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CIJE correspondence, meetings, reports, planning documents, and seminars, 1993.

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| | Council for Initiatives |
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| А | Jewish Education |
| x | Date sent: No. of Pages (incl. cover): 26 |
| | To: September 27, 1993 Alan D. Hoffmann Organization: Ginny Levi |
| С | Phone Number: Phone Number: |
| 0 | Fax Number: Fax Number: |
| V | 011972 2 619 951 216-391-5430 Comments: |
| E | |
| R | Alan, |
| S H | Here is the agenda for the upcoming telecon. Also attached are the minutes and assignments from the last telecon. Included is a fax from Theresa Ruud and memos from BH and Art Naparstek regarding Lilly Foundation. Chaim Botwinick called to say he received your message and will get back to you with proposed meetings in the 10/31 - 11/3 time frame within 10 days. |
| E | Ginny I. |
| E | B |
| T | |
| | If there are any problems receiving this transmission, please call: 216-391-1852 |

AGENDA CIJE STAFF TELECON Sept. 29, 1993 10:00 AM (EDT)

ticipants: Gail Dorph, Alan Hoffmann, Barry Holtz, Ginny Levi

| | Assignment |
|---------------------|------------|
| Minutes of 9/21 | VFL |
| Assignments of 9/21 | VFL |
| Israel Agenda | ADH |

[Random order]

A. From 3 to 23

B. Attainable lead community goals by April board meeting

- C. The community of educators and CIJE
- D. Establishment (rejuvenation) and use of professional advisory group
- E. Lead community rabbis and broader groups of rabbis
- F. Summer 1994 for pros and lay people
- G. Denominations
- H. GA: Lead community seminar
- I. Pilot projects
- J. Content of Lilly/CIJE colloquium
- K. Planning with institutions of higher Jewish learning
- L. Reasonable outcomes for Lead Communities over 3, 6, 9 months
- M. Should BH write a "vision" of LCs ala The Future is History: what would/could the LCs look like if it worked?
- N. Ideas to deal woth recruitment of educators
- 0. Ideas to deal with upgrading/inservice of educators
- P. Ideas to deal with compensation of educators
- Q. Ideas for helping with strategic planning: Can we use 12/13/88 criteria for prog. options in working with LC commissions?
- R. A LC project: how is "quality" judged in advance?

- S. Project: A "Wexner" type project for lay leaders: A Vision of Jewish education for the future -- goals project both in Israel and US
- T. What do we mean by systemic change: would "raising up" each institution individually, without hitting the whole system, be enough?
- U. How do you have systemic change when individual institutions are all independent? Differences between Jewish education and the Smith & O'Day view (no overarching control)
- V. What is the connection of the Best Practices project to the LCs?
- W. Do we need letters of agreement with the LCs? If so, what should they cover?

| IV. | Community Updates | GZD |
|------|-----------------------------------|------|
| Ϋ. | Review of upcoming travel plans | ADH |
| VI. | Other issues | Теаш |
| VII. | Future telecons | VFL |
| | Wed., Oct. 6, 10:00 am (Earlier?) | |

Thurs., Oct. 14, 2:00 pm

Can we set aside Wed. at 9:00 am (or 8:30) for future telecons?

| MINUTES: | CIJE STAFF TELECONFERENCE |
|----------------------|---|
| DATE OF MEETING: | September 21, 1993 |
| DATE MINUTES ISSUED: | September 24, 1993 |
| PRESENT: | Gail Dorph, Al an Hoffmann , Barry Holtz, Virginia Levi (Sec'y) |
| COPY TO; | Morton L. Mandel |

I. <u>Communications</u>

A. Bi-weekly Newsletter

Ginny will gather excerpts from reports and minutes on a bi-weekly basis for distribution to Seymour Fox, Adam Gamoran, Ellen Goldring, Annette Hochstein, Steve Hoffman, Mort Mandel, Barry Reis, Shmuel Wygoda and Henry Zucker. This is a way to ensure that this group is in focus on our work.

It was agreed that each core staff person will prepare a written report on field visits and other activities and will submit these to Ginny for distribution. If there is any information in these reports for the eyes only of the core staff, a second version will be sent to Ginny for distribution to the broader group.

The monitoring, evaluation & feedback group will also be responsible for submitting reports on their meetings and activities. Alan will Assignment talk with Adam about this.

The suggestion was made at the debrief session on August 26 that a periodic newsletter or chairman's letter be prepared for distribution. Barry has raised the topic with Nessa Rappopert at JTS, who might consider this work.

Our audiences would be the board, lay people beyond the board, educators, and the broader public. It was suggested that we may be talking about four different publications:

- 1. chairman's letter
- 2. newsletter to the lay community
- 3. newsletter to the professional community
- 4. general descriptive brochute

It was suggested that one person who is familiar with our work could do all of this effectively as an "in house" writer. It was also suggested that we consider starting slowly, but that we move forward with this process.

Barry will ask Nessa to submit a proposal for doing this work. He will also explore the possibility of other candidates.

B. JTA and other sources of information

It was suggested that Ginny arrange a CIJE subscription to the JewishAssignmentTelegraphic Agency. She will forward the reports to the remainder of
the staff group.

Ginny will also arrange for subscriptions to the local Jewish newspapers in Atlanta, Baltimore and Milwaukee to be sent to Gail, who will scan them and forward critical information to the others. It was agreed that it is important for us to be aware of the general goings on in the three communities.

C. Memo to Lead Communities on CIJE staff and consultants

We promised a memo to the Lead Communities outlining the responsibilities of CIJE staff and consultants and indicating how each can be reached. A draft of this document was discussed and approved. Gail and Barry will talk about possible alternative titles and propose any to Alan before Friday, 9/24.

Ginny will ask the North American consultants for their approval of their descriptive summaries and Alan will do the same with the Israeli consultants.

II. Search for Office Space

Barry reported that there are currently three possible options:

A. American Jewish Committee

This is well located and offers good support services, but Barry thinks we will be treated as one client among many.

B. JCCA

Office space originally set aside for CIJE remains available. The cost would be less than in Mid-town. The location is less advantageous.

Alan will call Art Rotman and ask if Barry and Steve Hoffman could Assignment see the space. Following a call by Alan, Barry will contact Art Rotman to arrange a visit.

C. UJA/Federation

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Steve Hoffman will talk with Stave Solender about less opulent space. If there is some available, SHH and Barry will plan to visit on September 28.

III. Funding Issues

A. Baltimore Request

We have received a brief letter from Chaim Botwinick requesting a ssignment \$30,000 grant. Alan will call Chaim and ask him to clarify the proposed use of the funds.

- Ginny will send Alan copies of correspondence with Milwaukee regarding their grant. Gail will talk with Shulamith Elster about the understanding that the communities are to pay for the analysis of the data from the educators survey and will ask her for the disc on which the questionnaire can be found.
 - B. Lilly Foundation

Alan will write a letter to Craig Dykstra, thank him for a good ssignment meeting and propose dates for a joint colloquium to be funded by Lilly. It was agreed that the content and participants in the colloquium remain to be determined. Suggestions for content include: the educated Jew project, Jewish values, systemic reform in the religious community, theology and sociology. This is a topic to be added to the agenda for the Israel seminar.

C. Jim Joseph Foundation

Ginny will call Tim Hausdorff and propose a meeting with Alan, ssignment Gail and Barry in November. Prior to that meeting, it was suggested that the group talk with Ellen Goldring who is knowledgeable in the training of principals. There may be a way to bring Vanderbilt into the project.

IV. <u>Relationship to Institutions of Higher Learning</u>

Ginny will add this to the agenda for discussion at the meetings in Israel.

It was noted that the MAF grants to the training institutions should became part of the CIJE agenda. Part of the purpose of these grants was for the institutions to help meet the needs of the Lead Communities. To the knowledge of this group, very little planning has occurred by the training institutions for work in the Lead Communities.

Alan has agreed to attend a meeting of the "ALOHA group", the group of colleges of Jewish studies, on October 31 and November 1. He plans to spend the morning of October 31 meeting with Sara Lee. Alan will consider

ssignment whether Gail should accompany him to the ALOHA meeting. This will be discussed at the next telecon. Ginny will confirm Alan's attendance at the meeting and request details on the time, place and agenda. She will also be sure Sara has set aside the morning to meet with Alan.

> Barry reported having been invited to a meeting that Hebrew Union College is holding in California on November 21 and 22 to discuss progress on the work with supplementary schools being funded by MAF. Alan will discuss with MIM whether Barry and Gail should attend.

It was reported that Sara Lee plans to be in Baltimore in October. Alan offered to have Gail call her prior to that meeting to fill her in on contacts CIJE has had with Reform educators in Baltimore. At the same time, Gail should find out what Sara plans to do in Baltimore.

V. <u>Status Reports on Communities</u>

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It was agreed that reports will be submitted by Gail, in Writing, as follow-up to the recent meetings in each of the three communities. Discussion focused instead on Gail's upcoming trip to Milwaukee.

It was suggested that the visits to the communities are, in part, to "show the flag" of CIJE. They should be used as opportunities to set up direct channels of communication with local educators.

It was suggested that we look at our work with the Lead Communities relative to the following three pre-conditions:

- 1. A local champion as lay leader one of the most powerful lay leaders in the community with the capacity to attract community funding.
- 2. A Federation director who sees this as a high priority.
- 3. A professional running the project on whom CIJE can rely.

It was suggested that in terms of these three pre-conditions, Atlanta has the most potential and Milwaukee presents the greatest challenges.

A discussion followed about how we will serve communities beyond the three. It was noted that Cleveland is asking for access to many materials being introduced in the Lead Communities which are not yet ready for dissemination. Ginny will try to arrange a meeting on November 8 for Alan and Gail with Steve Hoffman and Mark Gurvis to discuss this. VI. <u>Calendar</u>

A. Monday, November 8

The schedule of meetings for Monday, November 8 was reviewed. At present it is as follows:

7:30 - 9:00 GZD, SHH, ADH, BWH, VFL, MLM, HLZ

9:00 - 3:30 GZD, SHH, ADH, BWH, VFL

3:30 - 5:00 Management Committee: SHH, ADH, VFL, BR, HLZ, (SDN?)

5:00 - ? ADH, MLM

We will consider holding a staff group meeting on Sunday evening, November 7, beginning around 7 PM.

B. Milwaukee

The current plan is for Alan, Barry and Gail to spend Tuesday, November 9 in Milwaukee, including participation in their task force meeting that evening, followed by an all day staff meeting on Wednesday, November 10, to include Ginny, Adam, Ellen, and Danny. This may all have to be charged in light of the fact that the CJF Commission is scheduled to meet Wednesday, November 10, 10:30 AM to 4:00 PM. (Times confirmed with Jon Woocher.) This is to be discussed further.

C. The GA

Steve Hoffman has been in touch with Marty Krasr and Jon Woocher about a role for CIJE at the GA. It is likely that MLM will introduce the prime minister, Chuck Ratner will speak at a plenary seesion about moving from Cleveland to CIJE, and Barry will be asked to make a presentation on Best Practices at another session. In addition, there is a session scheduled on local commissions at which we are proposing that one Lead Community lay person participate as a presenter and that another participate as a respondent.

With respect to the Lead Communities Seminar to be held in Assignment conjunction with the GA, Ginny will write now to the three communities noting that we are beginning to plan for that meeting and asking for their input to the agenda.

VII. <u>Israel Agenda</u>

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It was agreed that this will be an item for discussion on the next telecon. Ginny will take the nine topics already listed and add those provided by Barry and those which appear in these minutes, including a discussion on what is a reasonable outcome for each of the Lead Communities over the next 3, 6, and 9 months.

VIII. <u>Travel Plans</u>

In addition to Milwaukee on September 22 and 23, Gail plans to go to Atlanta on September 27 and 28 and Baltimore on October 13 and 14. Barry will join her in Baltimore on the 13th.

It was suggested that we develop a process for evaluating meetings other than those arranged directly by CIJE in order to determine which we will attend. We should have an ongoing one-month projection of upcoming meetings.

IX. <u>Other Issues</u>

Assignment

It was reported that the Milwankee study on the professional lives of educators is nearly ready for release. There was a sense that it is not an especially well written document and that we need a means of quality control for materials scheduled to go from CIJE. Alan will talk with Adam about finding someone to do an editorial review of the Milwaukee study and, in general, about his responsibility for overseeing the quality of MEF documents that are produced.

X. <u>Future Telecons</u>

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Future telecons are scheduled as follows:

Wednesday, September 29, 10:00 AM

Wednesday, October 6, 10:00 AM

Thursday, October 14, 3:00 PM

At the next telecon we should discuss a regular time and day for future telecons.

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□ ASSIGNMENTS

ACTIVE PROJECTS
 RAW MATERIAL

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FUNCTIONAL SCHEDULE

FUNCTION

SUBJECT/OBJECTIVE

ORIGINATOR/PROJECT LEADER

DORPH ASSIGNMENTS

CIJE STEERING COMMITTEE

VFL

DATE 9/21/93

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVE DATE |
|-----|--|-----------|------------------------------|-----------------------------|----------|--------------------------------|
| 1. | Write reports on Atlanta, Baltimore and Milwaukee visits. | | GZD | 9/21/93 | 9/28/93 | |
| 2. | Talk with S. Elster to find out details on the decision for Lead Communities to pay for date analysis and to request disk of questionnaire. | | GZD | 9/21/93 | 9/29/93 | |
| 3. | Determine date for Milwaukee forum. Discuss arrangements with Ruth Cohen. | | GZD | 8/31/93 | 9/30/93 | |
| 4. | Call S. Lee about status of CIJE contacts w/Reform community in Baltimore. | WIS VE | GZD | 9/21/93 | 10/15/9 | 3 |
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FUNCTION

SUBJECT/OBJECTIVE

ORIGINATOR/PROJECT LEADER

DATE 9/21/93

CIJE STEERING COMMITTEE

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|-----|---|----------|------------------------------|-----------------------------|----------|---------------------------------|
| 1. | Finalize arrangements for Blaustein grant with D. Hirschhorn. | | SF | 7/22/93 | 8/15/93 | |
| 2. | Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: | | SF | 2/25/93 | 8/15/93 | |
| | a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Paul Steinberg f. Isadore Twersky | EWI | H G | | | |
| 3. | With AH and BH, draft a job description for Barry Holtz. | | SF | 5/19/93 | 8/19/93 | |
| 4. | With SHH, develop a plan for involving denominations in each Lead Community process. | D N | SF | 3/31/93 | 12/1/93 | |
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CIJE STEERING COMMITTEE

VFL

DATE ASSIGNED STARTED ASSIGNED COMPLETED OR REMOVED DESCRIPTION PRIORITY DUE DATE NO. (INITIALS) DATE 8/12/93 Prepare a recommendation for a policy on ARH 7/9/93 1. the use of materials and data generated by CIJE. Contact the following board members in ARH 2/25/93 8/15/93 2. preparation for the August 26 meeting and send brief report to VFL: a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch 8/19/93 5/19/93 ARH With SF and BH, draft a job description 3. for Barry Holtz. -----

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CIJE STEERING COMMITTEE

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DATE 9/21/93

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|-----|--|-----------|------------------------------|-----------------------------|----------|---------------------------------|
| 1. | Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Jay Davis b. Charles Goodman c. Marvin Lender d. Norman Lipoff e. Charles Ratner f. Bennett Yanowitz | | SHH | 2/25/93 | 8/15/93 | |
| 2. | With HLZ, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant. | VIS VE | SHH | 6/8/93 | 8/15/93 | |
| 3. | Call Carl Sheingold to talk about CIJE slot on the GA agenda. | 6.6 | SHH | 7/22/93 | 8/19/93 | |
| 4. | Propose to MLM that he talk with Roy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points. | IJ | SHH | 3/24/93 | TBD | |
| 5. | With SF, develop a plan for involving denominations in each Lead Community in CIJE. | 1 | SHH | 3/31/93 | TBD | 1 |
| б. | With Alan Hoffmann, confer by telephone with chief professional of each Lead Communinity to encourage them to interview Senior Educators. | 13 | SHH | 5/19/93 | TBD | |
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FUNCTION

CIJE STEERING COMMITTEE

VFL

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

SUBJECT/OBJECTIVE

ORIGINATOR/PROJECT LEADER

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9/21/93 DATE

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|------------------------------|-----------------------------|----------|---------------------------------|
| 1. | Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities. | | ADH | 7/22/93 | 8/19/93 | |
| 2. | Redraft PERT chart on which clear milestones for CIJE are highlighted. | | ADH | 7/22/93 | 8/19/93 | |
| 3. | Draft a mission statement for the Lead Communities project. | | ADH | 7/22/93 | 8/19/93 | |
| 4. | With staff, prepare time line and action plan for CIJE. | | ADH | 6/17/93 | 8/20/93 | |
| 5. | Write to Roberta confirming salary arrangements. | | ADH | 9/21/93 | 9/30/93 | |
| 6. | Write to Lilly Foundation reps. as follow- up to Indianapolis meeting. Enclose <u>A Time</u> <u>to Act</u> and other publications. | | ADH | 9/21/93 | 9/30/93 | |
| 7. | Talk with AG about editorial review of MEF reports. | | ADH | 9/21/93 | 9/24/93 | |
| 8. | Talk with AG about submitting written reports to VFL on MEF meetings and activities for bi-weekly newsletter. | | ADH | 9/21/93 | 9/24/93 | |
| 9. | Discuss with MLM whether BH and/or GD should attend HUC meeting 11/21/93 - 11/22/93. | | ADH | 9/21/93 | 9/29/93 | |
| 10. | Consider whether GZD should accompany ADH to ALOHA. | | ADH | 9/21/93 | 9/29/93 | |
| 11. | Clarify with Chaim Botwinick Baltimore's proposed use of grant. | | ADH | 9/21/93 | 9/30/93 | |
| 12. | Arrange to meet with Schindler and Syme on next trip. | | ADH | 9/21/93 | 10/05/93 | |
| 13. | Arrange to meet with CRB Foundation on next visit. | | ADH | 9/21/93 | 10/05/93 | |
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ACTIVE PROJECTS

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SUBJECT/OBJECTIVE

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CIJE STEERING COMMITTE

DATE 9/21/93

| DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|--|---|--|--|--|--|
| Write follow-up letter to Craig Dykstra - Lilly Foundation. | | ADH | 9/21/93 | 10/05/93 | |
| Write up meetings with denominations and training institutions. | | ADH | 9/21/93 | 10/15/93 | |
| Consider issue of tax exemption at Mayflower. (BR is working on this) | | ADH | 9/21/93 | 10/20/93 | |
| Work with VFL on budget start with work plan and structure, to be discussed with SDN in Israel. | | ADH | 9/21/93 | 10/26/93 | • |
| Develop a communications program: internal; with our board and advisors; with the broader community. | | ADH | 9/21/93 | 11/30/93 | |
| Look into design of CIJE logo. | | ADH | 9/21/93 | 12/15/93 | • |
| Develop descriptive brochure for CIJE. | 7.7 | ADH | 9/21/93 | 1/15/94 | |
| | Write follow-up letter to Craig Dykstra - Lilly Foundation. Write up meetings with denominations and training institutions. Consider issue of tax exemption at Mayflower. (BR is working on this) Work with VFL on budget start with work plan and structure, to be discussed with SDN in Israel. Develop a communications program: internal; with our board and advisors; with the broader community. Look into design of CIJE logo. | <pre>Write follow-up letter to Craig Dykstra - Lilly Foundation. Write up meetings with denominations and training institutions. Consider issue of tax exemption at Mayflower. (BR is working on this) Work with VFL on budget start with work plan and structure, to be discussed with SDN in Israel. Develop a communications program: internal; with our board and advisors; with the broader community. Look into design of CIJE logo.</pre> | DESCRIPTIONPRIORITYTO (INITIALS)Write follow-up letter to Craig Dykstra - Lilly Foundation.ADHWrite up meetings with denominations and training institutions.ADHConsider issue of tax exemption at Mayflower. (BR is working on this)ADHWork with VFL on budget start with work plan and structure, to be discussed with SDN in Israel.ADHDevelop a communications program: internal; with our board and advisors; with the broader community.ADHLook into design of CIJE logo.ADH | DESCRIPTIONPRIORITYTO (INTIALS)ASSIGNED STARTEDWrite follow-up letter to Craig Dykstra - Lilly Foundation.ADH9/21/93Write up meetings with denominations and training institutions.ADH9/21/93Consider issue of tax exemption at Mayflower. (BR is working on this)ADH9/21/93Work with VFL on budget start with work plan and structure, to be discussed with SDN in Israel.ADH9/21/93Develop a communications program: internal; with our board and advisors; with the broader community.ADH9/21/93Look into design of CIJE logo.ADH9/21/93 | DESCRIPTIONPRIORITYTO (INTIALS)ASSIGNED STARTEDDUE DATEWrite follow-up letter to Craig Dykstra - Lilly Foundation.ADH9/21/9310/05/93Write up meetings with denominations and training institutions.ADH9/21/9310/15/93Consider issue of tax exemption at Mayflower. (BR is working on this)ADH9/21/9310/20/93Work with VFL on budget start with work plan and structure, to be discussed with SDN in Israel.ADH9/21/9310/26/93Develop a communications program: internal; with our board and advisors; with the broader community.ADH9/21/9311/30/93Look into design of CIJE logo.ADH9/21/9312/15/93 |

