SCIENCE & SOCIETY

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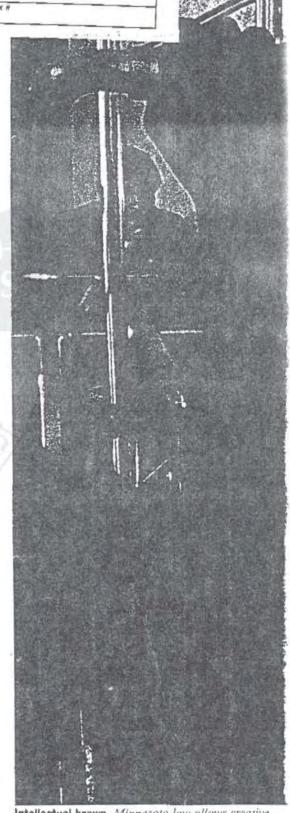
U.S. News offers a prescription for revitalizing teaching and refocusing the confused mission of American education

uilding "the new American school" is in vogue. The Edison Project, entrepreneur Chris Whittle's ambitious attempt to create a private school system educating 2 million students on 1,000 campuses, will announce its prototype next spring and plans to open its first schools in 1996. Next fall, 11 groups ranging from Outward Bound to the small town of



Bensenville, Ill., will introduce visions of redesigned schools they have drafted under the auspices of the New American Schools Development Corp. (NASDC), a businessbacked nonprofit group organized in 1991 at the behest of the Bush administration. . The nation's schools are in desper-

ate need of such bold efforts. While the reform movement of the 1980s elevated the mission of public education - to include high academic aspirations for all students, not merely for the gifted and the privileged - in practice, it has mostly meant tinkering with a fundamentally flawed machine. Nearly 10 years and billions of dollars after the landmark report "A Nation at Risk" warned of a "rising tide of mediocrity" in education, most U.S.



Intellectual brawn. Minnesota law allows creative



Math at center court. Specialized schools can be housed in a variety of public spaces.

schools are not performing up to today's new, higher standards. As Sccretary of Education Lamar Alexander has lamented. "We don't need faster Pony Express horses in American education, we need the equivalent of the telegraph."

Now, the reformers are returning to their drafting tables—this time not to tinker, but to reinvent schools from top to bottom. The Edison Project, for instance, is contemplating schools that educate kids from birth to age 18, schools with high-tech student "desks" and other radical departures. Under NASDC, the Outward Bound plan calls for a curriculum built on a series of student expeditions.

Both the NASDC teams and Whittle plan to spend millions to launch their visions. Ultimately, however, the innovations and reforms that will be widely adopted by the nation's 84,500 public schools are those that will allow educators to do more for less.

In recent months, U.S. News has visited public school systems throughout the nation in pursuit of particularly promising reforms. The magazine has found nine innovations that, taken together, would dramatically improve the performance of the nation's public schools without requiring a great deal of additional funding. They represent a beginning—the foundation for imagining the perfect public school.

TEACHERS AS ENTREPRENEURS

In more than half the public schools in Dade County, Fla., teachers help to hire principals. draft budgets and shape curricula under a radical experiment launched in 1987. Minnesota lawmakers went even further in 1991, permitting state-licensed teachers to start up and run independent public schools under three-year contracts with local school boards. Around the country, the idea of allowing teachers to act as "educational entrepreneurs" is proving to be a powerful low-cost strategy not only for raising teacher performance but also for attracting and keeping the best and the brightest in the profession.

Granting teachers "ownership" of their schools is a radical notion in public education. A long tradition of bureaucratic authority has relegated teachers to the role of old-style assembly-line worker in schools, with little or no role in decision making. But educaSCHOOL REFORM

turs have become increasingly aware in recent years of the untoward consequences of this hidebound practice. They began seeing more and more dispirited teachers merely going through the motions in class-if they showed up at all. Absentecism rates as high as 20 percent were leaving more and more students in the hands of illprepared substitutes.

By contrast, teachers thrive when they are given a voice in running their

schools, and the more freedom the better in many cases. Minnesota's charter schools must be nonprofit and nonsectarian, and they cannot charge tuition or admit students selectively; otherwise, they are free from interference. In designing St. Paul's City Academy, for instance, teachers Milo Cutter and Terry Kraahel were able to create an innovative curriculum aimed at former dropouts. Housed in a St. Paul recreation center, the school features four days of interdisciplinary courses and electives a week. Students spend the fifth day in the St. Paul community, learning pottery with a master craftsman, say, or serving as interns at the city's science museum.

In Dade County, teachers at 1,732-student Miami Springs Middle School have drastically reorganized the school since assuming a leadership role. A seven-member faculty "council" divided the insti-

tution into 11 groups of about 160 students and four teachers each, and the teachers have used their new au tonomy and power to redesign the curriculum. Among other things, they chose textbooks they considered more appropriate for their largely Hispanic student body.

Signs of commitment. Teacher dedication and involvement have risen dramatically as a result of these reforms. "We were struck by the extent to which teacher decisions served the interests of the school rather than that of individuals," write researchers Charles Kerchner and Julia Koppich about Dade County schools in a forthcoming book on the teaching profession. "Through the experiences of peer evaluation, hiring or making decisions together, teachers have become more committed to and more supportive of one another." Examples of teachers' commitment are plentiful. Not only is there no teacher absentocism problem at City Academy in St.

Paul, the students are given teachers' home phone numbers and encouraged to call for help after regular school hours. In Dade County, a teacher-led elementary school voted to offer classes on Saturday. The staff expected 50 students; 200 signed up.

Granting teachers autonomy tends to go hand in hand with a movement toward smaller schools. Increasingly, large "comprehensive" high schools are being dismantled and divided into schools their doors and essentially be accountable to no one," says Michelle I'ine, a psychologist at City University of New York and the architect of the Philadelphia plan. "Not so when you are a member of a small team."

The changed climate in many small schools pays tungible dividends as well. A 1987 study of 744 comprehensive high schools by researchers Robert Pittman and Perti Haughwout found that the dropout rate at schools with more



Battling alienation. Small programs are more personal than "comprehensive" high schools.

PICKEERS IN

Fairdale High School Career Magnet Acad-emy, Fairdale, Ky.

Greece Arcadia High School, Greece, N.Y.

AUTONOMY

City Academy,
 St. Paul, Minn.

Interiake High School, Bellev

within schools that provide a more personal atmosphere. As part of Philadelphio's attempt to "reinvent the neighbor-hood school," for instance, the 1,000student Furness High School was divided | Bryk and Mary Erina Driscoll revealed

into three independent schools, each boasting its own academic specialty and team of teachers.

Although the Philadelphia reformers did not explicitly intend to increase teacher autonomy, that is just what they have done. Teachers are given a larger stake in Furness's small programs. They play a maor role in the programs' designs and receive a pot of discretionary funds to

spend each year. These opportunities have produced an increased sense of collegiality among teachers - us well as a greater degree of shared responsibility. Traditionally, "teachers could shut

than 2,000 students was twice that of schools with 667 or fewer students. And a 1988 study of 357 high schools by University of Chicago researchers Anthony

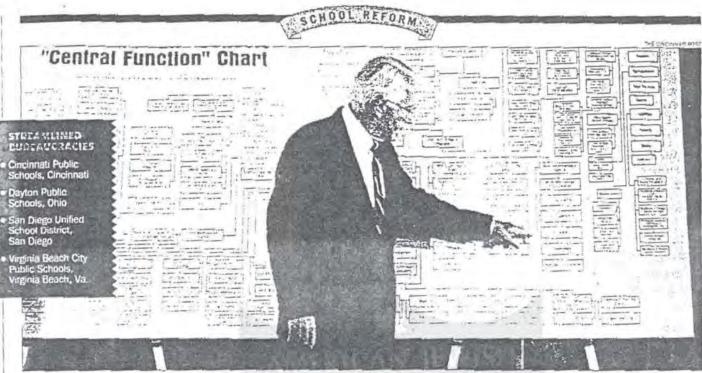
> higher rates of class cutting, absenteeism and classroom disorder in large schools.

Giving teachers decision-making responsibility and the freedom to innovate also helps recruit top talent into teaching. An independent 1991 study of Dade County's teacher-run schools concluded that "the involvement of teachers in decision making was "making the profes-

sion more attractive." One indication: The number of applications for each teaching slot in Dade County has risen from two to eight since the shift to

teacher-run schools.

CIJE



Byzantine bureaucracy. By cutting its bloated administration in half, Cincinnati found millions of dollars for academic reform.

SLASHING THE BUREAUCRACY

Last spring, on the recommendation of a panel of Ohio corporate leaders, the 50,000-student Cincinnati public school system slashed its administration by 51 percent. Sixty-five positions, from assistant superintendents to supervisors, were abolished, saving the city \$16 million over two years. In Baltimore last summer, school officials turned over the physical plant operations of nine blic schools to Johnson Controls, a for-

, ofit company that is maintaining the schools with fewer staff members.

One of the major obstacles to quality education has little to do with teaching and textbooks. Public schooling's vast infrastructure-from those who change the light bulbs to the bureaucrats who push the paner-has grown so unwieldy and idiosyncratic that it is more often a hindrance than a support to education. Around the country, educators are scrutinizing everything from plumbing to supply requisitions, looking not only to stretch scarce tax dollars but also to improve morale that has been deflated by frustrations over the bales of red tape.

Distorted power. It is not just the size of the public education infrastructure that reformers find maddening; some of it is corrupt or just plain bizarre. For example, buried in the widely publicized Chicago School Reform Act of 1988 was a

clause giving Chicago principals the authority to have keys to their schools; in the past, only janitors had keys, and they had the right to deny keys to their principals. The results of a vearlong investigation of New York City's school custodians, released in November, showed that custodians routinely put nunexistent assistants on their payrolls and pocketed the ghost workers' paychecks. A recent report by the Texas Auditor's office identified \$640 million worth of inefficiencies in the state's public schools. It cited one Texas county that had 12 school systenis - with 12 school boards, 12 superintendents and so forth -- that together enrolled only 5,000 students.

Despite the huge sums of money involved, financial accounting is a low priority in education. The Texas audit revealed that more than half of the state's 135 largest school systems had no internal auditor on their payrolls, "Many school systems have no idea how their money is spent in schools," says Robert Martin, an education expert at the U.S. Chamber of Commerce. "I can't believe that we've been making decisions in a \$240 billion industry without that information."

In contrast, privatization is cutting red tape in Baltimore - and making schools more attractive places for teaching and learning. Shards of glass no longer litter the playground at Harlem Park Middle School, and the graffiti are gone from the walls. Bathrooms have soap and paper towels once again. Repairs that in the past took two years are now completed in days. Johnson also plans to invest heavily in state-of-the-art lighting and heating and cooling systems, having calculated savings (and profits) of \$100,000 yearly on heating and cooling alone.

Educators view the assault on red tape, inelliciency and corruption as a way of paying for the substantive educational reforms that are so desperately needed. Cincinnati, for example, is putting much of its \$16 million windfall back into a new social-studies curriculum and other instructional projects. On average, only 60 percent of public school funding is spent on instruction in schools, according to a new study by researchers Bruce Cooper and Robert Sarrel.

Many reformers see central office cutbacks as part of a larger philosophical shift. "We had too many people creating too much paper," says Cincinnati's Superintendent J. Michael Brandt, "If you let principals and teachers make decisions, you have less need for central administration telling you what to do."

TRAINING IN THE CLASSROOM

Last year, Peter Kressler, a veteran history teacher at Holt High School outside of Lunsing. Mich., co-taught instructor Trudy Sykes's college-level course on the teaching of social studies. But the course was not taught on the Michigan State University campus, where Sykes is on the faculty. It

was taught at Holt High, where Kressler's senior history class served as a lab.

This unusual teacher-professor collaboration is a reflection of Holt's unique role as a "clinical school," a public school working closely with a university-level school of education. Functioning as teaching hospitals do in the training of new doctors, clinical schools aim to replace the traditional six weeks of student teaching with a far more intensive regimen that includes not only teachers in training but also teachers in their first few years on the job.

This new model of inducting teachers into their profession is sorely needed, educators say. Not only have many education courses become irrelevant to

roblic school teaching, but overaretched school systems tend to throw rather than ease new teachers into their extraordinarily difficult jobs. Partly as a result, fully a fifth of the new teachers in some school systems abandon their jobs after a year.

Creative pairings. But at clinical schools, student teachers and entry-level teachers are taught the latest classroom techniques by colleagues with experience in the trenches. At Holt, they are immersed in discussions and demonstrations on teaching, led by MSU faculty members and Holt's staff. One fixture on the school's weekly calendar is a 2½-hour Wednesday morning meeting on

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creativity in the classroom. During a recent session, Dan Chazan, a Michigan State faculty member who is team-teaching a Holt algebra class this year, joined several Holt staffers in discussing an innovative technique—pairing students with professionals who use math in their daily work, as

a way of making math "real" to students.

At present, there are only a few schools like Holt nationwide. But a group of influential Michigan political, corporate and education leaders has proposed that within a decade, there be a network of clinical schools to train all the state's new public school teachers. "You don't want to induct new teachers into mediocre schools" where exemplary teaching is neither exhibited nor valued, says Michigan State Prof. Gary Sykes.

The teacher-training program at Holt sends a strong signal to beginning teachers that they are entering a profession with high standards. Student teachers



Clinical model. Holt High School is modeled after a teaching hospital. It is one of a handful of schools that work collaboratively with local colleges to train new teachers in the classroom.

"get down to serious teaching much quicker because of this laboratory setting," says Trudy Sykes. The chance to work in clinical schools and to help train new teachers is also a point of professional pride to top veteran teachers, whose talents often go unrewarded in public schools. In Louisville, Ky., teachers at clinical schools are helping to design and teach University of Louisville education courses that are taught at the clinical schools. MSU officials are considering making Holt's senior teachers adjunct members of the MSU faculty, further increasing their status.

Clinical schools also help keep univer-







sity faculty in touch with the realities of classroom teaching. Professors who are in schools like Holt every day simply cannot approach pedagogy as an ivory tower abstraction; they are forced to grapple with student alienation, lack of supplies and other intrusions on ideal classroom instruction.

Some reformers see clinical schools as a way to bolster the academic grounding of teachers entering the profession. The courses designed by clinical school teachers in Louisville, for example, permit college graduates with degrees in biology and literature to earn teaching licenses by spending one year at a clinical school without having to endure education courses on a college campus. Ultimately, reformers suggest, clinical schools might permit the nation to bypass the superficiality of education degrees altogether.

LESS-IS-MORE CURRICULUM

Teachers aren't assigned to departments at University Heights High School in the Bronx. And the school's 375 students don't roam from class to class during the day, Instead, the academic school day is divided into two two-hour blocks and the faculty is divided into six interdisciplinary teams that spend a semester with 60 students studying themes like the American dream and global citizency from different perspectives.

University Heights is one of a small number of high schools that are at-

tempting to raise student achievement by teaching fewer subjects more intensively. The curriculum in a typical secondary school is littered with electives, and in many classrooms teachers race from one topic to another in a frenzied attempt to get through overstuffed course outlines by

Central Park Last Secondary School, New York

Cleveland High School, Los Angeles

Oceana High School, Pacifica, Calif.

University Heights High School, New York

June. A failure to set priorities in the U.S. high school curriculum has resulted, among other things, in textbooks so crammed with topics that they deal with

none of them in depth.

"Teaching in U.S. schools trivializes by being superficial," says Theodore Sizer, a leading school reformer. "Even in hotshot high schools, the quality of students' writing makes it clear that something is wrong. Kids need to write and rewrite and rewrite. That takes time." Sizer is highly critical of the chaos in the typical curriculum, where "math is unrelated to science is unrelated to French." The solution is to teach fewer subjects in greater depth and better illuminate the connections between them. Says Sizer: "Less is more."

Seeds of learning. This fall, a team of four University Heights teachers and 60 students concentrated on the theme "seeds of change"—the Columbian exchange of plants and animals between Europe and the Americas during the Age of Discovery. The "seeds"—corn, sugar cane, horses—became a vehicle for studying botany, chemistry, geography, economics, politics, math, history, literature and art. University Heights students study a new theme with a new faculty

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No smorgasbord. Students at University Heights High School in the Bronx focus on a few topics, exploring them in depth.

team every semester through graduation. 1

Lengthier classes and interdisciplinary teaching draw students deeper into the subject matter. "In a traditional curriculum, you memorize Columbus's name and 1492," says science teacher Luis Reyes, a member of the "seeds" team. "Here, students are putting facts together - they understand the relationships of the information they are learning." To students, the University Heights teaching method is more demoling but ultimately more rewarding. It puts responsibility on you to learn," says junior Amy Sabater.

Measure for measure. This approach to curriculum reform has demonstrable benefits. A study by two UCLA researchers of an interdisciplinary curriculun; m 29 Los Angeles schools found that students in the program wrote bettor than their peers, had a stronger grasp of abstract concepts and, as a group, were absent from school less and dropped out at a lower rate. Such results are enother argument against comprehensia, high schools and their sprawling course offerings Says Sizer, "Schools don't need to offer six foreign languages. You learn a language to learn how to see the world through a different linguistic lens. In that sense, it doesn't matter what lanemage you study.

But Sizer's less issuore philosophy requires teachers who are better grounded in their subjects than most now are. Seventeen percent of all U.S. public highschool teachers have less than a college major or minor in the subjects they teach most frequently, according to the U.S. Department of Education. That number is much higher among science and math teachers. For an interdisciplinary curriculum to be adopted widely, states would have to drop the requirement that teachers hold a degree in education—and insist instead that they bring a solid academic grounding to the classroom.

TESTING STUDENT PERFORMANCE

Last spring, 140,000 Kentucky
4th, 8th and 12th graders took a
revolutionary set of statewide
tests. It included projects requiring small
groups of students to synthesize knowledge from a number of different subjects,
as well as portfolios of students' writing
gathered during the school year.

Mandated by Kentucky lawmakers as part of a sweeping 1990 school reform package, the new tests are a sharp departure from the low-level, largely multiple-choice tests that the nation has relied on to gauge the performance of its schools. Already, the Kentucky tests are presenting a truer picture of what students are learning—and not learning. What's more, they are sparking teaching and curriculum reforms in many Ken-

tucky classrooms. Reformers in other states are turning to these new "performance" tests as well.

Educators have become increasingly dissatisfied with the rote learning and lowly skills measured by standardized tests and with their effect on teaching. To get students ready for multiple-choice exams, teachers spend weeks drilling them on work sheets and other dull exercises. By contrast, the more sophisticated Kentucky tests demand a different kind of classroom instruction. "Kids are being asked not only for the answer but also for how they got it," says Lennic Hay, principal of the 600-student J. Graham Brown School in downtown Louisville. Geometry students, for ex-

ample, not only solve problems but also provide prose explanations of their reasoning.

The new tests have enlivened teaching in many classrooms and encouraged the kind of interdisciplinary thinking that school reformers have been calling for elsewhere. Such work is

necessary preparation for the rigorous thinking required in the exams. One question on last year's test, for instance, posited that Washington, D.C., had been

- Joel Barlow High School, West Redding, Conn.
- New Market Middle School, New Market, Md.
- Sultivan High School, Chicago

SCHOOL REFORM

bombed and asked students to draft the outline of a new government, using the philosophies of Hobbes, Locke, Rousseau or Montesquieu.

Kentucky's new testing system is four times as expensive as the old multiple-choice tests. It is also tough on teachers, who must spend a good deal of uncompensated time assembling and grading portfolios. But the biggest challenge of performance testing is ensuring that essays and portfolios are graded against a common standard. A recent Rand Corp. study of Vermont's four-year-old portfolio program found troublesome inconsistencies in teachers' evaluations—a problem Kentucky has sought to avoid by training teachers extensively and rescoring samples of tests.

The scores on the first round of testing under the new Kentucky law have been sobering. Only between 1 percent and 14 percent of Kentucky's students were rated "proficient" or "distinguished" by the state. Even so, school officials prefer a more accurate assessment of their students' progress, and they believe the classroom reforms will in time meet the "world-class standards" that Kentucky officials demanded of the new tests.

INCENTIVES FOR GOOD TEACHING

Marsha Flores is a top specialeducation teacher at Sunnyside High School in Tucson, Ariz. Her classroom skills have earned her two promotions in recent years and added \$3,900 to her yearly salary, bringing it to \$32,000,

The rewarding of Flores's talents would be unexceptional in most fields, but in public school teaching it amounts to heresy. In the vast majority of school systems, tradition and union contracts dictate that teachers be paid strictly on the basis of the college credits they have amassed and the years they have spent in the classroom; the quality of their teaching is ignored. As a result, school reformers argue, teaching often fails to attract and retain talented people who reject the notion of being paid the same salary as an incompetent colleague down the hall. The Sunnyside Unified School District and 20 others in Arizona are in the vanguard of a movement to tie pay and promotions to performance.

Professional pride. Marsha Flores earned her promotions and a fatter paycheck by climbing a four-rung "career ladder" introduced in 1985-86. The opportunity to win promotions and take on new responsibilities without having to leave the classroom for school administration has improved teachers' morale and elevated teaching's status. "Being paid on how well you perform rather than how long you've done something adds legitimacy to the profession," says Sunnyside English teacher Jim Heintz. "Not all teachers are equally good, and it is archaic to think they are."

The career ladder also has required Sunnyside and other schools to scrutiin reducing the rate of teacher attrition from 10 percent in 1980-81 to 4 percent in 1990-91. The improved teaching talent isn't gratis. Arizona is spending \$24 million this year on career ladders, which involve 9,400-29 percent-of the state's teachers.

States such as South Carolina and Kentucky, meanwhile, are introducing schoolwide incentives to ensure that principals and teachers who are granted greater authority over their schools are held accountable for their performance.



Merit pay. Outstanding teachers get rewarded at Tucson's Sunnyside High.

Cheatham County Central High School, Ashland City, Term.

 Red Mountain High School, Mesa, Ariz.

Riverside High School, Greer, S.C.

Sunnyside High School, Tucson, Anz.

nize their teachers' work far more carefully. Traditionally, teacher evaluation has been superficial and arbitrary in many U.S. schools, with principals doing little more than sticking their heads

in classrooms once or twice a year. At Sunnyside, teachers attempting to advance face four classroom inspections by teams of trained evaluators that include teachers from other schools. They are also judged on the quality of their academic planning and on various evaluations of student progress through their course work.

Arizona's teacher ladders are fulfilling their aim of at-

tracting and retaining talented teachers.
A study of the Mesa Unified School District, Arizona's largest, found that the district's career ladder played a key role

Each Kentucky school will receive a "benchmark" grade later this month, based on student test scores and factors such as attendance, dropout rates and the percentage of students who make a

> successful transition to further schooling or work.

Teachers in schools that improve their performance on these measures over the next two years will be eligible for at least \$45 million in bonuses. Schools that don't improve face state sanctions, and their teachers risk loss of tenure, mandatory supervision and even dismissal. Ultimately, the state is authorized to shut down failing schools. Says Princi-

pal Lennie Hay of the Brown School in Louisville: "The new benchmarks have kind of upped the ante for all of us, in a real specific way."

Penn High School, Mishawaka, Ind.

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THEODERICAL PROPERTY.