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CIJE STEERING COMMITTEE

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ORIGINATOR/PROJECT LEADER

SUBJECT/OBJECTIVE

9/21/93 DATE

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|---|-----|--|----------|------------------------------|-----------------------------|----------|---------------------------------|
| | 1. | Call Ruth Cohen about a speaker for Milwaukee meeting in October to help establish a vision for Jewish education. | | ВН | 7/29/93 | 8/01/93 | |
| | 2. | Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: | | ВН | 6/30/93 | 8/15/93 | |
| | | a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e. Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done | | 5 | | | |
| | 3. | Meet with J. Woocher for guidance on approach to mailing publications. | | ВН | 7/22/93 | 8/19/93 | |
| | 4. | With SF and ARH, draft a job description for Barry Holtz. | | ВН | 5/19/93 | 8/19/93 | |
| | 5. | Prepare a memo summarizing proposal on distribution of CIJE materials. | | ВН | 5/28/93 | 8/21/93 | |
| | 6. | Arrange for SHH to see space at UJA/Fed., American Jewish Committee, on 9/28. | | BH | 9/21/93 | 9/27/93 | |
| 1 | 7. | Set up a meeting for BH and ADH with John Ruskay and Rachel Cowan for ADH's mext visit. | | BH | 9/21/93 | 10/05/9 | 3 |
| | 8. | Work with Atlanta on filling the position of Director of the Lead Community project. | | BH | 6/16/93 | 12/15/9 | 3 |
| | 9. | Prepare suggestions for how to proceed wit pilot projects in Atlanta. | h | BH | 3/5/93 | TBD | |
| | 10. | Work with Milwaukee on pilot projects. | | BH | 3/5/93 | TBD | |
| | 11. | Begin work with Baltimore on a pilot project. | | BH | 3/5/93 | TBD | |
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PREMIER INDUSTRIAL CORPORATION

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

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CIJE STEERING COMMITTEE

DATE 9/21/93

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ORIGINATOR/PROJECT LEADER

| 1. | Work with CJF to schedule a meeting of CIJE with Lead Community representatives on 11/16, in conjunction with the GA. | TP | | | | |
|-----|--|------|------|---------|----------|----|
| 2. | | | VFL | 7/22/93 | 8/19/93 | |
| | Determine with IVI the best arrangements for Israel travel. Discuss with GZD and BWH. | TP | VFL | 9/21/93 | 9/23/93 | |
| 3. | Complete preparation of minutes of staff Baltimore, board, and executive committee meetings. | | VFL | 9/21/93 | 9/24/93 | |
| 4. | Write to Lead Communities re: details of November seminar and request input on agenda. | TP | VFL | 9/21/93 | 9/28/93 | |
| 5. | Confirm ADH's attendance at ALOHA and get details. | 17. | VFL. | 9/21/93 | 9/29/93 | |
| 6. | Draft cover letter to accompany minutes people who attended board meeting. | O TP | VFL | 9/21/93 | 9/30/93 | |
| 7. | Draft cover letter to accompany minutes r people who did not attend board meeting. Suggest additional personal sentence for some. Enclose report on BP in Early Childhood. | O TP | VFL | 9/21/93 | 9/30/93 | |
| 8. | Subscribe to JTA and Jewish newspapers of the 3 Lead Communities. | | VFL | 9/21/93 | 9/30/93 | i. |
| 10. | Arrange for ADH and GZD to meet with Stev Hoffman and Mark Gurvis to discuss Cleveland's use of CIJE materials. | 'e | VFL | 9/21/93 | 9/30/93 | |
| 11. | Prepare first bi-weekly newsletter. | TP | VFL | 9/21/93 | 9/30/93 | |
| 12. | Call Tim Hausdorff and propose meeting with ADH, GZD, BWH about Jim Joseph grans | | VFL | 9/21/93 | 10/01/93 | 1 |
| 13. | Organize and arrange meetings for Cleveland "forum" on 11/8 and Milwaukee continuation on 11/9-10. Notify participants of plans. | TP | VFL | 9/21/93 | 10/04/93 | |
| 14. | Develop and maintain a 6 month CIJE calendar. | TP | VFL | 9/21/93 | 10/10/93 | |

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PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. B.S FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHLOULE

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ACTIVE PROJECTS

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RAW MATERIAL
 FUNCTIONAL SCHEDULE
 73990 (REV. 1/89) PRINTED IN U.S.A.

SUBJECT/OBJECTIVE

ORIGINATOR/PROJECT LEADER

E LEVI ASSIGNMENTS

VFL

CIJE STEERING COMMITTEE

DATE 9/21/93

| NO, | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|------------------------------|-----------------------------|----------|---------------------------------|
| 15. | Look into use of Internet/Compuserve for CIJE. | SP | VFI. | 9/21/93 | 10/15/93 | |
| 16. | Design and order business cards for staff. | SP | VFL | 9/21/93 | 10/15/93 | |
| 17. | Look into options and costs of portable printer for ADH. | SP | VFL | 9/21/93 | 10/15/93 | |
| 18. | Review files on financial commitments of CIJE supporters and be sure Barry Reis' records are complete. | SP | VFL | 9/21/93 | 10/15/93 | |
| 19. | Plan to discuss letters of agreement for the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect. [Israel agenda] | RP | VFL | 4/7/93 | 10/18/93 | |
| 20. | Arrange to have Macintosh disks of names and addresses translated to IBM use. Explore best way to develop and update a rolodex for staff use. Take disks to Israel. | RP | VFL | 9/21/93 | 10/18/93 | |
| 21. | Arrange for Barry Reis to prepare and submit a monthly summary of expenditures to ADH. | SP | VFL | 9/21/93 | 10/18/93 | |
| 22. | Work with ADH on budget. Start with work plan and structure. | TP | VFL | 9/21/93 | 10/27/93 | |
| 23. | Prepare a list of CIJE and Mandel Institute consultants used to date and their rates of pay. | RP | VFL | 9/21/93 | 10/31/93 | |
| 24. | Revise letterhead. | RP | VFL | 9/21/93 | 10/31/93 | |
| 25 | Arrange for review of CIJE manual when staff is in Cleveland. | SP | VFL | 9/21/93 | 11/08/93 | |
| 26. | Organize materials for parallel set of files. | RP | VFL | 9/21/93 | 11/15/93 | |
| 27. | Schedule a telecon with Executive Committee members following a meeting of presidents and executives of partner organizations. | RP | VFL | 2/25/93 | TBD | 1 |

| 5 | | MER INDUSTRIAL CORPORATION | | | | 1.0 | E MANAGENENT MANUA FOR GUIDEUNES ON TH THIS FORM FOR A FUNC | E COMPLETION |
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| | | ACTIVE PROJECTS | FUNCTION | CIJE | STEERING | COMMITTE | E | |
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| | 73890 (REV. 1/89) PRINTED IN U.S.A | | ORIGINATOR/PROJEC | T LEADER | VFL | D | ATE 9/21 | /93 |
| | NO. | DESCRIPTION | | PRIGRITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
| | 1. | Contact the following board preparation for the August : send brief report to VFL: a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer | members in 26 meeting and | | MLM | 2/25/93 | 8/15/93 | |
| l | 2. | Consider establishing a fina | ance committee. | | MLM | 4/7/93 | 8/31/93 | |
| | 3. | Visit with Erica Jesselson board to support CIJE. | | EW(S | MLM | 6/17/93 | | |
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| FOR SUIDELINES ON THE COMPLETION |
| OF THIS FORM FOR A FUNCTIONAL SCHEDULE |

ASSIGNMENTS

RAW MATERIAL

ACTIVE PROJECTS

FUNCTION

SUBJECT/OBJECTIVE WYGODA ASSIGNMENTS

VFL

CIJE STEERING COMMITTEE

DATE 7/29/93

TIP FUNCTIONAL SCHEDULE

ORIGINATOR/PROJECT LEADER

DATE //29

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| | NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|---|-----|---|----------|------------------------------|-----------------------------|----------|---------------------------------|
| | 1. | With VFL, draft a written progress report to be sent to the board in early August. | | รพ | 6/30/93 | 8/1/93 | |
| | 2. | Ask each Lead Community to prepare notes on annual plan for Baltimore meeting. | | SW | 7/22/93 | 8/2/93 | |
| | 3. | With ARH, discuss with Adam Gamoran what is expected of him at the August 26 meeting. | | SW | 7/29/93 | 8/6/93 | |
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PREMIER INDUSTINAL CORPORATION

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SUBJECT/OBJECTIVE

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ORIGINATOR/PROJECT LEADER

9/21/93 DATE

CIJE STEERING COMMITTEE

VFL

ZUCKER ASSIGNMENTS

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETE OR REMOVE DATE |
|-----|--|------------|------------------------------|-----------------------------|----------|-------------------------------|
| 1. | Schedule meeting of MLM, AJN, and HLZ to discuss CIJE funding. | | HLZ | 7/9/93 | 7/30/93 | |
| 2. | With SHH, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant. | | HLZ | 6/8/93 | 8/15/93 | |
| 3. | Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: | | HLZ | 2/25/93 | 8/15/93 | |
| | a. Mandell Berman b. John Colman c. Maurice Corson | wis / E | H S | | | |
| 4. | Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA. | | HLZ | 3/24/93 | TBD | |
| 5. | Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi Chai, Wexner and other funders. | 2 | HLZ | 1/28/93 | TBD | |
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Atlanta Jewish Federation

1753 Peachtree Road, NE Atlanta, GA 30309

TELEPHONE # (404) 970-1614 FAX # (404) 881-4027

FACSIMILE COVER SHEET

| TO: | GINNY LEVY |
|----------------|--|
| | 216/391-5430 |
| FROM: | TERESA RULD Decement |
| DATE: | 9/27/93 |
| Including | cover sheet, you should receive <u>l</u> pages. |
| If you do | not receive all pages, please call (404) 870-1614. |
| MESSAGE: | Below are dates David Sarnat will be Israel and perhaps |
| he and Mr. Ho: | ffman can meet at this time: October 27 (dinner), October 28 |

or October 29th. Sorry for the delay in getting this schedule to you.

Give us a call and let us know when Mr. Hoffman would like to meet.

Thanks.

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September 10, 1993

Council for Initiatives in Jewish Education

From: Barry W. Holtz To: CIJE staff and advisers Re: Lilly Endowment meeting

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On September 8th, Alan Hoffmann, Art Naparstek and I met with representatives of the Lilly Endowment at their main office in Indianapolis. The purpose of this meeting, which Art had artanged, was to explore the CIJE's work with a possibility in mind for a future "partnership" with Lilly on a project or projects.

We met with three Lilly staff people: most significantly, the Vice President who is in charge of the entire religious grants operation, Craig Dykstra, attended the meeting; indeed, he made a special effort to come directly from the airport where he arrived on a flight from Los Angeles so that he could be at the meeting. I knew Craig's name from his days as a professor at the Princeton Divinity school and his writings in the field of theology and religious education. (I had taught one essay of his in fact and pulled it out of my files to rcread before this meeting!) We had never met, but Art had spoken with him in advance of our meeting.

The other two participants were Dorothy Bass, who heads up an important research project of Lilly's in the area of church/congregational history. One reason I think that she was there is that Dorothy has had connection with some of their Jewish projects-- Lilly is funding a two-volume history of JTS and I had had just two days before had lunch with the JTS professor (Jack Wertheimer) who is heading up that project. Dorothy is the Lilly contact person on that project. The other participant was a bright, young program associate named Edward Queen II (yes!). Despite his name, he turned out to be quite knowledgeable about Judaism-- owing to the fact of his being married to a Jew and having, as he put it, a "Jewish child." Edward had spent time on kibbutz and was involved in a research project of his own writing about journeys to the Holy Land in the late 19th century.

All three of the CIJE participants left this meeting with an exceptionally good feeling. Art said that it was one of the best initial meetings with a foundation that he had over been involved with. And Alan and I also felt a great amount of interest in the CIJE endeavor. Craig Dykstra had read A Time to Act quite carefully and, as we all put it later, he really "got" it-- more perhaps than many of our Jewish colleagues. It was his reading of the Commission report that moved him to want to be at the meeting, we suspect.

The discussion was far-ranging, friendly and very encouraging. Sometimes we forget that to non-Jews working in the field of Christian religious education, Jewish education seems remarkably advanced! The Lilly folks look at us and see a community of manageable size, a "system" of Jewish education-- flawed as it might be-- rather than the decentralized, amorphous, congregationally-based approach of Christian religious education. They have no Federation system, no central address. As one of them put it, "You folks only have <u>four</u> denominations!"

We discussed many aspects of the CIJE plan. In particular Alan had the thought that the Goals Project would be of great interest to them and his intuition was correct. One area of their concern is "leadership development" in the area of the laity. It is quite simply their version of our "mobilizing the community." Alan presented our "building block" of community mobilization as being both oriented toward philanthropic development and a greater and deeper understanding of education and its role in Jewish life. When he described the educated Jew project, they were extremely excited. We "pitched" the idea that the CIJE has been talking about of using the Goals project as a way of educating community leaders, of "raising the discourse" about Jewish education, in Seymour's phrase. We also talked about the Best Practices Project, which also was of interest to them, and the whole question of improving the profession of educators, which is a tremendous problem in their arena too.

Many other matters came up as well. We met with them for around two hours.

We got good advice from Art before the meeting about the goals of such a discussion. In particular he said three things that were very helpful

a) Lilly's own funding capacity is down due to the drop in Lilly stock. Therefore the endowment had a kind of freeze on for new projects. Nonetheless this is the 4th largest foundation in North America and it is still giving out money in excess of 40 million dollars per year; b) Art counseled that this should be viewed by Alan and me and the first step in a long process. Our goal is to build trust, to create a connection and to start a process which would eventually (perhaps over 2-3 years) lead to a major grant. His sense after the meeting was that as a first step we hit a homerun. But we must continue cultivating the relationship. Lilly does give relatively little to the Jews and probably would like to do more; c) Art felt that our goal should be to come out of this meeting with the desire to hold a "roundtable" or seminar between their people and our people some time later this year. Craig indicated he would very much like to help make such a meeting possible. There may be some money available from them for such a meeting, given the way he spoke. My own view is that even if Lilly will only pay for their people to attend and we will pay for ours, such a roundtable will be an important next step and we should try to move it along.

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What we need to do is figure out an agenda and a group to attend from our side. Both Alan and I feel that given their very strong emphasis and interest on what they call "practical theology" we ought to bring along someone sympathetic to us and well-respected in that arena. Candidates might include: Art Green, Michael Fishbane (from U of Chicago-- his name came up), and/or some of the players from the Educated Jew project-- Rosenak perhaps or Twersky.

This is a very good beginning and we ought to keep at it. Craig expressed a lot of interest in my work concerning teaching texts and yesterday I sent him copies of two of my books (Back to the Sources; Finding our Way) that he was asking about. Beyond that we need to talk about next steps.

1.5

MEMORANDUM

| To: | Morton L. Mandel |
|----------|-----------------------------------|
| From | Arthur Naparstek |
| Date: | September 9, 1993 |
| Subject: | Meeting with the Lilly Foundation |
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You are aware that Alan Hoffman, Barry Holtz and I meet with Craig Dykstra and his staff at the Lilly Foundation. The meeting was a smashing success in that Dr. Dykstra and his staff fully understand the mission of CIJE and appear to be very interested in building a partnership with CUE. Although Lilly is not in a position of making awards for 1993, I believe Alan should be cultivating them for the future.

Our objective going into the meeting was to begin the process of establishing a partnership with the Foundation. We accomplished that objective in that they accepted our proposal to co-sponsor a seminar bringing together scholars who are working with CUE and those scholars who are working on similar initiatives that the Lilly Foundation is undertaking.

The type of meeting we had with the Lilly Foundation should be repeated at a number of other national foundations like Carnegie, Pew, Spencer, Kellogg and possibly Ford. You now have an extraordinary product that will interest a number of non-Jewish foundations. Finally, Alan and Barry did a beautiful job in presenting CIJE.

cc: Henry Zucker

Council for Initiatives F in **Jewish Education** A X Date sent 7/11 No. of Pages (incl. cover): 7/7 Time sent: To: als From: Organization: C Phone Number: Phone Number: 0 Fax Number: Fax Number: V Comments: E alan R Look at the memo to MLM on Sail's travel issue. I changed what I recommended as option S Zack Harris will be in Israel Oct. 13-28. Daniel Bade Н will be there Oct. 19-28. They'll be in touch with me next week about specifico. E E T uch! 410-578-6914 Federation - 410 - 727 - 4828 Home (?) 410 - 653-6313 [Didn't get to Fed. before the classid, so we called If there are any problems receiving directory assists This # is for C. Both this transmission, please call: 216-391-1852

| TO: Morton L. Mandel | FROM: Virginia F. Levi | DATE:9/24/93 |
|-----------------------------|------------------------|------------------------------|
| NAME CEDARTMENT/LOCATION | DCPARTMENT/LOCATION | REPLYING TO YOUR MEMO OF: |

SUBJECT: TRAVEL ADVANCE FOR GAIL DORPH

Alan and I recently discussed Gail's request for a travel advance. She will be going to each of the Lead Communities once each month. In order to get the best air fares, she has to order her tickets a month before they will be used and is working with back-to-back ticketing. As you know, reimbursement is not made until at least the first leg of a trip has been taken. As a result, she finds herself paying for the tickets well in advance of reimburgement I propose that one of the following solutions be adopted:

- We provide Gail with a \$750 "permanent" advance to put her ahead on payment of expenses.
- We get a corporate credit card for CIJE and bill the purchase of plane tickets directly to that card, as Premier now does with back-to-back tickets.
- 3. Reimburse Gail for the purchase of tickets prior to their use.

I recommend option 2 as the safest, simplest solution, with option 1 as second best.

alan - Please note - I switched my sec.

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TO MANDELINST PAGE.002

9/24

Mark Survis called to find out when CIJE wants Churk R. at the G.A. He's trying to plan his schedule. He's been asked to make a presentation on Thurs. (asundo like what SHH was working on). Should we ask him to be at the Seminar? Mark doesn't think hill stay a full 2 days, but maybe he could join no Tues. night on Wed. am. I'm to get back to Mark on this early next week.

Stems & book:

- 1. Organization chart that communicates what we are 1/2
- 2. Alan and work of 3CCA+JESNA on evolving relatively to CISE. We want to link closely. Don't went to love centrality of informal ed. (8/25/93)

3. The goals project as a centerpiere of a future board mily (0).

- 4. PR person at future board meetings. (e/25)
- 5. Establish committees and plan to use break-out group at future board mtg. (6/25)

6. At future mtgp., assign hosts for lunch tables + assign people to tables. (8/23)

COMMUNITY ORGANIZATION FOR JEWISH EDUCATION:

Leadership, Finance and Structure

Ъ**у**

Henry L. Zucker

Preparad for

COMMISSION ON JEWISH EDUMATION IN NORTH AMERICA

Meeting of June 14, 1989

The Commission selected from a long list of option papers produced for its December 13th meeting what the Commission believes to be the "enabling options," those which are basic to improvement in the programmatic options. The "enabling options" have to do with personnel and with community and financing. Jewish education progress depends on improvement in teaching and administrative personnel, and on the ability of the Commission to raise the priority and funding levels which the American Jewish community assigns to Jewish continuity and Jewish education. Setting a higher community priority on Jewish education is a pre-condition to developing better quality Jewish education personnel.

On December 13, we listed options under the titles "to deal with the community--its leadership and its structures--as major agents for change in any area," and "to generate significant additional funding for Jewish education."

This paper combines these two options under the new title "Community Organization for Jewish Education--Leadership, Finance, and Structure."

This paper complements the content of the previous option papers with what has been learned from commissioners and staff in meetings and in individual discussions.

COMMUNITY

What is the community we are talking about in connection with formal and informal Jewish education?

By community we mean the organized Jewish community as it relates to the issues of Jewish continuity, commitment and learning, and to communal organizations and personnel engaged in these issues. Our target population includes the lay and professional leaders who create the content and the climate for Jewish formal and informal education, such as teachers, principals, communal workers, scholars, rabbis, heads of institutions of higher learning, denomination and day school leaders, and the leaders of the American Jewish community who are involved in planning for and financing Jewish education. The chief organization targets at the local level are the religious congregations. Jewish Community Centers, schools and agencies under communal sponsorship, Jewish community federations and bureaus of Jewish education (particularly in the large and intermediate cities), and major Jewish-sponsored foundations. On the national level, we have the Council of Jewish Federations, JWB. JESNA, the chief denominational and congregational bodies, training institutions, and associations of educators and communal workers who are engaged in formal and informal Jewish education.

It is expected that the Commission's findings and its proactive stance will be directed primarily to these persons and organizations, and will help them to make major improvements in Jewish education.

LEADERSHIP

Prior to World War II, the leadership of the organized American Jewish community did not consider Jewish education a top priority for communal concern. Indeed, a large proportion of the leadership was indifferent and some even antagonistic to community support for Jewish education. In the early days of federation, emphasis was on the social services and on the Americanization of the new immigrants. During World War II and in the post-War period, the highest priority for community leaders was the lifesaving work of Jewish relief, rehabilitation, and reconstruction, and then nation-building in Israel. More recently, community leadership has put a higher premium on Jewish education. There is an increasing awareness of the need for total community support of Jewish education. There appears to be a reordering of community priorities in the direction of Jewish education and an awareness that healthy Jewish continuity requires a deeper community commitment to the education of the younger generation.

What is clear now is that to establish a highest communal planning and funding priority for Jewish education requires the involvement of the highest level of community leadership. This leadership is now very much concerned about the healthy continuity of the Jewish people in the North American setting. They are beginning to translate this concern into an understanding that top leadership must be forceful in promoting the Jewish education enterprise.

Not all of the commissioners are convinced that Jewish education is now seen by key lay leadership as a top community priority. However, most believe that there is a decided trend toward involvement of top leadership, and that the battle to create a highest communal priority for Jewish education is well on its way to being won. Certainly there is still a marked difference among local communities in the degree to which they support Jewish education. It is clear that the Commission has a special mission to convince the North American Jewish community leadership that their personal involvement in Jewish education is necessary, if we are to improve Jewish education and stem the tice of Jewish indifference and assimilation.

STRUCTURE

Commission members appear to agree that we have not yet developed community structures that are adequate to effect the necessary improvements in Jewish education. This criticism is directed both at local and national structures. There are recent and current efforts at improvement. Some areas which require continuing examination are:

- 1. The relationship among federations, bureaus of Jewish education, communal schools and congregations.
- The place of federations in planning and budgeting for Jewish education and in financing Jewish ∎ducation, and the relationship of federations to bureaus of Jewish education.

3. The need for forceful national leadership in establishing standards for the field, in promoting, endouraging, and evaluating innovations, and in spreading the application of best practices as they are discovered all over the continent.