TECHNOLOGY FOR LEARNING

Westfield High School is a small school in a small town in rural southern Indiana—a school that only a generation ago would have been restricted by its isolation. But today, thanks to the school's investment in technology, its social-studies teachers are able to enrich their instruction on international trade by bringing into their classrooms live coverage of French farmers demonstrating in Strasbourg or by discussing the subject live with a univity professor in California who is an according on sanctions and embargoes.

New technologies have the power to open up the world to students in schools like Westfield High. Thanks to the largess of GTE, several other technology companies and nearby Ball State University, every classroom and office in the three-school, 1,919-student school district is equipped with a TV monitor and wired into a fiber-optic network.

Teachers can use a simple channel changer in their classrooms to display everything from newspaper articles and educational graphics to films and, in the case of Westfield, live programming via satellite.

Much of the material is stored in a single "technology distribution center" serving the entire school system. Teachers in their classrooms electronically "check out" of the librarylike center the material they want to use, and it is "delivered" to their rooms with the push of a button. The technology also allows Westfield teachers to create their own multimedia materials.

Video appeal. To students nurtured on Nintendo, multimedia materials make

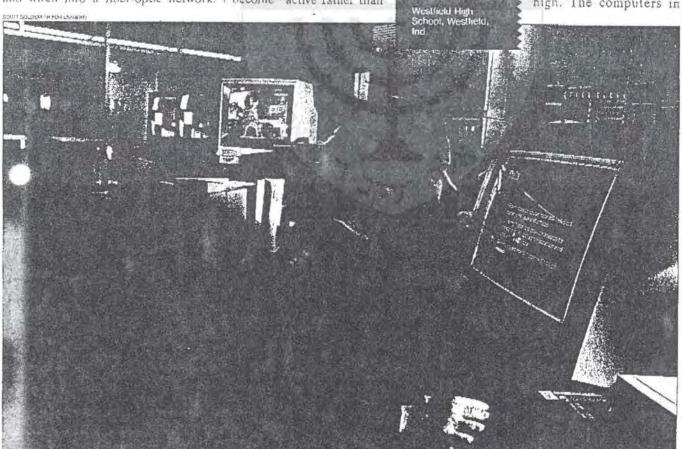
learning more fun. To educators eager to improve the quality of instruction in the nation's classrooms, today's technology offers opportunities for less teacher lecturing and more hands-on, interdisciplinary learning of the sort advocated by curriculum reformers. Students become "active rather than passive learners" in many high-tech classrooms, says District Superintendent Jeffrey Heier.

Technology also can help address the problem of teacher quality that plagues so many schools. Westfield Washington District's satellite hookup will permit its middle school to offer courses in Japanese, Latin, French and Spanish for the first time next fall. The courses will be taught by certified teachers hired by TI-IN Network, a provider of "distance-learning" programming.

If introduced on a large scale, experts say, cutting-edge technology could improve public education's bottom line significantly. Congress's Office of Technology Assessment recently reported "a

general consensus that the appropriate assignment of new technologies within effectively organized schools could make a big difference in academic performance."

But the cost of getting the newest technology into classrooms is likely to be high. The computers in



Wired for learning. Westfield High School's investment in innovative classroom technology brings the world into the rural school.

SORIODE IN FROM

many public schools are outdated and used primarily for drilling students in basic skills. Buying hardware and software, wiring schools with fiber optics and training typewriter-generation teachers to use the new equipment are all expensive. Yet in the long run, technology can produce savings. The total cost of the new foreign language courses in Westfield Washington will be about \$2,000, a fraction of what it would cost to hire teachers locally.

While no amount of technowizardry is going to do away with the need for high-quality books, teachers and schools, educators are beginning to see technology's potential to transform and improve teaching and learning.

CHOICE AND COMPETITION

This week and next, 800 or so parents planning to enroll students in the Cambridge, Mass., schools next fall will stop by one of 10 locations around the city to record their preferences. By late February, officials will pair the students with schools, granting 90 percent of families their first, second or third selection.

School choice—permitting students to select the schools they attend rather than assigning them to "neighborhood" schools—has become a huge and divisive issue in education. Claiming that competi-

tion is a key to improving public education, some choice advocates have pressed for vouchers to publicly fund private education, a notion that is essentially untested in the United States. Others have promoted the idea of permitting students to travel between school districts in search of stronger schools, a policy that has had a poor track record. But a third type of school choice, one that requires students within a public school system to select the schools they attend, is proving to be a valuable reform, in Cambridge and elsewhere, Well-designed "intradistrict" choice plans spur improvement and innovation in schools and help motivate students and teachers.

Cambridge's choice plan confronts schools with a clear proposition: Offer a strong program or risk having disgruntled parents vote with their feet. "You have to constantly prove yourself," says Don Watson, principal of Cambridge's Tobin School, a 700-student concrete

and cinder-block fortress in a middleclass neighborhood. Tobin has created three special programs to attract students: a computer-oriented "school of the future," an enrichment program for disadvantaged children and a progressive elementary program. Programs that fail to attract students are allowed to contract, making way for more popular alternatives.

The pressure that choice puts on educators in Cambridge stems from the fact that the city's families are required to teachers' stake in their schools, motivating them to work harder. The city's dropout rate has declined from 9 percent to 2 percent a year since the introduction of school choice a decade ago, and daily attendance is over 90 percent, high for an urban school system. Teacher absenteeism is 5 percent, low for an urban school system.

The Cambridge choice plan also encourages parental involvement in kids' schooling—a key educational ingredient. The percentage of the city's students at-



Informed consumers. Choosy Cambridge parents spur local schools to improve.

Cambridge Public Schools, Cambridge,

Community School

Community School District 4, New York

Montclair Public Schools, N.J.

District 2, New York

select schools. In voluntary choice programs like Minnesota's, by contrast, fewer than 2 percent of the state's students participate; such programs consequently have been a for less effective in spurring schools to improve

themselves.

The Cambridge model produces the benefits of competition while avoiding the likely pitfalls of publicly funded vouchers for private school parents: a large transfer of public money to existing private schools that would not stimulate any new competition among schools; educational "triage" in the inner cities, with students left behind in public schools

ending up worse off, and a significant amount of fraud and abuse.

Public school choice in Cambridge, trict's 20 buildings. Choice goes hand in by contrast, increases students' and hand with other reforms like teacher au-

tending public versus private schools has risen from 80 percent to 88 percent since choice was introduced.

Public school choice isn't likely to work well in sparsely populated rural

communities where there are few schools to choose from. Even in cities and suburbs, choice works only when there are real differences between schools. Before implementing what's probably the nation's best-known intradistrict public school choice plan, the superintendent of Community School District 4 in East Harlem, N.Y., encouraged groups of teachers to open a wide range of inno-

vative programs in the district. Today, there are 53 "schools" housed in the district's 20 buildings. Choice goes hand in hand with other reforms like teacher au-

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DAVIT BUTTON SLACK STAP FOR USANAWA A MARKET PROTECT RINGS DINGS FE 25772 200 Cordeni 1 post 2 Beacon High School, Oakland, Calif. North Branch High School, North Branch, Minn Parry McCluer High School, Buena Salt Lake Community High School, Salt Lake City

to holiday. Beacon High in Oakland is one of a hundful of schools open year-round.

tonomy and smaller specialized schools.

Adequate transportation and parent information are also important to making choice work. The Cambridge bus budget increased by about one third with the introduction of choice. The city staffs a full-time information center in six languages; it conducts 10 information nights around the city, and its 14 schools sponsor 200 tours a year. Each school also has a full-time parent coordinator.

Choice hasn't been a no-cost quick fix in Cambridge. But it isn't prohibitively expensive either. In all, the city spent \$1.4 million on choice in 1992, out of a total school budget of \$71.5 million.

STRETCHING THE YEAR

The Japanese Ministry of Education had the nation in an uproar last year. It declared that public school students had to attend school three rather than four Saturdays a month, cutting Japan's school year from 240 to 228 days. Opponents took to the airwaves and editorial pages to proclaim the ruination of Japanese education.

The brouhaha in Japan no doubt seems curious to U.S. students, who attend school an average of 180 days a year. Only 11 schools in the entire countryfive public and six private - are in session more than 210 days a year. On average, as a result, Japanese students attending 12 years of school receive the equivalent of 16 years of schooling in America, Comparisons with other advanced nations are only slightly less troubling. "The length of the school year is the most impregnable bastlon in American education," says Milton Goldberg, head of a national commission that is studying issues of time in U.S. education.

There is a strong case to be made for extending the nation's school year. In a 1991 review of 100 research projects, Herbert Walberg of the University of Illinois at Chicago found that in 9 out of 10 instances student achievement rises with the amount of time in class. A 1989 study of students taking an international math test found that Japanese students had studied 98

percent of the precalculus and calculus topics on the test, while their U.S. counterparts had been taught only 50 percent. Half of the Japanese performed as SCHOOL REFORM

well as the top 5 percent of Americans.

A longer school year also allows students to take more courses. To Greg Cash, a junior at Parry McCluer High School in Buena Vista, Va., where a 218-day school year is broken into four quarters, a longer school calendar means being able to enroll in a college-level biology course this winter. He took a required prerequisite in chemistry during the last summer quarter, where courses run four hours in length. Though summer quarter is voluntary, 60 percent of the school's 400 students enroll.

Backsliding. Research reveals that kids lose a lot of ground educationally while letting their minds lie fallow during the summer. The New York Board of Regents has found, for example, that teachers spend on average the first month of the fall semester reteaching material forgotten over the summer. The problem is particularly acute for students from impoverished families because they often have fewer opportunities to learn during summer vacations. The New York study found that affluent students gain an average of one month of knowledge during the summer; disadvantaged students lose three to four months.

Extending the school year does not have to break the educational bank. Teacher salaries, air conditioning and transportation are the largest expenses. Charles Ballinger, executive director of the National Association for Year-Round Education, a California-based advocacy group, estimates it would cost \$880 million a day to increase the school year nationwide, or about 20 percent less than the daily costs of the regular 180-day year, However, Beacon High School, a small private school in Oakland, Calif., is open 240 days a year and charges only \$6,000 in tuition, less than the average public school spends per student. Beacon manages this by keeping a bare-bones administrative staff and paying its teachers about \$32,000 for 12 months' work, less than the typical public school teacher earns under a nine-month contract.

A decade ago, the authors of "A Nation at Risk" argued that the U.S. school year should be as long as 220 days. Their recommendation is still a solid one. Of course, lengthening the academic year in schools plagued by other problems isn't likely to yield great returns in academic achievement. The best strategy? Increase the quality and the quantity of schooling in America.

BY THOMAS TOCH WIDE BEISY WADER KURLA GLISTRIS DE CHICAGO, NANCY LINNER IN TOCSON, MISSY HANGE IN BUSTON, JUL. SECRE IN MEASE, MIKE JENNINGS IN LOUISVILLE AND MIKE THOSP IN SAN PROSCINO

BEST LAID PLANS

The obstacles to innovation



Lucky few. Only dynamic reformers have overcome tradition and entrenchment.

f individual schools are capable of constructive reforms, why are these innovations not spreading throughout the nation? Clearly, many public schools find their educational efforts swamped by family disintegration and other social problems, and many poor communities are at a severe disadvantage in a nation that relies heavily on local property taxes to fund public schools. But the toughest barriers to real change, reformers contend, have little to do with money. Among them:

standards simply are not a priority in many U.S. schools and communities, which are more interested in low-level skills on the one hand and sports and other frills on the other. While crusading for school reform in Texas in the 1980s, Ross Perot wondered aloud why 600 of the state's 1,071 school systems spent all of their local revenues on extracurricular activities. Despite poll after poll indicating widespread frustration with public education, most people think their own local schools are doing a good job.

a Local control. The decentralized governance of U.S. public education slows the spread of reform, says David Hornbeck, a former superintendent of schools in Maryland. It is tremendously difficult to build national momentum behind a particular reform.

f individual schools are capable of | when 50 state legislatures, 50 state constructive reforms, why are these novations not spreading throughout school boards have veto power.

a Lack of incentives. Educators often aren't compelled to embrace reforms because there are no serious consequences when students perform poorly, says Fred Newmann of the University of Wisconsin. In addition, high turnover among administrators makes reform difficult to sustain.

■ Special interests. A wide range of interest groups -- from superfluous administrators to territorial principals+ often sabotage school reform because it puts their influence or livelihood at risk. The vast majority of teachers' unions reject school choice and a host of other reforms. Last fall, the Detroit Federation of Teachers waged a 27day strike to oppose a school board proposal designed to give teachers a larger role in the running of their schools. Vocational teachers have lobbied lawmakers so successfully for reduced teaching loads and small classes that there are more highschool voc-ed teachers in the nation today than there are English teachers.

Christopher Whittle argues that he is building a national private school system from scratch because public education is beyond reform. The public schools have no alternative but

to prove him wrong.

26.1.93

Mandel Institute

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Fax: 972-2-619 951

Facsimile Transmission

To: <u>SHULAMITH ELSTER</u> Date: <u>26.1.93</u>

From: <u>SHMUEL WYGODA</u> No. Pages: <u>4</u>

Fax Number: <u>001-212-213-4078</u>

Chulandah Anim

Dear Shulamith, PINV

As promised, you will find enclosed the letter sent to Sara Lee, including the list of papers which were enclosed in this letter.

I trust you have all these papers in your office.

Best regards

Shmuel

(m)

These documents on the Educated Jew Project represent the background thinking that might inform approaches to the goals project. The documents on Lead Communities illustrate the overall thinking within which the development of visions, goals, mission statements for specific institutions, movements or for the overall community would be inserted.

As you well know, it is our belief that an ongoing interest -increasingly profound and informed -- in the goals of Jewish
education by educational, rabbinic and lay leadership will be one
of the important means and assets for ensuring the quality of
Jewish education in the community.

* * *

You may want to consider and discuss several possible roles for your Movement in the lead communities. These range from taking leadership in the above-mentioned subject of goals to taking leadership in providing additional outstanding personnel for the Reform Movement's schools and programs in the lead community to engaging your educational, rabbinic and lay leadership in thinking and planning about all of these, to developing systematic in-service training for the rabbinic and educational personnel in the community's Reform schools.

The following are some further elaborations on these points:

- 1. Setting educational goals: What role would you want to take as regards helping or leading local institutions and your own constituencies in defining their vision and goals for Jewish education? There are many possible ways to go about this effort. One possibility is to identify a qualified individual who would be charged with coordinating this effort in the lead communities (his or her function might be limited to one project or be an overall coordinator for all your efforts in one or all lead communities). You may find a conversation with Aryeh Davidson useful the Conservative Movement has begun to work on this complex and you may find it useful to hear how they are going about it.
- 2. Personnel in lead communities: The question of the educational and rabbinic leadership, their mobilization, their training, the staffing of programs, the possible in-service educational efforts that may need to be developed -- all of these related to the central resources of the Movement and to your own definition of the role you want to have in the lead communities.
- 3. As you know, the Best Practices Project is gearing up for early work in the communities. Its first effort has been in the area of supplementary education. The issue of how the Movement might want to use, adapt, adopt, translate, implement the findings of the Best Practices Project -- particularly in the

areas of personnel and program -- to the Reform Movement's supplementary or day schools in the lead communities should be addressed. You may want to discuss this with Barry Holtz.

We have not related here to the overall role that Reform rabbis and educators might want to play in the governance of the lead communities project -- commissions are being formed, taskforces and subcommittee will probably be formed in the coming year. In all of those you may want to look into what would be an appropriate and effective role for the Movement to take.

We hope that this is useful or helpful and are certainly available for any further clarification or documentation that you may require.

Warm regards,

Annette Hochstein & Shmuel Wygoda

For the Advanced Study and Development of Jewish Education

January 19, 1993

Ms. Sara Lee
Director, The Rhea Hirsch School of Education
Hebrew Union College
3077 University Ave.
Los Angeles, CA 90007-3796
U.S.A.

Dear Sara,

Following your conversations with Seymour, we are pleased to forward to you a package of materials that may be useful towards your forthcoming early February meetings.

All the documents are internal, non-published documents of the Mandel Institute -- we are sending them for your use only in the hope that you will find them interesting and of help. We have included the following:

- A. The Educated Jew Project
- 1. "The Educated Jew" -- 1991 Executive Summary for our board members.
- 2. Draft paper by Prof. Isadore Twersky.
- Draft paper by Prof. Moshe Greenberg.
- 4. Draft paper by Prof. Menachem Brinker.
- 5. & 6. Papers by Prof. Israel Scheffler.
- 7. Paper by Prof. Michael Rosenak.
 - B. The Lead Communities -- General
- Lead Communities at Work (very internal working paper).
 - Monitoring, Evaluation & Feedback in Lead Communities: Workplan for 1992/1993.
 - 3. Latest memorandum from Barry Holtz on the Best Practices Project.

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INPORTUTE SEATE

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128

Phone: (212) 532-1961

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

MEMORANDUM

TO: Annette Hochstein DATE:

January 25, 1993

FROM: Shulamith Elster

SUBJECT: Miscellaneous

- Please let me know by this afternoon if materials on Lead Communities were sent to Sara Lee. I would like a copy what was sent to her as we will be speaking this afternoon.
- Also, we have not yet received a decision from you on the time of the telecon with Jack Ukeles and Jim Meier. This has to be confirmed with them in advance. I will resend memo following this one.
- I will be in the New York office Monday afternoon through Thursday. For your information, the fax machine in Maryland, 301-230-2012 is being repaired this week, so please send all materials to NY.



מכון מנדל

Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Dr Shulamith Elster	Date: James 4 25, 1993
From: Carolise Biran	No Pages:
Fax Number: 301-230-2612	LEWISH

Der Shulamith,

Assorte asked me to send you the following obscurrent.

Caroline

SUGGESTED AGENDA -- CIJE CONFERENCE CALL

JANUARY 25, 1993

- 1. Visit to communities:
 - a. Desired outcome
 - b. Agenda
 - c. Overall schedule
 - d. Meeting with Niestein and Cohen
- 2. Communications plan
 - a. Who to inform
 - b. When to inform
 - c. The message
 - d. Who informs
- 3. Board meetings
 - a. Suggested agenda
 - b. Suggested schedule
- 4. Senior Advisors meeting
 - a. What was
- 5. Miscellaneous
 - a. Ukeles
 - b. Marshall Levin

Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Dr. Shu-Pamith Elston	Date: January 24, 1993
From: Groline Biran	No. Pages:
Fax Number:	

Dear Stulamith,

Could you resend us by fax the article on the perfect school (12 pages) we received only 3 pages.

Thork you,

Carolise.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128

Phone: (212) 532-1961

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

MEMORANDUM

TO:

Annette Hochstein

DATE:

January 22, 1993

FROM:

Shulamith Elster

SUBJECT: Telecon calls

Since I will be speaking with you in Washington on the telecon conference call 8 am, Monday morning (1/25), please cancel the 10 am Monday call in the New York office.

I plan to come up to the New York office after the call on Monday.



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

Phone: (212) 532-1961

TELEFAX

DATE:

1/22

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) _

TO:

annelle Heraslein



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

AGENDA

- I. Welcome/Introductions

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

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

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

AGENCY	TEENS BDUCATION	PERSONNEL DEVELOPMENT	FAMILY EDUCATION	100	CURRICULUM DEVELOPMENT	COLLEGE	BUDGET
ввуо	Recruitment	Leadership Development			Methodology Curriculum		
JCC		Training	Programs Russian Families		> /		
JFS	7	189	Russian Families		<u> </u>		1
MAJE		Training Recruitment	Programs		2		Computer Materials Staff
HILLEL		\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\			= /	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 BUDGET CAMPUS
MJDS		Salaries Benefits		Diverse Background; Maintain Interest	į
emanu-el	Maintain Interest	Training	Family Education		Morei
SHALOM	,	Professionalism; Training Recruitment		Special Needs	, j
ANSHAI LEBOWITZ		Training			
BETH ISRAEL		(4 F)	Participation; Recruitment	Development Guidelines	Morel
MENORAH			Involvement; Attendance; Interfaith; Changing Structure	TST/W	

SUMMARY - Interviewee's Responses

AGENCY	TEENS EDUCATION	PERSONNEL DEVELOPMENT	PAMILY EDUCATION	CURRICULUM DEVELOPMENT	COLLEGE	BUDGET
SINAI	Beyond Bar/Bat Mitzvah	Recruitment	Interfaith Home Education Involvement		İ	
EMANU-BL WAUKESHA	Recruitment					
LUBAVITCH			Russian Families		1	More



SCIENCE & SOCIETY

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THE PERFEGIONS SCHOOL

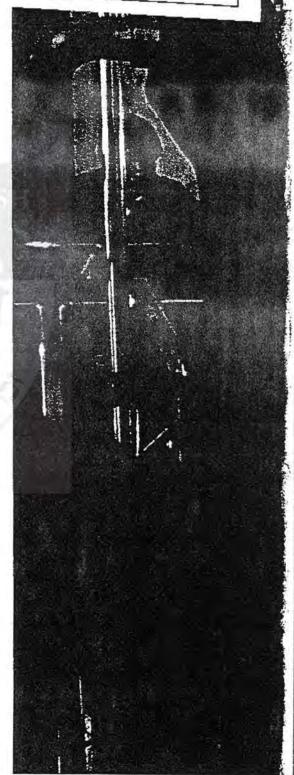
U.S. News offers a prescription for revitalizing teaching and refocusing the confused mission of American education

Building "the new American school" is in vogue. The Edison Project, entrepreneur Chris Whittle's ambitious attempt to create a private school system educating 2 million students on 1,000 campuses, will announce its prototype next spring and plans to open its first schools in 1996. Next fail, 11 groups ranging from Outward Bound to the small town of



Bensenville, Ill., will introduce visions of redesigned schools they have drafted under the auspices of the New American Schools Development Corp. (NASDC), a businessbacked nonprofit group organized in 1991 at the behest of the Bush administration.
The nation's schools are in desper-

ate need of such bold efforts. While the reform movement of the 1980s elevated the mission of public education — to include high academic aspirations for all students, not merely for the gifted and the privileged — in practice, it has mostly meant tinkering with a fundamentally flawed machine. Nearly 10 years and billions of dollars after the landmark report "A Nation at Risk" warned of a "rising tide of mediocrity" in education, most U.S.



Intellectual brawn. Minnesota law allows creative



Math at center court. Specialized schools can be housed in a variety of public spaces.

schools are not performing up to today's new, higher standards. As Secretary of Education Lamar Alexander has lamented, "We don't need faster Pony Express horses in American education, we need the equivalent of the telegraph."

Now, the reformers are returning to their drafting tables—this time not to tinker, but to reinvent schools from top to bottom. The Edison Project, for instance, is contemplating schools that educate kids from birth to age 18, schools with high-tech student "desks" and other radical departures. Under NASDC, the Outward Bound plan calls for a curriculum built on a series of student expeditions.

Both the NASDC teams and Whittle plan to spend millions to launch their visions. Ultimately, however, the innovations and reforms that will be widely adopted by the nation's 84,500 public schools are those that will allow educators to do more for less.

In recent months, U.S. News has visited public school systems throughout the nation in pursuit of particularly promising reforms. The magazine has found nine innovations that, taken together, would dramatically improve the performance of the nation's public schools without requiring a great deal of additional funding. They represent a beginning—the foundation for imagining the perfect public school.

TEACHERS AS ENTREPRENEURS

In more than half the public schools in Dade County, Fla., teachers help to hire principals, draft budgets and shape curricula under a radical experiment launched in 1987. Minnesota lawmakers went even further in 1991, permitting state-licensed teachers to start up and run independent public schools under three-year contracts with local school boards. Around the country, the idea of allowing teachers to act as "educational en-trepreneurs" is proving to be a powerful low-cost strategy not only for raising teacher performance but also for attracting and keeping the best and the brightest in the profession.

Granting teachers "ownership" of their schools is a radical notion in public education. A long tradition of bureaucratic authority has relegated teachers to the role of old-style assembly-line worker in schools, with little or no role in decision making. But educaSCHOOL REFORM

tors have become increasingly aware in recent years of the untoward consequences of this hidebound practice. They began seeing more and more dispirited teachers merely going through the motions in class—if they showed up at all. Absenteeism rates as high as 20 percent were leaving more and more students in the hands of ill-prepared substitutes.

By contrast, teachers thrive when they are given a voice in running their

schools, and the more freedom the better in many cases. Minnesuta's charter schools must be nonprofit and nonsectarian, and they cannot charge tuition or admit students selectively; otherwise, they are free from interference. In designing St. Paul's City Academy, for instance, teachers Milo Cutter and Terry Kraabel were able to create an innovative curriculum aimed at former dropouts. Housed in a St. Paul recreation center, the school features four days of interdisciplinary courses and electives a week, Students spend the fifth day in the St. Paul community, learning pottery with a master craftsman, say, or serving as interns at the city's science museum.

In Dade County, teachers at the 1,732-student Miami Springs Middle School have drastically reorganized the school since assuming a leadership role. A seven-member faculty "council" divided the insti-

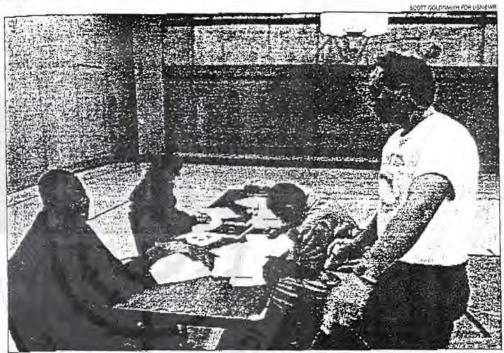
tution into 11 groups of about 160 students and four teachers each, and the teachers have used their new autonomy and power to redesign the curriculum. Among other things, they chose textbooks they considered more appropriate for their largely Hispanic student body.

Signs of commitment. Teacher dedication and involvement have risen dramatically as a result of these reforms. "We were struck by the extent to which teacher decisions served the interests of the school rather than that of individuals," write researchers Charles Kerchner and Julia Koppich about Dade County schools in a forthcoming book on the teaching profession. "Through the experiences of peer evaluation, hiring or making decisions together, teachers have become more committed to and more supportive of one another." Examples of teachers' commitment are plentiful. Not only is there no teacher absenteeism problem at City Academy in St.

Paul, the students are given teachers' home phone numbers and encouraged to call for help after regular school hours. In Dade County, a teacher-led elementary school voted to offer classes on Saturday. The staff expected 50 students: 200 signed up.

Granting teachers autonomy tends to go hand in hand with a movement toward smaller schools. Increasingly, large "comprehensive" high schools are being dismantled and divided into schools their doors and essentially be accountable to no one." says Michelle Fine, a psychologist at City University of New York and the architect of the Philadelphia plan. "Not so when you are a member of a small team."

The changed climate in many small schools pays tangible dividends as well. A 1987 study of 744 comprehensive high schools by researchers Robert Pittman and Perri Haughwout found that the dropout rate at schools with more



Battling alienation. Small programs are more personal than "comprehensive" high schools.

PICKEERS IN

AUTOROMY

St. Paul, Minn.

 Fairdale High School Career Magnet Academy, Fairdale, Ky.

Greece Arcadia High

School, Greece, N.Y.

City Academy.

Interlake High

Wash.

School, Bellevue

within schools that provide a more personal atmosphere. As part of Philadelphia's attempt to "reinvent the neighborhood school," for instance, the 1,000student Furness High School was divided

into three independent schools, each boasting its own academic specialty and team of teachers.

Although the Philadelphia reformers did not explicitly intend to increase teacher autonomy, that is just what they have done. Teachers are given a larger stake in Furness's small programs. They play a major role in the programs' designs and receive a pot of discretionary funds to

spend each year. These opportunities have produced an increased sense of collegiality among teachers—as well as a greater degree of shared responsibility. Traditionally, "teachers could shut

than 2,000 students was twice that of schools with 667 or fewer students. And a 1988 study of 357 high schools by University of Chicago researchers Anthony Bryk and Mary Erina Driscoll revealed

> higher rates of class cutting, absenteeism and classroom disorder in large schools.

Giving teachers decision-making responsibility and the freedom to innovate also helps recruit top talent into teaching. An independent 1991 study of Dade County's teacher-run schools concluded that "the involvement of teachers in decision making" was "making the profes-

sion more attractive." One indication: The number of applications for each teaching slot in Dade County has risen from two to eight since the shift to teacher-run schools.

261308

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

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

MEMORANDUM

TO:

Annette Hochstein

DATE:

January 21, 1993

FROM:

Shulamith Elster

SUBJECT: Telecon with Jack Ukeles

and Jim Meier

Are any of the following times for a telecon with Jack Ukeles and Jim Meier alright with you?

NY Time Monday, 1/25 2 P.M. Tuesday, 1/26 'O A.M. Tuesday, 1/26 noon Tuesday, 1/26 2 P.M.

cc: Jack Ukeles

Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

20/1193

Facsimile Transmission

To:	Dr. Shulamith Elster	Date: January 20, 1992	
From: _	Annette Hochstein	No. Pages:	
Fax Nur	mber:		

AMERICAN JEWISH ARCHIVES

Dear Shulamith,

This is the second installment of the self-study. I am waiting for you to set up the conference call with Jack/Jim. There is some urgency to this as we would like the guide to go to the communities in early February.

Best regards,

PS. Please forward to Jack, Jim and Art. Thanks.

Second Installment

II. SELF-STUDY

Rationale

Good information is the foundation of good decision making. In real life, however, we are often required to take action based on incomplete or imperfect knowledge. In planning a community-wide initiative on Jewish education, this is especially true. The self-study -- learning more about the needs, resources, dynamics, and aspirations of the community -- therefore should be an iterative process.

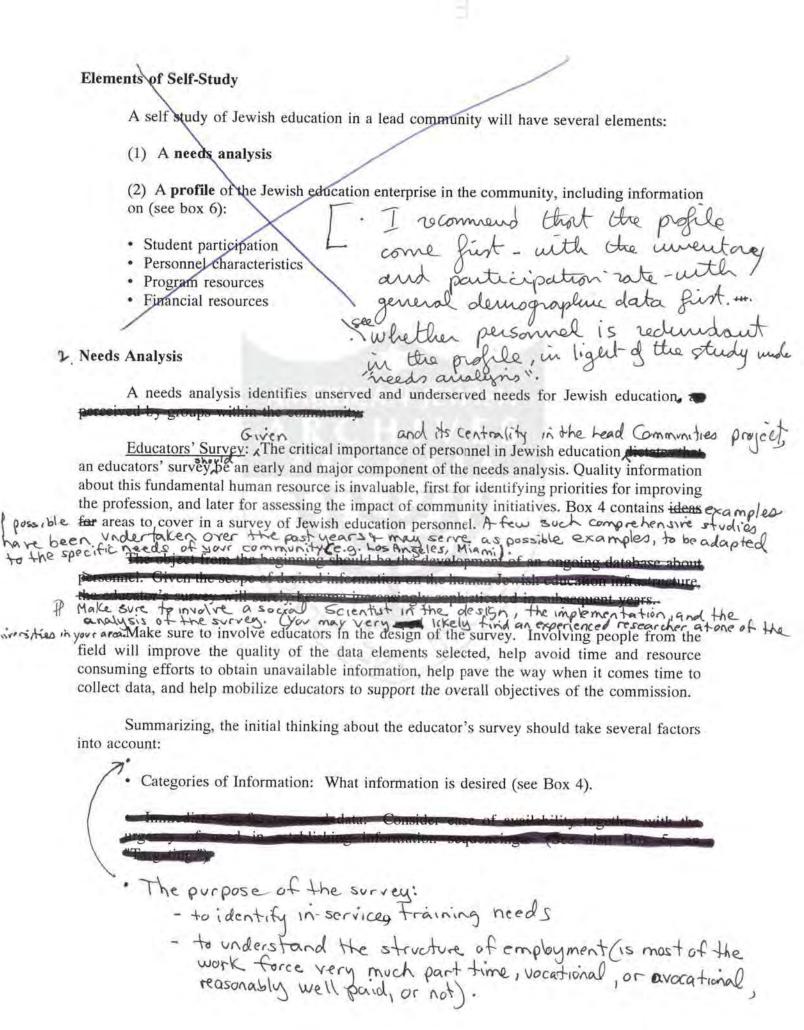
The first phase is oriented toward the first year action plan, what can be learned that will inform decisions and plans for the 1993-94 year. A by-product of the first phase self study is a clearer definition of what is not known that impacts on the critical choices. Delineation of the gaps in information will help frame the second phase of the self-study, a more thorough investigation which will then proceed over the next year and a half to two years.

The basic <u>purpose</u> of the self-study is to provide a baseline for Commission deliberations and establishment of program priorities. It should provide a common foundation of information for Commission members, level the playing field about assumptions (without which participants in the debate are driven to present opinions and perceptions with the force of fact), enlighten even the most knowledgeable insider, and identify the critical issues and choices the Commission needs to address. It also:

- Identifies unserved and underserved needs for Jewish education, as perceived by groups within the community.
- · Helps identify critical issues, or choices that will need to be addressed.
- · Provides a common base of information to enlighten decisions on critical issues.
- Clarify areas of agreement in moving toward establishing a standard of achievement that is acceptable within the community.

Thinking about programs and priorities later in the process should be based on the best available information on educator needs and potential users of the programs in Jewish education.

See attached pages ->



Data base: Allow for growth, in number of information fields as well as in number of records.

· Involve educators.

• Select researcher to insure . Select researcher to insure thoroughly review expectations and workplans.

• In view of the importance, complexity, and ongoing nature of this aspect of the lead community effort, it may be advisable to convene a special task force (if such a task force was not built into the organizing framework) to oversee this phase of work.

Box 4: Educators' Survey: Categories for Inventory (illustrative only)

- · Demographic profile (e.g., sex, age, marital status, address)
- · Affiliation
- Tewish education background (e.g., degrees, Jewish and secular licensure)

and programs) (subjects, see scope, o

- · In-service staff development (ticslarly, and orkshops taken in the
- work History
- Jewish education experience (e.g., years of experience, present and recent positions, full-time and part-time camp, other summer and other part-time jobs)
- · Secular education positions
- · Salary history, in Jewish education
- Inventory of formal and informal expertise (e.g., Judaic/Hebrew; age level specializations; teacher training, resource room management, special education; organizing, supervisory or administrative skills). Classifiable as:
 - . Areas of knowledge
 - . Skills
 - . Special talents
- Attitudinal questions (e.g., Jewish education career intentions; job satisfaction and priority concerns)

II. THE SELF-STUDY

Rationale

Good information is the foundation of good decision making. Yet

"very little research on Jewish education is being carried out in North America. There is a paucity of data about the basic issues and almost no evaluation has been made to assess the quality and impact of programs. Because of this, decisions are taken without the benefit of clear evidence of need, and major resources are invested without sufficient monitoring. We do not know what people want to learn and we seldom know what works in Jewish education. We do not even know much about what students know at different stages in their education. There are not enough standardized achievement tests. There is not sufficiently accurate information on the number of teachers in the system, their qualifications and their salaries."

A Time to Act, p. 44

Creating reliable knowledge for decision making about a community's educational system is an exciting and long-term endeavour. Lead communities can offer leadership in this area too, developing means, methods and experience for an ongoing process of self-study. That process would yield over time the quantitative and qualitative data required by leadership to know what exists in the community's Jewish education system, how good it is, what people in the community want, what more is needed and what works better. Hopefully, the tools developed in lead communities will be disseminated for other communities to adopt and adapt.

The initial purpose of the self-study is to provide commission members with an increasingly solid foundation of information, to enlighten even the most knowledgable insider, and to identify the critical issues and choices the commission may choose to address. It will also help move the community towards establishing standards of achievement that the community aspires to.

The self-study process is an ongoing one and one that cannot be completed within the first year of the project. It is proposed that during the first year of the project the self-study include the following 3 elements:

- 1. A profile of the Jewish education enterprise in the community, including the following:
 - * Participation (absolute and participation rates);
 - * Inventory of programs, institutions, organizations;
 - * Program resources;
 - * Financial resources.

- A needs analysis -- to focus during the first year on personnel-related issues.
- 3. A research design for years 2-5, in the course of which further in-depth studies might be undertaken and data collection completed. This phase might include qualitative elements such as achievement measures (what do supplementary school students know).

(Add market stuff here)



For the Advanced Study and Development of Jewish Education

January 20, 1993

Mr. Jack Ukeles Mr. Jim Meier Ukeles Associates

Dear Jack and Jim,

I have attempted to illustrate by amending a significant part of the planning guide how one would move from a general planning document for Jewish education to one that is specifically targeted at the content, the goals, the priorities of the lead communities project. I hope that the thrust of change is clear, and think that it would be useful if you would take it from there and do the same thing for the remaining parts of the document — from "client groups" and "institutions" in the needs analysis, to "the rationale" (page 18) and the mission statement. You may find some of the CIJE's documents, and before that the Commission documents, useful for this change. In particular, the document on "lead communities at work" and the Commission report may be helpful.

I am, of course, available for any further clarification and hope that this is useful. We would love to have the document in the hands of the community by the end of the month or early in February.

Best regards,

Annette

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

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

MEMORANDUM

TO:

Art Rotman

Annette Hochstein Shmuel Wygoda

Barry Holtz

FROM:

Shulamith Elster

DATE:

January 14, 1993

SUBJECT: Plans for this Week and Next

Just in case and for your information:

Thursday, 1/14 and Friday morning

Cleveland

Monday, 1/18 and Tuesday, 1/19

Milwaukee

to attend meeting of Steering Committee of Local Commission and provide briefing for Ruth Cohen, the next local coordinator

Wednesday, 1/20

Washington, D.C. for Inauguration

I expect to be in Rockville for Shabbat and Sunday. You know how to reach me there. Judy knows my whereabouts in both Cleveland and Milwaukee.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION Mailing address: 163 Third Avenue #128 Phone: (212) 532-1961 New York, NY 10003 FAX: (212) 213-4078

MEMORANDUM

TO:

Annette Hochstein

Shmuel Wygoda

CC:

Art Rotman Art Naparstek Virginia Levi

FROM:

Shulamith Elster

DATE:

1/15/93

SUBJECT: Barry Holtz title

Barry Holtz's title:

DIRECTOR, RESEARCH & COMMUNITY PROJECTS

/jl



10 Dr. Shulamith Elster

January 18, 1992

Form

Annette Hochstein & Shmuel Wygoda

AMERICAN JEWISH ARCHIVES

Dear Shulamith,

Re: The Planning Guide

We are forwarding to you a heavily revised version of the first part of the planning guide. Of course what I added needs language editing to fit within the tone of the whole document. We would love to have your comments on this and would appreciate your giving copies to Art Rotman and Jim Meier/Jack Ukeles. Would you like to set up a conference call with Jim, Jack, yourself and us here to discuss the next draft? It would be great if that could be the final one.

Best regards,

Climette



10:

Dr. Shulamith Elster

January 18, 1992

From

Annette Hochstein & Shmuel Wygoda

AMERICAN IFWISH ARCHIVES

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Best regards,

Climette

add hist tratural

[draft: guide.05c 12-29-92]

LEAD COMMUNITIES PLANNING GUIDE

INTRODUCTION

This set of guidelines has the luxury and the challenge of preaching to the converted.

Jewish communities understand and have been engaged in planning for a long time. The lead communities more than many others have made pioneering efforts in planning for Jewish education and continuity. Despite that advantage, all of us are acutely aware of the limitations in the available information and the magnitude of the task of setting out a plan that addresses the

The purposes of these guidelines are to:

tentablish a timeforms for planning process has bounded so that the first stages of simplementation can begin in the Public 1988.

- offer approaches, methods, data collection instruments and other tools to use in the planning process, and
- give some measure of uniformity to the planning process that each of the lead communities will engage in

Each community will need to tailor these guidelines to its own circumstances.

As a general principle the object is to build upon the work and the research that has already been done in each community.

On the other hand, it is sometimes necessary to retrace steps in order to enlist new constituents in a broad coalition.

I and use those as a point of departure for the Lead Communities project.

I. FIRST STEPS

Rationale

First steps refer to preparations, to allow for smooth sailing once the serious work gets underway.

Major Activity Areas

There are two major areas for attention:

Introducing the idea into the community

Initial mobilization of leadership (lay and professional)

Building a "wall-to-wall coalition" as an important initial step) project. A widening net of stakeholder involvement in Jewish education is instruments for engaging a larger portion of the Jewish community. The mobilization of project leadership is

a the pivotal for achieving that objective. element

and recruit Lead Communities The first issue is to identify core leadership to spearhead the effort, while devising a structure that allows a broad cross-section of the community to become actively engaged in the project. The leadership therefore must be carefully selected, and the structure must allow ample opportunity for constituents to obtain a stake in the process. Box 1, Concentric Circles of Leadership, suggests a framework for organizing the project.

possible

Tasks

2.

and recruit

Identify key leadership, including: 1.

(. Champion) is this word appropriate?

- . Lay leaders and major donors
- . Educators
- . Rabbis

. Professionals

includes top loadership from each Lead Community Establish the Commission, composed with representation that reflects the broad

spectrum of the community. E.g., leadership from:

. Federation 2. Formal educational settings - schools - Synagogues 3. Informal Educational Settings - Hillel Houses, etc

4. Communal agencies and organizations dealing with education.

Box 1: Concentric Circles of Leadership

One way to organize to reconcile the dual objectives of strong and thoughtful leadership coupled with wide involvement is to develop expanding circles of leadership. For example:

- Steering committee, composed of 10-15 members, delegated by the Commission to handle active operational responsibilities and decisions. The Steering Committee would meet approximately monthly, the full Commission every 3 months.
- <u>Commission</u>, composed of 35-50 members, serves as a forum for priority setting, policy development, long-range planning, coordination, and review of task forces recommendations.
- <u>Task Forces</u>, to address substantive issues and make recommendations to the full commission, and/or to monitor and evaluate projects once they begin operations. (See below.)
- Ad Hoc Working Groups, to be set up on an ad hoc basis by individual task forces to
 investigate special issues, work out program implementation details, confer with end users
 to ensure receptivity to program ideas or refine details, etc.



• Compile packets of background information and distribute to each of the committee members. Box 2 contains a selection of materials that may be useful for this purpose.

Box 2: Examples of Background Materials

· A Time To Act

- Previous planning documents, particularly on Jewish education or continuity, prepared by your community.
- · Other studies and documents relating to the communities educational system
- · Summary of most recent Jewish population study for your community.
- · CIJE project descriptions
 - "Best Practices"
 - · Monitoring, Evaluation and Feedback
 - L. Goals Project
 - Establish a detailed timetable for the project by working backward from the year one end date, as well as forward based on the amount of time work components will require.

Working with the chairperson of the committee, establish a schedule of committee meetings all the way through the first year of planning. Scan major Jewish and national holidays for conflicts. (See Box 3 for an illustrative schedule of steps.)

· Prepare a tentative agenda for the first committee meeting to review with the chair.

0.90	Deliverable	Committee Meeting Subject		
	 (1) • Form committee • Detailed workplan • Agree on mandate (2) • Form committees 	Major issues in Lwish Education Review of workplan Develop 'enarge" to committees		
2. Self-study (Needs Analysis and Profile)	Design scheme Profile of Jewish education; strengths and weaknesses Report on findings	2a. Design of needs survey 26. Presentation of profile 2c. Discussion of findings		
3. Critical Issues	Formulate issues	 Resolve strategic issues; make choices 		
Mission or Vision Statement	Draft community mission statement	mission statement 4. Approve mission/vision statement(s)		
5. Strategies and Priorities for Action	 List of recommendations for each pajor client group with priority rankings and priority sequencing 	5. Recommendations on priorities		
6. Programs	Define program priorities Define program priorities Define program priorities initiatives Issue call for program proposals			
7. Financial Resource Development	 Fundraising plan (e.g., potential donors, strategies, targets, timetable) 	 Approve and agree on assignments for carrying out plan. 		
8. First year action plan	 Draft budget with resource objectives Compile summaries of program options Prepare first year implementation plan 	8a. Set resource objective. (\$) 8b. Select programs for next year 8c. Approve overall implementation plan		



Phase

1. Start up

Deliverable

- (1) Form commission
 - * Discuss the idea
 - * Detailed workplan
 - Agree on mandate
- (2) Form committees

Committee Meeting Subject

- 1. * The Lead Communities
 - a. Main thrusts
 - personnel
 - community mobilization
 - b. Key methods and projects
 - best practices
 - dealing with goals
 - Monitoring evaluation feedback projects
 - c. Structures: CIJE and Lead Community Commission
- 2. Review of workplan
- 3. Develop charge to committees

- 2. Start self-study (ongoing)
- Design scheme
- Survey of educators in the community
- Profile of Jewish education; strengths and weaknesses
- * Report on findings

- * Design educator's survey
- Presentation of profile
- Discussion of findings

Critical Issues

- * Formulate issues
- 3. Resolve strategic issues; make choices

- Mission or Vision Statement
- * Draft community mission statement
- 4. Approve mission/vision statement

- 5. Strategies and Priorities for Action
- * List of recommendations for each 5. Recommendation for each major area (personnel) with Tsrael Experience 5. Recommendations on priority rankings and priority sequencing

6. Programs

- * Draft guidelines
- Define program priority areas
- and new initiatives

6. Define program priorities

- 7. Financial Resource Development
- Fundraising plan (e.g., potential donors, strategies,
- targets, timetable)
- 8. First Year Action Plan
- Draft budget with resource objectives
- · Prepare first year implementation plan

- 7. Approve and agree on assignments for carrying out plan.
- 8a. Select programs for next year
- 8b. Approve overall implementation plan
- 8c. Set resources objectives (\$)

3. Devise ask force structure

It is helpful to organize task forces to address substantive issues and make recommendations to the full commission. Once pilot operations begin, the role of these committees can be modified to monitor and evaluate projects they have initiated.