Fortunately, JESNA, JWB and CJF are currently engaged in efforts to examine these issues, and at least eleven federations are involved in comprehensive studies of their communities' Jewish education programs. The Commission may wish to develop its own ideas regarding what new or improved structures are needed to speed up improvements in the field.

FINANCE

Congregations, tuition payments by parents, and fund-raising, especially by day schools, have been mainstays of Jewish education financing. These sources of support are crucial and should be ercouraged (there is some support for the idea that tuition should be discontinued as a source of support). There is a consensus, nevertheless, that considerably new funding is required from federations as the primary source of organized community funding. It is believed, too, that substantial funding will need to come from private foundations and leading families which have an identified concern for Jewish continuity and Jewish education.

It is believed that communal patterns of funding may need to be altered and that there may need to be changes in organization relationships to accommodate this. Cooperation between the congregations and the federations is essential to developing the funds needed to improve Jewish education.

Some specific suggestions have been made by commissioners for new programs to improve Jewish education which would require new funding. For example, one suggestion is the establishment of a national Jewish education fund to provide matching funds to support program ideas developed at the local level. Another suggestion is the establishment and funding of a national pension fund for the benefit of Jewish education personnel. These or other ideas, if and when recommended, will need to attract new funding sources. One commissioner believes that the Commission would most likely make its greatest contribution to Jewish education by developing new ideas such as these and finding the funding for them.

It is clear that the Commission intends to be proactive in its effort to improve Jewish education. This will very likely include encouraging additional funding from traditional sources and funding from new sources.

There is a feeling of optimism that greater funds can be generated for Jewish education in spite of the current great demand for communal funding for other purposes. There is evidence that a number of communities are already beginning to place a higher funding priority on Jewish education and that a trend has begun to allocate a greater proportion of Jewish communal funds to this field. There is also the fortuitous circumstance that federation endowment funds--a relatively new source of communal funds--are growing at a good pace and these funds can be an important source of support for Jewish education. Simultaneously, there is a recent and current growth of substantial family foundations--a post-World War II phenomenon which has accelerated in recent years, and promises to be an important new funding resource to meet Jewish communal needs. A number of such foundations have an expressed interest in Jewish education.

In general, therefore, there is reason for optimism that additional funding will be available for well-considered programs to improve and expand Jewish education.

It needs to be noted that some commissioners have expressed themselves to the effect that "throwing money" at Jewish education will not by itself do the job. They believe that, at the same time, there needs to be a careful review of current programs and administrative structures to see how these can be improved. They believe that we need to encourage monitoring and evaluation of projects aimed at improving Jewish education. Careful attention to the quality of what we are attempting to do and honest and perceptive evaluations are needed, both to get appropriate results for what is being spent and also to encourage funding sources.

In brief, then, it is clear that there is a consensus that improvements in the field of Jewish education will require an infusion of considerably greater funds. It is believed that traditional funding sources need to place a higher priority on funding Jewish education, and allocating a greater proportion of their total budget to Jewish education. There is also a consensus that considerable new funding will need to be generated from private foundations and leading families which are concerned about Jewish continuity and Jewish education, and from federation endowment funds. Cooperation between the congregations and the federations is basis to a sound development of the financial requirements to improve Jewish education, and prior organizational patterns may need to be altered to accomodate funding changes.

Finally, it is worth repeating this word of caution: money alone will not bring about the needed improvements. We will need to ensure the effective administration and utilization of funds. We will need to monitor and evaluate current and new programs to assure that improvements are realized. Only then will funding sources of all kinds be encouraged to continue and increase their support.
FEDERATION-LED COMMUNITY PLANNING FOR

JEWISH EDUCATION, IDENTITY AND CONTINUITY

by

Joel For Director of Planning & Research Jewish Community Federation of Cleveland

Prepared for

COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA

Meeting of June 14, 1989

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For the last few years, local North American Jewish community planning agandas have been shifting, evolving to a point of much more concentration on issues related to Jewish survival and continuity. While traditional community planning for special subpopulations such as the disabled and aging continues, many communities have rearranged their planning priorities to focus more resources and attention on questions about the nature of our North American Jewish community in the 21st century.

The national planning agenda has provided the impetus for this change, with major national agencies including the JAFI Jewish Education Committee (North America), JESNA, CAJE, JWB and the CJF all raising the visibility of Jewish education and continuity as an issue of primary concern requiring extraordinary community efforts.

A second impetus for change has come from research. Within both academic and cormunal circles a number of influential studies have recently been published which have given support to concerns about Jewish continuity and pointed towards possible solutions for problems faced in the field. These include the work done by Perry London and his colleagues at Harvard on Jewish identity formation¹, by Alvin Schiff and his colleagues in New York on supplementary schools², and by Barry Shrage in Cleveland on experimentation leading to institutional change³. These studies, along with many others, suggest the need for changes in our communal funding priorities, in our basic educational approaches and in the breadth of players involved in Jewish education. This article will explore the implications of this knowledge as a guide to federations entering this field.

CHANGING ROLES FOR FEDERATIONS

Jonathan Woocher's concept of the "communalization" of Jewish education sets the stage for a new role for federations to be directly involved in broad-based community planning for Jewish education and continuity. We have learned from the national efforts that community-wide collaborative efforts are necessary for Jewish education planning to be meaningful in the 1990s. It is clear that many institutions have long played and will continue to play essential roles in the delivery of educational services, creation of educational materials, the training and support of educational personnel, end evaluation. What is newly emerging is the realization that federations can serve a key role in the community's efforts at improving its educational systems. Federations will not replace the work of BJE's, synagogues or JCC's, but they can add a vital new dimension to the field of Jewish education by addressing changing norms in communal life, involving the highest level of leadership and accessing new levels of funding.

Top community leadership is, of course, federations' most valuable asset. These are the people who are able to focus others on an issue and generate and move funding towards a particular goal. The leadership is also best able to reestablish community norms and address the dissonance between family practices and Jewish customs as learned in school. There are many national leaders from GJF, JWB, JESNA and elsewhere getting deeply involved in this issue and working with their peers to get them involved.

Access to funding is another major reason to have federations at the center of the new movement towards the primacy of Jewish education and Jewish continuity on the communal agenda. Federations will be called upon to raise more money to address these issues, manage the difficult process of nearranging existing community priorities, and work with people who are capable of establishing special purpose funds to assure this activity in perpetuity. Federations can bring to bear endowment and ongoing operating support to leverage other money for this purpose. The new program concepts are big, expensive and broad-based enough to require the communities' "central address" to be the key player and coordinator and to work alongside other communal and religious organizations to bring about the desired changes.

Partnering with the synagogues is another role for federations. After all, about 80 percent of our young people who get some Jewish education get it in a synagogue school. These key service providers can neither do the whole job alone, nor should they be asked to give up their autonomy. Rather, we have started to see incredible strength in the joint-venture approach--since everyone will win if we are successful.

MODELS OF COMMUNITY ORGANIZATION

Many federations have already engaged in Pederation-led community planning for Jewish identity and continuity. Commissions, committees and task forces are already well advanced in Baltimore, Cleveland, Columbus, Dallas, Denver, Detroit, Los Angeles, New York, Pittsburgh, Richmond and Washington. Others are at earlier stages of organization.

"Communalization" of the effort is the key to placing continuity issues high on the community planning agenda. Developing an all encompassing planning process is working. The federations have assumed a leadenship tole but have been sure to involve all the key players in the community and especially the synagogues.

Professional leadership teams, led by federation planners but including rabbis, school directors, JCG and BJE professionals and academics, are working together to define problems, sort out priorities and develop options to be considered by lay leadership. Most of these 11 communities report that lay involvement on the commission was originally representative of the various institutions. Eur, once people got involved in consideration of issues that affect everyone, the planning effort gelled into a unified approach. That in itself was of value in ensuring a broad commitment to program recommendations and appropriate use of financial resources to deal with community-wide issues.

Three different community organization approaches have been taken by the communities that are more advanced in the planning process: 1) traditional planning, 2) request for proposals, and 3) seed money. Before detailing the approaches, it is important to note that all three have as a prerequisite active experimentation with individual program ideas prior to the communal approach. Whether it be family education in Detroit, synagogue-based teacher training in Baltimore or outreach programs in Denver, in all cases program experimentation has set the stage for people's willingness to believe that change in the educational system is possible and can have a positive impact on Jewish continuity.

Briefly, the three community organization models look like this:

Traditional Planning --

Cleveland and Baltimore have convened all the players in the community to go through the exercise of defining problems; sorting out priorities; developing and considering action plans; developing full program, implementation, funding and evaluation plans, and then publishing blueprints for broad-based community action. This process is closely linked to the traditional planning activity in these and many other communities. However, in both cases, the intensity of effort, commitment and excitement was unusually high. The broad-based partnership with the synagogues appears to be one of the most important keys to these successes.

"Request for Proposals" --

Detroit's process was initially similar to the Cleveland and Baltimore experience. However, after establishing priorities, Detroit published an inventory of issues the community wanted addressed through innovative program proposals. This "request for proposals' approach caused agencies, synagogues, and individuals to begin to think and plan together around the newly established community directives. This type of planning process should be possible in any size community and under almost any set of circumstances in the schools and other community institutions. Once a community establishes its goals and priorities, then it can begin determining who should be responsible for any new program initiatives and how they will be funded.

Seed Money Approach --

Columbus put its resources out front as an incentive for cooperative planning and creative thinking in dealing with identified community problems. The Federation's Board of Trustees set aside \$250,000 of campaign money and then initiated a federation-led process to decide how best to spend it.

For all the differences between approaches, the planning processes had much in common. They all demonstrated that federation-led efforts can quickly go public with new priorities and be quite flexible in moving ahead with the planning process. They came to similar conclusions in identifying three elements that are basic to improving the effectiveness of the educational system. They are 1) the need to professionalize the personnel in Jewish education, 2) the need for involving parents in the Jewish identity formation of their children, and 3) the need for more and better informal educational experiences for building the Jewish identity of our youth. We will review each of these in greater detail.

PERSONNEL

North American Jewry is suffering from the lack of a profession in Jewish education. We have many people working in the field, but most in part-time. poorly compensated, low status positions. We have yet to create the conditions for working in this field which will attract highly qualified people. adequately compensate and support them, and offer them a challenging ladder of opportunity for a professional career.

Creating a profession of Jewish education is an idea whose time has come. The day school movement has made the most progress in offering full-time work, opportunities to advance oneself up a career ladder and, in some cases, competitive salaries and benefits. In supplementary schools and in many informal educational contexts, the professional opportunities have been far more limited, and we are seeing an increased reliance on evocational personnel. There have been urgent calls to find ways to creatively combine positions and offer educators full-time employment that is challenging, long-term and well compensated.

There are communities which have begun to take up the challenge of improving the quality of personnel in supplementary schools by helping part-time teachers acquire the skills and knowledge needed to be more effective in classrooms. In Baltimore schools have been given incentives to engage a majority of their teachers in skill training. In Cleveland a "personal growth plan" has been developed which provides individualized training programs, recognizing different backgrounds in content knowledge and pedatogic skills. Several communities are providing teachers with the opportunity to study in Israel and many sponsor participation in professional conferences such as those run by CAJE. These and other approaches will need to be developed to build a profession of Jewish educators.

INFORMAL EXPERIENCES

Research in Jewish identity formation and in Jewish professional career choices offers support to a long-held theory that informal educational experiences can play a significant role in influencing one's commitment to Jewish life. For example, Cleveland's demographic study of Jews from 18-29 years old found that many people cite summer camp, a trip to Israel or a youth group experience as most positively enhancing their current Jewish identity.

Even were everyone to agree to grant informal education a key role in Jewish education, from a planning perspective, it could not stand alone. Informal education is inherently connected to the other pieces of the puzzle. We do not have a cohort of professionals who combine strong Jewish knowledge with group work skills, so enhanced training of personnel is an immediate prerequisite Second, for meaningful Jewish experiences to be properly understood, students need formal education to interpret them. Third, since informal education relies heavily on "artificial environments" such as summer camps and weekend retreats, there need to be bridges built to connect the "high" of these beyond the classroom experiences to the daily life of the community. In all cases, the informal experience needs to be expanded upon to be most truly effective. For Federation planning, there is a need for a comprehensive approach, integrating BJE, JCC and school personnel. This approach provides an opportunity for people who care about these issues to talk and learn from each other. Program models like Columbus' Discovery Program which integrates preparation for an Israel trip into school curricula and JCC family retreats provide great food for thought in the Federation planning arena.

Suggestions for integrating formal and informal educational experiences can be found in the supplementary school study done by the New York BJE. Although it may seem to the leadership like a radical step, a number of planners and educators are now considering shifting supplementary school hours in some years from the mid-week program to more experiential weekend retreats. That these major shifts can even be contemplated represents a significant belief in the power of providing a Jewish life experience to students whose families may otherwise not provide it and whose formal Jewish education is otherwise not linked to their daily lives.

JEWISH FAMILY EDUCATION

It has long been recognized in general education that schools cannot educate children in a vacuum. If issues studied in the classroom, or even experienced in informal settings, are not supported at home, much of the educational advantage is lost. This idea was given empirical support in the work of Harold Himmelfarb⁴ and others. In recent years a number of Jewish educators have begun to close the gap between the Jewish classroom and home by more extensively involving the family in classroom activities.

As with informal experiences, family education cannot be seen as an adjunct to the existing program but rather needs to become part of the program itself. We need to think of ourselves as educating families and not just individual students.

An outstanding example of this is to be found in Detroit's Jewish Education for Families ("JEFF"). Schools are invited to participate in informal family educational programs on the condition that they set up an internal committee structure made up of educators and parents who jointly plan the program and ensure its connection to the curriculum of the formal classroom. This "community organization" concept within the school seems to work well for Detroit schools, and in different forms, has been tried in other communities such as Boston and Los Angeles.

Cleveland is considering a model built on the social work case management approach. Around the lifecycle events, families are open to more extensive connections to the community. At these times, families can be approached to build a program involving their own commitment to learning, Israel experiences and various Jewish schooling options. Each school will learn how to sit down with parents and children to discuss this comprehensive Jewish activity. The federations can support the synagogue schools by bringing to bear communal resources to give the schools the ability to carry out these plans in an effective way.

CONCLUSION

Reviewing the work of the federation-led planning for Jewish education engoing in the ll cities cited above, we find their most important success has been to raise the ante, to involve the top tier of communal leadership in issues of Jewish education and continuity. From their involvement can follow a rearrangement of financial allocations to more fully address the building of a more effective Jewish educational system that will help each provider of services--synagogues and agencies--to fulfill their educational missions.

Those communities which are furthest in their thinking and planning are now dealing with very complex funding, control and governance issues. They must sort out the extent to which community resources can be expended in schools and settings over which the federations have no financial control. For the most part, the top leadership involved in these efforts have come to see that the federations' and synagogues' futures are so inextricably bound that we have no choice but to share control and influence if all of us are to be successful in ensuring Jewish continuity.

Another broad challenge will be the need fot evaluation of programs. Studies will have to be commissioned to determine whether newly funded programs are accomplishing their immediate objectives and whether, in the long term, better education leads to more commitment in the next generation. Through JESNA and academic institutions we will need to build adequate facilities to conduct reliable evaluation studies.

Over time we will have to measure the degree of determination that exists on the local level to reorder funding priorities to allow these changes to happen. Unquestionably, important and difficult discussions over priorities will need to be held. Hopefully national initiatives--from JESNA, JWB, CJF and the denominations--will spur change on the local level. The existence of family foundations interested in funding initiatives and the creation of the Commission on Jewish Education in North America should add significant incentives for communal change.

We are fortunate that a number of positive influences converge at this time which help the federations to proceed. The general American return to traditional values and religious life helps. The fact that we have less worry about our physical and social needs in this generation helps. Our massive national resources both from the campaigns and in the foundations will help. Our emerging national cadre of new Jewish education professionals will help. Our mature community planning approaches and relationships with the synagogues help. And, of course, the extensive research and writing related to "what works" in Jewish education helps tremendously, although much more needs to be done.

As the federation-led comprehensive approaches to Jewish education planning continue, we will all need to continue to learn from each other and share successes. The door is wide open, and with hard work and determination we should be ready to take advantage of the many opportunities.

REFERENCES

- Perry London and Naava Frank, "Jewish Identity and Jewish Schooling," journal of <u>Jewish Communal Service</u>, Volume 64, No. 1, 1987.
- Board of Jewish Education of Greater New York, Jewish Supplementary Schooling: <u>An Educational System in Need of Change</u>, 1988.
- Barry Shrage, "From Experimentation to Institutionalized Change: An Action Plan for Jewish Continuity," unpublished manuscript, Jewish Community Federation of Cleveland, 1987.
- 4) Harold Himmelfarb, "The Non-Linear Impact of Religious Schooling: Comparing Different Types and Amounts of Jewish Education," <u>Sociology of</u> <u>Education</u>, Volume 50, 1977.

Special thanks to Dr. Joseph Reimer, Assistant Professor, Benjamin S. Hornstein Program in Jewish Communal Service, Brandeis University, and Staff Consultant, North American Commission on Jewish Education, for his assistance with this article.

Council for Initiatives F in Jewish Education A Date sent: 9/22/93 Time sent: Х No. of Pages (incl. cover): TO: alan Hoffmann From: Organization: С Phone Number: Phone Number: Ο Fax Number: Fax Number: V Comments: E alen -Here's today's fax. It includes correspondence re R The Milmantice grant, copies of some correspondence, a question for you on CIJE papers, next meet's schedule, S Red in atlant. Of the calls you asked me to make about upcoming visits to Sacael, the only response I g as for is from Louise Stein. She will be crime H F E Jucel on Thurs., O.X. 28 with a mises thinks she could be free late afternoon on the 28 th, Т Sat. afternoon the 29th on Both. Fri. evening on She'll be steging at the Sheraton. all for no That. P.S. CJF Commun meeting is 10:30-4:00 If there are any problems receiving on Nov. 10. this transmission, please call: 216-391-1852



FJUN 7 1993

TELETINIST COMMUNITY FEDERATION OF CLEVELAND 1750 EUCLID AVENUE - CLEVELAND, OHIO 44115 - PHONE (216) 566-9200 - FAX * (216) 861-1230

June 4, 1993

Mr. Howard Neistein Community Planning Director Milwaukee Jewish Federation 1360 N. Prospect Avenue Milwaukee, WI 53202-3094

Dear Howard:

It was very nice talking with you today, and I hope I was able to clarify our thinking on the foundations issue.

Enclosed is a check from the Mandel Associated Foundations for \$30,000 on behalf of the Council for Initiatives in Jewish Education. This is in response to your letter of April 21, 1993 asking for support for the start-up costs.

In your letter you outlined two areas where you intend to use the money. We would very much appreciate having regular reports from you as you make use of these funds. If you have any questions about the appropriateness of how you might be using the funds over the year, I would be happy to offer an opinion or seek clarification from Mort Mandel.

We continue to be extremely pleased with the way in which the lay and professional leaders of Milwaukee have invested themselves in the lead community project. We couldn't ask for more enthusiasm or vision!

Warm regards.

Sincerely,

Stephen H. Hoffman Executive Vice-President

SHH:gc B3:28A

Enc.

bcc: Virginia Levi

| Morton L. Mandel | Virginia F. Levi | 5/7/93 |
|---------------------|-----------------------|------------------------------|
| TO: | FROM: | DATE: |
| ESPARTMENT/LOCATION | DEPARTMENT, I DCATION | REPLYING TO YOUR MEMO OF: |

SUBJECT: CIJE "Grant"

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۰,

Attached is a letter from Howard Neistein requesting a \$30,000.00 "grant" from CIJE to support Milwaukee as it moves forward with the Lead Communities Project. This letter was sent to Steve Hoffman at his suggestion, as a follow up to the verbal commitment made in February. At that time, Steve indicated that CIJE was prepared to support the Milwaukee Lead Communities Project in the amount of \$30,000 once a specific use for those funds was identified.

Steve sent a copy of this letter to Seymour and Annette in Israel. You may wish to discuss this with them when they are in Cleveland.

I suggest that we release the funds, as requested.

| Virginia Levi | From Gritchen |
|---------------|-----------------|
| Co. | Co. |
| Dept. | Phone # 566 -97 |
| Fur 391-5430 | Fax # |

MILWAUKEE JEWISH FEDERATION

April 21, 1993

Mr. Stephen Hoffman Executive Vice President Jewish Community Federation of Cleveland 1750 Euclid Ave. Cleveland, OH 44115

Dear Steve:

As a follow up to our meeting in February and our discussion last week, we are requesting that the Council for Initiatives in Jewish Education (CIJE) grant \$30,000 to Milwaukee to support the "start up costs" and administrative expenses associated with the Lead Community Project. As we discussed, these funds would be used to offset expenses in one of the following ways:

- 1. To design and develop tools associated with the project that are not otherwise readily available - The most recent example is the Educators Survey that will provide us with a profile of education personnel in all settings. Costs associated with the design of the survey include travel costs for meeting with consultants, printing costs associated with implementation and distribution and contracting appropriate resources, both locally as well as out of town, who can assist with the analysis of data. Over \$700 has already been spent for Ruth Cohen's participation in a March meeting in Baltimore. It is anticipated that the tool, once developed, can be used in all three Lead Communities. Other types of planning tools might include environmental scans and marketing analysis.
- 2. To purchase consultation and to contract expertise not directly available from CLJE staff - As part of our developing new program initiatives and utilizing the "Best Practices" Project, we expect that we shall be connected to resource people throughout the country. Funds would be used to bring these people to Milwaukee and/or pay travel expenses associated with our professionals and/or leadership making on site visits. This will be important both in enhancing the quality of what is produced and in creating greater visibility for CLJE as well as excitement about the Lead Community Project.

1000 N. Prospect Avenue - Milwaukee, Wisconser, U020,40004

Page 2

We are seeking this assistance from CIJE since these expenses are directly associated with the Lead Community Project and because we are unable to identify local resources in the time frame that these items are needed. As you know, we did receive a grant to fund the salary and direct expenses associated with hiring a Project Director, however, the current commitment is for the first year only. We remain sensitive to the perception that this Foundation's support may be competitive with other program initiatives being developed with education stakeholders. However, our intention is to reapply to the Foundation for continued funding of the position. We feel that CIJE's providing supplemental funds in this manner will not only strengthen that request, but will also highlight its partnership and commitment to the project's goals to potential denors and to local Jewish education constituents.

Thank you again for helping to facilitate this request. Please feel free to call me for further information. I look forward to hearing from you soon and to continuing to work together.

Sincerely,

burne Neisteins

Howard Neistein Community Planning Director

HN/nm

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September 21, 1993

Dear Jon:

I want to acknowledge your note of September 14, and I am delighted that you have raised the funds, as indicated.

I would, indeed, enjoy meeting with Billie at some time in the future. I'll mention it to Alan, and perhaps he and you can coordinate, and get the four of us available and in New York at the same time. I would certainly enjoy that.

It is my hope and wish that CIJE and JESNA can work even more closely in the years ahead. I look forward to many opportunities to do so.

Thank you again for writing, and I send my warmest personal good wishes, and hope that you and yours have a wonderful and fulfilling year.

Sincerely,

MORTON L. MANDEL

Dr. Jonathan S. Woother Executive Vice President JESNA 730 Broadway New York, NY 10003-9540

cc: Alan Hoffmann

bcc: Virginia F. Levi

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

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Bennett Yanowitz

September 20, 1993

Billie Gold, President JESNA 730 Broadway New York, NY 10003-9450

Dear Billie:

Congratulations on your election to the presidency of JESNA! I wish you a very successful term of office. JESNA is lucky to have you!

I was pleased that you were able to attend the CIJE Board Meeting last month, and get up-to-date on all that we are doing to "improve the system."

When CIJE was established, we asked the presidents of CJF. JCCA. and JESNA to serve as vice-chairs of CIJE as a reflection of the desire of all four organizations to work closely together. I hope you will agree to join the Executive Committee of CIJE as a vicechair. Please let me hear from you as soon as you can.

Best wishes to you and yours for a very happy, healthy New Year.

MORTON L. MANDEL -- Chair

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair Morton Mandel Vice Chairs Charles Goodman Neil Greenbaum September 22, 1993 Matthew Maryles Lester Pollack Ms. Victoria Sackser, Director Honorary Chair Gesher L'Kesher Max Fisher 997 Lenox Drive, Suite 304 Lawrenceville, NJ 08648-2317 Board David Arnow Dear Vickie: Daniel Bader Mandell Berman Thank you again for your letter of August 31 describing Gesher Charles Bronfman L'Kesher. I have passed the material along to Dr. Gail Dorph, CIJE's project officer for the Lead Communities. I am sure that Gerald Cohen in her contacts with Chaim Botwinick in Baltimore, she will have John Colman an opportunity to learn more about your work. Maurice Corson Susan Crown If she has any questions about Gesher L'Kesher, she will be in Irwin Field touch with you. Alfred Gottschalk Arthur Green Best wishes for the New Year. Thomas Hausdorff David Hirschhorn Sincerely, Henry Koschitzky Mark Lainer um Norman Lamm Virginia F. Levi Norman Lipotf Seymour Martin Lipset cc: Gail Dorph Florence Melton Alan Hoffmann Melvin Merians Charles Ratner Estner Leah Altz

Richard Scheuer Ismar Schorsch Isadore Twersky Bennett Yanowitz

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| С | To: September 29 1993 Alan D. Hoffmann Organization: | From: Ginny Lev <u>i</u> Phone Number: |
| 0 | Phone Number: Fax Number: | Fax Number: |
| V | 011972 2 619 951 Comments: | 216-391-5430 |
| E R | Alan, | |
| | Bernie Kastner of the Avi Chai Found background papers referred to in <u>A '</u> published are no problem. I need yo following to send: | fime to Act Those that were |
| S H | Isa Aron & Bruce Phillips, "Fine Census." (We have 1 copy but co | lings of the LA BJE Teacher ould duplicate) |
| E | Joel Fox, "Federation - Laad Con Education, Identity, and Continu | munity Planning for Jewish nity." |
| E | 3. Gallup poll - I have the questio | |
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| | 5. H. Zucker - "Community Organizat Leadership, Finance and Structur | tion for Jewish Education - Te. |
| | Scheffler & Fox, "The Relationsh Jewish Continuity" (SF keeps pro done.) | ip between Jewish Education and mising this, but its never been |
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| | 216-391- | -1852 |

WHERE WE ARE

Week of September 27, 1993

| | Gail Dorph | Alan Hoffmann | Barry Holtz | Ginny Levi |
|----------------------|------------------------------|-------------------------|-----------------------|-----------------------|
| Monday 9/27/93 | Atlanta | Jerusalem | New York | Cleveland |
| | 404-873-1248 404-873-1661 | 0119722 617 418 | 212-678-8034 | 216-391-1852 |
| | Fax:(404) 607-1457 | Fax: 0119722 619 951 | Fax:(212) 749-9085 | Fax:(216) 391-5430 |
| | | | | |
| Tuesday | | | | |
| 9/28/93 | | | | |
| | | | | |
| Wednesday 9/29/93 | New York | | | |
| | 212-769-0725 | | | |
| Thursday 9/30/93 | Sukkot | Sukkot | Sukkot | |
| Friday | | | | |
| 10/1/93 | | | | |
| | | | | |

Jewish Educational Services

1745 Peachtree Road, N.E. • Atlanta, Georgia 30309 404-873-1248 • Fax: 404-607-1457

TENTATIVE SCHEDULE for GAIL DORPH 9/27 - 9/28/93

Monday, September 27, 1993

- 10:00 Epstein School visit
- 12:30 Yeshiva High School visit
- 2:30 Meeting with Nichal Hillman (JES Office)
- 3:30 Meeting with Lauren Azoulai (Federation)
- 5:00 Temple Emanu-El Religious School
- 7:00 Atlanta Tichon visit

Tuesday, September 26, 1993

- 8:15 Breakfast with Lauren Azoulai & Janice Alper (at Lauren's)
- 10:00 EDC meeting (Beth Shalom)
- 12:00 Day School Council Meeting (Hebrew Academy)
- 2:30 Meeting with Marry Stern (JES Office)
- 4:00 Meeting with Dr. Bill Schatten

* * *

Accommodations: Residence Inn 2960 Piedmont Road Atlanta 30305 (404) 239 0677

file: 93022

cc: Alan Hoffmann

alan, any remisions

Morton L. Mandel

Virginia F. Levi

9/22/93

TRAVEL ADVANCE FOR GAIL DORPH

Alan and I recently discussed Gail's request for a travel advance. She will be going to each of the Lead Communities once each month. In order to get the best air fares, she has to order her tickets a month before they will be used and is working with back-to-back ticketing. As you know, reimbursement is not made until at least the first leg of a trip has been taken. As a result, she finds herself paying for the tickets well in advance of reimbursement.

I propose that one of the following solutions be adopted:

- We provide Gail with a \$750 "permanent" advance to put her ahead on payment of expenses.
- We get a corporate credit card for CIJE and bill the purchase of plane tickets directly to that card, as Premier new does with back-to-back tickets.
- 3. Reimburse Gail for the purchase of tickets prior to their use.

I recommend option 1 as the safest, simplest solution, with option 2 as second best.

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| | Council for Initiatives |
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| F | īn |
| A | Jewish Education |
| x | Date sent: Time sent: No. of Pages (incl. cover): 33 |
| | To: September 20, 1993 From: Alan D. Hoffmann Mary Esther Block Organization: |
| C | Phone Number: Phone Number: |
| 0 V | Fax Number: Fax Number: 011972 2 619 951 216-391-5430 Comments: 216-391-5430 |
| E R | Attached please find agenda for tomorrow's telecon, a memo to community leaders, still in draft form, assignments, this week's WHERE WE ARE schedule, and copy of MLM's recent slide presentation (you said you'd get a set to SF and AH.) Also, David Sarnat information. |
| s | David Sarnat's direct office number (404) 870-1608 |
| Н | " " direct fax number (404) 881-4027 |
| E | " " home phone number (404) 491-1415 |
| E | MEB |
| Т | |
| | If there are any problems receiving this transmission, please call: 216–391–1852 |

AGENDA CIJE STAFF TELECON Sept. 21, 1993 10:00 AM (EDT)

Participants: Gail Dorph, Alan Hoffmann, Barry Holtz, Ginny Levi

Assignment

- -

1. Communications

| | A. Bi-weekly newsletter: who submits what, when | ADH |
|------|---|----------|
| | B. Status of search for periodic newsletter writer | BWH |
| | C. Should we establish a relationship with JTA? How? | ADH |
| II. | Status of search for office space | BWH |
| III. | Funding issues | |
| | A. How to handle request from Baltimore for \$30,000 | VFL |
| | B. Next steps with Lilly Foundation | ADH |
| | C. Next steps with Jim Joseph | ADH |
| IV. | What do we mean when we offer the Lead Communities support from institutions of higher Jewish learning and the denominations? | ADH |
| | Do we know? Do the institutions? Do the communities? Next steps - Reform movement. | |
| Υ. | Status reports on communities | GZD |
| | A. Atlanta; goals for GZD visit | |
| | B. Baltimore | |
| | C. Milwaukee; goals for GZD visit | |
| VI, | Calendar | |
| | A. Mon., Nov. 8 - Cleveland | |
| | 7:30 - 9:00 G2D, SHH, ADH, BWH, VFL, MLM, (HLZ?) | |
| | 9:00 - 3:30 GZD, SHH, ADH, JW H, VFL | |
| | 3:30 - 5:00 Management Committee: SHH, ADH, VFL, BR, HLZ | , (SDN?) |
| | 5:00 - ? ADH, MLM | |

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B. Tues., Nov. 9 - Milwaukee GZD, ADH, BWH to spend day in Milwaukee, including evening with task force. Maybe ask DP to join. C. Wed., Nov. 10 - Milwaukee All day staff meeting to include GZD, AG, EG, ADH, BWH, VFL, DP D. G.A., Nov. 16 - 19 1. Lead Community Seminar: 11/16 (optional lunch) - 11/1/ lunch CIJE presentation(s) E. National Calendar of Events and Our Presence VII. Israel Agenda ADH [Random order] A. From 3 to 23 8. Attainable lead community goals by April board meeting С. The community of educators and CIJE Establishment (rejuvenation) and use of professional D. advisory group Lead community rabbis and broader groups of rabbis Ε. F. Summer 1994 - for pros and lay people G. Denominations H. GA: Lead community seminar I. Pilot projects VIII. Review of upcoming travel plans ADH ĪX. Other issues Team X. Future telecons VFL. Wed., Sept. 29, 10:30 am (EDT) Wed., Oct. 6, 10:00 am н Thurs., Oct. 14, 3:00 pm ti Can we set aside Wed. at 9:00 am (or 8:30) for future telecons? XI. Review current assignments VFL

TO: Lead Community Leadership FROM: Alan D. Hoffmann DATE: September 20, 1993 SUBJECT: CIJE Staff and Consultants

At the Lead Communities seminar in Baltimore, I promised a summary of who's who in CIJE and how we can be reached. While assignments may vary in the future, the following should provide you with a picture of where we are today.

I. Core Staff

A. <u>Alan D. Hoffmann</u> - Executive Director
P. O. Box 94553
Cleveland, OH 44101
Phone: 216-391-1852
FAX: 216 391-5430

I will be coordinating the work of the core staff and consultants. I will serve as liaison between CIJE staff and consultants and the CIJE board and advisors. I can always be reached through the CIJE central office, which will forward messages to me on a daily basis, even when I am in Israel. (My family is in the process of moving to the U.S. during this year.)

1

B. <u>Gail Dorph</u> - Project Officer
*588 West End Ave.
Apt. 2A
New York, NY 10024
Phone: 212-769-0725
FAX: Not yet in place

Gail will be working most directly with the Lead Communities and will usually be your first point of contact. She will visit each community on a regular basis and will work with you to determine the best use of her time. She will focus on personnel development.

C. Barry Holtz - Program Officer

*299 Riverside Drive, 4B New York, NY 10025 Phone: 212-864-3529 FAX: 212-864-6622

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Barry will continue to work on the development of Best Practice reports and will work with Lead Communities to determine how to use "Best Practices" at the local level. He will work with the Lead Communities on the conceptualization and development of pilot projects.

* We are presently investigating options for office space in NY and will inform you as soon as we have an address, phone & fax.

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D. <u>Ginny Levi</u> - CIJE Coordinator
 P. 0. Box 94553
 Cleveland, OH 44101
 Phone: 216-391-1852
 FAX: 216-391-5430

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Ginny will manage the CIJE headquarters in Cleveland. If you are uncertain about whom to contact about a particular issue or concern, she can direct your call.

E. <u>Adam Gamoran</u> - Director, Monitoring, Evaluation & Feedback Project University of Wisconsin 2444 Social Science Building Madison, WI 53706 Phone: 608-263-7829 FAX: 608-263-6448

Adam will work with Ellen Goldring to direct the work of the field researchers, and will continue to design instruments to help us understand both process and outcomes in the Lead Communities and to inform CIJE and the broader community of the results. F. <u>Ellen Goldring</u> - Co-Director, Monitoring, Evaluation & Feedback Project

Peabody College Vanderbilt University Dept. of Educational Leadership P. C. Box 514 Nashville, TN 37203 Phone: 615-322-8037 FAX: 615-343-7094

Ellen will work with Adam and the MEF team, as described above.

G. Roberta Goodman

149 Nautilus Drive Madison, WI 53705 Phone: 608-231-3534 FAX: 608-231-6844

Roberta serves as the field researcher for Milwaukee and works with the MEF team.

H. Julie Tammiyaara

58 Penny Lane Beltimore, MD 21209 Phone: 410-653-4648 FAX: 410-653-3727 Julie serves as the field researcher for Baltimore and works with the MEF team.

II. Consultants

A. <u>Steve Hoffman</u> - Executive Director Jewish Community Federation of Cleveland 1750 Euclid Ave. Cleveland, OH 44115 Phone: 216-566-9200 FAX: 216-861-1230

Steve will remain involved with CIJE with a particular emphasis on community process issues

B. Seymour Fox - President

Mandel Institute for the Advanced

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Study & Development of Jewish Education

8 Hovevei Zion Street

Jerusalem 92226 Israel

Phone: 0119722 662-832

FAX: 0119722 619-951

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Seymour will continue to work with us on the implications of the "educated Jew project" for the development of goals and vision in the Lead Communities.

C. <u>Annette Hochstein</u> - Director

Mandel Institute for the Advanced Study & Development of Jewish Education 8 Hovevei Zion Street Jerusalem 92226 Israel Phone: 0119722 662-832 FAX: 0119722 619-951

Annette will continue to work closely with Adam and Ellen on the monitoring, evaluation & feedback project.

D. Daniel Pekarsky

26D University Houses Madison, WI 53705 Phone: 608-233-4044

Daniel will work with the Lead Communities on the goals project.

E. Shmuel Wygoda

10 Yehoshafat Street Jerusalem 93152 Israel Phone: 0119722 617-418

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FAX: 0119722 619-951

Shmuel is available to work with us on personnel training in Israel for Lead Communities and with the denominational training institutions.

Please let me know if you have any questions, I will keep you updated as any of this information changes.

cc: Morton L. Mandal

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ACTIVE PROJECTS

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| NO. | DESCRIPTION | | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUÉ DATE | COM OR RE D |
| 1. 2. | Write reports on Atlanta, Ba Milwaukee visits. Determine date for Milwaukee arrangements with Ruth Cohen | forum. Discuss | | | | | |
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|-----|---|-----------------------|------------------------------|-----------------------------|----------|----------|------|
| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | CO | |
| 1. | Draft a mission statement : Communities project. | for the Lead | | ADH | 7/22/93 | 8/19/93 | |
| 2. | Redraft FERT chart on which milestones for CIJE are hig | | | ADH | 7/22/93 | 8/19/93 | |
| 3. | Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities. | | | ADH | 7/22/93 | 8/19/93 | |
| 4. | With staff, prepare time 1: plan for CIJE. | | ADH | 6/17/93 | 8/20/93 | | |
| 5, | Consider what planning supp requires and how best to he | | | ADH | 7/22/93 | TBD | |
| 6. | Look into design of CIJE 14 | ogo. | | | | | l |
| 7. | Write to Lilly Foundation up to Indianapolis meeting to Act and other publication | Enclose <u>A Time</u> | T | | | | |
| 8. | Consider issue of tax exemp Mayflower. | ption at | - | | | | |
| 9. | Write to Roberta confirming arrangements. | g salary | 1 | | | | - |
| 10. | Arrange to meet with CRB For visit. | oundation on next | 2 | | | | |
| 11. | Write up meetings with deno training institutions. | ominations and | | | | | |
| 12. | Plan to meet with Schindles next trip. | r and Syme on | 1 | | | | |
| 13. | Work with VFL on budget plan and structure, to be SDN in Israel. | | | | | | |
| 14. | Arrange for managing partner and Kesselman to meet with | | | | | | |
| 15. | Get back to lay and pro les communities about expectat attend future CIJE board m | ion that they | | | | | |

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|-----|--|----------|------------------------------|-----------------------------|----------|-------------------|
| 16. | Develop 3-6 month work plan with each community. | | | | | |
| 17. | Develop a communications program: internal; with our board and advisors; with the broader community. | | | | | |
| 18. | Develop descriptive brochure for CIJE. | | | | | |
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FUNCTIONAL SCHEDULE

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HOLTZ ASSIGNMENTS

CIJE STEERING COMMITTEE

VFL ORIGINATOR/PROJECT LEADER

7/29/93 DATE

| | | (INITIALS) | STARTED | | D |
|--|---|---|--|--|--|
| Call Ruth Cohen about a speaker for Milwaukee meeting in October to help establish a vision for Jewish education. | | BH | 7/29/93 | 8/1/93 | |
| Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: | | BH | 6/30/93 | 8/15/93 | |
| a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e. Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done | | | | | |
| Meet with J. Woocher for guidance on approach to mailing publications. | 7 | BH | 7/22/93 | 8/19/93 | |
| With SF and ARH, draft a job description for Barry Holtz. | | BH | 5/19/93 | 8/19/93 | |
| Prepare a memo summarizing proposal on distribution of CLJE materials. | 1.5 | ВН | 5/28/93 | 8/21/93 | |
| Work with Atlanta on filling the position of Director of the Lead Community project. | 27 | BH | 6/16/93 | 12/15/93 | |
| Begin work with Baltimore on a pilot project. | | BH | 3/5/93 | TBD | |
| Prepare suggestions for how to proceed with pilot projects in Atlanta. | | BH | 3/5/93 | TBD | |
| Work with Milwaukee on pilot projects. | | BH | 4/29/93 | TBD | |
| Set up a meeting for BH and ADH with John Ruskay and Rachel Cowan for ADH's next visit. | | | | | |
| Arrange for SHH to see space at UJA/Fed., American Jewish Committee, etc. on 9/28. | | | | | |
| | | | | | |
| | establish a vision for Jewish education. Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e. Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done Meet with J. Woocher for guidance on approach to mailing publications. With SF and ARH, draft a job description for Barry Holtz. Prepare a memo summarizing proposal on distribution of CLJE materials. Work with Atlanta on filling the position of Director of the Lead Community project. Begin work with Baltimore on a pilot project. Prepare suggestions for how to proceed with pilot projects in Atlanta. Work with Milwaukae on pilot projects. Set up a meeting for BH and ADH with John Ruskay and Rachel Cowan for ADH's next visit. | establish a vision for Jewish education. Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e. Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done Meet with J. Woocher for guidance on approach to mailing publications. With SF and ARH, draft a job description for Barry Holtz. Prepare a memo summarizing proposal on distribution of CLJE materials. Work with Atlanta on filling the position of Director of the Lead Community project. Begin work with Baltimore on a pilot project. Prepare suggestions for how to proceed with pilot projects in Atlanta. Work with Milwaukse on pilot projects. Set up a meeting for EH and ADH with John Ruskay and Rachel Cowan for ADH's next visit. Arrange for SHH to see space at UJA/Fed., | establish a vision for Jewish education. Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e. Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done Meet with J. Woocher for guidence on approach to mailing publications. With SF and ARH, draft a job description for Barry Holtz. Prepare a memo summarizing proposal on distribution of CIJE materials. Work with Atlanta on filling the position of Director of the Lead Community project. Begin work with Baltimore on a pilot project. Prepare suggestions for how to proceed with pilot projects in Atlanta. Work with Milwaukae on pilot projects. Set up a meeting for EH and ADH with John Ruskay and Rachel Cowan for ADH's next visit. Arrange for SHH to see space at UJA/Fed., | establish a vision for Jewish education. Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e. Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done Meet with J. Woocher for guidance on approach to mailing publications. With SF and ARH, draft a job description for Barry Holtz. Prepare a memo summarizing proposal on distribution of CIJE materials. Work with Atlanta on filling the position of Director of the Lead Community project. Begin work with Baltimore on a pilot project. Prepare suggestions for how to proceed with pilot projects in Atlanta. Work with Milwaukse on pilot projects. Set up a meeting for BH and ADH with John Ruskay and Rachel Cowan for ADH's next visit. Arrange for SHH to see space at UJA/Fed., | establish a vision for Jewish education. Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e. Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done Meet with J. Woocher for guidance on approach to mailing publications. With SF and ARH, draft a job description for Barry Holtz. Prepare a memo Summarizing proposal on distribution of CLJE materials. Work with Atlanta on filling the position of Director of the Lead Community project. Besin work with Baltimore on a pilot project. Prepare suggestions for how to proceed with pilot projects in Atlanta. Work with Milwaukes on pilot projects. Set up a meeting for BH and ADH with John Ruskay and Rachel Cowan for ADH's next visit. Arrange for SHH to see space at UJA/Fed., |