There are several ways of organizing task forces. Here are some samples:

- · Population groups, e.g.:
 - . 1 5: early childhood
 - . 6 13: elementary school age
 - . 14 18: high school/post bar/bat-mitzvah
- · Delivery system, e.g.:
 - . Day schools
 - . Supplementary schools
 - . Informal programs
- · Functional, the classic "Board of Directors" model, e.g.;
 - . Programs
 - Pilot projects
 - Best practices
 - . Fundraising
 - . Coalition building and marketing/networking
 - . Monitoring and evaluation
 - . Educator's survey
 - . Five year planning
- Programmatic, e.g.:
 - . Personnel
 - . Israel experience
 - . Synagogue programs

Issues to consider in deciding on the most effective approach for organizing include:

- Bridge building: Likelihood of fostering collaboration, of enlisting membership in each committee that is representative of multiple constituencies.
- Energizing: Whether topic areas are likely to generate exchement among potential complittee participants and stakeholders.
- Priorities: Do the topics represent articulated, or likely, priority areas of the community or the commission.



3. Devise task force structure

It is helpful to organize task forces to address substantive issues and make recommendations to the full commission. Once pilot operations begin, the role of these committees can be modified to monitor and evaluate projects they have initiated.

There are several ways of organizing task forces. Here are some samples:

- * Main thrusts of the recommendations of the Commission on Jewish Education in North America
 - * Personnel
 - * Community mobilization
 - * Research/self-study
 - * XXX Israel Experience
- * Delivery systems, e.g.:
 - * Day schools
 - * Supplementary schools
 - * Programs in informal settings
- * Functional, the classic "Board of Directors" model, e.g.:
 - * Pilot projects
 - * Best practices
 - * On the goals of Jewish education
 - * Monitoring and evaluation
 - * Fundraising
 - * Coalition building and marketing/networking
 - * Educator's survey
 - * Five year planning

Issues to consider in deciding on the most effective approach for organizing include:

- * Bridge building: Likelihood of fostering collaboration, of enlisting membership in <u>each</u> committee that is representative of multiple constituencies.
- * Energizing: Whether topic areas are likely to generate among potential committee participants and stakeholders.
- * Priorities: Do the topics represent articulated, or likely, priority areas of the Lead Community Project.

The time and commitment of top lay leaders to serve as chairs, and the depth of capable professionals to service the task forces are factors to consider in deciding on the number of committees.

of 6 and 7

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128

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

Phone: (212) 532-1961

MEMORANDUM

TO:

Art Rotman

DATE:

January 14, 1993

Shmuel Wygoda

Barry Holtz

FROM:

Shulamith Elster

Annette Hochstein

SUBJECT: Plans for this Week and Next

Just in case and for your information:

Thursday, 1/14 and Friday morning

Cleveland

Monday, 1/18 and Tuesday, 1/19

Milwaukee

to attend meeting of Steering Committee of Local Commission and provide briefing for Ruth Cohen, the next local coordinator

Wednesday, 1/20

Washington, D.C. for Inauguration

I expect to be in Rockville for Shabbat and Sunday. You know how to reach me there. Judy knows my whereabouts in both Cleveland and Milwaukee.

Making Address: 163 Third Avenue #128

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

TELEFAX

DATE:

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) _

TO

Through Wygoda

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

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

TELEFAX

DATE:

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet)

TO:



January 6, 1993

To: Paul Flexner, Tim Hausdorff, Eliot Spack

From: Barry Holtz

Re: Best Practice in the Day School area

Dear Friends,

When we met way back in the fall, we spoke about ways that the Best Practices Project could deal with the area of day schools. Everyone at our meeting was in agreement: the way to do it was to look at "programmatic areas" of excellence (not "a best day schools" list). Our plan was to approach a group of "wise people" who know the field as well as sending out a letter to many day schools asking for self-nomination ("what do you do in your school that could be exported...").

I am enclosing a list of programmatic areas that Shulamith and I worked on. We'd like to know if this looks right to you. Are there things you'd add or things you'd take off?

In addition, I'd like your suggestions of the right, wellconnected, well-traveled people in the field who you think could help us locate places that might do well in one or more of these programmatic areas.

If you could this some thought in the next short while, I'd very much want to talk to you about your ideas. I'll be in touch soon.

Thanks so much for your help.

Yours truly

Barry W. Holtz

cc. Shulamith Elster Jonathan Woocher December 23, 1992 Holtz and Elster

Day Schools Programmatic Areas

Who does a good job of doing....
(Or what would your day school want to export in the area of....)

Administration
Administrative practice
Budget and Finance practices
Recruitment of students/marketing/public relations
Developing lay leadership/Board development
Parental involvement programs
Fund raising
School atmosphere

Curriculum
The General studies content areas:
English and Language Arts
Science
Math
Social Studies
Physical Ed.

The Jewish studies content areas:

Hebrew language
Holidays
Holocaust
Israel
Jewish history
Texts:
Bible and Commentaries
Hebrew literature
Jewish philosophical texts
Talmud and Mishnah
Midrash and Aggadah
Halakha and Minhagim
Siddur

Contemporary Jewish events

Family education Co-curricular activities

Integration of Jawish and general studies

Holtz--2

Experiential Learning
Trips to Israel
Retreats and shabbatonim
Prayer experiences
Ritual experiences

Staff Development
In-service education programs
Extension courses/credit for outside courses
Recruitment of personnel
"Career ladders" for teachers
School-based management/Teacher "empowerment"
Supervision approaches
Peer supervision
Evaluation of teaching
Group planning
Leadership development

Other Specialities
Special education programs
Library and reading programs
Child psychology

AMERICAN IEWISH



January 8, 1993

Rabbi Richard Joel Bnai Brith Hillel Foundation 1640 Rhode Island Ave, NW Washinton, DC 20036 FAX 202-857-6693

Dear Richard,

It was nice speaking with you yesterday. I appreciate your interest in helping to organize a discussion about Best Practice on the college campus with a group of people connected with Hillel on February 1st. Feel free to use this letter as an invitation and a way of briefing your colleagues about the purpose of our meeting:

I am writing to ask your help with a project that I'm involved in that I think has important implications for Jewish education in America. Let me explain the idea:

I have been working with the Council for Initiatives in Jewish Education (CIJE) heading up an important project known as the Best Practices in Jewish Education Project. As you may know, the CIJE is the small "intermediary" organization created at the conclusion of the deliberations of the Commission on Jewish Education in North America. This Commission, which met between August of 1988 and June, 1990, consisted of some of the most important names in contemporary Jewish life and included philanthropists, educators, and community leaders from across the spectrum of North American Jewry. The Commission was created by the well-known philanthropist Morton Mandel (of Cleveland) and is sometimes known as the "Mandel Commission.

In describing its "blueprint for the future," the Commission's report called for the creation of "an inventory of best educational practices in North America." The primary purpose of this inventory would be to aid the future work of the Council, particularly as it helps to develop a group of model <u>Lead Communities</u>, "local laboratories for Jewish education." After an exacting national competition three Lead Communities were selected early last fall: Atlanta, Baltimore and Milwaukee.

As the Lead Communities begin to devise their plans of action, the Best Practices Project will offer a guide to successful programs/sites/curricula which could be adopted for use in particular Communities. The Best Practices inventory would become a data base of Jewish educational excellence to which the Council staff could refer as it worked with the various Lead Communities.

What do we mean by "best practice"? The contemporary literature in general education points out that seeking perfection when we examine educational endeavors will offer us little assistance as we try to improve educational practice. In an enterprise as complex and multifaceted as education, these writers argue, we should be looking to discover "good" not ideal practice. One way of thinking about best practice is to say that we are trying to document the "success stories" of contemporary Jewish education.

Theoretically, in having such an index the Council would be able to offer both encouragement and programmatic assistance to the particular Lead Community asking for advice. The encouragement would come through the knowledge that good practice does exist out in the field in many aspects of Jewish education. By viewing the Best Practice of "X" in one location, the Lead Community could receive actual programmatic assistance by seeing a living example of the way that "X" might be implemented in its local setting.

The Best Practices initiative for Jewish education is a project with a number of interrelated dimensions, but in the short run the main focus of the project will be to help identify examples of "best" practice which can help the Lead Communities.

Of course there is no such thing as "Best Practice" in the abstract, there is only Best Practice of "X" particularity: the successful Hebrew School, JCC, curriculum for teaching Israel, etc. The Project has already launched initiatives in a number of different areas trying to take the first cut at this issue throughout the broad spectrum of Jewish education. Teams under my direction, working closely with Dr. Shulamith Elster (the Chief Education Officer of the CIJE) have been examining: the supplementary school; early childhood Jewish education; Jewish education in the world of the Jewish community centers and the day school.

The next area that we would like to work with this year is the college campus and it is in this area that I would like to ask for your help. (The areas still to come after this are: the Israel experience, Jewish camping, adult education, and educational initiatives within Federations of BJEs.)

At the meeting on February first I would like to do the following things: We should begin by asking the key question of what do we mean by Best Practice in the realm of the college campus? What elements go into making up a good program?

Once we have generated this list of ideas or components, we would then ask: 1) What examples in real life do we know of the Best Practice in these areas? 2) How we want to see these projects

written up? 3) And knowing these examples, now what would all this mean for the Load Communities? How useful is it?

I think that this is an exciting project which has important implications for Jowish education. I'm hoping that with your help we may be able to bring some real changes into the field.

The CIJE would be happy to pay for the transportation of people coming from out of town and for lunch (with vegie options!!) for the group.

Thanks so much for your help. I look forward to seeing you soon.

Best wishes,

(Dr.) Barry W. Holtz Director, Best Practice Project

cc Or Shulamith Elster

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

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

TELEFAX

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FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet)

TO:

Annette Hocksten:

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SR. ADVISORS MEETING ATTENDANCE

ATTENDING NOT ATTENDING DR. ROBERT ABRAMSON DR. BARRY CHAZAN RABBI JACK BIELER MR. SAM FISHER (in Israel) MR. DAVID DUBIN MR. DARRELL FRIEDMAN RABBI JOSHUA ELKIN RABBI IRVING GREENBERG (in Israel) MRS. SYLVIA ETTENBERG MR. GENE GREENZWEIG RABBI JOSHUA FISHMAN RABBI RCBERT HIRT MR. STEPHEN HOFFMAN MR. RICHARD JOEL DR. DANIEL PEKARSKY MR. MARTIN KRAAR (in Israel) DR. BERNARD REISMAN MS. SARA LEE DR. ELIOT SPACK RABBI JEFFREY SCHEIN

STAFF AND CONSULTANTS: ART ROTMAN, SHULAMITH ELSTER, ELLEN GOLDRING, ROBERTA GOODMAN, BARRY HOLTZ, CAROL INGALL, JACK UKELES, JIM MEIER, JO ANN SCHAFFER, JUDY LEVINE

DR. ALVIN SCHIFF

MR. BARRY SHRAGE

MR. STEPHEN SOLENDER

RABBI DANIEL SYME

DR. JONATHAN WOOCHER

FAX

TO: Shmuel Wygoda

FROM: Shulamith Elster DATE: January 12, 1993/

DATE: January 1

RE: ETC

I look forward to our telecon tomorrow morning at 8:30 A.M./New York time. I will assume that we will discuss:

 Work with Barry of pilot projects (He will send memo to Israel early next week with update).

Status of work in the three communities
 Upcoming Senior Advisors meeting

presentation on Lead Communities

 Update on Best Practices (We have date set for meeting on 2/1 with Hillel in Washington for launch of campus work)

Attached is agenda from today's meeting of the American Advisory Council on Zionist Jewish Education. The focus of the discussion as you can see was in Shlicut. The North American commissioners- Sternstein, Billie Gold, Miriam Gaffner and Seymour Reich- reported on last meeting in Israel and are preparing for the February meeting. There seems to be a high level of dissatisfaction with the Joint Authority's relationship with the system of Advisory Councils. If you are interested in a more detailed report I will send along the minutes of the meeting when they are available.

I am beginning to make plans to be in Milwaukee. Will finalize this following a meeting I have with Art Rotman later this afternoon.

AGENDA

American Advisory Council January 12, 1993

Opening Remarks

Dr. Alvin I. Schiff

Update on JAJZE Commission

Billie Gold

Plans for Jerusalem 3000

Dr. Jonathan Woocher

Budget Report

"Shlichut: An American Perspective"

Introduction

Dr. Alvin I. Schiff

Remarks

Judy Palkovitz, Co-Chair National Shlichut Committee

Geremy Forman, Mazkir American Zionist Youth Council

Discussion

Fax

TO: Professor Scymour Fox

cc: Annette Hochstein Arthur Rotman

FROM: Shulamith Elster

RE: Florence Melton

DATE: January 12, 1993

During our work session today Barry told me of a recent conversation he had with Mrs. Molton about a variety of subjects- including Best Practices and the Lead Communities- although Molton/JTS was the purpose of their meeting.

Mrs. Melton offered some suggestions about introducing new ideas into the Lead Communities and indicated that this is something that she would like to discuss with me. She also indicated that she was unable to come to New York for our February meetings/or for any other meetings, but that she would be delighted to have me come down to Florida and meet with her.

- 1. Have you spoken to Mrs. Melton recently and do you know her ideas on this subject?
- Do you think that your plans for your visit in February/March include a session with Mrs. Melton in which case you could be the designated listoner?
 Should I call Mrs. Melton and arrange for such a visit for me?

I spoke with Art carlier this afternoon and he correctly advised me to check with you given your special relationship with Mrs. Melton over these many years.

Best regards.

S.

P.S. I will be speaking with Annette and Shmuel tomorrow morning and you may want to relay a response through them.

221308

TO: Annette Hochstein FROM: Shulamith Elster RE: February Schedule DATE: January 13, 1993

I understand from Art that you will be coming for the Board and Annual Meetings and for several weeks of meetings in North America. In order to maximize working time together I would like to know when you expect to be in New York and have time to devote to our work.

I have commitments on February 22nd (Monday) for a Lily Foundation Seminar and March 3rd at Brandeis. Other than these I'd be pleased to block off dates now and hold them for our work which, of course, takes precedence.

Best regards.

S.

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Facsimile Transmission

TO: SHULAMITH ELSTER	Date: 01 12 (93
From: SNAUEL WYGODA	No. Pages:
Fax Number: 001 - 212 - 2134028	

Dear Shulamith,

1) Telecon:

I am pleased to let you know that we will be able to have our telecon as scheduled tomorow at 8:30 a.m. (your time).

2) Milwaukee.

After discussing the matter we feel that since we will have the material sent to the communities pretty soon, (beginning of February), your visit to Milwaukee next week is a good idea.

3) Sara Lee.

Since Seymour has spoken with her and told her that we will send her some material soon, she is at this point expecting this material, and we here are working hard on trying to get it to her as soon as possible. As I mentionned to you yesterday we will send you a copy of this material as soon as we send it to her.

Best regards

Showel

221308 New York, NY 10003 FAX: (212) 213-4078

TELEFAX

DATE:

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet)

TO:

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A R C H J V F S

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128

Phone: (212) 532-1961

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

MEMORANDUM

TO:

Annette Hochstein

Shmuel Wygoda

DATE:

January 11, 1993

FROM:

Shulamith Elster

SUBJECT: Senior Advisors Agenda and

Materials

Enclosed with this fax are the materials sent last Friday to the Senior Advisors with personal letters to those who will attend and those who will not be able to attend. A list of attendees is also enclosed.

I did not include with this fax the Gamoran paper as it was the very same material you faxed to me last week.

Carol Ingall will join Barry in the presentation on Best Practices and Roberta Goodman will join Ellen in her presentation.



1/11/93

SR. ADVISORS MEETING ATTENDANCE

ATTENDING	NOT ATTENDING
DR. ROBERT ABRAMSON	DR. BARRY CHAZAN
RABBI JACK BIELER	MR. SAM FISHER (in Israel)
MR. DAVID DUBIN	MR. DARRELL FRIEDMAN
RABBI JOSHUA ELKIN	RABBI IRVING GREENBERG (in Israel)
MRS. SYLVIA ETTENBERG	MR. GENE GREENZWEIG
RABBI JOSHUA FISHMAN	RABBI ROBERT HIRT
MR. STEPHEN HOFFMAN	MR. RICHARD JOEL
DR. BERNARD REISMAN	MR. MARTIN KRAAR (in Israel)
RABBI DANIEL SYME	MS. SARA LEE
DR. JONATHAN WOOCHER	RABBI JEFFREY SCHEIN
	DR. ALVIN SCHIFF
	MR. BARRY SHRAGE
	MR. STEPHEN SOLENDER

STAFF AND CONSULTANTS: ART ROTMAN, SHULAMITH ELSTER, ELLEN GOLDRING, ROBERTA GOODMAN, BARRY HOLTZ, CAROL INGALL



SENIOR POLICY ADVISORS JANUARY 21, 1993

AGENDA

*Welcome and Overview of Agenda

*Lead Communities: An Update

*Discussion of Lead Communities

*Monitoring, Evaluation & Feedback in the Lead Communities



*Best Practices

*Concluding Comments and Adjournment

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Excerpts from Minutes of Lead Communities Planning Workshop

November 23-24, 1992

Participants:

Lead Community Planners, CIJE Staff and Consultants:
Lauren Azoulai, Chaim Botwinick, Shulamith Elster, Seymour Fox,
Steven Gelfand, Roberta Goodman, Annette Hochstein, Barry Holtz,
Nancy Kutler, Marshall Levin, Daniel Marom, James Meier, Howard
Neistein, Arthur Rotman, Claire Rottenberg, Julie Tammivaara, Jack
Ukeles, Jonathan Woocher, Shmuel Wygoda, Virginia Levi

1. The Lead Communities - Atlanta, Baltimore and Milwaukee

Representatives of the three communities provided brief sketches of their work in Jewish education as a context for further discussion.

A. Atlanta

Atlanta has a growing Jewish population. In the early '80s, Atlanta conducted a demographic study of the local Jewish community, followed by the development of a strategic plan. Included was a recommendation to reorganize the services of the Bureau of Jewish Education, reassigning functional responsibility to other appropriate agencies. Atlanta has five day schools. It is working with the CRB Foundation on the development of Israel experience programs, has a Commission on Jewish Continuity, and has recently established a Jewish Education Fund.

B. Baltimore

Baltimore has a stable Jewish population of 92,000. A two-year planning initiative concluded in 1990 with a series of recommendations including the need to increase funding for Jewish education (has been increased from 25% to 33%) and the establishment of a commission to look at the local Jewish education system, now in its third year. Outcomes include a strategic plan for Jewish education and the establishment of a Fund for Jewish Education which is currently undertaking a \$10 million campaign. Day and supplementary schools are beginning to work together to provide training for educators and to establish a fund for Israel experience programs. A team of synagogue representatives is working together to develop a program of Jewish family education.

C. Milwaukee

With a population of 28,000, Milwaukee has four day schools in addition to an array of camps and pre-school opportunities. Twenty-five percent of the community affiliates with the JCC. Community strengths include the centrality of the federation, the availability of scholarships for day schools and a common cost for each day school, and coordination of teen programming. The cost of Jewish education is a central issue in a community where average incomes are relatively low. The community must also contend with a shortage of trained personnel and a 15% decline in campaign income over the last three years. A Jewish Education Task Force was established in July, 1991, and has developed a plan for the revision of use of the Central Agency for Jewish Education. A broad-based commission on Jewish education is now being established. It should be noted that for many years, Milwaukee has taken the lead in putting Jewish education high on its communal agenda and funding it accordingly.

II. Lead Communities: A Concept and its Implementation

- A. Annette Hochstein reviewed the following principles that guided the work of the Commission on Jewish Education in North America:
 - Local, continental, and international resources must work together to support Jewish education.
 - Jewish education has multiple constituencies and venues. The Commission concluded that the best way to approach Jewish education would be to focus on two necessary conditions for change:
 - a. <u>Personnel</u> -- recruitment, training, benefits and placement to build a cadre of well-trained Jewish educators.
 - Community support -- the need to engage top community leadership in personal commitment and financial support for Jewish education.
 - It will be important to engage a community "across the board" in its commitment to Jewish education.
 - 4. The best way to learn what will work is by doing it. Because education takes place at the local level, we must engage local communities in the effort to improve and develop Jewish education. This led to the concept of Lead Communities.

> 5. It was concluded that Jewish education must be raised to a level which permits it to compete with the many alternatives available. This can best be accomplished by bringing local and continental resources together, by working intensively in limited settings, by working through programs, and by constantly monitoring, evaluating, and providing feedback.

B. The Task Ahead

Mrs. Hochstein suggested a list of possible actions, some of which should be under way within the next year. This reflects the sense that communities and the CIJE wish to see concrete signs of progress as early as possible. One or more of the following should be undertaken as the community proceeds with the planning process.

- Pilot projects to be undertaken in personnel and community mobilization. In an effort to mobilize local top leaders, CIJE proposes to bring a member of its board to begin an ongoing dialogue with them on the Lead Communities project and its educational endeavors.
- Establishment of a local commission with broad representation, staff support, possible subcommittees or task forces and the possibility of one or several concrete products at the end of the first year.
- Conduct a survey of educators to establish the current situation as a basis for ascertaining training and staffing needs.
- Select one or two areas of Best Practices for early implementation, e.g., supplementary school and early childhood, develop a plan and begin to work.
- 5. Proceed with the work of monitoring, evaluation, and feedback.
- Draft a five-year plan.
- Establish lines of communication among CIJE, the Lead Communities, and the continental community.

JAN 11 '93

Lead Communities Planning Workshop November 23-24, 1992

III. Central Elements

The central elements--building the profession and mobilizing community support--were discussed.

- A. The personnel issues cut across all areas of Jewish education.
- B. There is need for a master plan.
- C. The role of resources in impacting Jewish education must be considered.
- D. In order to have an impact, there must be broad based "buy-in" to the importance of upgrading personnel.

It was noted that the Lead Communities provide a context in which to consider these issues systematically. It will be important to establish criteria on which to judge the impact of the various approaches. It was noted that the communities will rely on CIJE for help with evaluation. It was also suggested that lay leaders should be involved in defining the evaluation process. (Refer to Gamoran paper.)

It was noted that it will be difficult to garner lay support for approaches that cannot be evaluated, but that funders are likely to support what they see as a "reasonable gamble." With this in mind, an approach to be considered would be the identification of a project which can be undertaken and evaluated in the development of personnel, perhaps with a focus on senior personnel.

IV. The Role of CIJE

A. Best Practices and Consultation

Barry Holtz outlined the work he has undertaken over the past 18 months to identify areas for study followed by the development of an inventory of Best Practices to provide models of excellence for introduction into Lead Communities. (Refer to Holtz paper.) Best Practices research is being undertaken in the following areas:

- The Supplementary School
- Early Childhood Jewish Education
- 3. The JCC
- Israel Experience

- 5. Day Schools
- 6. Jewish Camping
- 7. College Campus

CIJE will work closely with the Lead Communities to determine how to introduce a successful practice from one setting to another.

It was noted that while the communities are engaged in the planning process, it might be useful to work toward implementation of a Best Practices approach. Holtz and the educators working on the project will be available to meet with community leaders to discuss areas of interest and means of implementation. The Best Practices might also be an appropriate framework for the development of a pilot project during the initial year.

It was suggested that in order to introduce the Best Practices project to the communities, Holtz would be invited to meet with local lay and professional leaders.

B. Foundation Relations

It was reported that CIJE is in contact with several foundations, both Jewish and general, for support of work in the Lead Communities. In addition, CIJE staff is available to help Lead Communities in their approaches to local foundations. It was suggested that CIJE will be working with the Lead Communities to determine how best to proceed with their foundation development work.

It was suggested that there are initiatives under way in other cities which might be applicable in the Lead Communities. It was proposed that JESNA prepare an inventory of such initiatives and make it available to the Lead Communities.

V. Work Plan -- Year One

A. Planning Process

It is anticipated that the planning process will yield a five-year strategic plan and a specific action plan for the first year.

B. Introducing the Project into the Community

It was noted that it will be important to communicate with all of the following groups:

- Educators and senior educators
- 2. Rabbis
- 3. Lay leaders -- of general community and individual institutions
- 4. Parents and learners
- 5. Professionals at federation and other relevant agencies
- 6. Publics: the media and other communities

One way to do this at the local level is for the commission process to include well-publicized open meetings at which anyone in the community could be heard. In addition to making the local commission as representative as possible and extending involvement through task forces, a community might wish to hold focus groups to encourage a stronger sense of involvement.

It was suggested that local leaders will buy in more completely when they see evidence of action. One successful pilot project would go a long way toward accomplishing this goal.

CIJE will work with the local communities and provide the following:

1. Core materials

- a. Best Practices papers
- b. Planning guide
- c. Timetable
- d. Press releases

- 2. Support for the planning and evaluation processes at a local level.
- Assistance in quick start-up of at least one project, including funding support and/or assistance in finding that support.

VI. Conclusion

The meeting concluded with a sense of hope and expectancy for the future. There was the sense that with ongoing communication and the shared mission of contributing to Jewish continuity for all of North America, the next several years should be exciting and productive.



Memo

January 5, 1993
To: CIJE Senior Advisers

From: Barry W. Holtz

Re: Update-- The Best Practices Project

Introduction

In describing its "blueprint for the future," A Time to Act, the report of the Commission on Jewish Education in North America, called for the creation of "an inventory of best educational practices in North America" (p. 69).

The primary purpose of this inventory is to help the CIJE in its work with the three Lead Communities (Atlanta, Baltimore, Milwaukee) which were selected last summer. As the Lead Communities devise their educational plans and put these plans into action, the Best Practices inventory will offer a guide to Jewish educational success that can be adapted for use in particular Lead Communities.

In addition, the Best Practices Project hopes to make an important contribution to the knowledge base about North American Jewish education by documenting outstanding educational work that is currently taking place.

The Best Practices Project as of today

This past year has been spent in designing a methodology for conducting a project that has never really been done in Jewish education before in such a wide-scale fashion. How do we locate examples of best practice in Jewish education? As the year has proceeded both an approach to the work and a set of issues to explore has evolved. We began by identifying the specific programmatic "areas" in Jewish education on which to focus. These were primarily the venues in which Jewish education is conducted such as supplementary schools, JCCs, day schools etc. A best practices team is being developed for each of these areas. These teams are supervised by Dr. Shulamith Elster and me.

We have come to refer to each of the different areas as a "division," in the business sense of the word. (Thus the Best Practices Project has a supplementary school division, an early childhood division, etc.) Each division's work has two phases. Phase 1 is a meeting of experts to talk about best practice in the area and to help develop the criteria for assessing "success"; Phase 2 is the site visit and report writing done by members of the team.

Last year four different divisions were launched. We began with the supplementary school primarily because we knew that a) there was a general feeling in the community, particularly in the lay community, that the supplementary school had not succeeded; b) because the majority of Jewish children get their education in the supplementary school and because of that perception of failure, the Lead Communities would certainly want to address the "problem" of the supplementary school; c) as the director of the project, it was the area in which I had the most experience and best sense of whom I could turn to for assistance and counsel.

A group of experts was gathered together to discuss the issue of best practice in the supplementary school. Based on that meeting I then wrote a Best Practices in the Supplementary School guide. A team of report writers was assembled and assignments were given to the team to locate both good schools and good elements or programs within schools (such as parent education programs).

We now have reports on ten schools as written up by the group members. The first results indicate that, indeed, there are successful supplementary schools and we are finding

representative places that are worth hearing about and seeing. In the spirit of Professor Lee Shulman's talk at the 1991 GA, we have discovered real examples that "prove the existence" of successful supplementary schools. These are sites that people in the Lead Communities can look at, visit and learn from.

In May Dr. Elster and I launched our second division, early childhood Jewish education. We met with a group of experts (see Appendix) in this field and following up that meeting I wrote a Guide to Best Practice in Jewish Early Childhood Education. Many of the members of the group have already agreed to join our team of report writers. We now have the first drafts of reports on ten programs and sites.

A third division, education in the JCC world, is in the early stages of development. Dr. Elster and I met with a team of staff people at the JCCA. Mr. Lenny Rubin of the JCCA is putting together a group of JCCA staff and in-the-field practitioners to develop the Phase 1 "guidelines" for this area. We will work with them in writing up the document. After this is completed a team of report writers (from that group and others) will be assembled to do the actual write-ups.

Finally, a fourth area-- best practices in the Israel Experience-- has been launched thanks to the work of the CRB Foundation. The Foundation has funded a report on success in Israel Experience programming which was written by Dr. Steven M. Cohen and Ms. Susan Wall. The CIJE Best Practices Project will be able to use this excellent report as the basis of further explorations in this area, as needed by the Lead Communities.

The 1992-1993 Year

Next Steps

We are now beginning to put together a Preliminary Guide to Best Practice for each of the "areas" of Jewish education. These Guides will serve the three Lead Communities in their planning process by offering examples of success and suggestions for specific improvements that could be implemented. The first Guide will be devoted to the Supplementary School area. This Guide will contain: an introduction to the concept of Best Practice, an overview of the specific area of the Supplementary School—what characterizes a successful Supplementary School with suggestions for practical applications, the full reports (using pseudonyms) of the report writers, executive summaries of each of the full reports, and an appendix listing the researchers who have been involved in the project. Of course such a Guide will continue to grow and deepen as the research effort into Best Practice continues and subsequent "editions" of the Guides in each of the areas will expand the knowledge base for action. We hope to have the first edition of the Supplementary School area done by the beginning of February.

Following upon that publication we hope to create a second Guide in the area of Early Childhood programs which will appear about two months after the Supplementary School Guide.

During the 1992-3 year we are also launching the following areas: day schools, adult education, camping and the college campus. Each presents its own interesting challenges. Of these we have already begun to plan in a preliminary way for the day schools division. The current plan is to have each school that is written up be analyzed for one particular area of excellence and not for its over all "goodness." Thus we would have X school written up for its ability to teach modern Hebrew speaking; another for its text teaching; another for its parent education programs; another for its in-service education, etc.

Lead Communities: Implementation -- and How to do it

Aside from launching the other divisions mentioned above the other main initiative of the Best Practices Project for the coming year will be thinking through the issue of best practices and Lead Communities. Professor Seymour Fox has often spoken about the Best Practices Project as creating the "curriculum" for change in the Lead Communities. The challenge this year is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: site visits by Lead Community planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff,

From Best Practice to New Practice

On other occasions we have spoken about the need to go beyond best practices in order to develop new ideas in Jewish education. At times we have referred to this as the "department of dreams." We believe that two different but related matters are involved here: first, all the new ideas in Jewish education that the energy of the CIJE and the Lead Community Project might be able to generate and second, the interesting ideas in Jewish education that people have talked about, perhaps even written about, but never have had the chance to try out. It is likely that developing these new ideas will come under the rubric of the Best Practices Project and it is our belief that the excitement inherent in the Lead Community Project will give us the opportunity to move forward with imagining innovative new plans and projects for Jewish educational change.

APPENDIX

Team Members: Best Practice in the Supplementary School

Report Writers:

- Ms. Kathy Green (Reconstructionist Rabbinical College, Philadelphia)
- Ms. Carol Ingall (Melton Research Center and BJE, Providence, RI)
- Dr. Samuel Joseph (HUC-Cincinnati)
- Ms. Vicky Kelman (Melton Research Center and Berkeley, CA)
- Dr. Joseph Reimer (Brandeis University)
- Dr. Stuart Schoenfeld (York University, Toronto)
- Dr. Michael Zeldin (HUC-LA)

Additional Consultants:

- Dr. Isa Aron (HUC-Los Angeles)
- Ms. Gail Dorph (University Of Judaism, Los Angeles)
- Dr. Samuel Heilman (Queens College, NY)

Team Members: Early Childhood Jewish Education

Report Writers

- Dr. Miriam Feinberg (Washington, DC);
- Dr. Ruth Pinkenson Feldman (Philadelphia);
- Ms. Jane Perman (JCC Association);
- Ms. Esther Friedman (Houston);
- Ms. Esther Elfenbaum (Los Angeles);
- Ms. Ina Regosin (Milwaukee);
- Ms. Charlotte Muchnick (Haverford, PA);
- Ms. Rena Rotenberg (Baltimore);
- Ms. Shulamit Gittelson (North Miami Beach);
- Ms. Lucy Cohen (Montreal);
- Ms. Roanna Shorofsky (New York);
- Ms. Marvell Ginsburg (Chicago).

Page

JAN 11 '93 05:08 PM _ CIJE Phone: (212) 532-1961 FAX: (212) 213-4078

TELEFAX

DATE:

1/11/93

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) _

TO

knowl Wygoda

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:

FROM:

JAN 11 '93

Annette Hochstein

Shmuel Wygoda

Shulamith Elster

DATE:

January 11, 1993

SUBJECT: Baltimore Commission

Enclosed is the up-to-date listing of the Baltimore Commission. The analysis you requested will be completed for all communities later this week.



COMMISSION ON JEWISH EDUCATION

LeRoy Hoffberger, Chairman 900 Garrett Building 233 E. Redwood Street, 21202 (W) 576-4258

Irving F. Cohn	8206 Anita Road 21208	HOME 486-3456	OFFICE 385-4099
Dr. Joseph Cooper	JHU 256 Garland Hall 3400 N. Charles St. 21218		516-2688
Joseph Cooper	Alex Cooper Auctioneers 908 York Rd., 21204		828-4838
Rosalee Davison	18 Branchwood Court 21208	486-8885	
Genine Macks Fidler	8009 Melody Lane 21208	484-3256	358-4934
Jonathan M. Genn	100 S. Charles St. 16th. Floor, 21201	366-3665	332-8683
Dr. Leonard Golombek	3506 Englemeade Rd. 21208	486-6101	521-2620
Samuel K. Himmelrich	3600 Clipper Mill Rd. 21211	486-8321	889-6600
David Hirschhorn	P. O. Box 238 21203	486-5383	347-7000
Fred Wittman	3211 Keyser Road 21208	486-1003	730-7800
Judy Hoffberger	6 Greenlea Drive 21208	484-0656	
Dean Laurence Katz	3801 W. Strathmore Ave. 21215	358-0680	625-3167
Marlene Kuntz	1 Bellchase Court 21208	484-6228	
Roger Lipitz	Meridian Enterprises 515 Fairmount Ave. #800, Towson, 21204	356-8988	494-7667
Richard Manekin	8 Keyser Woods Court 21208	484-5524	997-5000
Rabbi Herman Neuberger	401 Yeshiva Lane 21208	484-2833	484-7200

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Laurence Katz	Piper & Marbury B-36 S. Charles St. #1100 21201	363-3490	576-1743
Alice Levin - JCC	47 River Oaks Circle 21208	484-0934	323-3800
Miriam Lowenberg	6218 Benhurst Ave. 21209	746-2803	
Beverly Penn - BHU	7 Whitebridge Court 21208	486-2667	887-5550
Joan Sobkov - JFS	3401 Woodvalley Dr. 21208	484-9077	887-4047
Ilene Vogelstein BJE	3700 Breton Way 21208	653-0909	
Dr. Mark Whitman	9C Pipehill Court 21209	486-2542	
EX OFFICIO			
Alfred I. Coplan	1 Hiddenwood Court 21208	321-7571	381-9650
Michael Hettleman	c/o Southern Galvanizing 1620 Bush Street 21230	484-7811	837-3838
Alvin D. Katz	40 York Road	404-/011	93/-3030
WIATH D. Vacs	21204	358-4134	828-6432
Richard Lansburgh	3503 Midfield Road 21208	484-1503	528-5600
		5-20-50 E-0-0-30	Bank 10100

STAFF

Darrell D. Friedman William S. Bernstein Bruce Eisen Marshall S. Levin Nancy R. Kutler Dr. Chaim Y. Botwinick Devorah A. Silverman

JEWISH/EDUCA/NK/GS 1/7/93

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Phone: (212) 532-1961

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

MEMORANDUM

TO:

Annette Hochstein

DATE:

January 8, 1993

FROM:

Shulamith Elster

cc: Art Rotman

SUBJECT: Milwaukee

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I will need to have your approval for this trip as soon as possible.

Art and Barry plan to be in Milwaukee February 16th for other meetings.

Best regards.

SRE:jl

Attachment

Ruth Cohen, Ph.D.

Home Address:

4323 N. Stowell Ave. Shorewood, WI 53211

Education:

1968 B.A., Roosevelt University 1971 H.A., University of Michigan 1973 Ph.D., University of Michigan

Faculty Appointments:

1970-71 Educational Specialist, Reading and Study Skills Center, University of MI

1975-79 Clinical Educator, Milwaukee Public Schools

1980-81 Lecturer, School of Education, Haifa University

1983-86 Assistant Professor, Oranim Teacher's College of Haifa University

1991 Assistnt Adjunct Professor, Medical College of Wisconsin, Department of Family Medicine

Research Appointments:

1979-80 Evaluation and Research Manager, Evaluation Policy Research Associate, Ltd., Milwaukee, WI

1980-81 Director of Evaluation and Research, Institute of Human Development and Rehabilitation, Haifa University

1984-86 Regional Director of an experimental computer aided program, Center for Educational Technology, Tel Aviv University, Israel

221308

TO

Ruth Cohen, Ph.D.

Administrative Appointments:

1971-73	Director of Youth Division, Reading and Study Skills Center, University of Michigan
1982-83	Director of Educational Services, Milwaukee Association for Jewish Education
1988-90	State Director of Education and Training, Planned Parenthood of Wisconsin
1990-91	Associate Project Director, Wisconsin Area Health Education Project; Hedical College of Wisconsin

Research Grants, Contracts, Awards:

- "Reducing Violence and Vandalism in Urban Schools Assessment of the Impact of Programs Developed by the National School of Resource Network". U.S. Office of Education, \$200,000 100% effort; Co-principal Investigator.
- "Cooperative Learning" Ministry of Education, Israel (1980-81).
 \$30,000; 25% effort, Co-director.
- "Development of a Conceptual Framework for a Multidisciplinary Approach
 to Rehabilitation of Handicapped Adults." Haifa University, Israel.
 (1980-81) \$5,000; 25% effort; Project Director.
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- "AIDS and Prostitutes." Wisconsin Division of Health (1988-90).
 \$78,000; 25% effort; Project Director.
- "Parents United for Responsible Policies on Health Education." Planned Parenthood Federation of America. (1989) \$10,000; 25% effort; Codirector.
- "Wisconsin Area Health Education Center System" (Planning) State of Wisconsin (1990-91). \$15,000; 100% effort; Associate Project Director.
- 8. "Wisconsin Area Health Education Center" project. Bureau of Health Professions, Health Resources and Services Administration, Rockville, Maryland. \$2,828,000 for three years; 100% effort; Associate Project Director; co-author of proposal.
 - 9. Wisconsin Area Health Education Project. State of Wisconsin. \$200,000 [1991-1992]; \$300,000 (1992-1993). Co-author of application.

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- 9. Wisconsin Area Health Education Project. State of Wisconsin. \$200,000 [1991-1997]; \$300,000 (1992-1993). Co-author of application.

Presentations - Professional Meetings

- Cohen R, Katcher M; "The Community Education Centers for Health Professionals: A Collaborative Training Model". AHEC National Conference, Charleston, South Carolina, July 1991.
- Cohen R; "Preparing Students for Practice In Underserved Communities." Lecture/discussion accepted for presentation at the North Central Region Society of Teachers of Pamily Medicine." Oak Brook, Illinois, October, 1991.

Bibliography

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- Cohen R. "Reinforcement Area in a Classroom An Aid in Individualization of Instruction." The Reading Specialist, Vol. 9, No. 3, November 1971.
- Cohen R. "The Development of a Question Generating Program for Elementary School Children." The Reading Specialist, Vol. II, No. 1, Fall 1974.
- Cohen R. "Evaluation of Instructional Modules on Mainstreaming Handicapped Children." Wisconsin Consortium for the Preparation of Regular Educators for Participation in the Education of Handicapped Children, November 1975.
- Cohen R. "Learning to Ask Questions." Accepted for presentation and proceedings of the Sixth International Reading Association Conference, Singapore, August 1976.
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- Cohen R. "Self-Generated Questions As An Aid to Reading Comprehension." <u>The Reading Teacher</u>, Vol. 36, No. 8, April 1983.
- 7. Gessert CE, Katcher ML, Cohen R, Kindig DA, Kritek PB, Lobeck CC, Moskel P, Schramm C; "The Wisconsin Area Health Education Center System." Wisconsin Medical Journal, August, 1991, pp. 473-478.

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- Conen R. "The Development and Validation of a Question Generating Program for Elementary School Students." Unpublished doctoral dissertation, 1973. University of Microfilms, Ann Arbor, MI.
- 3. Cohen R, Jackson E and Caballero D. New Vision: A Culturally Sensitive Life Planning Curriculum. The Training Institute, Planned Parenthood of Wisconsin, Hilwaukee, WI 1989. (illustrated; 310 pgs; also translated

into Shantah)

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Ruth Cohon, Ph.D.

Working Papers:

- Cohen R. "Some Suggestions to Parents: How to Use Behavior Modification Techniques at Home." Reading and Study Skills Center, University of Hichigan 1970.
- Cohen R. "Planning for the First Week. Some Suggestions for Practicum Students." Reading and Study Skills Center, University of Michigan 1971.
- Cohen R. "Some of Skinner's Ideas and Their Implication for Education." Reading and Study Skills Center. University of Michigan. 1972.
- Cohen R. "Mainstreaming of Handicapped Children A Working Definition and Some Suggestions for Implementation." Hilwaukee Public Schools. 1975.
- 5. Cohen R. some Sample Questions for Evaluation of Sexuality Education in a Family Life/Human Growth and Development Curriculum. A paper presented at Planned Parenthood Federation Education Retreat. Atlanta, August 1988.
- Cohen R. Strategy Paper on Sexuality Education in Wisconsin Schools. Planned Parenthood of Wisconsin, Hilwaukee. 1988.

Reports:

Cohen R. AIDS and Prostitution - final report. A project report submitted to the Wisconsin Division of Health. 1989.

Information Naterials:

Cohen R. School Sexuality Education - Information Packet, Planned Parenthood of Wisconsin. Milwaukee, WI. 1989.

Poge

Phone: (212) 532-1961

TELEFAX

FAX: (212) 213-4078

DATE:

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) _

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MEMORANDUM

TO:

Annette Hochstein

Shmuel Wygoda

DATE:

January 8, 1993

FROM: Shulamith Elster

SUBJECT: Miscellaneous Items

- Sara Lee called again yesterday. Please let me know the details on the challenge/assignment given to her so that I can send her materials to distribute what materials do you suggest?
- 2. At the November planners meeting, one of the suggestions was that JESNA be asked to prepare a list of some of the local initiatives with which they were familiar. When I meet with Jon Woocher next week, we will talk about this. At the moment, I think they are both organizational and programmatic. There are no plans at this time for the dissemination of the list beyond our own "inner group". At the moment, the only criteria we have even considered would be those that fall loosely into the "Best Practice" thinking. We want to screen them and apply a carefully considered set of criteria before moving ahead to share them with communities -- or anyone for that matter!
- 3. My schedule of meetings related to the work of the CIJE for the coming week is appended.

Best regards.

E x13158 7.03

SRE: Attachment

Meeting with Dr. Jeffrey Schein, CIJE Senior Advisor

1/8/93 Shulamith Elster Meetings CIJE Interview with Julie Tammivaara Friday, 1/8 Meeting with Dr. Judith Ginsberg, Monday, 1/11 Covenant Foundation Tuesday, 1/12 Meeting with Jon Woocher Preliminary to Senior Advisors Meeting Meeting of North American Advisory Committee/ Zionist Jewish Education Authority Wednesday, 1/13 Conference call with Annette Hochstein, Shmuel Wygoda and Barry Holtz Thursday, 1/14 Cleveland: Meeting with Arthur Naparstek to include presentation at College of Jewish Studies with Jewish education seminary participants Directed by Dr. Lifsa Schachter

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Annette Hochstein

cc: Art Rotman

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1971-73	and Study Skills Center, University of Michigan
1982-83	Director of Educational Services, Milwaukee Association for Jewish Education
1988-90	State Director of Education and Training, Planned Parenthood of Wisconsin
1990-91	Associate Project Director, Wisconsin Area Health Education Project; Medical College of Wisconsin

Research Grants, Contracts, Awards:

- "Reducing Violence and Vandalism in Urban Schools Assessment of the Impact of Programs Developed by the National School of Resource Network". U.S. Office of Education, \$200,000 100% effort; Co-principal Investigator.
- "Cooperative Learning" Ministry of Education, Israel (1980-81).
 \$30,000; 25% effort, Co-director.
- 3. "Development of a Conceptual Framework for a Multidisciplinary Approach to Rehabilitation of Handicapped Adults." Haifa University, Israel. (1980-81) \$5,000; 25% effort; Project Director.
- 4. "Utilizing a Computer Aided Instructional Program to Improve Academic Skills of Disadvantaged Students." National Neighborhood Rehabilitation Project, Israel (1984-86). \$250,000; 25% effort; Regional Project Director.
- 5. "AIDS and Prostitutes." Wisconsin Division of Health (1988-90). \$78,000; 25% effort; Project Director.
- "Parents United for Responsible Policies on Health Education." Planned Parenthood Federation of America. (1989) \$10,000; 25% effort; Codirector.
- 7. "Wisconsin Area Health Education Center System" (Planning) State of Wisconsin (1990-91). \$15,000; 100% effort; Associate Project Director.
- 8. "Wisconsin Area Health Education Center" project. Bureau of Health Professions, Health Resources and Services Administration, Rockville, Maryland. \$2,828,000 for three years; 100% effort; Associate Project Director; co-author of proposal.
- 9. Wisconsin Area Health Education Project. State of Wisconsin. \$200,000 (1991-1997); \$300,000 (1992-1993). Co-author of application.

Presentations - Professional Meetings

- Cohen R, Katcher M; "The Community Education Centers for Health Professionals: A Collaborative Training Model". AHEC National Conference, Charleston, South Carolina, July 1991.
- Cohen R; "Preparing Students for Practice In Underserved Communities." Lecture/discussion accepted for presentation at the North Central Region Society of Teachers of Family Medicine." Oak Brook, Illinois, October, 1991.