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CIJE STEERING COMMITTEE

ORIGINATOR/PROJECT LEADER VFL

DATE 9/14/93

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COM OR RI D |
|-----|---|----------|------------------------------|-----------------------------|----------|-------------------|
| 1. | Work with CJF to schedule a meeting of CIJE with Lead Community representatives on 11/16, in conjunction with the GA. | TP | VFL | 7/22/93 | 8/19/93 | |
| 2. | Draft letter to communities outlining responsibilities of and means of contacting CIJE staff and consultants. | TP | VFL | | | |
| 3. | Draft cover letter to accompany minutes to people who attended board meeting. | TP | 1 | | | |
| 4. | Draft cover letter to accompany minutes to people who did not attend board meeting. Suggest additional personal sentence for some. Enclose report on BP in Early Childhood. | TP | | | | |
| 5. | Prepare thank you letters to presenters at board meeting: Ratner, Schatten, Vogelstein, Stein, Colman, Ritz, Twersky. | TP | | | | |
| 6. | Prepare first bi-weekly newsletter. | TP | | | | |
| 7. | Determine with IVI the best arrangements for Israel travel. Discuss with GZD and BWH. | TP | 1 | 1 | | |
| 8. | Organize and arrange meetings for Cleveland "forum" on 11/8 and Milwaukee continuation on 11/9-10. Notify participants of plans. | TP | | | | |
| 9. | Work with ADH on budget. Start with work plan and structure. | TP | | | | |
| 10. | Develop and maintain a 6 month CIJE calendar. | TP | | | | |
| 11. | Complete preparation of minutes of staff, Baltimore, board, and exacutive committee meetings. | TP | | | | |
| 12. | Look into use of Internet/Compuserve for CIJE. | SP | | | | |
| 13. | Design and order business cards for staff. | SP | | | | |
| 14. | Look into options and costs of portable printer for ADH. | SP | | | | |
| 15. | Arrange for review of CIJE manual when staff is in Cleveland. | SP | | | | |

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CIJE STEERING COMMITTEE

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ORIGINATOR/PROJECT LEADER

9/14/93 DATE

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COM OR RI D |
|-----|--|----------|------------------------------|-----------------------------|----------|-------------------|
| 16. | Arrange for Barry Reis to prepare and submit a monthly summary of expenditures to ADH. | SP | | | | k } |
| 17. | Review files on financial commitments of CIJE supporters and be sure Barry Reis' records are complete. | SP | | | | |
| 18. | Revise letterhead. | RP | 1 | | | |
| 19. | Organize materials for parallel set of files. | RP | | | | |
| 20. | Prepare a list of CIJE and Mandel Institute consultants used to date and their rates of pay. | RP | | | | |
| 21. | Arrange to have Macintosh disks of names and addresses translated to IBM use. Explore best way to develop and update a rolodex for staff use. | RP | | | | |
| 22. | Plan to discuss letters of agreement for the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect. [Israel agenda] | RP | VFL | 4/7/93 | | |
| 23. | Schedule a telecon with Executive Committee members following a meeting of presidents and executives of partner organizations. | RP | VFL | 2/25/93 | | |
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| NO. | DESCRIPTION | | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | OUE DATE | COM OR R |
| 1. | Finalize arrangements for with D. Hirschhorn. | Blaustein grant | | SF | 7/22/93 | 8/15/9 | 3 |
| 2. | Contact the following boar in preparation for the Aug and send brief report to b | gust 26 meeting | | SF | 2/25/93 | 8/15/9: | 3 |
| | a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton | | | | | | |
| | e. Paul Steinberg f. Isadore Twersky | | | | | | |
| 3. | With AH and BH, draft a jo for Barry Holtz. | ob description | | SF | 5/19/93 | 8/19/93 | |
| 4. | With SHH, develop a plan i denominations in each Lead process. | | T. | SF | 3/31/93 | 12/1/9 | |
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| NO. | DESCRIPTION | | PRICRITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | QUE DATE | COM OR RS D |
| 1. | With SW, discuss with dam expected of him at August | | | ARH | 7/29/93 | 8/6/93 | |
| 2, | Prepare a recommendation f the use of materials and d CIJE. | | | ARH | 7/9/93 | 8/12/93 | |
| 3. | Contact the following boar preparation for the August send brief report to VFL: | | | ARH | 2/25/93 | 8/15/93 | |
| | a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch | | 1511 | | | | |
| 4. | With SF and BH, draft a jo for Barry Holtz. | b description | | ARH | 5/19/93 | 8/19/93 | |
| 5. | With VFL, develop plan to item on the CIJE PERT char | | | ARH | 5/19/93 | 8/31/93 | |
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| NO. | DESCRIPTION | | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COM OR RE |
| 1. | Explore availability and space at UJA/Federation | | ٠ | SHH | 7/9/93 | 7/30/9 | 3 |
| 2. | Consider whether the CJF relationship to CIJE sho during August 26 meeting | uld be referred to | | SHH | 7/29/93 | 8/6/93 | |
| 3. | Contact the following bo in preparation for the A and send brief report to | ard members ugust 26 meeting | | SHH | 2/25/93 | 8/15/93 | |
| | a. Jay Davis b. Charles Goodman c. Marvin Lender d. Norman Lipoff e. Charles Ratner f. Bennett Yanowitz | RICAN IEM | | | | | |
| 4. | With HLZ, talk with MLM advisability of approach family to partner with J | ing Jesselson | | SHH | 6/8/93 | B/15/9 | |
| 5. | Call Carl Sheingold to t on the GA agenda. | alk about CIJE slot | | SHH | 7/22/93 | 8/19/93 | |
| 6. | Propose to MLM that he t Hoffberger about the Lea in Baltimore and provide discussion points. | d Community process | | SHH | 3/24/93 | TBD | |
| 7. | With SF, develop a plan denominations in each Le CIJE. | | | SHH | 3/31/93 | TBD | |
| 8. | With Alan Hoffmann, conf with chief professional Communinity to encourage Senior Educators. | of each Lead | | SHH | 5/19/93 | TBD | |
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| | NO. | DESCRIPTION | | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | OUE DATE | COMPLE OR REMO DATI |
| | 1. | Contact the following board preparation for the August send brief report to VFL: | | | MLM | 2/25/93 | 8/15/93 | |
| | | a, Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer | | | | | | |
| | 2. | Consider establishing a fin | nance committee. | | MLM | 4/7/93 | 8/31/93 | |
| | 3. | Visit with Erica Jesselson board to support CIJE. | to get her on | ISH ES | MLM | 6/17/93 | 8/31/93 | |
| | | | and A | | | | | |
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|-----|--|----------|------------------------------|-----------------------------|----------|-------------------|
| 1. | Encourage MLM to invite a Jesselson family representative to August 26 board meeting. | | HLZ | 6/30/93 | 8/15/93 | |
| 2. | With SHH, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant. | | HLZ | 6/8/93 | 8/15/93 | |
| 3. | Schedule a telecon of ALM with Gershon Kekst to discuss CIJE. | | HLZ | 4/29/93 | 8/15/93 | |
| 4. | Schedule meeting of MLM, AJN, and HLZ to discuss CIJE funding. | | HLZ | 7/9/93 | 7/30/93 | |
| 5. | With VFL, prepare . Ratner to report on Lead Communities at board meeting. | | HLZ | 6/17/93 | 8/15/93 | |
| 6. | Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: | | HLZ | 2/25/93 | 8/15/93 | |
| | a. Mandell Berman b. John Colman c. Maurice Corson | | | | | |
| 7. | Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA. | 3 | HLZ | 3/24/93 | TBD | |
| 8. | Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi Chai, Wexner and other funders. | | HL2 | 1/28/93 | TBD | |
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7/22/93

WHERE WE ARE

Week of September 20, 1993

| | Gail Dorph | Alan Heffmann | Barry Holtz | Ginny Levi |
|----------------------|---------------------------------------|-------------------------|-----------------------|------------------------|
| Monday 9/20/93 | New York | Jerusalem | New York | Cleveland |
| | 212-769-0725 | 0119722 617 418 | 212-678-8034 | 216-391-1852 |
| | | FAX: 0119722 619 951 | FAX:(212) 749-9085 | FAX: (212) 391-5430 |
| Tuesday 9/21/93 | | | | |
| Wednesday 9/22/93 | Milwaukee Federation | | | |
| // _ / / / / | 414-271-8338 Fax: 414- 271-7081 | | | |
| | Milwaukee Hilton 414-962-6040 | | | |
| Thursday 9/23/93 | Milwaukee Federation | | | |
| | 414-271-8338 | | | |
| | FAX: 414- 271-7081 | | | |
| Friday 9/24/93 | New York 212-769-0725 | | | |
| | | | | |

BACKGROUND -- SOME SELECTED MILESTONES

- 1984 First World Conference on Jewish Education: Consensus is "Jewish Community is in trouble." Concludes Jewish education is the primary means of:
 - 1. Developing Jewish identity.
 - 2. Instilling commitment to Judaism.
- Small ad hoc group decides time is right to develop a
 "blueprint" for Jewish education/continuity in North
 America to serve as a guide for interested parties.
- Commission on Jewish Education in North America is launched. (August)
 - 46 accept out of 48 asked.
 - Involves denominations, educators, scholars, lay leaders, private foundations, with CJF, JCCA, JESNA participation.
- 1990 Final report, <u>A Time to Act</u>, is released. (June)

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COMMISSION INTERVIEWS YIELDED 23 AREAS OF POSSIBLE FOCUS:

- 1. Early childhood are group
- 2. Elementary school age group
- 3. High school age group
- 4. College age group
- 5. Young adults
- 6. The family
- 7. Adults
- 8. The retired and the elderly
- 9. Supplementary schools
- 10. Day schools

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- 11. Informal education
- 12. Israel experience program
- 13. Integrated programs of formal and informal education
- 14. The Hebrew language, with initial emphasis on the leadership of the Jewish community
- 15. Curriculum and methods

(Continued)

- 16. The use of the media and technology (computers, videos, etc.)
- 17. The shortage of qualified personnel
- The Community -- its leadership and its structures -- as major agents for change
- 19. Assistance with tuition
- 20. The physical plant (buildings, laboratories, gymnasia)
- A knowledge base for Jewish education (research of various kinds: evaluations and impact studies, assessment of needs, client surveys, etc.)
- 22. Innovation in Jewish education
- 23. Additional funding

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WHILE ALL AREAS IMPORTANT, TWO WERE PRE-CONDITIONS ("BUILDING BLOCKS")

Personnel -- Developing a Profession of Jewish Education

 (Analysis showed a shortage of well-trained, dedicated educators for every area of Jewish education.)

• Community -- Recruiting Leadership, Securing Funding, and Developing Appropriate Structures

> (To attract large numbers of talented young people to careers in Jewish education, communities must place Jewish education high on their agenda; must aggressively organize for Jewish continuity.)

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BUILDING A PROFESSION OF JEWISH EDUCATION INCLUDES:

- Recruiting and training more qualified personnel.
- Expanding faculties and facilities of training institutions.
- Intensifying in-service education programs.
- Raising salaries and benefits of personnel.
- Developing new career track opportunities.
- Increasing empowerment of educators.

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MOBILIZING COMMUNITY SUPPORT INCLUDES:

- Recruiting top community leaders to the cause of Jewish education.
- Raising Jewish education to the top of the communal agenda.
- Creating a positive environment for Jewish education.
- Providing substantially increased funding from federations, private

family foundations, and other sources.

OTHER MAJOR COMMISSION RECOMMENDATIONS

ESTABLISHING LEAD COMMUNITIES INCLUDES:

- <u>Laboratories</u> to demonstrate how <u>personnel development</u> and <u>community mobilization</u> can impact <u>systemically</u> on an entire community.
- Local models through which we can learn what works best.

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 Testing places for "Best Practices" -- excellent programs in all fields of Jewish education. Laboratories for redesigning and improving the delivery of Jewish education.

DEVELOPING A RESEARCH CAPABILITY INCLUDES:

- Involving universities, professional research organizations, and individual scholars in research for Jewish education.
- Creating a theoretical and practical knowledge base necessary for change and improvement.
- Developing a comprehensive, long-range research agenda.
- Establishing procedures for the evaluation of each component of the Commission's plan.
- Disseminating research results.

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THE COMMISSION'S FIFTH RECOMMENDATION WAS TO CREATE THE CIJE TO IMPLEMENT ITS RECOMMENDATIONS.

CIJE MISSION

- I. BUILD A PROFESSION OF JEWISH EDUCATION
- II. MOBILIZE COMMUNITY SUPPORT
- III. ESTABLISH LEAD COMMUNITIES
- IV. DEVELOP A RESEARCH CAPABILITY
- V. BUILD CIJE INTO A GOING CONCERN, SO IT CAN DEMONSTRATE OVER TIME THAT:
 - Systemic reform is possible.

>

- The trend lines <u>can</u> be altered (and maybe reversed).
- A planful, highly focused attack is a worthy task.

CIJE UPDATE -- WHAT'S HAPPENING?

- Current focus is on establishing Lead Communities (Atlanta, Baltimore, Milwaukee) and, through them, to implement the Commission's recommendations. Each community is establishing a wall-to-wall coalition.
- Gradually we will involve other communities, as appropriate, as quickly as we can. (23 communities applied to be Lead Communities.)
- CIJE Monitoring, Evaluation and Feedback Project -- observing and documenting the planning and implementation of change; interpreting information to strengthen and aid a community's efforts.
- CIJE Pilot Projects -- using what we've learned in our Best Practice work to help communities jump-start the process.

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STAFF AND CONSULTANTS

- CIJE, as a catalyst for change, will work with a small core staff and utilize the competence of others, such as JESNA, JCCA, CJF, the continental and local training institutions, etc., where appropriate.
- CIJE now has a strong staff -- three very qualified full-time staff members, some part-time, and an impressive group of dedicated consultants.

| ٠ | Alan Hoffmann | ** *- | Executive Director | |
|---|----------------|-------|------------------------|----------------|
| • | Gail Dorph | | Education Officer | |
| ٠ | Barry Holtz | | Program Officer | |
| • | Adam Gamoran | | Research Director | (Part-Time) |
| • | Ellen Goldring | | Asst. Research Directo | or (Part-Time) |

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18:38

FAX

Council for Initiatives in Jewish Education

Date: September 16, 1993

To: CIJE staff From: Barry Holtz at Fax number: 212-864-6622 Number of pages (including this one): Re: Plans for the Israel meetings.

When I saw the agenda for our telecon, it struck me that I ought to send along the enclosed. This is something I did with Alan in Indianapolis.

(if there is difficulty in transmission, please call 212-864-3529)

Holtz--2

Issues for Israel meeting in October:

Should I try to write a "vision" of Lead Communities ala The Future is History:what would/could the Lead Communities Council for Initiatives in Jewish Education look like if it worked.

<u>The List of Ideas for Lead Communities</u> Ideas to deal with recruitment of educators Ideas to deal with upgrading/inservice of educators Ideas to deal with compensation of educators Ideas for helping with strategic planning Can we use the December 13, 1988 criteria for the prog. options in working with the Lead Communities commissions

A LC project -- how is "quality" judged in advance?

Project: A "Wexner"-type project for lay leaders: A Vision of Jewish Education for the future"-- goals project both in Israel and US

What do we mean by systemic change: would raising up each institution individually, without hitting the whole system be enough.

How do you have systemic change when individual institutions are all independent? Differences between Jewish education and the Smith & O'Day view (no overarching control)

What is the connection of the Best Practices Project to the Lead Communities?

COMMISSION ON <u>CITE</u>: 1ⁿ JEWISH IDENTITY AND CONTINUITY CJF Communicum 1993

A CONTINENTAL COMMISSION ON JEWIS <u>IDENTITY AND CONTINUITY:</u> <u>FRAMING STRATEGIES</u>

Draft: 8/27/93

The Task

We begin with the findings of the National Jewish Population Study, which confirmed what we all knew or suspected: our community's continuity is in jeopardy because of a weakening of Jewish identity in North American society.

Our task is to begin to reverse this trend — not just to survive, but to create vital Jewish lives and Jewish communities for ourselves, the next generation and the generations to come. We seek to make Judaism more central in the lives of more Jews, to nurture the desire and the commitment to make Jewish choices and to live by Jewish values, to foster vibrant Jewish homes and families. This goal must remain paramount in our thinking and in our action.

Although Jewish institutions alone cannot effect the transformation we seek, their energies and efforts will be indispensible for its achievement. Our communal organizations represent our best means for reaching individual Jews with the message of the joys and responsibilities of Jewish living. For some of these institutions — our congregations and their associated religious and educational institutions being the most notable examples — promoting serious, committed Jewish living has long constituted the very core of their mission. They embody the traditional foundations of Jewish life — *Torah*, *avodah*, and *gemilut hasadim*. It goes without saying that these institutions and their national movements are central, in their role and expertise, to any effort to strengthen Jewish identity.

For others, such as Federations, building Jewish identity represents a concern that has grown up alongside other traditional foci — e.g., meeting human needs here and overseas as an expression of their commitment to *tzedakah* and *tikkun olam* — but has now begun to move toward the top of their agendae. Over the past few decades, many Federations have increased their support for Jewish education. During this same period, their annual campaigns have increasingly taken on the character of efforts not just to raise funds, but also to build Jewish community and to raise Jewish

consciousness. Federations support a number of national agencies — including JESNA, the National Foundation for Jewish Culture, Hillel and other campus agencies — who share with the religious movements a primary focus on enhancing Jewish identity, knowledge, and commitment. The Jewish Community Centers Association and many JCCs have also made Jewish education a high priority.

Despite this growing confluence in goals, the two great institutional complexes built around the Synagogue and the Federation respectively have not generally worked as full partners in the effort to promote Jewish continuity. Today, however, there is growing recognition on all sides that just such a partnership, based on respect for the integrity of all institutions, must be effected. The palpable threats to Jewish continuity demand that Federations, Synagogues, and the array of other institutions vitally concerned with the Jewish future — educational bodies, membership organizations, community relations agencies, Israeli and Zionist organizations — work more closely together.

Combining our institutional expertise on how to strengthen Jewish identity will not be a sufficient response to the challenges we face. Despite our expertise, neither singly nor together have we been able to provide definitive answers to the fundamental question that defines our historic situation: How can we ensure that Jews will continue to choose to be Jewish and to create and participate actively in a vibrant, diverse Jewish community within contemporary North American society?

In part, answering this question will require that we provide more support to existing institutions and programs which have demonstrated an ability to strengthen identity and community. It will also require creating additional opportunities for Jews of our era to find deep personal meaning in their Jewishness and to live out Jewish values and commitments. To do both, we will need to reexamine our priorities in allocating resources and increase our investment in identity- and community-building.

Much of what must be done to ensure our future can only be implemented locally; and, indeed, local communities, synagogues, and organizations across the continent have begun major initiatives in this arena. But there are other components of the task — e.g., research, recruitment and training of professional leadership, validation of new priorities — that will require collective continental action. Our major continental movements and agencies have begun to respond with important initiatives of their own, both individually and cooperatively through a variety of endeavors, such as the Commission on Jewish Education in North America. But much work remains.

The process of mobilization for Jewish continuity will require, above all, a willingness to implement dramatic and creative changes both within organizations and in their relationships to each other.

Federations locally and CJF continentally have a special responsibility and experience

to bring to bear in building the community-wide coalitions that must take shape. It is for this reason that CJF has taken the initiative to form a Commission on Jewish Identity and Continuity that would represent and energize the unprecedented partnership we require.

The Challenge

Successfully carrying forward the work of the Commission, and even more the process of change it seeks to inspire and assist, will not be easy. Some of what the Commission aims to achieve draws on familiar concerns and skills. The Synagogues' long experience in inspiring, educating, and creating communities of Jews of all ages will be called upon. So too will Federations' historic talents in communal and program planning and in financial resource development.

But other elements of the Commission's agenda will challenge our past experience and current capabilities. To give two examples:

- 1) Finding the appropriate ways for Federations and congregations (locally) and the federated system and denominational movements (nationally) to work more closely together is more than a matter of simple desire or a decision to do so. For both, it will require creating new kinds of relationships with organizations and leadership having very different histories, cultures, and modes of operation. To truly reflect change, these must be relationships of openness and equality, in which the autonomy and unique characteristics of each institutional framework are respected, even as the level of cooperation and mutual support grows.
- 2) Our goal, in part, is to help the next generation of Jews enjoy richer, deeper Jewish lives. Yet, many within this generation do not perceive a weakened attachment to Jewish life as personally problematic. For such Jews, our task is as much to create the desire for fuller Jewish engagement and self-expression as it is to satisfy that need.

There will be other challenges:

- 1) To balance the pressures for short-term accomplishment with recognition of the need for a long-term, comprehensive approach.
- 2) To put forward a manageable agenda, without becoming superficial
- To make the best use of existing expertise, while allowing room for new knowledge and new paradigms for action to emerge.

Conceptual/Strategic Principles

In light of the above, we propose the following framework of strategic principles for the work of the Commission

- 1) Creating the Commission is an act of coalition-building. The Commission must provide an environment in which participants can work together in new ways and develop new understandings of their own roles and missions. The Commission's major task is not to produce a program or a report, but to help shape a new reality in Jewish organizational life.
- 2) Commission members, leaders in their respective fields of activity, will bring much knowledge and wisdom to its deliberations. But they must also be prepared to learn and to be affected by serving on the Commission.
- 3) The Commission's work will incorporate several different tasks and processes These will require coordination, but also sufficient space and integrity to accomplish what we need from each. For example, gathering and disseminating expertise is quite different from seeking to facilitate organizational change. The Commission will need to approach these two tasks with awareness of this difference.
- 4) The Commission will need to hear from and involve a wide range of constituencies and interests, including individuals from outside the organizational networks represented on it. It will need to ensure that all relevant information and expertise, including that possessed by professionals in the "trenches" of this effort, are available to it.

The Work of the Commission

To accomplish its mission, the Commission will,

- Act as a catalyst for change by bringing together in constructive dialogue institutional leadership, experts, and individuals drawn from many segments of American Jewish life
- Develop guidelines, models and principles which can facilitate the transformation of institutional cultures and put in motion communal initiatives to enhance Jewish life into the 21st century
- Gather, analyze and disseminate information on trends, developments and initiatives in Jewish institutional and communal life impacting upon Jewish identity and continuity.

- Explore a variety of conceptual frameworks to illuminate and come to grips with the complex issues involved in promoting Jewish identity and continuity.
- Pool resources, expertise and the influence of participating institutions to address issues that are continental in nature and best dealt with collectively.