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- Cohen R. "Reinforcement Area in a Classroom An Aid in Individualization of Instruction." The Reading Specialist, Vol. 9, No. 3, November 1971.
- Cohen R. "The Development of a Question Generating Program for Elementary School Children." The Reading Specialist, Vol. II, No. 1, Fall 1974.
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- Cohen R. "Learning to Ask Questions." Accepted for presentation and proceedings of the <u>Sixth International Reading Association Conference</u>, Singapore, August 1976.
- Cohen R and Cohen U. "Considerations for Barrier Free School Construction." School Business Affairs, December 1981, pp. 40-41.
- Cohen R. "Self-Generated Questions As An Aid to Reading Comprehension." <u>The Reading Teacher</u>, Vol. 36, No. 8, April 1983.
- Gessert CE, Katcher ML, Cohen R, Kindig DA, Kritek PB, Lobeck CC, Hoskel F, Schramm C; "The Wisconsin Area Health Education Center System." Wisconsin Medical Journal, August, 1991, pp. 473-478.

Books and Monographs:

- Cohen R, King W, Knudsvig G, Markel G, Patten D, Shtogren J and Wilhelm R. Quest: Academic Skills Program. Harcourt Brace Jovanovich, New York 1973.
- Cohen R. "The Development and Validation of a Question Generating Program for Elementary School Students." Unpublished doctoral dissertation, 1973. University of Microfilms, Ann Arbor, MI.
- 3. Cohen R, Jackson E and Caballero D. New Vision: A Culturally Sensitive Life Planning Curriculum. The Training Institute, Planned Parenthood of Visconsin, Kilwaukee, WI 1989. (illustrated; 310 pgs; also translated

into Spanish



Working Papers:

- Cohen R. "Some Suggestions to Parents: How to Use Behavior Modification Techniques at Home." Reading and Study Skills Center, University of Michigan 1970.
- Cohen R. "Planning for the First Week. Some Suggestions for Practicum Students." Reading and Study Skills Center, University of Michigan 1971.
- Cohen R. "Some of Skinner's Ideas and Their Implication for Education." Reading and Study Skills Center. University of Michigan. 1972.
- Cohen R. "Mainstreaming of Handicapped Children A Working Definition and Some Suggestions for Implementation." Milwaukee Public Schools. 1975.
- 5. Cohen R. some Sample Questions for Evaluation of Sexuality Education in a Family Life/Human Growth and Development Curriculum. A paper presented at Planned Parenthood Federation Education Retreat. Atlanta, August 1986.
- Cohen R. Strategy Paper on Sexuality Education in Wisconsin Schools. Planned Parenthood of Wisconsin, Milwaukee. 1988.

Reports:

Cohen R. AIDS and Prostitution - final report. A project report submitted to the Wisconsin Division of Health. 1989.

Information Materials:

Cohen R. School Sexuality Education - Information Packet. Planned Parenthood of Wisconsin. Milwaukee, WI. 1989.

Faxed Memorandum:

To: Shulamith Elster

From: Shmuel Wygoda

Date: January 7th 1993

As promised here is our second fax , with more answers and some additional issues.

1) Lead Communities at Work:

This document was good for August 1992. Since then however many things happened in the CIJE and in the Lead Communities, so that the entire document would have at this point to be revamped in order to adequatly present today's issues. Hence we don't suggest you use this document to give out to the Senior Advisors.

2) JESNA

Thank you for the copy of the memo you sent to Jonathan Woocher.

In that respect we are not clear as to the content of the initiatives mentionned in that memo. Are they local organisational efforts or programatic efforts.

In any case should you want to prepare such a list, we suggest the following sequence: a) An internal list for CIJE staff and consultants only. b) The setting of clear criteria for selection of the most appropriate initiatives.

3) Meetings.

Could you kindly fax us the list of CIJE related meetings you will be having, so that we can usefully input.

Best regards to Barry. I hope today's meeting will be most productive.

שבת שלום

Showed

Mailing address: 163 Third Avenue #128

Phone: (212) 532-1961

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

MEMORANDUM

TO:

Jon Woocher

cc: Art Rotman

Annette Hochstein

Barry Holtz

FROM:

Shulamith Elster

DATE:

January 6, 1993

SUBJECT: "Inventory of Current Initiatives"

At the November meeting of the planners from the CIJE Lead Communities, it was suggested that there are initiatives under way in other cities which might be applicable in the Lead Communities.

When you and I meet next Tuesday to discuss our continuing JESNA-CIJE "agenda, can we also discuss how to proceed with a JESNA-prepared inventory of such community initiatives?

Best regards.

SRE:

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Co.	Co.
Dept.	Phone #
Fax #	Fax #

Faxed Memorandum:

To: Shulamith Elster

From: Shmuel Wygoda

CC: Annette Hochstein Date: January 6th 1993

Number of Pages: 6

It was good talking to you on the phone , you sounded great . I definitly miss a small break at this time in the year.

Thanks for sending me the faxes, I will try to respond to the various points you raised.

1) Claire in Atlanta.

She informed Steve correctly. Data collection for the planning process is not part of her assignment. Hopefully in the reports there will be usefull data for the communities. We will raise this issue again with Adam and Ellen, but in the meanwhile Claire's answer stands.

Materials for the Senior Advisors Meeting.

a) Planners Workshop.

Page 1: Fine Page 2: Fine

3: B6: Draft a five year plan, (Delete the rest of the sentence)

Page 4: Fine

Page 5: On the sentence at the top, add in parenthesis:

"refer to Gamoran's paper ".
Page 5: V(a) -- Delete the details to numbers 1-5; just leave the name of the area : 1) The Supplementary School, Early Childhood Jewish Education.

6: Delete the first sentence. Start at " It is anticipated"

Page 7: Delete the entire page.

Page 8: Delete from the fourth paragraph (" to help the communities ")

Page 9: Conclusion. O.K.

- b) Regarding the Monitoring Evaluation and project , the best paper you could give them is Adam Gamoran's paper : " Monitoring Evaluation and Feedback in Lead Communities: Tentative Plan of Work for 1992-93". I'm attaching it in case you don't have it.
- c) Regarding : " Lead Communities at Work "

With respect to the document" Lead Communities at work " I'll send you another fax a.s.a.p.

3) Next telecon.

The agenda you proposed is good.

a) Next steps in the communities.

b) Pilot Projects

In terms of participants. Barry Holtz is a good idea. With respect to Seymour and Art it may not be necessary at this time.

This is our first installement of responses. There will be a second part a.s.a.p.

Best regards

Must



Monitoring, Evaluation, and Feedback in Lead Communities – Tentative Plan of Work for 1992-93

I. CONTENT

For lead communities, 1992-93 will be a planning year. The agenda for the evaluation project is to raise questions that will (a) stimulate and assist the planning process; (b) enumerate the goals that lead communities intend to address; and (c) identify current practice so that progress towards goals can be assessed in the future. Broadly, the field researchers will raise three questions:

- (1) What are the visions for change in Jewish education held by members of the communities? How do the visions vary across different individuals or segments of the community? How vague or specific are these visions? To what extent do these visions crystallize over the course of the planning year (1992–1993)?
- (2) What is the extent of community mobilization for Jewish education? Who is involved, and who is not? How broad is the coalition supporting the CIJE's efforts? How deep is participation within the various agencies? For example, beyond a small core of leaders, is there grass-roots involvement in the community? To what extent is the community mobilized financially as well as in manpower?
- (3) What is the nature of the professional life of educators in this community? Under what conditions do teachers and principals work? For example, what are their salaries, and their degree of satisfaction with salaries? Are school faculties cohesive, or fragmented? Do principals have offices? What are the physical conditions of classrooms? Is there administrative support for innovation among teachers?

Visions of reform. The issue of goals was not addressed in A Time to Act. The commission report never specified what changes should occur as a result of improving Jewish education, beyond the most general aim of Jewish continuity. Specifying goals is a challenging enterprise given the diversity within the Jewish community. Nonetheless, the lead communities project cannot advance—and it certainly cannot be evaluated—without a compilation of the desired outcomes.

For purposes of the evaluation project, we will take goals to mean outcomes that are desired within the lead communities. We anticipate uncovering multiple goals, and we expect persons in different segments of the community to hold different and sometimes conflicting preferences. Our aim is not to adjudicate among competing goals, but to uncover and spell out the visions for change that are held across the community. To some extent, goals that emerge in lead communities will be clearly stated by participants. Other goals, however, will be implicit in plans and projects, and the evaluation team will need to tease them out. The evaluation project will consider both short-term and long-term goals.

Another reason for focusing on visions is that a lack of clear goals has hindered the success of many previous reform efforts in general education. For example, the New Futures Initiative, an effort by the Casey Foundation to invigorate educational and community services in four inner-city communities, was frustrated by poor articulation between broad goals and specific programs. Although the communities were mobilized for reform, the connections between community leaders and front-line educators did not promote far-reaching programs for fundamental changes. New programs were generally supplemental, and they tended to produce superficial changes.

Questions related to visions include asking about anticipated obstacles, about overcoming barriers between segments of the Jewish community, and about how participants foresee moving from goals to implementation. By asking questions about visions, the evaluation project will not only document goals, but will help persons at all levels of the lead communities project — lay leaders, parents, educators, and other Jewish professionals — to think about their visions of the future. This process may lead to interactive thinking about goals, and may help the communities avoid purely top-down or bottom-up strategies.

It will be important to consider the concreteness of the visions in each community. Do the visions include a concept of implementation, or do ideas about goals remain abstract? Do participants recognize a link between their visions of change and the structure they have established to bring about change?

Community mobilization. According to A Time to Act, mobilizing community support for Jewish education is a "building block" of the lead communities project, a condition that is essential to the success of the endeavor. This involves recruiting lay leaders and educating them about the importance of education, as well as increasing the financial resources that are committed to education. The Report quotes one commissioner as saying, "The challenge is that by the year 2000, the vast majority of these community leaders should see education as a burning issue and the rest should at least think it is important. When this is achieved... money will be available to finance fully the massive program envisioned by the Commission (p. 64)."

Recent advances in educational theory also emphasize the importance of community-wide, "systemic" reform instead of innovations in isolated programs. Educational change is more likely to succeed, according to this view, when it occurs in a broad, supportive context, and when there is widespread consensus on the importance of the enterprise. Hence, an important issue for the evaluation of lead communities is the breadth and depth of participation in the project. What formal and informal linkages exist among the various agencies of the community? Which agencies participate in the visions of change that have been articulated?

As part of their applications lead communities are proposing planning processes for the first year of work. In studying mobilization in the communities, we need to observe how this planning process unfolds. Is the stated design followed? Are departures from initial plans helpful or harmful? Is there broad participation? Are the planners developing thoughtful materials? We will need to describe the decision-making process. Is it open or closed? Are decisions pragmatic or wishful?

The professional lives of Jewish educators. Enhancing the profession of Jewish education is the second critical building block specified in A Time to Act. The Report claims that fundamental improvement in Jewish education is not possible without radical change in areas such as recruitment, training, salaries, career tracks, and empowerment of educators. Hence, the evaluation project will establish baseline conditions which can serve as standards for comparison in future years.

Field research may center on characteristics and conditions of educators including background and training, salaries, and degree of satisfaction with salaries; school facilities; cohesiveness of school faculties cohesive; administrative support for innovation; and so on. Additionally we will observe a subset of educational programs that are in place as the lead communities project begins. These observations will be used as baseline data for comparative purposes in subsequent years. We will try to consider programs which, according to the visions articulated in the community, seem ripe for change.

II. METHODS

In the long term (e.g., four years?) it is possible to think about quantitative assessment of educational change in lead communities. This assessment would involve limited surveys that would be administered in 1993–94 and repeated perhaps every two years. For the present, the evaluation project will make only limited use of quantitative data, relying mainly on information gathered by the community itself, such as participation rates, trends in funding, teacher turnover, etc. The bulk of the assessment carried out by the evaluation project, at least during the first two years, will emphasize qualitative assessment of the process of change in lead communities. The main methodological tools will be interviews and observations.

Snowball sampling for interviews. A "snowball" technique for selecting interview respondents appears appropriate here. In this approach, the researcher identifies an initial group of respondents, and adds to the list of subjects by asking each interviewee to suggest additional respondents. At some point in an interview, for example, the researcher might ask, "Who else is involved in (program x)? Who else is a leader in this area in this community?" Subsequently, the researcher interviews some of those named by previous subjects, particularly if new subjects are named by more than one previous informant.

In the snowball approach, it is important to begin with multiple starting points, so that one does not become confined to a narrow clique within the community. We might use the following three starting points from which we would snowball outward:

- (1) Key actors identified in the lead communities proposal from each community.
- (2) A list of leaders of all community organizations that are involved in education, possibly prepared by the head of the local Jewish federation. The list must include leaders of any organizations that are not participating in the lead communities project.
- (3) Random samples of educators and lay persons not included in (1) or (2).

These samples should clarify the social ecology of the Jewish community.

Aims of evaluation. The purpose of the evaluation, especially in the first two years, is weighted more towards developing policy than towards program accountability. Feedback on the process is seen as much more important than summative evaluation, at the present time. We suspect that most Jewish educators recognize that Jewish education is not succeeding, and will understand that the field researchers are not there to document their failures. Instead, the field researchers can serve the educators and their communities by helping them reflect on their situations and by serving as mirrors in which their programs can be viewed alongside their goals.

In one sense, the evaluation project does emphasize accountability. By the end of the first year, lead communities are expected to have well-articulated visions for change, and implementation plans developed. The evaluation project will help judge whether the processes within the lead communities are leading towards these outcomes, and will assess progress toward these general goals in the spring of 1993.



Mailing Address: 163 Third Avenue #128

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

Phone: (212) 532-1961

TELEFAX

DATE:

1/5/92

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) _

TO:

Showel Wygo Ci

Mailing address: 163 Third Avenue #128 • New York, NY 10003

Phone: (212) 532-1961 FAX: (212) 213-4078

MEMORANDUM

TO: Shmuel Wygoda

DATE: January 5, 1993

FROM: Shulamith Elster

SUBJECT: Agenda/Materials

To recap, I await your fax/call regarding the following items:

- a. Sara Lee's request
- b. April 24/25 Quarterly
- c. Atlanta's request for Claire's services
- d. Reactions to proposed materials for Advisors meeting
- Attached to this memorandum is an edited version-excerpts of the minutes of the Planners Workshop.
- 3. I also propose to send the Gamoran paper which is sub-titled "A Three Year Outline." Since you are meeting tomorrow with Ellen, you could help me. Ask her to comment on the appropriateness of this paper for the group. I have asked her to attend the meeting and bring one of the researchers Roberta would be my preference. She and I will discuss details of this when she returns to the U.S.
- The sections of Lead Communities at Work (August 12), which I want to edit and think appropriate are: A, B, C, D, E, F (only listing of #1-5 without text because these will be covered in presentations and other papers), G, and H (edited).
- When we speak next we can discuss how to present the update and progress report on Lead Communities.

Attachments:

Minutes of Planners Workshop: annotated

Exceptation

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Lead Communities Planning Workshop

DATE OF MEETING:

November 23-24, 1992

DATE MINUTES ISSUED:

December 9, 1992

PARTICIPANTS:

Lauren Azoulai, Chaim Botwinick, Shulamith Elster, Seymour Fox, Steven Gelfand, Roberta Goodman, Annette Hochstein, Barry Holtz, Nancy Kutler, Marshall Levin, Daniel Marom, James Meier, Howard Neistein, Arthur Rotman, Claire Rottenberg, Julie Tammivaara, Jack 'Ukeles, Jonathon Woocher, Shmuel Wygoda, Virginia Levi (Sec'y)

I. Welcome and Incroductions The Lead Communities - Atlan

The meeting opened with the introduction of participants and welcoming remarks by Arthur Rotman, Executive Director of CIJE. Mr. Rotman reviewed the agenda and noted the importance of the Lead Communities in implementing the recommendations of the Commission on Jewish Education in North America.

Representatives of the three communities were then asked to provide desired sketches of their work in Jewish education as a context for further discussion.

A. Atlanta

Atlanta has a growing Jewish population. In the early '80s Atlanta conducted a demographic study of the local Jewish community, followed by the development of a strategic plan. Included was a recommendation to reorganize the services of the Bureau of Jewish Education, reassigning functional responsibility to other appropriate agencies. Atlanta has five day schools. It is working with the CRB Foundation on the development of Israel experience programs, has a Commission on Jewish Continuity, and has recently established a Jewish Education Fund.

B. Baltimore

Baltimore has a stable Jewish population of 92,000. A two-year planning initiative concluded in 1990 with a series of recommendations including the need to increase funding for Jewish education (has been increased from 25% to 33%) and the establishment of a commission to look at the local Jewish education system, now in its third year. Outcomes include a strategic plan for Jewish education and the establishment of a Fund for Jewish Education which is currently undertaking a \$10 million campaign. Day and supplementary schools are beginning to

work together to provide training for educators and to establish a fund for Israel experience programs. A team of synagogue representatives is working together to develop a program of Jewish family education.

C. Milwaukee

With a population of 28,000, Milwaukee has four day schools in addition to an array of camps and pre-school opportunities. Twenty-five percent of the community affiliates with the JCC. Community strengths include the centrality of the federation, the availability of scholarships for day schools and a common cost for each day school, and coordination of teen programming. The cost of Jewish education is a central issue in a community where average incomes are relatively low. The community must also contend with a shortage of trained personnel and a 15% decline in campaign income over the last three years. A Jewish Education Task Force was established in July 1991 and has developed a plan for the revision of use of the Central Agency for Jewish Education, A broad-based commission on Jewish aducation is now being established. It should be noted that for many years Milwaukee has taken the lead in putting Jewish education high on its communal agenda and funding it accordingly.

II. Lead Communities: A Concept and its Implementation

- A. Annette Hochstein noted that the following principles bad guided the work of the Commission on Jewish Education in North America:
 - Local, continental, and international resources must work together to support Jewish education.
 - 2. Jewish education has multiple constituencies and vonues. The Commission concluded that the best way to approach Jewish education would be to focus on two necessary conditions for change:
 - Personnel -- recruitment, training, benefits and placement to build a cadre of well-trained Jewish educators.
 - b. Community support -- the need to engage top community leadership in personal commitment and financial support for Jewish education.
 - It will be important to engage a community "across the board" in its commitment to Jewish education.
 - 4. The best way to learn what will work is by doing it. Because education takes place at the local level, we must engage local communities in the effort to improve and develop Jewish education. This led to the concept of Lead Communities.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

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

TELEFAX

DATE:

FROM:

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet) __

Mailing address: 163 Third Avenue #128

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 - 4. The best way to learn what will work is by doing it. Because education takes place at the local level, we must engage local communities in the effort to improve and develop Jewish education. This led to the concept of Lead Communities.

Page 3

5. It was concluded that Jewish education must be raised to a level which permits it to compete with the many alternatives available. This can best be accomplished by bringing local and continental resources together, by working intensively in limited settings, by working through programs, and by constantly monitoring, evaluating, and providing feedback.

B. The Task Ahead

Mrs. Hochstein suggested a list of possible actions, some of which should be under way within the next year. This reflects the sense that communities wish to see concrete signs of progress as early as possible. One or more of the following should be undertaken as the community proceeds with the planning process.

- Pilot projects to be undertaken in personnel and community mobilization. In an effort to mobilize local top leaders, CIJE proposes to bring a member of its board to begin an ongoing dialogue with them on the Lead Communities project and its educational endeavors.
- Establishment of a local commission with broad representation, staff support, possible subcommittees or task forces and the possibility of one or several concrete products at the end of the first year.
- Conduct a survey of educators to establish the current situation as a basis for ascertaining training and staffing needs.
- Select one or two areas of Best Practices for early implementation e.g., supplementary school and early childhood, develop a plan and begin to work.
- Proceed with the Mosign and work of monitoring, evaluation, and feedback.
- 6. Draft a five-year plan with the assistance of a detailed guide to be provided by CIJE.
- Establish lines of communication among CIJE, the Lead
 Communities, and the continental community.

This presentation concluded the evening portion of the meeting. The group reconvened on Tuesday, November 2/1.

III. Introductory Remarks

As the morning session opened, Steve celfand of Atlanta noted on behalf of the three communities that the Lead Communities hoped to resolve the following in the near future:

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Page 4

- A. Believing that the communities can be more effective working together than on their own, they seek agreement on common goals and approaches to achieving those goals.
- B. The communities need clarity on lines of communication and whom to talk with about various issues.
- C. While acknowledging that the communities are "in this together," it was noted that not all community interests or needs will be the same. It will be useful to clarify where there are common interests and where they diverge.
- D. It would be helpful to clarify, understand, and agree to goals and objectives for the planning process.
- E. Clarity of direction will help workshop participants to return home ready to work with community leadership and move ahead.
- F. The communities need CIJE to be involved beyond the role of convener. They seek help with planning, content, and access to seed money with which to move ahead. SIJE should ease the way for communities to raise local money.
- G. The communities seck one programmatic initiative on which all can agree and move forward quickly to implementation.

These goals served as a backdrop for the day's discussion.

IV. Central Elements

the central elements - building the profession and mobilizing community support -- were discussed, participants were asked to consider principles on which to proceed

might be seen as principles

- A. The personnel issues cut across all areas of Jewish education.
- B. There is need for a master plan.
- C. The role of resources in impacting Jewish education must be considered.
- D. In order to have an impact, there must be broad based "buy-in" to the importance of upgrading personnel.

in the discussion that followed it was noted that the Lead Communities provide a context in which to consider these issues systematically. It will be important to establish criteria on which to judge the impact of the various approaches. It was noted that the communities

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Page 5

will rely on CIJE for help with evaluation. It was also suggested that lay leaders should be involved in defining the evaluation process.

It was noted that it will be difficult to garner lay support for approaches that cannot be evaluated, but that funders are likely to support what they see as a "reasonable gamble." With this in mind, an approach to be considered would be the identification of a project which can be undertaken and evaluated in the development of personnel, perhaps with a focus on senior personnel.

V. The Role of CIJE

A. Best Practices and Consultation

Barry Holtz outlined the work he has undertaken over the past 18 months to identify areas for study followed by the development of an inventory of Best Practices to provide models of excellence for introduction into Lead Communities. Best Practices research is being undertaken in the following areas:

1. The Supplementary School

This area was begun first and is nearly ready for use in the Lead Communities. A team of experts has identified nine successful supplementary school programs, has conducted site visits, and has submitted reports on these exemplary programs.

2. Early Childhood Jewish Education

This is being looked at in the variety of settings in which • early childhood education occurs. Reports are being submitted on exemplary programs.

3. The JCC

Each Lead Community has a JCC. The JCCA staff will visit each of the three to evaluate what is going well in Jewish education and where they recommend change. At the same time, outside experts will identify 8-9 JCCs which are most effective in the area of Jewish education and Jewish continuity. These programs will be explored and evaluated for use by the Lead Communities.

4. Israel Experience

We are working with the CRB Foundation, which is particularly interested in this area and is developing an approach.

5. Day Schools

We have begun to take the first steps into this important area, and to develop a methodology specific to it.

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Still to be further developed:

Jewish Camp

7. College Campus

CIJE will work closely with the Lead Communities to determine how to introduce a successful practice from one setting to another.

It was noted that while the communities are engaged in the planning process, it might be useful to work toward implementation of a Best Practices approach. Holte will have materials on the supplementary school to the Load Companities within several weeks. Following their submission. We and the educators working on the project will be available to meet with community leaders to discuss areas of interest and means of implementation. The Best Practices might also be an appropriate framework for the development of a pilot project during the initial year.

It was suggested that in order to introduce the Best Practices project to the communities, Holtz would be invited to meet with local lay and professional leadership.

It was suggested that another area in which communities might be ready to move ahead relatively quickly is that of the Israel experience. It was noted that the CIJE has promised to detline for the CRB Youndation a proposal for the Israel experience in the Lead Communities.

B. Foundation Relations

It was reported that CIJE is in contact with several foundations, both Jewish and general, for support of work in the Lead Communities. In addition, CIJE staff is available to help Lead Communities in their approaches to local foundations. It was suggested that CIJE will be working with the Lead Communities to determine how best to proceed with their foundation development work.

It was suggested that there are initiatives under way in other cities which might be applicable in the Lead Communities. It was proposed that JESNA prepare an inventory of such initiatives and make it available to the Lead Communities.

VI. Work Plan .- Year One

A. Planning Process

lack Ukelas reported that a planning guide is being propared for use by the three communities. It is anticipated that the planning process will yield a five-year strategic plan and a specific action plan for the first year.

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The proposed planning process includes the following se

1. Start-up

-- formulation of a commission; undertake to inform and involve stakeholders (e.g., community lay leaders, educators, rabbis, congregational leadership, etc.).

2. Self-study

- -- inventory and profile of educational system.
- .. assessment of strengths and weaknesses.
- -- analysis of personnel.

3. Identification of critical issues

- -- community moves from the general to the specific with strategic choices.
- 4. Development of mission or vision statement

5. Define priorities

.. major strategic recommendations with priority rankings and sequences.

6. Design programs

- -- specific programmatic interventions.
- -- new initiatives.

Determine strategy to develop resources for implementation

A question was raised regarding the amount of time the planning process would require and how it might be meshed with the local federation allegation process. It was noted that funds can be set aside for anticipated projects, making this a less significant issue.

All three communities expressed concern over the need for staff support of the planning process at a time when "flat campaigns" and local reluctance to add to cderation staff make this difficult. It was suggested that if the first request to local lay leadership is to fund staff, this might impact negatively on the buy-in process. In light of the above, it was suggested that CIJE consider providing up to \$40,000 per year for three years toward funding of a position. It was agreed that this proposal would be seriously considered by CIJE.

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B. Introducing the Project into the Community

It was suggested that the first step is to define the community The following list of constituencies was developed:

- Educators and senior educators
- 2. Rabbis
- Lay leaders -- of general community and individual institutions
- 4. Parents and learners
- 5. Professionals at federation and other relevant agencies
- 6. Publics: the media and other communities

It was noted that it will be important to communicate with all of these groups. One way to do this at the local level is for the commission process to include well-publicized open meetings at which anyone in the community could be heard. In addition to making the local commission as representative as possible and extending involvement through task forces, a community might wish to hold focus groups to encourage a stronger sense of involvement.

It was suggested that local leaders will buy in more completely when they see evidence of action. One successful project would go a long way toward accomplishing this goal.

To help the communities ger op and running, CIJE will work with the local communities so provide the following:

- 1. Core materials
 - a. Best Practices papers
 - b. Planning guide
 - c. Timetable
 - d. Press releases
- Support for the planning and evaluation processes at a local level.
- Assistance in quick start-up of at least one project, including funding support and/or assistance in finding that support.

Justinia

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- 4. Materials for use with focus groups.
- 5. A list of participants in this meeting and others who can be helpful to the communities in moving forward.

VII. Next Steps

- A. It was agreed that goals and agendas for future meetings of this group will be set jointly. In the interim, Shulamith Elster will serve as a clearinghouse for distributing materials among the Lead Communities and CIJE. Consideration will be given to holding a conference call as a follow-up to this meeting and a means of generating a project for early implementation.
- B. A meeting of this group, possibly to include lay leaders from the communities, will be planted for April 24, to coincide with the CJF Quarterly in Washington, D.C.
- C. It was suggested that one or more CIJE board members plan to meet with local law leaders early in 1993. Perhaps a kick-off celebration might occur at the same time.
- D. A paper on Best Practices in supplementary schools and steps for introducing Best Practices to the Lead Communities is now being prepared.

VIII Conclusion

The meeting concluded with a sense of hope and expectancy for the future. There was the sense that with ongoing communication and the shared mission of contributing to Jewish continuity for all of North America, the next several years should be exciting and productive.

Ping

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

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

TELEFAX

DATE:

FROM:

1/5/93

SHULAMITH ELSTER

FAX #:

Number of pages (including this sheet)

TO:

Annetse Hochstein Showel Wygoda.

Mailing address: 163 Third Avenue #128

New York, NY 10003 Phone: (212) 532-1961 FAX: (212) 213-4078

MEMORANDUM

TO:

Annette Hochstein

DATE:

January 5, 1993

CC:

Art Rotman

Barry Holtz

Shmuel Wygoda

FROM:

Shulamith Elster

SUBJECT: Etc.

Thank you for your helpful comments this morning. As Shmuel has most likely told you, we finished the telecon and agreed on the items for follow-up in the next few days.

Insomuch as Barry and I are spending this Thursday working together and moving along in our thinking about the Pilot Projects, I suggest that we put Pilot Projects on our agenda for the telecon now scheduled for January 13th. I will ask Barry to prepare a memorandum in advance and to be available to join the discussion - either for all of our conference call -- or at a specific time - the point at which we will be ready to discuss the Pilots.

You may decide that this should be the subject of a separate call that can include Seymour and perhaps Art.

For our January 13th telecon, I would like to include:

Next steps in the communities (scheduling)

Pilot Projects

Best regards.

SRE:

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

TELEFAX

DATE:

FROM:

SHULAMITH ELSTER

FAX #;

Number of pages (including this sheet) _

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 163 Third Avenue #128

Phone: (212) 532-1961

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

MEMORANDUM

TO: Annette Hochstein

DATE:

January 4, 1993

cc: A

Art Rotman

Barry Holtz

FROM:

Shulamith Elster

SUBJECT: Etc.

It does not take very long on the first day back from vacation to get right back into the swing of things. I hope this note finds you all well in Jerusalem and gratified by the success of the Institute Board meetings. I hope to hear about them from Art when we meet on Thursday morning.

- I want to confirm our teleconference tomorrow morning (Tuesday, January 5th at 8:30 A.M. - New York time). When we set the date, we agreed that you would call here on the CIJE line 212-532-196l. I will assume that this is still on unless I hear from you to the contrary. I will be in the office by 8:15 A.M., so if you need to reach me, send either a fax or leave a message on the telephone answering tape.
- I will assume that our agenda will include the following continuing items:
 - Reactions to the materials on the local commissions and the next steps to introduce the concept and Barry's project into the communities.
 - b. Any further comments that you want to make on the proposed agenda for the Senior Advisors meeting in January. I want to have materials prepared by the end of this week to include an update on Best Practices and the latest on the Evaluation project.
 - c. Other items under the category of unfinished business.

Etc. January 4, 1993

- New items for discussion:
 - a. I am interested in your reactions to the Draft Guidelines. I spoke to Jim today and he indicated that you would be in touch with your comments.
 - b. Advise for Sara Lee: Sara called to say that she was meeting with the top Reform movement group Schindler, Merians, Syme, Seymour Rossel (new head of Department of Religious Education who replaced Howard Bogot), a representative of the CCAR and NATE, to discuss the role of the Reform movement in the Lead Communities. She asked about papers, materials and the like, and about some suggestions for an approach. Sara is a wise and experienced professional and I would like to be part of her team in this effort. I would very much like to know how you posed the challenge to her and what are the expectations that you set. Then I can provide the type of assistance that she is correct to expect.

By the way, Roberta Goodman is the new president of NATE--National Association of Temple Educators, and she will excuse herself from this meeting and send a proxy because of a possible conflict of interest.

c. Atlanta: Steve Gelfand called me in Washington last week. In the community's planning, there is specific information that the planners would like to obtain from the individual educational institutions in Atlanta. He suggested that it would be very helpful to Atlanta if Claire could - in the course of her own interviews and work - collect this data for the use of the community. The way it was suggested was that this would be an important service that the CIJE could provide to the community

When approached by Lauren (or Steve) about this, Claire indicated that this was not a part of her "job". Clearly, one could make the case that this is not what the researchers are to be doing in Atlanta, but if, in fact Claire is collecting baseline information about educational institutions and programs, could she not also include the information the community would like to have and thinks is important?

Can we spend some time talking about:

- Is this within the program for the field researchers?
- How to respond to Atlanta's request for this type of assistance?
- Barry and I will be spending time on Thursday discussing the pilot projects and some next steps towards their implementation. One of us will report back to you on the progress being made in this area.
- Next steps Next telecon date.

Regards.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Phone: (212) 532-1961

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MEMORANDUM

TO: Art Nap

Art Naparstek DATE:

January 4, 1993

cc:

Art Rotman

Annette Hochstein

Barry Holtz

FROM: Shulamith Elster

SUBJECT: Covenant Foundation Grants

I have a meeting scheduled for later this week with Judith Ginsberg for the primary purpose of keeping the lines of communication open between the CIJE and the Covenant Foundation. I also want to brief her on our work so that she can be yet another resource in the process of welcoming Susan Crown to our Board of Directors.

Art, you and I had discussed the possibility of developing a proposal that would build on the project. Covenant, funded for the East Lansing community under the direction of Sharon Feiman-Nemser. A more thorough reading of the proposal (thanks to Sharon for her willingness to send it to me directly) suggests that the issues facing East Lansing in the recruitment and development of personnel for religious schools - i.e., the avocational Jewish teacher--are "not quite" parallel to the situation that obtains in our lead communities.

I am now thinking about two projects that may fit in with our "enabling options" and be considered innovative within the Foundation's guideline.

a. The creation of Teacher Professional Development Centers within the three lead communities in cooperation with the national professional organizations -Board of License, Educators Assembly, NATE and the Orthodox education group. These would be centers whose approach would be counseling and advisory services and the development of individualized and "diagnosticprescriptive" plans for the professional development of educators in the community. Each center could be established as a pilot with a limited number of first year clients.

Staffing would be provided by a new "position": professional development specialist, a senior educator with training in career counseling!

b. The training of a corp of individuals in the community (with backgrounds either in education or in Jewish studies) for classroom or informal educational positions within the community. While the East Lansing proposal focused on training and related curriculum development for a specific congregational school, this would focus on personnel for a variety of settings. In Atlanta this might take place at the JCC with staff drawn from the community's "finest" institutions. In Baltimore at the Hebrew University under its auspices and that of the BJE. In Milwaukee, this might be a MAJE activity conducted in its own outstanding facility with the access to classrooms for observation and a fine library of educational resources.

Art, we can talk about each and incorporate "next steps" into the agenda for our meeting in Cleveland next week.

Barry and I will be meeting on Thursday to discuss, among other things, pilot projects to "jump-start" the lead communities, and there will be more to add to the list by the end of the week.

Best regards,



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Honorary Chair Max M. Fisher

Chair Morton L. Mandel

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

Executive Director Arthur Rotman

Chief Education Officer Dr. Shulamith R. Elster December 21, 1992

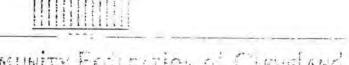
To: Annette Hochstein

From: Shulamith Elster,

Re: LOCAL COMMISSIONS

ARCHIVES





THE JEWISE COMMUNITY FEGI RATION O' CLEVELAND 1750 EUCLID AVENUL CLEVELAND, ONIO 44712 - PHOLOGODE AVENUE FAX E1216 861 1270

December 1988

LETTER OF TRANSMITTAL

Rabbi Daniel J. Silver, Chairman Congregational Plenum c/o The Temple Branch 26000 Shaker Boulevard Cleveland, OH 44122

Hon. Milton A. Wolf, President Jewish Community Federation 1750 Euclid Avenue Cleveland, OH 44115

Dear Rabbi Silver and Milt.

It is with great honor and pride that we are able to submit to you the report of the Joint Federation/Plenum Commission on Jewish Continuity. The report culminates three years of intensive work. Its recommendations are the most comprehensive attempt by a North American Jewish community to confront the challenges of ensuring Jewish continuity. The report also represents a significant evolution in the partnership between the Federation and the synagogues, a partnership which strengthens Jewish communal life in Cleveland to a very great extent.

In the late 1980's we are 40 years from the transforming events of Jewish life in the twentieth century — the Holocaust and the rebirth of the State of Israel. And these events, for our children and grandchildren, do not and cannot evoke the same powerful emotions of horror, wonder and awe as they do for those who experienced those historic times. For many, the Holocaust is already as distant as the exodus from Egypt, and Israel is one of over 150 nations in the United Nations, two-thirds of which have been created since 1948. We can no longer count on these transforming events to ensure Jewish continuity.

As we wrestle with this challenge, we are reminded of the situation facing Moses as his life drew to a close. He knew that he had to establish structures to support continuity as the Jewish people became more distant from the exodus from Egypt and the revelation at Sinai. That is why, on his last day, he involved his community in a commemorative event using drama, song, poetry, and teaching. His closing exhortation was "Take to heart all the words with which I have warned you this day. Enjoin them upon your children, that they may observe faithfully all the terms of this Torah. For it is not a trifling thing for you: It is your very life; through it you shall long endure..."

So our challenge today, similar to that faced by Moses, is to bring to life for a new generation the lessons and inspirations of our past and a fervent hope for our future. The challenge is not an easy one.

PRESIDENT * MAX R. FREEDMAN * VICE-PRESIDENTS * ROBERT SHEERMEN * MORES Wells * Salls P. Welltham
Theasurer * Alvin L. Cron * Associate Treasurer * Robert Goldberg * Executive Vice-President * Stephen H. Hoffman

Our children and grandchildren do not have many of the reinforcements that supported the building of our own Jewish identities -- neighborhoods with the sights, sounds, and smells of an enriched Jewish lifestyle; an older generation with first-hand memories of European Jewish culture before the Holocaust; family members who may have experienced the suffering of the Holocaust, or the thrill of the creation of the State of Israel. The Jewish community turned to Jewish schools to inculcate in its children what was traditionally absorbed simply by living in a Jewish household in a Jewish neighborhood. After several decades of unrealistic expectations of our schools, we now know that this approach alone cannot work. Children will not integrate lessons into their lives that are not reinforced at home. They must experience, as well as study, what it means to live a Jewish life.

Our approach to Jewish education must change. Of course, we must bolster formal classroom learning. However, in order to survive as a people, the focus of Jewish education needs to shift from the child to the family, because our families must learn to make a Jewish home and raise a Jewish child. This challenge is all the more complex because so many singles, childless couples, and single parents have replaced traditional family units.

We must recognize that traditional supplementary Jewish school education can no longer approach the unrealistic expectations of the past. Our community must refocus its efforts on strengthening the ability of each school and congregation to integrate parent and family education into the experience of each family that enters its doorway. We must integrate proven "beyond the classroom" education programs into each child's Jewish education experience. We must enhance the ability of our day schools to provide intensive Jewish educational experiences. And we must do these things now, before we raise a generation that knows neither Israel, the Shabbat, nor any compelling reason to be Jewish.

We had tremendous help in our task from dedicated volunteer and professional community leaders throughout the community. We must also recognize the valuable contributions of our Federation staff, Joel Fox and Mark Gurvis, who supported and guided this planning process. Their perseverance through three years of complex planning has resulted in an important opportunity for the community. The programs outlined in this report can have a transforming effect on the entire Jewish education system throughout Cleveland, and over time should touch virtually every family in our community.

Sincerely,

Charles Ratner & James Reich Co-Chairmen

Joint Federation/Plenum Commission on Jewish Continuity

Buch James M. Reich

REPORT OF THE JOINT FEDERATION/PLENUM COMMISSION ON JEWISH CONTINUITY

INTRODUCTION

Assimilation, intermarriage, identity, affiliation, commitment -- these are code words that have dominated communal discussions for many years. They have become the measures by which we determine the viability of our community -- prospects of our survival.

For so many centuries, and even to this day, physical survival has necessarily been uppermost in our minds. But at this time and in this place, we can move beyond that. It is not that antisemitism has vanished, or that Jews are no longer on the move from troubled lands, or even that Israel's safety is no longer challenged. We must be ever vigilant for ourselves and for Jews wherever they may be in trouble. But the fact is that we have the ability now and the need -- to focus on spiritual survival as well as physical survival. Now that we are free to be Jews, how can we be sure that we will remain Jews, and what kind of Jews will we be?

The Environment

As we struggle with this challenge, we encounter forces acting on our community in diverse ways — some positive, others negative. Our Cleveland Jewish community remains concentrated. Even as Jews move eastward, over 80 percent still live in several contiguous suburbs. Although the vast majority intend to affiliate with the community and raise children as Jews, our recent demographic study shows increasing numbers of intermarried couples, many of whom will not raise their children as Jews. In fact, since the 1980 study was conducted, the overall incidence of intermarriage without conversion in our community has increased from 11.1 percent to 17.3 percent. Even more disturbing is the 33 percent incidence of intermarriage without conversion among our children under age 40. Many of the intermarried families are geographically dispersed at the fringes of the Jewish community, so the image of a strong center with gradually fraying edges may not be inaccurate.

The study shows that 78 percent of our children will have some Jewish educational experience, and that more families are choosing day school education. Unfortunately, the 1983 study of 18 to 29 year-olds in our community revealed great dissatisfaction with Jewish educational experiences. We must be concerned about the quality of education received by many children in the supplementary schools, and certainly about those children who will receive no formal Jewish education. Also of note is the length of time children remain in education programs. Although 90 percent of children of Orthodox families continue their Jewish education past age 14, fewer than half of non-Orthodox children do so.

A Personnel Crisis

Of critical concern in education is our community's personnel situation. Among the 15 congregational schools, there are only three professional educators working as full-time school directors. In all three cases, these professionals receive inadequate compensation.

Of even greater concern is the number of schools where educational directors work fewer than 10 hours a week. In that time, a director is expected to run the basic school program, supervise staff, organize curriculum, and maintain contacts with parents. Insufficient for those tasks, the limited time also precludes any possibility of planning and implementing new programs for family education, parent education, and retreat programs, or taking advantage of communal supports such as the Jewish Educator Services Program or the Israel Incentive Savings Plan. Without strong and visionary leadership among the directors of our schools, our community cannot hope to put in place exciting, vibrant educational programs that will capture the hearts and minds of our families.

The congregational schools rely heavily on avocational teachers, dedicated community members who teach between three and eight hours a week in one or more school settings. The 20 percent turnover each year among these positions reflects the many teachers who move from school to school, searching for the support they need to be able to succeed in the classroom. The turnover also reflects the number of people who each year give up out of frustration. Our communal day schools are unable to offer professional salaries that would enable them to attract and retain the high quality faculty they need. Each August day and supplementary school directors are engaged in a scramble to complete their faculties, and each year it is becoming more difficult.

We do not have a comprehensive Jewish education profession. There are no commonly accepted standards for professional education for either teachers or administrators; there are no appropriate standards for professional compensation, including benefits and pensions; and there are no career ladders. Cleveland is not alone in facing this problem. This is the plight of Jewish education in every community in this country, and in many other Diaspora communities around the world.

Building on Strengths

But, our community also has some important strengths to draw upon: very high rates of synagogue affiliation and school enrollments; stronger teacher education programs developed through both the College of Jewish Studies and the Bureau of Jewish Education; a new Jewish Community Center facility that includes a conference center for school and youth group retreats; and a more productive Federation-synagogue partnership, manifested in the Congregational Enrichment Fund, Israel Incentive Savings Plan, and Community Youth Resource Office.

Paradoxically, a growing disquiet among us may ultimately demonstrate a positive side. Intermarriage has touched many families in the community. Our children, dissatisfied with their own Jewish education, want better for their own children. Increasingly, people fear that Jewish identity and commitment are slipping away from us. More and more, the community is focusing on Jewish education to ensure a bright Jewish future. This has created in our community the most critical element necessary for addressing Jewish continuity issues -- a climate for change!

II. A CLIMATE FOR CHANGE

Initiating Change

In 1979, the Israeli government and the Board of Governors of the Jewish Agency for Israel created the Joint Program for Jewish Education. It was initiated because Jewish leadership perceived significant, long-term, negative trends in Jewish identity in the Diaspora. Because Israel's destiny is so clearly connected to that of the Diaspora, Israeli and other world Jewish leaders perceived this as a threat to Israel as well.

Morton L. Mandel, former president of the Jewish Community Federation of Cleveland and the Council of Jewish Federations, emerged as an active leader of the Jewish Agency's Jewish Education Committee, serving as chairman for several years. Through his experience he became convinced that the single most important element in strengthening Jewish identity would be the involvement of key communal leadership. He also believed that world leadership efforts depended on local efforts that posited and tested hypotheses and program models, and demonstrated success in meeting the challenges of Jewish continuity.

Local Organization

In 1985, Cleveland's Jewish community began to develop its own local process, closely linked to the goals and directions that guided international and national efforts through the Jewish Agency, the Council of Jewish Federations, and the Jewish Education Service of North America. Our goals were to organize communal priorities for Jewish continuity, coordinate responses to those priorities, and foster an environment in which agencies might develop interagency and interdisciplinary approaches to Jewish continuity (See Appendix I -- Mission Statement for the Commission on Jewish Continuity).

Jewish education studies in 1976 (Albert Ratner, chairman, and Bennett Yanowitz, associate chairman) and 1981 (Nathan Oscar, chairman) laid important groundwork in the Cleveland Jewish community. The recommendations of these studies led to new communal efforts in teacher training and fostered efforts by schools to develop family education and "beyond the classroom" educational programs. The establishment of the Congregational Enrichment Fund marked a new era in synagogue/Federation relations and presaged a partnership. The revitalization of the Cleveland College of Jewish Studies in

the mid-1980's ensured a valuable resource that stimulated the Jewish educational field with new visions and exciting, dynamic faculty. These developments formed an important base upon which new efforts could build.

The Commission on Jewish Continuity was conceived as a broadly representative body composed of key communal leadership. Critically important was attracting leadership not traditionally involved with Jewish continuity and Jewish education issues. The commission began its work with a period of selfeducation, drawing upon leading Jewish thinkers, locally and from around the country, in order to ensure an informed communal perspective on priorities.

A Unique Partnership

At this stage the Federation made a significant departure from its standard planning process. Recognizing that an effort of this scope required the active participation of the congregations, the Federation approached the Congregational Plenum as a full partner to co-sponsor a newly constituted Joint Federation/Plenum Commission on Jewish Continuity.

The joint commission represents a new stage in the evolving relationship between the Federation and the synagogues. The past few years have seen a very productive and fulfilling working relationship through which the community has been able to work in a stronger, more united way on various community concerns, including chaplaincy services, preservation of cemeteries, and strengthening youth activities.

The implementation of the recommendations that follow will build even stronger ties between the synagogues and the Federation and communal agencies. They will enable congregations to share more fully in the community's resources, and will ensure that the community can move forward together to meet the exciting challenges and opportunities of ensuring our communal viability in the 21st century.

III. ESTABLISHING PRIORITIES

Through the exploratory study process, three broad areas emerged as clear priorities: personnel, parent and family education, and "beyond the class-room" education. Commission members believed it was important to narrow the field of study to specific areas in which the community could have the greatest possible impact.