SUMMARY

As we gather to raise our community's consciousness that Jewish identity and continuity are the priority issues of our time, we will be helping the North American Jewish community reach toward a vision for and of itself that transcends any existing reality.

The Commission's most important role will be to create a new coalition of organizational forces to sustain, support, and extend this process by itself representing a new reality in Jewish life. The process of the Commission's work — collaborative, deliberative, forward-looking, guided by diverse ideologies, yet sharing a fundamental commitment to *am Yisrael, Torat Yisrael*, and *emunat Yisrael* — will be a microcosm of the community we seek to build.

We anticipate that all parties involved in this process will change, not as a result of any collective decision or plan, but as a result of the new thinking which can result from new dialogues and relationships. Indeed, an openness to change is, perhaps, the most important thing which all can bring to the Commission and will be the most important measure of our individual and collective credibility in this historic undertaking.

The work of this Commission is only one part of the effort our communities and institutions must make if we are to transform the realities of North American Jewish life over the next decade. But by helping to change the focus of our energies and the ways in which we work together, the Commission's contribution can be a central one. We will know that the Commission has fulfilled its mission, not with a final report, but when the new organizational realities and new paradigms for moving into the future that have emerged within the Commission become part of the normal operations of our community. With this clear, but open-ended goal, we are ready to begin our work.

CS/NF/JSW Jid7

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| J | ewish Education | on . | |
| Date sent: Time sen September 15, 1993 To: Alan D. Hoffmann Organization: and Annette | | From: | (incl. cover): 7 Ginny Levi |
| Phone Number: | | Phone Numb | er: |
| Fax Number: | | Fax Number: | |
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MILWAUKEE JEWISH FEDERATION

Gail Dorph's Visit Wednesday, September 22 and Thursday, September 23, 1993

Schedule of Meetings

Wednesday, September 22, 1993

Arrival 8:05 a.m. ~ Midwest Express #920 (Ruth Cohen will pick her up)

9:00 a.m. - 10:30 a.m. - Hillel Academy, 6401 N. Santa Monica Blvd.

10:30 a.m. - 12:00 p.m. - Milwaukee Jewish Day School, 6401 N. Santa Monica Blvd.

12:00 p.m. - 1:30 p.m. - Lunch with Ruth Cohen

2:00 p.m. - 3:30 p.m. - Meeting with Tzivia Blumberg, JCC, 6255 N. Santa Monica Blvd.

4:00 p.m. - 5:30 p.m. - Visit Shalon congregational school 7630 N. Santa Monica Blvd.

7:00 p.m. - Dinner with Louise Stein

Thursday, September 23, 1993

8:30 a.m. - 10:30 a.m. - Meeting with Ina Regosin, MAJR, 6401 N. Santa Monica Blvd.

11:00 a.m. - 12:00 p.m. - Personnel Issues Core Planning Group Meeting Milwaukee Jewish Federation, Inc. 1360 N. Prospect Avenue

12:00 p.m. - 2:00 p.m. - Lunch with Jane Gellman

2:00 p.m. - 5:00 p.m. - Meeting with Roberta Goodman

Departure 5:55 p.m. (Roberta will drive her to the airport)

Hotel reservations made for the night of Wednesday, September 22 at the Milwaukee Bilton, 4700 N. Port Washington Rd., 962-6040. Guaranteed late arrival-confirmation # 193353234. Rate: \$82.00.

1360 N. Prospect Avenue Milwaukee, Wisconsin 53202/3094 414 271-8338 EAX 414-271-7031

Betsy L. Green President Richard H. Meyer Executive Vice President

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S05,3644 Textuacham of

University of Wisconsin-Madison

MADISON, WISCONSIN \$3706

CEPARTMENT OF SOCIOLOGY Social Science Building 1180 Observatory Drive

TO CALL WRITER DIRECT PHONE 1808, 243-4253

MEMORANDUM

September 15, 1993

To: Alan Hoffmann and Annette Hochstein From: Adam, Ellen, Julie, and Roberta Re: report on mobilization and visions, in progress

The MEF team is working on cumulative reports on mobilization and visions in the lead communities, for the period of September, 1992 through August, 1993. Although the primary audience for these reports is CIJE staff, we assume that they will be shared with the local CIJE project directors (i.e., Chaim, Ruth, and Lauren should see the reports about their own communities), and that selected portions of the report will probably have wider distribution.

A separate memo will describe the process of consultation with our advisory board in which we will engage prior to releasing the reports to any of these audiences.

Because of our staffing situation we are not sure we will have a report on Atlanta, but let's assume for the moment that we will.

The purpose of this memo is to describe the issues we are addressing, so that you may provide input at this stage. The reports will have three parts: Mobilization, Visions, and the relations between the two. We will also address the implications of these findings for systemic change.

The mobilization section will address questions such as:

(a) To what extent has the lay leadership of the community been galvanized in support of Jewish education?

(b) What lay leaders are actually participating in the lead community process? What is the extent of their participation ~ e.g., how often do they meet, what do they know, are they really concerned about this or just showing up?

(c) Besides lay leaders, what other leaders have been recruited? In particular, what about federation professionals, and educators?

(d) What institutions, organizations, and movements have been drawn into the lead community process, or otherwise become involved in community mobilization for education?

(e) Considering these leaders and institutions, is there a wall-to-wall coalition in the community?

(f) What new financial resources have been mobilized for new initiatives in Jewish education?

(g) What is the interplay of lead-community and grass-roots action regarding educational innovation?

Throughout this first section, we will present information on people involved in the lead community project, on key events, and on process issues such as the extent of consensus, dealing with ambiguity, and so on. CIJE's role in the communities will be addressed, but we will not deal with the evolution of CIJE per se, except through its contact with the communities.

The section on visions will address the following:

(a) What is the content of visions expressed by community members?

(b) What is the process of "visioning"? Whose voices are being heard? At what level -- substantively and organizationally -- are discussions taking place?

(c) What are the links between community-wide visioning on the one hand, and articulation of goals for particular institutions and programs on the other?

(d) What is the relation between emerging visions in the communities and their "strategic planning" processes?

The final section will present the links between mobilization and visions, and we will conclude by presenting implications of our findings.

I look forward to any comments you may have on this outline,

Land of Israel their classroom

Six Agnon School educators and a trustee share the experience of studying together in Israel.

"On the first day of my summer studies in Jerusalem, I stood at the Kotel (Western Wall). As I looked at the domes of mosques above, I wondered what my life would be like if the Second Temple still stood. Would I be shlepping cows across the waters several times a year, offering sacrifices? Would there be a Diaspora today? Would I be white ... clearly not the skin color of Middle Eastern people? What if those domes were replaced by a Third Temple? What would it look like? These questions remain with me."

RAY LEVI Special to the CJN

These are the words of Barbara Weiss, a recipient of the Rather-Goldberg Award for study in Israel. She was also one of seven Agnon School Judaic and general studies teachers and trustees, including myself, who studied – but rarely inside the classroom – at the Summer Institute of the Melton Centre at Hebrew University in July. In a seminar, jointly designed by Melton and Agnon faculties, she and her colleagues were able to explore these questions and consider how they might bring them back to their students at Agnon School.

Elly Dfin, who was director of the Melton Centre at Hebrew University last summer, came to Cleveland for a week to learn about Agnon School and meet the students and teachers. The teachers discussed their high-level expectations about an educator's trip to Israel. Dlin understood our needs and, working with me and later Steve Israel in Israel, designed the excellent month-long program.

The Agnon-Melton partnership was crested in direct response to the current emshasis on Jewish continuity through edu-



Agnon teachers and their Israell colleagues in the library of Pulltzer Prize-winner S.Y. Agnon.

cation. Agnon looked to Hebrew University to develop a program which would enrich and challenge its already experienced and knowledgeable faculty. It did just that! By studying, traveling and living together in Israel for three weeks, Barbara Weiss and her colleagues had countless opportunities to plan experiences that will make Israel – problems and all – come alive for their students.

From early morning to late at night, teachers shared their dreams for curriculum with their colleagues. On a hillside overlooking the city of Jerusalem, ideas, based upon site visits, poured out, and the group worked together to weave a variety of experiences for students that will grow with them through their years at Agnon. Thus, sixth graders will consider the very questions that have been so provocative for Weiss. The children will create their own personal visions of Jerusalem and compare them to the realities revealed on slides taken by their teachers this summer.

Working together, Bible instructor Leah Spector and art teacher Weiss will ask students to consider how they might design the Temple if it were being built today. The children will explore text references to the Temple that may provide insights about whether another Temple should be built at all and if so, by whom.

Lois Klapholz, a third-grade general studies teacher, will be expanding her curriculum as a result of her studies this summer. The third graders have been studying neighborhoods in Cleveland and the surrounding suburbs. Now they will also contrast the Old City of Jerusalem to the neighboring community of Gilo that

On a hillside overlooking Jorusalem, ideas based on site visits poured out.

was built after 1967. They will look at architecture and the ways in which each community – American and Israeli – reflects the central values and priorities of residents.

Other Agnon teachers on the trip were Ellen Deutsch and Rabbi Andrea Gouze, who will, likewise, bring insights to the classroom as a result of their experiences.

Another unique aspect of the Agnon-Melton study program is the inclusion of members of the board of trustees. Agnon trustee Lee Lazar, who joined the group, commented, "The entire experience was great – personally and for the school. The benefits include the development of a more cohesive staff. A staff that prays and plays together, stays together."

"We developed a camaraderic which deepened the relationships that had already been in the second sec



Barbara Wolss's colored pencil drawing of the Old City as soon from Flobrew University atop Mt. Scopus.

significantly, she observed, the on-site, non-stop learning led by master educator Steve Israel meant "there was no day without tears and no day without the joy and pride of being a Jew."

It is this joy and pride that we hope to

bring back to our community through substantive experiences. The students and faculty who did not travel with us have already begun to participate in metaphorical journeys.

Ray Levi is head of Agnon School

A. To Israel's farmers, they mean survival!



Alan D. Hoffmann

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Back-to Back Tickets

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair Morton Mandel Vice Chairs September 13, 1993 Charles Goodman Neil Greenbaum Matthew Maryles Lester Pollack Mr. Daniel Pekarsky 26D University Houses Lionorary Chair Madison, WI 53705 Max Fisher Dear Daniel: Board This will confirm the arrangements for your consultation with the David Arnow CIJE as Consultant for the CIJE, working especially on the Daniel Bader "Goals" project as required. At this stage, I assume that your Mandell Berman consultation will not be more than four days per month. Charles Bronfman You will be compensated at a fee of \$500.00 per day to be paid Gerald Cohen monthly upon receipt of a bill sent to the CIJE, P. O. Box 94553, John Colman Cleveland, OH 44101 The monthly bill should include the number Maurice Corson of days worked, the dates of your activity and a brief Susan Crown description of what was done. Inwin Field Alfred Gottschalk Please let me know if you have any questions regarding these Arthur Green arrangements. Thomas Hausdorff David Hirschhorn It's great to have you on the team. lenry Koschitzky Sincercly, Mark Lainer Norman Lamm lin Norman Lipotf. Seymour Martin Lipset Alap D. Hoffmann Florence Melton Executive Director Melvin Merians Charles Rather cc: Barry Reis Esther Leah Ritz Richard Scheuer Ismar Scherson Isadore Tworsky Bennett Yanowitz

WHERE WE ARE

Week of September 13, 1993

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COMMISSION ON JEWISH IDENTITY AND CONTINUITY

A CONTINENTAL COMMISSION ON JEWISH IDENTITY AND CONTINUITY: FRAMING STRATEGIES

Draft: 8/27/93

The Task

We begin with the findings of the National Jewish Population Study, which confirmed what we all knew or suspected: our community's continuity is in jeopardy because of a weakening of Jewish identity in North American society.

Our task is to begin to reverse this trend — not just to survive, but to create vital Jewish lives and Jewish communities for ourselves, the next generation and the generations to come. We seek to make Judaism more central in the lives of more Jews, to nurture the desire and the commitment to make Jewish choices and to live by Jewish values, to foster vibrant Jewish homes and families. This goal must remain paramount in our thinking and in our action.

Although Jewish institutions alone cannot effect the transformation we seek, their energies and efforts will be indispensible for its achievement. Our communal organizations represent our best means for reaching individual Jews with the message of the joys and responsibilities of Jewish living. For some of these institutions — our congregations and their associated religious and educational institutions being the most notable examples — promoting serious, committed Jewish living has long constituted the very core of their mission. They embody the traditional foundations of Jewish life — Torah, avodah, and gemilut hasadim. It goes without saying that these institutions and their national movements are central, in their role and expertise, to any effort to strengthen Jewish identity.

For others, such as Federations, building Jewish identity represents a concern that has grown up alongside other traditional foci — e.g., meeting human needs here and overseas as an expression of their commitment to *tzedakah* and *tikkun olam* — but has now begun to move toward the top of their agendae. Over the past few decades, many Federations have increased their support for Jewish education. During this same period, their annual campaigns have increasingly taken on the character of efforts not just to raise funds, but also to build Jewish community and to raise Jewish

730 Broadway . New York, NY 10003-9596
consciousness. Federations support a number of national agencies — including JESNA, the National Foundation for Jewish Culture, Hillel and other campus agencies — who share with the religious movements a primary focus on enhancing Jewish identity, knowledge, and commitment. The Jewish Community Centers Association and many JCCs have also made Jewish education a high priority.

Despite this growing confluence in goals, the two great institutional complexes built around the Synagogue and the Federation respectively have not generally worked as full partners in the effort to promote Jewish continuity. Today, however, there is growing recognition on all sides that just such a partnership, based on respect for the integrity of all institutions, must be effected. The palpable threats to Jewish continuity demand that Federations, Synagogues, and the array of other institutions vitally concerned with the Jewish future — educational bodies, membership organizations, community relations agencies, Israeli and Zionist organizations — work more closely together.

Combining our institutional expertise on how to strengthen Jewish identity will not be a sufficient response to the challenges we face. Despite our expertise, neither singly nor together have we been able to provide definitive answers to the fundamental question that defines our historic situation: How can we ensure that Jews will continue to choose to be Jewish and to create and participate actively in a vibrant, diverse Jewish community within contemporary North American society?

In part, answering this question will require that we provide more support to existing institutions and programs which have demonstrated an ability to strengthen identity and community. It will also require creating additional opportunities for Jews of our era to find deep personal meaning in their Jewishness and to live out Jewish values and commitments. To do both, we will need to reexamine our priorities in allocating resources and increase our investment in identity- and community-building.

Much of what must be done to ensure our future can only be implemented locally; and, indeed, local communities, synagogues, and organizations across the continent have begun major initiatives in this arena. But there are other components of the task — e.g., research, recruitment and training of professional leadership, validation of new priorities — that will require collective continental action. Our major continental movements and agencies have begun to respond with important initiatives of their own, both individually and cooperatively through a variety of endeavors, such as the Commission on Jewish Education in North America. But much work remains.

The process of mobilization for Jewish continuity will require, above all, a willingness to implement dramatic and creative changes both within organizations and in their relationships to each other.

Federations locally and CJF continentally have a special responsibility and experience

to bring to bear in building the community-wide coalitions that must take shape. It is for this reason that CJF has taken the initiative to form a Commission on Jewish Identity and Continuity that would represent and energize the unprecedented partnership we require

The Challenge

Successfully carrying forward the work of the Commission, and even more the process of change it seeks to inspire and assist, will not be easy. Some of what the Commission aims to achieve draws on familiar concerns and skills. The Synagogues' long experience in inspiring, educating, and creating communities of Jews of all ages will be called upon. So too will Federations' historic talents in communal and program planning and in financial resource development.

But other elements of the Commission's agenda will chailenge our past experience and current capabilities. To give two examples:

- 1) Finding the appropriate ways for Federations and congregations (locally) and the federated system and denominational movements (nationally) to work more closely together is more than a matter of simple desire or a decision to do so. For both, it will require creating new kinds of relationships with organizations and leadership having very different histories, cultures, and modes of operation. To truly reflect change, these must be relationships of openness and equality, in which the autonomy and unique characteristics of each institutional framework are respected, even as the level of cooperation and mutual support grows.
- 2) Our goal, in part, is to help the next generation of Jews enjoy richer, deeper Jewish lives. Yet, many within this generation do not perceive a weakened attachment to Jewish life as personally problematic. For such Jews, our task is as much to create the desire for fuller Jewish engagement and self-expression as it is to satisfy that need.

There will be other challenges:

- To balance the pressures for short-term accomplishment with recognition of the need for a long-term, comprehensive approach
- 2) To put forward a manageable agenda, without becoming superficial
- To make the best use of existing expertise, while allowing room for new knowledge and new paradigms for action to emerge.

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Conceptual/Strategic Principles

In light of the above, we propose the following framework of strategic principles for the work of the Commission:

- Creating the Commission is an act of coalition-building. The Commission must provide an environment in which participants can work together in new ways and develop new understandings of their own roles and missions. The Commission's major task is not to produce a program or a report, but to help shape a new reality in Jewish organizational life.
- Commission members, leaders in their respective fields of activity, will bring much knowledge and wisdom to its deliberations. But they must also be prepared to learn and to be affected by serving on the Commission.
- 3) The Commission's work will incorporate several different tasks and processes. These will require coordination, but also sufficient space and integrity to accomplish what we need from each. For example, gathering and disseminating expertise is quite different from seeking to facilitate organizational change. The Commission will need to approach these two tasks with awareness of this difference.
- 4) The Commission will need to hear from and involve a wide range of constituencies and interests, including individuals from outside the organizational networks represented on it. It will need to ensure that all relevant information and expertise, including that possessed by professionals in the "trenches" of this effort, are available to it.

The Work of the Commission

To accomplish its mission, the Commission will:

- Act as a catalyst for change by bringing together in constructive dialogue institutional leadership, experts, and individuals drawn from many segments of American Jewish life.
- Develop guidelines, models and principles which can facilitate the transformation of institutional cultures and put in motion communal initiatives to enhance Jewish life into the 21st century.
- Gather, analyze and disseminate information on trends, developments and initiatives in Jewish institutional and communal life impacting upon Jewish identity and continuity.

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- Exclore a variety of conceptual frameworks to illuminate and come to grips with the complex issues involved in promoting Jewish identity and continuity
- Pool resources, expertise and the influence of participating institutions to address issues that are continental in nature and best dealt with collectively

SUMMARY

As we gather to raise our community's consciousness that Jewish identity and continuity are the priority issues of our time, we will be helping the North American Jewish community reach toward a vision for and of itself that transcends any existing reality.

The Commission's most important role will be to create a new coalition of organizational forces to sustain, support, and extend this process by itself representing a new reality in Jewish life. The process of the Commission's work — collaborative, deliberative, forward-looking, guided by diverse ideologies, yet sharing a fundamental commitment to *am Yisrael*, *Torat Yisrael*, and *emunat Yisrael* — will be a microcosm of the community we seek to build.

We anticipate that all parties involved in this process will change, not as a result of any collective decision or plan, but as a result of the new thinking which can result from new dialogues and relationships. Indeed, an openness to change is, perhaps, the most important thing which all can bring to the Commission and will be the most important measure of our individual and collective credibility in this historic undertaking.

The work of this Commission is only one part of the effort our communities and institutions must make if we are to transform the realities of North American Jewish life over the next decade. But by helping to change the focus of our energies and the ways in which we work together, the Commission's contribution can be a central one. We will know that the Commission has fulfilled its mission, not with a final report, but when the new organizational realities and new paradigms for moving into the future that have emerged within the Commission become part of the normal operations of our community. With this clear, but open-ended goal, we are ready to begin our work.

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COMMISSION ON JEWISH IDENTITY AND CONTINUITY

Draft - September 2, 1993

THE WORK OF THE COMMISSION

Introduction:

The work of the Commission on Jewish Identity and Continuity will involve three basic components:

- A. identifying key issues and strategic directions for continuity initiatives (an "agenda for Jewish continuity");
- B. identifying and seeking to expand, disseminate, and replicate successful program models developed by organizations and local communities; and
- C. providing a setting within which institutions and systems operating at the continental level can develop new strategies and initiatives that require collaborative, continental action.

These components will be interlinked and mutually reinforcing. Each of the three components will be pursued as a Commission project in accordance with a specific work plan identifying appropriate objectives, timetables, and methods of work. The projects are designed to run concurrently, with each being launched as quickly as staff and logistics allow.

Together with these specific projects, the Commission will, throughout the course of its work, seek to strengthen communication and relationships between and among the large number of institutions and communities who are engaged in efforts to promote Jewish continuity.

Project 1: An Action Agenda for Jewish Continuity

I. <u>Objective:</u>

To stimulate the development, expansion, improvement, and effective implementation of initiatives to strengthen Jewish identity and community by:

- a) identifying critical issues involved in ensuring Jewish continuity;
- b) elaborating effective strategies for addressing these issues; and
- engaging the Jewish media to promote widespread attention to these issues and support for the strategies to enhance Jewish identity and continuity.

III. Method of work:

- A. Working groups will deliberate on key issues and approve draft sections of the "agenda" for final discussion and approval by the Commission as a whole. The drafts will be prepared by staff, outside consultants, or Commission members as appropriate. The Steering Committee will coordinate the process.
- B With the assistance of local communities the Commission will hold open forums or focus groups at several sites around the continent to solicit input from a broad spectrum of Jews
- C At an appropriate time, the Commission will also seek input from knowledgeable Israelis.
- D Organizations and movements participating on the Commission will be encouraged to engage in parallel activities within their own frameworks and to submit background materials, position papers, etc., on the issues being addressed by the Commission. (Some are already doing this.)
- E. Through its staff, consultants, and interested members, the Commission will monitor Jewish publications and prepare summaries of relevant papers, articles, and books for circulation to its members.
- F. In order to promote its "agenda for Jewish continuity," the Commission will engage with the Jewish media and entist their involvement in promoting thoughtful attention to continuity issues and broad dissemination of effective strategies

Project 2: Model Programs for Jewish Continuity

I. <u>Objective</u>:

To identify successful models of organizational and communal action for Jawish continuity in three major areas:

- 1 Program development,
- 2 Intra-communal relations and organizational change and
- Resource development.

and to promote their expansion, dissemination, and replication.