<u>Personnel</u> encompassed the recruitment, training, and retention of staff needed to maintain Jewish continuity activities, as well as enabling the community to respond to emerging personnel needs for new program areas.

Parent and family education was recognized as a critical element in enhancing the effectiveness of educational experiences for children and adults. The emphasis was on efforts to increase parents' ability to serve as Jewish role

REPORT of The Joint Federation/Plenum Commission on Jewish Continuity

models and as partners with schools in the Jewish education of their children.

Finally, "beyond the classroom" education grouped a range of issues around reaching pre-adolescent and adolescent youth in more effective ways, and integrating a variety of informal educational programs and environments into the educational experience of each child.

Each of these priority areas became the focus of a task force charged with developing program responses for its area of concern.

A fourth task force was created as an opportunity for community leaders to pursue a more open agenda and to develop new ideas related to Jewish continuity. Some sought an opportunity to address structural issues related to Jewish education agencies. Others wanted an opportunity to think creatively about what Jewish education programs ought to be. The Blue Sky Task Force was developed, therefore, as a mechanism to accommodate the interests of communal leadership in developing further new priority areas for the community to address.

The task force process enabled a broad range of lay leaders and professionals to engage in serious planning. Each task force met extensively and produced exciting new programs that will dramatically improve the community's ability to address Jewish continuity concerns. Leadership and membership of each task force were designated by the Federation and the Congregational Plenum, but the partnership at the task force level transcended parochial interests to respond in a unified way to communal priorities.

What has evolved is a highly comprehensive and integrated program that will build on the past successes of the community and carry us forward significantly. The programs outlined in the attached reports represent the most comprehensive attempt by a North American Jewish community to address Jewish continuity and Jewish education issues. In effect, Cleveland will become a laboratory for Jewish continuity efforts, and again lead the way in the national and international arena in responding to a critical communal concern.

IV. GUIDING PRINCIPLES AND OPERATING ASSUMPTIONS

Several principles and operating assumptions about Jewish education guided the task forces in their work. These were drawn from experience in the Jewish education field, particularly with parent and family and "beyond the classroom" educational programs. The assumptions were also based on the testimony and consultation of many Jewish educators in Cleveland and around the country. The assumptions can be summarized as follows:

 Jewish education is a staff-intensive activity, and its success is dependent on the quality of its personnel. The community must invest significantly to build a Jewish education profession. Critical to the

- success of such efforts is ensuring visionary and dynamic educational leadership.
- 2. Each child should have opportunities for educational experiences that provide a Jewish living environment in order to bring classroom concepts to life. Integrating retreats, Israel trips, summer camps, and other "beyond the classroom" programs into a child's educational experience has a life-long impact on Jewish identity building.
- Jewish schooling for children can succeed only if supported in the home environment. Parents need to be able to represent Jewish values, attitudes, and behaviors to their children. To do this, parents often need more tools and skills than their own childhood Jewish education afforded them.

V. MAJOR RECOMMENDATIONS

The above assumptions form the foundation of the task force recommendations. The implications, challenges, and specific approaches are outlined in the individual task force reports (see Appendices II - IV). Even though developed by three separate task forces, the full range of programs represent an integrated communal approach. The programs link together, support one another, and are best viewed as discrete parts of a whole program to strengthen and refocus Jewish education efforts in our community. The implementation steps required by these recommendations are outlined in Appendix V. Following is a summary of major program recommendations:

- A. Cleveland Fellows -- The College of Jewish Studies will develop a graduate program in Jewish education for students from Cleveland and elsewhere. The faculty and students will be engaged in study, teaching, and program development, within congregations, schools, and agencies. They will raise the level and quality of the local field of Jewish education and lead to positive ramifications beyond Cleveland.
- B. Fellows Graduates Positions -- The graduates of the Cleveland Fellows program will be hired to fill many of the new positions in new areas mandated by the Commission on Jewish Continuity. The positions will include congregational family educators, retreat specialists, master teachers, school directors, and others.
- C. In-Service Education Package -- The Bureau of Jewish Education and College of Jewish Studies will develop a program of individualized professional growth and in-service education to guide teachers already working throughout the community. The Personal Growth Plan starts with individual teachers at their various levels of experience, knowledge, and commitment, and helps lead them to degrees, licensure, or other advances in professional preparation. In addition, the community will implement teacher and institutional stipends to encourage participation in teacher education programs.

- D. Communal Day Schools -- Salaries for our day school teachers are dangerously low, inhibiting the schools' ability to attract and retain the high quality faculty they need to compete with other local private schools. Accordingly, the community will implement a four year plan to address these critical salary gaps.
- E. Community Teachers -- The Bureau of Jewish Education will create five full-time Community Teacher positions. Each teacher will work in a variety of school settings, combining jobs for a reasonable fulltime teaching load. This will help recruit qualified personnel to the field and to specific schools, reducing the need for avocational personnel.
- F. Retreat Institute -- This program, to be housed at the JCC, will work with schools, youth groups, and others to develop retreat programs. Retreat institute staff would work with schools before, during, and after retreats to plan, implement, and evaluate programs. In particular, this should foster dramatic growth in family programs. Also, the present cost of using the Treuhaft Conference Center for school and youth group overnight programs will be reduced by half. Beginning with an emphasis on school, family, and youth group programs, the Retreat Institute would develop its resources over time to also support programs for adult groups, leadership groups, and others.
- G. IISP -- The Israel Incentive Savings Plan attracts 100 new enrollments each year. The potential for additional growth is tremendous. The community will now approach recruitment differently, targeting specific congregations and schools to develop school-based trips that go hand-in-hand with IISP enrollment. This should dramatically increase the number of Cleveland youth who will have an Israel experience. Also, the shares of funding by the family, the school, and the community will be increased to reflect the current cost of Israel trips.
- H. Curriculum Renewal -- Many of the community's schools operate with out-dated or ineffective curriculum. Also, new family education, Israel studies, and "beyond the classroom" education programs should be integrated into school programs. The Bureau's pilot program, Project Curriculum Renewal, should be expanded to work with each school on this critical concern.
- I. Community Youth Resource Office -- This program, started last year as a joint initiative of the Congregational Plenum and the Federation, provides valuable communal supports to youth groups for programming, outreach strategies, and advisor training and placement. Depending on a favorable second year evaluation, this program should receive continued community funding.

J. Congregational Enrichment Fund Expansion -- This fund has enabled the congregations to develop important new programs in recent years in the areas of parent and family education, and "beyond the classroom" education. Funding has decreased since the program was initiated in 1982. An expansion of funds is now recommended to enable congregations to increase programming.

Throughout the task force reports there are additional recommendations which require implementation by agencies and synagogues, or suggest further community planning. These are listed in Appendix VI.

VI. PROGRAM BUDGETS

The program budgets reflect a four year estimate of the cost of developing and expanding Jewish education supports in accordance with the recommendations outlined above. These budget estimates will undergo further review prior to implementation and be subject to annual review and modification through the monitoring and evaluation work of the Commission on Jewish Continuity. They reflect an extremely ambitious effort by the community to effect significant change in Jewish education. Reflecting the partnership that has supported the commission process, the individual program budgets show both the gross cost of each program, and the net cost in new dollars from the community. Total gross costs are reflected at the bottom of the overall budget.

OVERALL COMMISSION ON JEWISH CONTINUITY BUDGET

NET COST OF IMPLEMENTING RECOMMENDATIONS

1.	Cleveland Fellows	(89-90) Year 1 \$ 160,020	(90-91) Year 2 \$ 299,000	(91-92) Year 3 \$ 391,200	(92-93) Year 4 \$ 355,350
2.	Fellows Graduates Positions				175,000
3.	In-Service Education Package	43,000	91,090	110,525	117,300
4.	Communal Day Schools	99,150	198,300	264,400	330,500
5.	Community Teachers	30,000	40,000	50,000	50,000
6.	Retreat Institute	97,250	141,720	160,140	168,457
7.	IISP Expansion	41,400	50,400	56,600	65,600
8.	Proj. Curriculum Renewal	83,976	94,120	110,447	114,426
9.	Youth Resource Office	40,000	40,000	40,000	40,000
10.	Cong. Enrichment Fund Expansion	45,000	45,000	45,000	45,000
TOTA	AL NET COST	\$ 639,796	\$ 999,630	\$1,228,312	\$1,461,633
TOTA	AL GROSS COST	\$ 873,534	\$1,318,321	\$1,616,998	\$1,878,569

Four Year Net Total - \$ 4,329,371

Four Year Gross Total - \$5,687,422

COJC PROGRAM BUDGETS

1. Cleveland Fellows

	Year 1	Year 2	Year 3	Year 4
Expenses Professional Salaries Secretary Benefits Office Expenses	\$105,000 16,000 14,520 4,000	\$190,500 17,000 30,000 5,500	\$200,500 18,000 31,700 6,500	\$211,000 19,000 33,350 7,000
(Phone, postage, etc.) Printing & Advertising (Brochures, recruitment materials)	5,000	3,000	3,000	3,000
Administrative Support (bookkeeping, insurance)	2,500	4,000	4,500	5,000
Recruitment Travel Conference Travel Israel Seminar Student Stipends (@ \$10,000) Tuition Stipends (@ \$8,000) Library Books	10,000	15,000 6,000 50,000 40,000 2,000	15,000 8,000 50,000 100,000 80,000 2,000	15,000 8,000 100,000 80,000 2,000
TOTAL EXPENSES	\$ 160,020	\$ 363,000	\$ 519,200	\$ 483,350
Income Tuition (from stipended students)		\$40,000	\$ 80,000	\$ 80,000
Tuition (from add'l students)		24,000	48,000	48,000
TOTAL INCOME	عوث	\$ 64,000	\$ 128,000	\$ 128,000
NET COST	\$ 160,020	\$ 299,000	\$ 391,200	\$ 355,350

2. Fellows Graduate Positions

	Year 1	Year 2	Year 3	Year 4
Expenses Compensation packages for new positions @ \$35,000	-42			\$ 175,000
NET COST				\$ 175,000

3. In-Service Education Package

Acceptant to Acceptant Business	Year 1	Year 2	Year 3	Year 4
Ongoing In-Service Programs Stipends - Coaching programs - JESP (10 hr. courses)	12,000	\$ 6,000 15,000	\$ 8,000 18,000	\$ 8,000 18,000
- CCJS (2-3 credit cour	10,000	16,500	20,000	20,000
- Institutional		30,000	35,000	40,000
Administration				
Instructors - BJE Instructors - CCJS Field Coaching - BJE Admin, Support - CCJS (registrar)	32,500 14,600 6,000 10,500	34,500 23,000 12,000 11,200	36,500 29,000 18,000 11,850	38,500 30,000 18,000 12,900
Admin. Support - BJE (supervision, clerical, materials, marketing)	31,700	33,350	35,325	37,300
Subtotal	\$ 121,300	\$ 181,550	\$ 211,675	\$ 222,700
PGP				
Stipends - Completion - Study - (other than JESP or CCJS)	2,000	\$ 10,000 2,000	\$ 15,000 2,000	\$ 15,000 2,000
Administration				
Instructors - BJE	2,100	4,650	4,900	5,000
Instructors - CCJS Supervision @ 10 hrs./participant (½ BJE/½ CCJS)	2,900 4,350	6,000 9,230	6,350 9,800	6,500 10,250
Admin. Support - CCJS (registrar)	3,000	3,300	3,650	3,700
Admin. Support - BJE (clerical, materials, postage)	7,100	7,550	8,000	8,450
Subtotal	\$ 21,450	\$ 42,730	\$ 49,700	\$ 50,900
Conference grants Israel seminars	6,000 12,500	6,000 12,500	7,000 12,500	7,000 12,500
TOTAL EXPENSES	\$ 161,250	\$ 242,780	\$ 280,875	\$ 293,100

COMMISSION ON DERISH CONCING	i cy			Page 12	
Income					
Fees - BJE - CCJS In Kind - BJE - CCJS	\$ 6,600 17,500 74,475 19,675	\$ 8,400 29,000 80,675 33,615	\$ 10,200 35,000 84,900 40,250	\$ 10,200 35,000 88,975 41,625	
TOTAL INCOME	\$ 118,250	\$ 151,690	\$ 170,350	\$ 175,800	
NET COST	\$ 43,000	\$ 91,090	\$ 110,525	\$ 117,300	
4. Communal Day Schools	- 1		A.		
	Year 1	Year 2	Year 3	Year 4	
Agnon Hebrew Academy Solomon Schechter	\$ 28,350 33,000 37,800	\$ 56,700 66,000 75,600	\$ 75,600 88,000 100,800	\$ 94,500 110,000 126,000	
(grants for salary supplements)					
TOTAL COST	\$ 99,150	\$ 198,300	\$ 264,400	\$ 330,500	
5. Community Teachers			1		
1.5	Year 1	Year 2	Year 3	Year 4	
Expenses Salaries	\$ 66,000	\$ 94,000	\$ 125,000	\$ 130,000	
(@ \$22,000-25,000) Benefits (avg. 18%) BJE Administration (Interviewing, recruiting)	12,000 1,000	17,100 1,250	22,750 1,500	23,400	
Advertising BJE Financial Services JESNA Exchange Fees (@ \$150/year)	750 1,200 300	825 1,400 450	900 1,600 450	900 1,600 450	
TOTAL EXPENSES	\$ 81,250	\$ 115,025	\$ 152,200	\$ 157,850	
Income Schools' contribution to salaries (@ \$16-21,000) BJE In-kind Services	\$ 50,250 1,000	\$ 73,725 1,300	\$ 100,700 1,500	\$ 106,150 1,700	
TOTAL INCOME	\$ 51,250	\$ 75,025	\$ 102,200	\$ 107,850	
NET COST	\$ 30,000	\$ 40,000	\$ 50,000	\$ 50,000	

6. Retreat Institute

	Year 1	Year 2	Year 3	Year 4
Expenses Professional Salaries Secretary	\$ 47,500 15,000	\$ 75,000 16,500	\$ 80,000	\$ 85,125 19,500
Benefits Printing/Supplies/Postage Resource Materials	11,250 2,500 1,000	16,470 2,750 1,000	17,640 3,000 1,500	18,832 3,250 1,750
Treuhaft Subsidy NET COST	\$ 97,250	30,000 \$141,720	\$160,140	40,000 * \$168,457

^{*} Subsidy for use of the Treuhaft Conference Center by school and youth groups would level off at \$40,000/year. Additional increases in costs would be borne by the schools or youth groups.

7. Israel Incentive Savir	igs Plan	Plan		
Grants to students	_Year 1_	Year 2	Year 3	Year 4
based on projected no. of trips	\$ 33,600	\$ 42,000	\$ 47,600	\$ 56,000
BJE Administration	7,800	8,400	9,000	9,600
NET COST	\$ 41,400	\$ 50,400	\$ 56,600	\$ 65,600

8. Project Curriculum Renewal

	Year 1	Year 2	Year 3	Year 4
Expenses		-		-
Personnel				
Professional Salaries	\$ 71,700	\$ 84,940	\$ 97,456	\$103,804
Secretary	7,500	7,950	8,427	9,027
Benefits	13,464	15,791	18,000	19,181
Subtotal	\$ 92,664	\$ 108,681	\$ 123,883	\$ 132,012
Supplies				
Educational	\$ 2,500	\$ 3,750	\$ 3,750	\$ 3,750
Office/Printing	1,000	1,000	1,000	1,000
Curriculum Slide Prod.	1,000	1,000	1,000	1,000
Subtotal	\$ 4,500	\$ 5,750	\$ 5,750	\$ 5,750

Consist Askiniking				
Special Activities Curriculum Conf.	\$ 6,000	0	\$ 6,000	0
Beyond-the-classroom Curriculum Inst.	1,000	0	0	0
Out-of-town Curriculum conferences/ Library searches	2,500	1,500	1,500	1,500
Jewish School observations	0	500	500	500
Israel Consortium Consort. Mtgs./national Israel Melton Inst. JESNA in-service/local Local travel	800 2,000 1,000 500	800 2,000 1,000 500	1,000 2,000 1,000 500	1,000 2,000 1,000 500
Subtotal	\$ 14,300	\$ 6,300	\$ 12,500	\$ 6,350
Teacher Stipends for Curriculum Work	\$ 6,400	\$ 6,400	\$ 6,400	\$ 6,400
Accounting	\$ 1,500	\$ 1,665	\$ 1,850	\$ 2,050
Postage/Mailing	200	300	300	350
Telephone	300	300	300	300
GRAND TOTAL EXPENSES \$	119,864	\$ 129,396	\$ 150,983	\$ 153,212
Income BJE In-kind Salaries	\$ 23,638	\$ 25,226	\$ 26,936	\$ 28,636
Supplies Special Activities	900	1,150 2,200	1,150 2,250	1,150 2,300
Postage/Mailing	100	150	150	150
Telephone	150	150	150	150
TOTAL BJE IN-KIND	\$ 25,988	\$ 28,876	\$ 30,636	\$ 32,386
Conference income School fees	3,500 6,400	6,400	3,500 6,400	6,400
TOTAL INCOME	\$ 35,888	\$ 35,276	\$ 40,536	\$ 38,786
NET COST	\$ 83,976	\$ 94,120	\$ 110,447	\$ 114,426

9. Youth Resource Office

	Year 1	Year 2	Year 3	Year 4
Ongoing funding from community at same level	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000
NET COST	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000

10. Congregational Enrichment Fund Expansion

	Year 1_	Year 2	Year 3	Year 4
Grants to congregations BJE Administration	\$ 130,000 5,000	\$ 130,000 5,000	\$ 130,000 5,000	\$ 130,000 5,000
TOTAL EXPENSES	\$ 135,000	\$ 135,000	\$ 135,000	\$ 135,000
Income BJE In-kind	\$ 90,000	\$ 90,000	\$ 90,000	\$ 90,000
NET COST	\$ 45,000	\$ 45,000	\$ 45,000	\$ 45,000

VII. GOVERNANCE -- (This section is based on the work of the Blue Sky Task Force.)

It is recommended that the Joint Commission on Jewish Continuity be reconstituted after Federation Board of Trustees and Congregational Plenum approval of its Phase I report. The newly re-constituted Joint Commission on Jewish Continuity will be responsible for:

- -- Monitoring the implementation of COJC recommendations;
- -- Designing and conducting evaluation of new programs;
- -- Facilitating interagency and congregation-agency cooperation;
- -- Conducting further community planning in Jewish education and Jewish continuity areas;
- Advocating COJC goals with individual schools, congregations, agencies, and community leaders;
- -- Educating the community regarding COJC goals.

A. <u>Structure</u> -- The following structure is proposed for the newly reconstituted Joint Commission on Jewish Continuity and its subcommittees:

1. Commission

- a) Oversee program budgets and recommend allocations for the task force recommendations.
- b) Coordinate evaluation of new programs.
- c) Conduct advocacy efforts.

2. Program Subcommittee

- a) Oversee implementation of task force recommendations.
- Facilitate interagency and congregation-agency cooperation.
- c) Review other new programs as they are developed and undertake new planning studies (with the creation of special task forces if necessary).
- 3. Professional Advisory Committee
 - a) Act as a resource to advise community planning in Jewish education.
 - b) Survey national and international Jewish education arena,
 - Foster cohesion of professional educators throughout the community.
- 4. Other subcommittees as necessary.

B. MEMBERSHIP

The composition of the Joint Commission on Jewish Continuity and its subcommittees should reflect the unique partnership that has been developed within the commission, including representation from the Federation, the Congregational Plenum, and the communal education agencies. Leadership positions should be shared, with one chairperson designated by Federation and the other by the Plenum.

- 1. The Commission should be composed of the following:
 - a) Commission and program subcommittee co-chairpersons.

- Federation Budget, CSPC, WFPC, and Endowment chairpersons or their designees.
- c) Congregational Plenum -- four designated representatives.
- BJE, CCJS, and JCC president (board chairmen) or designees.
- The program subcommittee should reflect a broader representation of lay and professional leaders from the Federation, synagogues, agencies, schools, and broader Jewish community.
- The professional advisory committee should be composed of communal agency directors, Federation planning staff, rabbinic leadership, and professional Jewish educators.

C. STAFFING

Federation will continue to provide staffing through its Community Services Planning Department.

D. ALLOCATION OF FUNDS

- The Commission on Jewish Continuity will make annual recommendations to the Federation's Budget Committee for allocation of funds to meet its program needs. These will be in addition to regular annual allocations to beneficiary agencies through the Jewish Welfare Fund. The funds will be targeted for implementing new programs, or expanding existing programs, in accordance with COJC recommendations.
- The COJC executive committee would reserve the right to withhold funds from organizations that fail to meet its implementation or evaluation standards.

VIII. EVALUATION

Evaluation must be an integral part of the implementation of the programs outlined above. Because of the varied nature of the programs' goals and auspices, an overall evaluation design should make use of a multiple-method approach. Evaluation should serve to measure the extent to which program goals have been met; provide mid-course feedback which can guide improvement of programs along the way; and provide valuable information on the effectiveness of the relationships between the various partners, including Federation's role as initiator and facilitator of the process.

IX. CONCLUSION

Our commission is confident that the recommendations outlined in this report are the critical steps that our community must take now to ensure Jewish continuity. Without an ambitious, comprehensive, and integrated approach to the challenges that Cleveland and every Jewish community faces, we will continue to find Jewish identity and commitment growing weaker and weaker. With such an approach, we provide the tools that the community, its institutions, and its families need to bring us forward to a bright Jewish future.

Respectfully submitted,

Joint Federation/Plenum Commission on Jewish Continuity

Co-Chairmen

Charles Ratner and James Reich

Members

Howard Amster Dr. David Ariel Edward I. Baker Alan D. Bennett Daniel Biskind Sidney Caplan Michael Diamant Jeffrey Doppelt Hilda Faigin Louis Feig Rabbi Yaacov Feitman Bruce B. Felder Alice Fredman Marc Freimuth Jeffrey Friedman Max R. Friedman Stuart Gertman Robert Goldberg Henry J. Goodman Tamra Gould Alvin L. Gray Harley Gross Rabbi David S. Hachen Irwin S. Haiman

Seth B. Harris Richard Horvitz Rabbi Benjamin A. Kamin David Kangesser David Kleinman N. Herschel Koblenz Earl Leikin Irving A. Leonard Robert Levin Judith Lichtig Earl Linden Milton Maltz Thelma Maltz Morton L. Mandel Sheldon S. Mann Dr. Arthur J. Naparstek Nathan Oscar Zachary T. Paris Leon Plevin Dan A. Polster Robert S. Reitman Alan Rosskamm Stanley Rothenfeld Peter Rzepka

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Facsimile Transmission

To:	Dr. Barry W. Holtz	Date:	February 10, 1993
From:	Annette Hochstein	No. Pages:	1
Fax Number:	001-212-749-9085		

Dear Barry,

Thanks for your fax of the 5th. Sorry you had to delay your trip. I hope that both you and your son are feeling better.

I have noted your available dates. We are likely to be working through the 4th of March. Hope to be together in Baltimore on the 23rd of February. Ginny will contact you.

As I am writing, your document has arrived. I look forward to reading it.

It was good meeting with you.

Warm regards,

Annette