Project 3: Collaborative Initiatives for Jewish Continuity

I. Objective:

To plan and implement several major inter-organizational initiatives at the continental level to promote Jewish identity and continuity.

II. Deliverable:

Between three and five initiatives carried out jointly by several organizations represented on the Commission. Each initiative should a) have the potential to make a substantial impact in at least one area deemed central to promoting Jewish continuity; b) require inter-organizational collaboration; and c) require action and support at the continental (as well as local) level. Participation by organizations in any of the projects will be voluntary.

Examples of possible projects are:

- work with the national media on the images of Jews and Jewish life they
 present.
- an initiative to reach out to Jewish students graduating from college and to provide them with connections to the Jewish community as they move into the next stage of their lives.
- the development of partnerships between synagogues and service agencies that are part of the local federated system to deliver a wide range of primary services directly through synagogues.
- creation of a continental scholarship fund to make it possible for more Jewish youth to participate in educational programs in Israel and Jewish summer camping.
- creation of a portable national pension and benefits plan for Jewish teachers.

These projects will be designed both to have an impact in their own right, and to provide models and working experience for additional collaborative ventures.

III. Method of work:

A working group of the Commission will develop a list of potential projects, based on consultations with the organizations represented on the Commission, a widelycirculated Request For Proposals (RFP), and the information gathered by the Commission.

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BACKGROUND -- SOME SELECTED MILESTONES

- 1984 First World Conference on Jewish Education: Consensus is "Jewish Community is in trouble." Concludes Jewish education is the primary means of:
 - 1. Developing Jewish identity.
 - 2. Instilling commitment to Judaism.
- 1987 Small ad hoc group decides time is right to develop a "blueprint" for Jewish education/continuity in North America to serve as a guide for interested parties.
- Commission on Jewish Education in North America is launched. (August)
 - 46 accept out of 48 asked.
 - Involves denominations, educators, scholars, lay leaders, private foundations, with CJF, JCCA, JESNA participation.
- 1990 Final report, <u>A Time to Act</u>, is released. (June)

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COMMISSION INTERVIEWS YIELDED 23 AREAS OF POSSIBLE FOCUS:

- 1. Early childhood are group
- 2. Elementary school age group
- 3. High school age group
- 4. College age group
- 5. Young adults
- 6. The family
- 7. Adults
- 8. The retired and the elderly
- 9. Supplementary schools
- 10. Day schools
- 11. Informal education
- 12. Israel experience program
- 13. Integrated programs of formal and informal education
- 14. The Hebrew language, with initial emphasis on the leadership of the Jewish community
- 15. Curriculum and methods

(Continued)

- The use of the media and technology (computers, videos, etc.)
- 17. The shortage of qualified personnel
- The Community its leadership and its structures as major agents for change
- 19. Assistance with tuition
- 20. The physical plant (buildings, laboratories, gymnasia)
- 21. A knowledge base for Jewish education (research of various kinds: evaluations and impact studies, assessment of needs, client surveys, etc.)
- 22. Innovation in Jewish education
- 23. Additional funding

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WHILE ALL AREAS IMPORTANT, TWO WERE PRE-CONDITIONS ("BUILDING BLOCKS")

Personnel -- Developing a Profession of Jewish Education
 (Analysis showed a shortage of well-trained, dedicated educators for every area of Jewish education.)

• Community -- Recruiting Leadership, Securing Funding, and Developing Appropriate Structures

> (To attract large numbers of talented young people to careers in Jewish education, communities must place Jewish education high on their agenda; must aggressively organize for Jewish continuity.)

BUILDING A PROFESSION OF JEWISH EDUCATION INCLUDES:

- Recruiting and training more qualified personnel.
- Expanding faculties and facilities of training institutions.
- Intensifying in-service education programs.
- Raising salaries and benefits of personnel.
- Developing new career track opportunities.
- Increasing empowerment of educators.

MOBILIZING COMMUNITY SUPPORT INCLUDES:

- Recruiting top community leaders to the cause of Jewish education.
- Raising Jewish education to the top of the communal agenda.
- Creating a positive environment for Jewish education.
- Providing substantially increased funding from federations, private

family foundations, and other sources.

OTHER MAJOR COMMISSION RECOMMENDATIONS

ESTABLISHING LEAD COMMUNITIES INCLUDES:

- <u>Laboratories</u> to demonstrate how <u>personnel development</u> and <u>community mobilization</u> can impact <u>systemically</u> on an entire community.
- Local models through which we can learn what works best.
- Testing places for "Best Practices" -- excellent programs in all fields of Jewish education. Laboratories for redesigning and improving the delivery of Jewish education.

DEVELOPING A RESEARCH CAPABILITY INCLUDES:

- Involving universities, professional research organizations, and individual scholars in research for Jewish education.
- Creating a theoretical and practical knowledge base necessary for change and improvement.
- Developing a comprehensive, long-range research agenda.
- Establishing procedures for the evaluation of each component of the Commission's plan.
- Disseminating research results.

THE COMMISSION'S FIFTH RECOMMENDATION WAS TO CREATE THE CIJE TO IMPLEMENT IT'S RECOMMENDATIONS.

CIJE MISSION

- I. BUILD A PROFESSION OF JEWISH EDUCATION
- II. MOBILIZE COMMUNITY SUPPORT
- III. ESTABLISH LEAD COMMUNITIES
- IV. DEVELOP A RESEARCH CAPABILITY
- V. BUILD CIJE INTO A GOING CONCERN, SO IT CAN DEMONSTRATE OVER TIME THAT:
 - Systemic reform is possible.
 - The trend lines <u>can</u> be altered (and maybe reversed).
 - A planful, highly focused attack is a worthy task.

CLIE UPDATE -- WHAT'S HAPPENING?

- Current focus is on establishing Lead Communities (Atlanta, Baltimore, Milwaukee) and, through them, to implement the Commission's recommendations. Each community is establishing a wall-to-wall coalition.
- Gradually we will involve other communities, as appropriate, as quickly as we can. (23 communities applied to be Lead Communities.)
- CIJE Monitoring, Evaluation and Feedback Project -- observing and documenting the planning and implementation of change; interpreting information to strengthen and aid a community's efforts.
- CIJE Pilot Projects -- using what we've learned in our Best Practice work to help communities jump-start the process.

STAFF AND CONSULTANTS

- CIJE, as a catalyst for change, will work with a small core staff and utilize the competence of others, such as JESNA, JCCA, CJF, the continental and local training institutions, etc., where appropriate.
- CIJE now has a strong staff -- three very qualified full-time staff members, some part-time, and an impressive group of dedicated consultants.

| ٠ | Alan Hoffmann | | Executive Director |
|---|----------------|-----------------|-------------------------------------|
| ٠ | Gail Dorph | به – | Education Officer |
| ٠ | Barry Holtz | | Program Officer |
| ٠ | Adam Gamoran | ₩ | Research Director (Part-Time) |
| • | Ellen Goldring | ~ 4 | Asst. Research Director (Part-Time) |

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Alsn Hoffmann's Scheduled Visit to States

Doubletree Inn 4 West University Parkway Baltimore, MD 21218 Phone: 410-235-5400 FAX: 410-235-5572

Wednesday, September 8 Delta Flight #1279 from Baltimore to Indianapolis Leaving 10:35 AM Arriving 12:02 PM

> Hotel Lunch Meeting 1:00 PM w/ Barry Holtz, Art Naparstek

Lilly Foundation Meeting 2:30 PM

Hotel Dinner Meeting w/ Jonathan Woocher 7:00 PM

Hyatt Regency Hotel 1 S. Capitol Ave. Indianapolis, IN 46204 317-632-1234 FAX: 317-231-7569 Confirmation number <u>88357467-1</u>

Thursday, September 9

Meet MLM @ Reception Desk 12:30

Accompany MLM to CJF 4:30 PM

Meeting w/HLM, Steve Hoffman 8:30 PM

Hyatt Regency Horel

Friday, September 10 Flight to Cleveland (times to be decided) Flight to New York

Saturday, September 11 New York - Mayflower Hotel

Sunday, September 12 Leaving States

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Alan Hoffmann's Scheduled Visit to States Tuesday, August 31 Delta Flight #1163 to Atlanta Leaving at 4:05 PM Wyndham Midtown Hotel 10th & Peachtree Street Atlanta, GA Phone: 404-873-4800 FAX: 404-870-1530 Confirmation number WA215325 (guaranteed late arrival) 9:30 PM Meetng w/ Deborah Lipstadt and David Blumenthal at Wyndham Hotel Wednesday, September 1 Atlanta Jewish Federation 1753 Peachtree Road, N.E. Atlanta, GA 30309 Phone: 404-873-1661 FAX: 404-874-7043 Meetings w/ Breakfast Janice Alper 8:00 AM Lauren Azoulai 9:30 AM Steve Gelfand, Lauren Azoulai, David Sarnat 10.30 AM Lunch 12:00 Noon Planning time : Afternoon Gerald Cohen and Dr. William Schatten 4:30 PM Meeting of the Council for Jewish Continuity 6:00 PM Wyndham Midtown Hotel Thursday, September 2 Delta Flight #1024 to Milwaukee Leaving Atlanta 8:18 AM Arriving 9:10 AM (Picked up at airport by Ruth Cohen) Milwaukee Jewish Federation 1360 North Prospect Ave. Milwaukee, WI 53202 Phone: 414-271-8338 FAX: 414-271-7081 Meetings w/ Rick Meyer 9:30 AM Howard Neistein 10:30 AM Ruch Cohen 11:30 Lunch Jane Gellman 1:30 PM Daniel Bader 3:00 PM

Pfister Hotel 424 East Wisconsin Ave. Milwaukee, WI 53202 Phone: 414-273-8222 FAX: 414-273-8222 (same) Confirmation number: 198\$603 Friday, September 3 American Flight #4151 to New York 5:20 AM Arriving 9:59 AM Meetings w/ Arthur Kotman 10:30 AM - 12:30 PM (JCC Association, 15 East 26th Street, New York, NY 10010 (212) 532-4949 FAX: (212) 481-4174 Robert Hirt and Alvin Schiff 1:00 PM (Yeshiva University, 500 West 185th Street, NY) (212) 960-5263 FAX: (212) 960-5228 Arych Davidson and Bob Abramson 3:00 PM (Jewish Theological Seminary, 3080 Broadway, NY) (212) 678-8028 FAX: (212) 678-8947 Saturday, September 4 New York - Mayflower Hotel Sunday, September 5 New York - Mayflower Hotel Monday, September 6 Monday/Labor Day - Delta Flight #1824 8:30 AM to Boston -Delta Flight #4959 8:30 PM to Baltimore Doubletree Inn on the Colannade 4 West University Parkway Baltimore, MD 21218 Phone: 410-235-5400 Fax: 410-235-5572 Tuesday, September 7 THE ASSOCIATED Lunch Meeting v/ Dr. Chaim Botwinick 12:00 Noon Nancy Kutler Marshall Levin joined by Genine Fidler/Ilene Vogelstein 3:00 PM Wednesday, September 8 Delta Flight #1279 from Baltimore to Indianapolis Leaving 10:35 AM Arriving 12:02 PM Airport Lunch Meeting 12:30 PM w/ Barry Holtz, Art Naparstek Lilly Foundation Meeting 2:30 PM Hyatt Regency Hotel 1 S. Capitol Ave. Indianapolis, IN 46204 317-632-1234 Confirmation number 88357467-1

Thursday, September 9 Heet MLH @ Reception Desk 12:30 Accompany MLM to CJF 4:30 PM Meeting w/MLM, Steve Hoffman 8:30 PM Hyatt Regency Hotel

Friday, September 10 Flight to Cleveland (times to be decided) Flight to New York

Saturday, September 11 New York - Mayflower Hotel

Sunday, September 12 Leaving States

| | Council for Initiatives | | | | |
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| E | Annette, | | | | |
| R | Please find attached schedule for ADH. Also 2 memos from Ginny. | | | | |
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Alan Hoffmann's Scheduled Visit to States
Tuesday, August 31
          Delta Flight #1163 to Atlanta Leaving at 4:05 PM
          Wyndham Midtown Hotel
          10th & Peachtree Street
          Atlanta, GA
          Phone: 404-873-4800
          FAX: 404-870-1530
    Confirmation number <u>WA215325</u> (guaranteed late arrival)
        9:30 PM Meetng w/ Deborah Lipstadt and David Blumenthal
                at Wyndham Hotel
Wednesday, September 1 Atlanta Jewish Federation
            1753 Peachtree Road, N.E.
            Atlanta, GA 30309
            Phone: 404-873-1661
            FAX: 404-874-7043
            Meetings W/
            Breakfast Janice Alper 8:00 AM
            Lauren Azoulai 9:30 AM
            Steve Gelfand, Lauren Azoulai, David Sarnat 10:30 AM
            Lunch 12:00 Noon
            Planning time : Afternoon
            Gerald Cohen and Dr. Williem Schatter, 4:30 PM
            Meeting of the Council for Jewish Continuity 6:00 PM
            Wyndham Midtown Hotel
Thursday, September 2 Delta Flight #1024 to Milwaukae Leaving Atlanta 8:18 AM
            Arriving 9:10 AM (Picked up at airport by Ruth Cohen)
            Milwaukee Jewish Federation
            1360 North Prospect Ave.
            Milwaukee, WI 53202
            Phone: 414-271-8338
            FAX: 414-271-7081
            Meetings w/
            Rick Meyer 9:30 AM
            Howard Neistein 10:30 AM
            Ruth Cohen 11:30 Lunch
            Jane Gellman 1:30 PM
            Daniel Bader 3:00 PM
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Pfister Hotel 424 East Wisconsin Ave. Milwaukee, WI 53202 Phone: 414-273-8222 FAX: 414-273-8222 (same) Confirmation number: 1983603 Friday, September 3 American Flight #4151 to New York 5:20 AM Arriving 9:59 AM Meetings w/ Arthur Rotman 10:30 AM - 12:30 PM (JCC Association, 15 East 26th Street, New York, NY 10010 (212) 532-4949 FAX: (212) 481-4174 Robert Hirt and Alvin Schiff 1:00 PM (Yeshiva University, 500 West 185th Street, NY) (212) 960-5263 FAX: (212) 960-5228 Arych Davidson and Bob Abramson 3:00 PM (Jewish Theological Seminary, 3080 Broadway, NY) (212) 678-8028 FAX: (212) 678-8947 Saturday, September 4 New York - Mayflower Hotel Sunday, September 5 New York - Mayflower Hotel Monday, September 6 Monday/Labor Day - Delta Flight #1824 8:30 AH to Boston -Delta Flight #4959 8:30 PM to Baltimore Doubletree Inn on the Colennade 4 West University Parkway Baltimore, MD 21218 Phone: 410-235-5400 Fax: 410-235-5572 Tuesday, September 7 THE ASSOCIATED Lunch Meeting w/ Dr. Chaim Botwinick 12:00 Noon Nancy Kutler Marshall Levin joined by Genine Fidler/Ilene Vogelstein 3:00 PM Wednesday, September 8 Delta Flight #1279 from Baltimore to Indianapolis Leaving 10:35 AM Arriving 12:02 PM Airport Lunch Meeting 12:30 PM w/ Barry Holtz, Art Naparstek Lilly Foundation Meeting 2:30 PM Hyatt Regency Hotel 1 S. Capitol Ave. Indianapolis, IN 46204 317-632-1234 Confirmation number 88357467-1

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Saturday, September 11 New York - Mayflover Hotel

Sunday, September 12 Leaving States

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Alan Hoffmann's Scheduled Visit to States

- August 18 Mayflower Hotel 15 Central Park West New York, NY 10023 Phone: 212-265-0060 FAX: 212-265-5098
- August 19 New York Staff Meeting 9:45 AM American Friends of the Hebrew University 11 East 69th Street New York, NY 10021 Phone: 212-472-9800 FAX: 212-744-2324
- August 20 New York Staff Heeting 8:45 AM American Friends of the Hebrew University
- August 21 Saturday
- August 22 Sunday Arriving Baltimore by train Doubletree Inn at the Colohnade 4 West University Parkway Baltimore, MD 21218 Phone: 410-235-5400 FAX: 410-235-5572
- August 23 Baltimore CIJE/Lead Communities Seminar Staff Group 10:30 AM Full Group 12:00 Noon THE ASSOCIATED 101 West Hount Royal Ave. Baltimore, MD 21201 Phone: 410-727-4828 FAX: 410-752-1177 Dinner w/Lead Community - Atlanta 6:30 PM Lauren Azoulai Steve Gelfand Janice Alper
- August 24 Breakfast W/Lead Community Milwaukee 7:30 AM Doubletree Inn Ruth Cohen Jane Gellman Louise Stein

Baltimore CIJE/Lead Communities Seminar 9:00 AM THE ASSOCIATED Lunch w/ Lead Community - Baltimore 12:15 PM Chaim Botwinick Genine Fidler Nancy Kutler Marshall Levin Ilene Vogelstein Train to New York? Mayflower Hotel August 25 Meeting with MLM 9 AM Planning Heeting 1:00 PM JCC Association 15 East 26th Street New York, NY 10010 Phone: 212-532-4949 FAX: 212-481-4174 Dinner w/MLM, Seymour Fox 6:30 PM The Mayflover August 26 Executive Committee Board Neeting 9:30 AM UJA/Federation 130 EAst 59th Street New York, NY 10022 Phone: 212-980-1000 FAX: 212-755-9183 Lunch 12:00 noon Board Meeting 1:00 FM Debrief 4:00 PM Dinner W/Seymour Fox, Annette Hochstein location to be determined August 27 Meeting w/MLM 9:00 AM Staff Meeting 1:00 PM Location to be determined August 28 Saturday August 29 Sunday Arriving Cleveland....time? for Holiday Inn van pickup Holiday Inn Lakeside 111 Lakeside Ave. Cleveland, OH 44114 Phone: 216-241-5100 FAX: 216-241-1831

August 30 CIJE 4500 Euclid Ave. Cleveland, OH 44103 Meetings w/ Ginny Levi 8:00 AM Art Naparstek 9:00 AH Henry L. Zucker 10:30 AM Chuck Ratner 12:30 Lunch - Ritz Carlton Hotel August 31 Jewish Community Federation 1750 Euclid Ave. Cleveland, OH 44115 Phone: 216-566-9200 FAX: 216-566-9084 Meetings w/ Mark Gurvis 9:00 AM Steve Hoffman 10:00 AM Barry Reis and Stu Neidus 11:00 AM Lunch w/Ginny Levi 12:00 Neon Delta Flight #1163 to Atlanta Leaving at 4:05 PM or Delta Flight #1517 to Atlanta Leaving at 7:55 PM Wyndham Midtown Hotel 10th & Peachtree Street Atlanta, GA Phone: 404-873-4800 FAX: 404-870-1530 Confirmation number WA215325 (guaranteed late errival) September 1 Atlanta Jewish Federation 1753 Peachtree Road, N.E. Atlanta, GA 30309 Phone: 404 873-1661 FAX: 404-874-7043 Meetings w/ Steve Celfand 9:30 AM David Sarnat 10:30 AM Lauren Azoulai 12:00 Noon Gerald Cohen 2:00 PM Janice Alper 3:00 PM Dr. William Schatten 4:30 PM Evening meeting w/Atlanta Commission Wyndham Midtown Hotel September 2 Delta Flight #1024 to Milwaukee Leaving Atlanta 8:18 AM

Arriving 9:10 AM (Picked up at airport by Ruth Cohen)

Milwaukee Jewish Federation 1360 North Prospect Ave. Hilwaukee, WI 53202 Phone: 414-271-8338 FAX: 414-271-7081 Meetings w/ Rick Meyer 9:30 AM Howard Neistein 10:30 AM Ruth Cohen 11:30 Lunch Jane Gellman 1:30 PM Daniel Bader 3:00 PM Pfister Hotel 424 East Wisconsin Ave. Milwaukee, WI 53202 Phone: 414-273-8222 FAX: 414-273-8222 (same) Confirmation number: 1985603 September 3 American Flight #4151 to New York 5:20 AM Arriving 9:59 AM Meetings w/ Jonathan Woocher 11:30 AM (JESNA, 730 Broadway, NY) Robert Hirt and Alvin Schiff 1:00 PM (Yeshiva University, 500 West 185th Street, NY) Arych Davidson and Bob Abramson 3:00 PM (Jewish Theological Seminary, 3080 Broadway, NY) September 4 Saturday September 5 Sunday September 6 Monday/Labor Day - Delta Flight #1824 8:30 AM to Boston -Delta Flight #4959 8:30 PM to Baltimore Doubletree Inn on the Colannade 4 West University Parkway Baltimore, MD 21218 Phone: 410-235-5400 Fax: 410-235-5572 September 7 THE ASSOCIATED Lunch Meeting w/ Dr. Chaim Botwinick 12:00 Noon Nancy Kutler Marshall Levin joined by Genine Fidler 3:00 PH Ilene Vogelstein

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- September 9 Meeting w/MLM, Steve Hoffman 8:30 PM Hyart Regency Hotel
- September 10 Columbus/Florence Melton ?
- September 11 Saturday
- September 12 Sunday Leaving States
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| R | Oriana, |
| n | Here is permanent information for Gail 2. Dorph in New York. |
| S | Gail Z. Dorph 588 Wast End Ave. Apt. A/B New York, NY 10024 |
| H | Phone: 212-769-0/25 |
| E | No FAX number as of yet. I will forward number to you if and when she has one. |
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- MEMO TO: Gail Dorph, Seymour Fox, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Morton L. Mandel, Shmuel Wygoda, Henry L. Zucker
- FROM: Virginia F. Levi
- DATE: August 19, 1993
- SUBJECT: Camper Reports
- COPY TO: Barry Holtz

Enclosed please find the following camper reports:

- 1. Mandell Berman
- 2. John Colman

Additional reports will be forwarded as they are received.

| TO: Virginia F. Levi | FROM: Henry L. Zucker | DATE:8/5/93 |
|----------------------|-----------------------|---------------|
| NAME | NAME | REPLYING TO |
| DEPARTMENT/LOCATION | DEPARTMENT/LOCATION | YOUR MEMO OF: |
| SUBJECT: | n. U | |

I have completed my first camper call to Bill Berman. He will attend the Board meeting on August 26. In general, he is very enthusiastic about the CIJE and wants to be one of its lead players.

We' reviewed the new staffing and he and I agree that we have the best team in place that could possibly be assembled. He knows Alan Hoffmann and Barry Holtz very well and knows that Gail Dorph is very highly recommended.

We reviewed the agenda for the August 26 meeting. He thinks it is an excellent program. He will enter into discussion about best practices by teiling of the Detroit program on "Jewish Experiences for Families." The program has been so successful in Detroit that they plan to duplicate it in one other city every year. The Avi Chai Foundation is participating financially in making this possible. This should be a good demonstration about whether a best practice in one community can be replicated in another successfully.

In general, it is clear that Bill Berman is a very enthusiastic supporter of the CIJE.

About my other two camper prospects, John Colman will call me back on August 5. Maurice Corson is out of the country and I'll call him when he returns to his office on August 11.



John and I had a very good discussion about the CIJE (and some other matters) on August 5. As you know, he plans to come to the Board meeting and is all prepared for what he thinks will be a very interesting meeting.

It was not necessary to review the Board of Trustees agenda with him since he is well acquainted with it. He will be in Cleveland next week and he and I plan to review the Board program.

He has been in touch with Barry Holtz about the content of Barry's report to the Board on Best Practices and regarding what material to send out in advance of the meeting. He is very pleased with Barry's material and believes that he will make an excellent report to the Board.

It's very clear that John has been and will be one of our best leaders in the CIJE.



Council for Initiatives ۰. . în F Jewish Education А X Date sent: No. of Pages (incl. cover): Time sent mette Hochtein From: Kinny Terr To: Organization: С Phone Number: Phone Number: Ο Fax Number: Fax Number: 202-637-7326 V Comment Ε Amette Do you know anything about this ? Steve Selfand fase it to Steve Hoffman, who asked Sutchen to forward it to me. R S I gather Steve & i looking for a quick reaction. Can you & SF headle? Let me know if I need to stay in this logo. Thanks, h Н F E Gening Т If there are any problems receiving this transmission, please call: 216-391-1852

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ATLANTA JEWISH PEDERATION

Council for Jewish Continuity William B. Schatten, MD, Chair

1993-94 Workplan



. Mission

The mission of the <u>Council for Jewish Continuity</u> is to promote lifelong Jewish education in Atlanta. As the ongoing strategic planning forum broadly representative of the community, CJC will accomplish this mission by establishing community goals and priorities, creating and evaluating innovative initiatives to achieve these goals, supporting the implementation and functing of educational efforts, and ascertaining the achievement of community goals.

Relationship to the Council for Initiatives in Jewish Education

CIJE will serve as a resource and a <u>clearinghouse</u> for Atlanta in the planning process for the <u>Lead</u> <u>Communities Project</u>, offering expertise, recommendations on methods or information collection, linkages, and a means of sharing approaches with other lead communities. The focus will be on broad involvement of communal leaders, on enhancement of the profession of Jewish education, and on the role of Isrsel in fostering Jewish continuity.

- II. Goals
 - To ensure Javish continuity through the promotion of Jewish learning,
 - To offer multiple types, levels and intensities of Jewish learning experiences,
 - To reach the complete spectrum of target populations -- preschool, elementary school, teens, young adults, adults, seniors, and special needs (including learning and developmentally disabled, Jewish immigrants, etc.)
 - To identify gaps in Jewish education and, if necessary, develop new programs to fill these gaps, and
 - To keep the community apprised of available opportunities for Jewish learning in Atlanta.

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III. Objectives for 1993-94

- A. Establish CJC's position and roles in relation to Atlanta's Jewish education system, addressing:
 - 1. the designation of lines of communication,
 - the establishment of a process for the consideration and advancement of initiatives in Jewish education, and
 - 3. the determination of the distinct and respective roles of the CJC and Jewish Education Subcommittee of Federation's Planning and Allocation Committee, as they relate to issues of planning and funding in Jewish education.

BEGIN WORK, IN CONJUNCTION WITH THE JEWISE EDUCATION ? SUB-COMMITTEE, SEPTEMBER 1993.

COMPLETE WORK AND PRESENT RECOMMENDATIONS TO CJC AND THE PLANNING AND ALLOCATIONS COMMITTEE BY NOVEMBER 1993.

B. Determine the statue of the search for a CJC Director.

COMPLETE BY SEPTEMBER 1993.

- C. Transition of programs: determine governance
 - 1. Community library

Convene ad hoc committee to:

- a. review latters of intent, submitted last year,
- b. request and review complete proposals, and
- c. make recommendations for future governance to the CJC

BEGIN SEPTEMBER 1993 COMPLETE DECEMBER 1993

2. Tichon Atlanta

(then supplementary bugh school

Convene an ad hoc committee to:

- a. issue a request for proposals (RPP) for the future governance of Tichon Atlanta,
- b. request and review proposals, and
- c. make recommendations for future governance to the CJC

BEGIN NOVEMBER 1993 CONPLETE JANUARY 1994

- D. Community Initiatives
 - Academic symposium on Jewish education, jointly sponsored with American Friends of Hebrew University at the Greenfield Hebrew Academy, October 10, 1993:

Convene host committee to market program, recruit participants, and serve as hosts at event.

BEGIN EARLY SEPTEMBER. COMPLETE OCTOBER 10TH.

- 2. Educators Survey (a project of CIJE)
 - a. Administer the Educators Survey in all day and supplementary schools, COMPLETE NOVEMBER 1993 ?
 - b. Analyze data, COMPLETE DECEMBER 1993
 - c. Report to CJC and community on results of the survey, JANUARY 1994
- 3. Professional Development
 - a. Convene a subcommittee, to work jointly with Jewish Roucational Services, to address professional development of Jewish educators on an ongoing basis, and to explore role of Emory University in formal Jewish education, OCTOBER 1993
 - b. Develop workplan for 1993-94 to address long range goals, in consultation with JES, educators' councils, and Emory University, DECEMBER 1993
- 4. Israel Youth Experiences
 - a. Explore and clarify Atlanta's partnership with the CRE Foundation, SEPTEMBER 1993
 - b. Convene a Task Force to identify target populations, identify and develop financial resources, and develop a marketing and recruitment plan for the community, NOVEMBER 1993
- 5. AJCC Jewish Education

Convene a working group (in consultation with CIJE) to clarify the direction, mission and goals of the AJCC in its Jewish education planning, OCTOBER 1993

- WHAT I CALL

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- 6. Jewish Continuity Fund
 - a. Convene a task force to address the establishment of the Jawish Continuity Fund, including issues of governance, goals, guidelines, and marketing, OCTOBER 1993
 - b. Present recommendations to the CJC, JANUARY 1994
- 7. Goal Setting Project

Explore with CLUE the work of the Nandel Institute on educational goal-setting and the CUC's role in developing the project locally in consultation with CLUE, FALL 1993

- F. Long Range Planning
 - Convene a long range planning subcommittee to develop a plan for determining Atlanta's most critical Jewish education needs for the next five years, DECEMBER 1993
 - Engage in a process of consultations with community educators and educational institutions to gather information on gaps in service, underserved target populations, funding problems, etc., using as a starting point the work done by the Ad Hoc Committee on the Bureau of Jewish Education and the work of consultant Dr. Adriance Bank, and involving CIJE in a consultative role, JANUARY-AFRIL 1994
 - 3. Issue a seport of the committee's findings to the CJC, MAY 1994
 - Create implementation plan for long range goals, SUMMER 1994

CJC. WORKPLAN 16 Aug 1993

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FACSIMILE TRANSMISSION

TO: GINNY LEVI

FROM: SEYMOUR FOX & ANNETTE HOCHSTEIN

DATE: AUGUST 17TH

FAX NUMBER: 216-391-5430

Dear Ginny,

Here are some thoughts on the ideas that Chuck Ratner might want to present on August 26th, when introducing the Lead Communities project.

Best Regards, With

A.Introduction

1. You will remember that we had to choose our three Lead Communities from among the 23 communities who applied.

2. We are pleased that the leadership -- lay and professional -of Atlanta, Baltimore and Milwaukee are with us today. We look forward to hearing from them about the way they are launching the project in each of their communities.

3. We have great hopes for what can happen as a result of the Lead Communities project. You will remember that we described the lead community as and entire community engaged in a major development and improvement program of its Jewish education. And though these three communities will obviously develop their programs differently, we believe that if there is an infusion of outstanding personnel into the educational system and if the importance of jewish education is recognized by the community, and if outstanding leadership in the community is able to muster the necessary resources, then we will be able to demonstrate the potential of Jewish education. It is in these communities that the enabling options of personnel and community mobilization will be played out --

4. As the three lead communities are being launched I remember my experiences in Cleveland with the Cleveland commission.

5. I think of the impact that the monitoring and evaluation project will have as you are able to learn while you are developing your program, you will be able to adjust and correct matters in real time - rather than several years later.

6. I think of what the goals project might do to infuse the various institutions and programs in the lead community to enthuse staff and lay leadership.

7. I know that the professional team of Alan, Barry and Gail are

soon to be developing pilot projects with you that will help the program get off to a quick start.

8. Our Board has heard a great deal over the past two years about the concept of Lead Community. we know how complex it is to get launched and I am so pleased that we will hear from our three communities now about how they are getting started. Discuss xcerille Ada unle ravious

PERFORMANCE MANAGEMENT SYSTEMS

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A performance management system is a way to guide an organization so that the policy and program directions developed in a plan are actually carried out. It provides an "early warning" that a program is veering off course.

There are two critical questions that a performance management system should address: 1) How well are we doing and 2) How can we do better.

A performance management system consists of four components:

Measurement -- defines what performance-relevant information should be collected. This information is usually expressed as set of performance indicators or performance measures & targets -- the (measurable) results expected to be achieved by each program Kinning V. MEF or project including indicators of success and project milestones.

Collection -- defines how the information is collected. It deals with such issues . as who collects the information, how it is collected, how frequently, and how is the (00 same MEF information stored and retrieved.

Reporting -- defines how the performance measures are presented, to whom and in what form. It answers such questions as: what level of decision-maker needs what 1/2 degree of details; how frequently is the information needed; how much raw data and how much interpretation should be included; and is it written or oral or both. (mally?)

Feedback -- defines how the information will be used to modify individual and organizational behavior; how mid-course corrections will be made, how frequently, under watch MEF what circumstances and by whom.

A project management system for lead communities should have three types of indicators:

Performance; e.g. learning, outcome measures - MEF only thut

Budget: e.g. expenditures, revenues, and unit costs

Implementation: e.g. steps taken, management indicators, progress on project milestones

There are two dimensions of "oversight" - CIJE, and the Lead Community Committee and Director within each community. Two sets of periodic (e.g. quarterly) progress reports and progress review meetings would be produced.

The report would cover:

- performance of students, educational entities, and the community
- project milestones
 - expenditures and revenue
 - progress on resolving critical issues i.e. the removal of roadblocks to better performance.

The focus of this report is on planned vs actual performance together with the variance (positive or negative) and an explanation of the reasons for variances which are negative.

The meeting is built around a structured agenda based on analysis of progress reports, with a focus on negative variances between planned and actual performance and a discussion of how to eliminate such gaps in the future.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION BOARD OF DIRECTORS MEETING August 26, 1993

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| • | CIJE Board Members, Senior Policy Advisors, Staff/Consultants | 6 |
| | Agenda | 7 |

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION EXECUTIVE COMMITTEE MEETING August 26, 1993 10:00 11:30 a.m. AGENDA

I. Introductory Remarks Morton Mandel

II. Progress Report

Fillens

III. Informal Review of Plans for 1993-94

Annette Hochstein

Alan Hoffmann

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION BOARD OF DIRECTORS MEETING August 26, 1993 1:00 - 4:00 p.m.

AGENDA

| I. | Welcome and Progress Report | Morton Mandel Chair |
|-----|-------------------------------------|---|
| Π. | Comments of Executive Director | Alan Hoffmann Executive Director |
| Ш. | Lead Communities at Work | |
| | A. Project Overview | Charles Ratner, Chair CIJE Lead Communities Committee |
| | B. Atlanta Update | William Schatten, Chair Council for Jewish Continuity, Atlanta |
| | C. Baltimore Update | Ilene Vogelstein, Co-Chair [Name of committee TBD] |
| | D. Milwaukee Update | Jane Gellman, Co-Chair Louise Stein, Co-Chair Commission on Vision and Continuity, Milwaukee |
| ΓV. | Monitoring, Evaluation and Feedback | Project |

A. Introductory Remarks

Monitoring, Evaluation & Feedback Committee

Esther Leah Ritz, Chair

Adam Gamoran, Director Monitoring, Evaluation & Feedback Project

agued.

V. Best Practices Project

A. Introductory Remarks

B. Project Update

B. Project Update

VI. Concluding Comments

John Colman, Chair Best Practices Committee

Barry Holtz, Director Best Practices Project

Isadore Twersky

++ TOTÁL PÁGE.003 🕀

| го: | Morton L. Mandel FROM: Virginia Levi | DATE: | 7/30/93 |
|----------------|--|--|--------------------------------------|
| NAME OCHARTMEN | TALANT LOCATION DEPARTMENT/PLANT LOCATION | REPLYING YOUR MEN | |
| UBJECT: | | TOOR ME | |
| | Following is a list of materials which I propose to incl for the August 26 board meeting: | ude in the | factbooks |
| | 1. Minutes of February board meeting | | |
| a () | 2. Progress report | | * |
| nll | 3. Best Practices report | | |
| av. | 4. Monitoring, evaluation & feedback report | | |
| υr | One page bios on Gail Dorph, Adam Gamoran, Ellen Gol- and Barry Holtz | dring, Ala | n Hoffmann |
| | 6. Board and staff lists | | |
| | 7. Agenda | | |
| | We expect to mail items 2, 3 and 4 prior to the meeting. | | |
| ok | I suggest that we use the same factbooks for the executiv only the agenda between meetings. Attached is the draft meeting, last reviewed on July 9. We have since agreed the budget in your introductory remarks, but that it will agenda item, nor will we distribute a budget. | agenda fo that you w | r that ill refer to |
| ok | It appears unlikely that we will have a final decision for Foundation. If the Blaustein grant is finalized, it would also be covered by you in your introductory remarks. Is that we not include a formal report by AJN and that that the agenda. | ld seem that | at it could merefore, |
| | Annette Hochstein's progress report will most likely refe be sent and included in the board factbook. Alan Hoffman have a written work plan for his presentation. | | |
| 1 ggnel | Another issue relates to staff attendance at the Executiv There are 10 committee members expected, with only David respond. Alan and Annette are speaking, and 1 am secrets to be there. I suggest that Seymour Fox and Steve Hoffma that the following <u>not</u> attend: Gail Dorph, Adam Gamoran, Horowitz, Art Naparstek, Shmuel Wygoda. I also suggest to Rotman and Jon Woocher <u>not</u> attend. | Hirschhorr Try, so we in also att Barry Hol | three have end and tz, Stanley |
| P | Please return this memo with your approvals/comments as s Mary Esther is primed to work on agendas and factbooks wh | oon as you ile I am s | have them way. |

| r — | | | | | | | | | |
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| | Council for Initiatives | | | | | | | | |
| F | in | | | | | | | | |
| A | Jewish Education | | | | | | | | |
| X | Date sent 8/11/02Time sent No. of Pages (incl. cover): | | | | | | | | |
| | Date sent: 8/11/93 Time sent: No. of Pages (incl. cover): To: Oriana From: | | | | | | | | |
| | Organization: Mary Esther Block | | | | | | | | |
| С | Phone Number: Phone Number: | | | | | | | | |
| 0 | Fax Number: Fax Number: | | | | | | | | |
| V | Comments: | | | | | | | | |
| E | The following information pertains to Gail Dorph and where she can be located during August: | | | | | | | | |
| R | LA phone number good until August 15 1-310-477-1424 | | | | | | | | |
| | New York temp. number good until she has a permanent number 1-212 410-7081 | | | | | | | | |
| S | If we need to fax or send information before August 15 | | | | | | | | |
| Н | send to her sister. Mrs. Fredi Spiegel 201 S. LaPeer Drive Beverly Hills, CA 90211 | | | | | | | | |
| Е | FAX: -310-276-6717 | | | | | | | | |
| Ε | Permanent address in New York | | | | | | | | |
| Т | 588 West End Ave. Apt. A/B New York, NY 10025 | | | | | | | | |
| | No permanent phone number as yet. | | | | | | | | |
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| | If there are any problems receiving | | | | | | | | |
| | this transmission, please call: | | | | | | | | |
| | 216-391-1852 | | | | | | | | |
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| | [| Council fe | or Initiatives | | | | | | | |
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| | | Council in | | | | | | | | |
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| A | | Jewish | Education | | | | | | | |
| X | Date sent: | Time sent | No. | of Pages (incl. cover): | | | | | | |
| | To: August 11, Carolina | 1993 Bíran | From | • | | | | | | |
| | Organization: | , Dilan | | Mary Esther Block | | | | | | |
| С | Phone Number: | | Pho | ne Number: | | | | | | |
| 0 | Fax Number: | | Fax | Number | | | | | | |
| v | 972 2 619 95 Comments: | 1 | | 016 001 5400 | | | | | | |
| E | Comments: | ** | | 216-391-5430 | | | | | | |
| | Dear Carolin | e , | | | | | | | | |
| R | Please find attached copy of latest schedule along with flight information. If you would like me to reserve flights, please let me know as the seats fill up fast. | | | | | | | | | |
| S | Barry Holtz | will not be in Ne | w York on Septe | mber 3. | | | | | | |
| н | I spoke with Communities | Gail Dorph about | accompanying A | DH to the three Lead | | | | | | |
| | go. I told } decided. | ner nothing was d | efinite yet. L | and she would be glad to et me know what is | | | | | | |
| E | MEB | | | | | | | | | |
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| | | | ion, please call: | | | | | | | |
| | | 216-3 | 91–1852 |] | | | | | | |
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Alan Hoffmann's Scheduled Visit to States August 18 Mayflower Hotel August 19 New York Staff Meeting 10:00 AM 20 " 21 IJ TB 8:45 AM August 21 Saturday August 22 Sunday Arriving Baltimore August 23 Breakfast meeting with Shulamith Elster 7:00 AM August 23 Baltimore CIJE/Lead Communities Seminar 10:30 AM 24 * т 17 25 New York - Planning Meeting 1:00 PM 26 " " - Board Meeting 10:00 AM 27 " " • Staff Meeting 9:00 AM....? 28 Saturday August 29 Sunday Arriving Cleveland 30 Cleveland Meetings W/ Ginny Levi 8:00 AM Art Naparstek 9:00 AM Henry L. Zucker 10:30 AM Chuck Ratner 1.00 PM? August 31 Cleveland Meetings w/ Barry Reis 9:00 AM Steve Hoffman 10:00 AM Mark Gurvis 11:00 AM Lunch with Ginny Levi 12:00 31 Late Flight to Atlanta September 1 Atlanta Meetings September 2 Early flight to Milwaukee Milwaukee Meetings September 3 Early flight to New York. Meetings w/ Bob Abranson Arych Davidson Jonathan Woocher Robert Hirt (and Alvin Schiff?) September 4 Saturday September 5 Sunday Monday/Labor Day - Flight to Baltimore September 6 September 7 Baltimore Meetings w/ Dr. Chaim Botwinick 8:30 AM Nancy Kutler 10:00 AM Marshall Levin 11:30 AM Genine Fidler 1:00 PM Ilene Vogelstein 2:30 PM September 8 Early flight to Indianapolis Airport Lunch Meeting 12:30 PM w/ Barry Holtz, Art Naparstek Lilly Foundation Meeting 2:30 PM September 9 Meeting with MLM 8:30 PM Indianapolis September 10 Columbus/Florence Melton ? September 11 Saturday September 12 Sunday Leaving States

Flight Choices for ADH Tuesday, August 31 -- Delta Leaving Cleveland Arriving Atlanta 4:05 PM 5:47 PM 7:55 PM 9:33 PM Thursday, September 2 Leaving Atlanta Arriving Milwaukee 8:18 AM 9:10 AM Leaving Milwaukee Arriving New York 5:25 PM 10:50 PM change in Cincinnatti OR Friday, September 3 No Non-stop Flights Arriving New York Leaving Milwaukee -7:17 AM change in 12:20 Cincinnatti There is a Midwest Express flight leaving 7:50 AM - 10:55 AM Delta will not honor this. Monday, September 6 Leaving New York (Kennedy) Arriving Baltimore 12:55 PM 2:07 PM 3:20 PM 4:40 PM 4:50 PM 6:05 PM Wednesday, September 8 Leaving Baltimore Arriving Indianapolis No Non-stop Flights 6:40 AM change in Cincinnatti 9:00 AM 10:35 AM н 0 12:02 AM

Caroline, We propose the following:

August 23 and 24 Lead Community meals with ADH

-- ---

- August 23 <u>Dinner</u> with Atlanta (Lauren Azoulai, Steve Gelfand) at THE ASSOCIATED
- August 24 <u>Breakfast</u> with Milwaukee (Chaim Botwinick, Genine Fider, Nancy Kutler, Marshall Levin, Ilene Vogelstein) at the Doubletree Imm

August 24 <u>Lunch</u> - with Baltimore (Ruth Cohen, Jane Cellman, Louise Stein) at THE ASSOCIATED

Let me know if This is OK.

mak

| | Council for Initiatives |
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| | Council for Initiatives |
| F | în |
| A | Jewish Education |
| X | Date sent: Time sent: No. of Pages (incl. cover): |
| | August 10, 1993From:To:Caroline BiranMary Esther Block |
| | Organization: |
| C | Phone Number: Phone Number: |
| 0 | Fax Number: Fax Number: |
| V | 972 2 619 951 216-391-5430 |
| E | |
| R | Dear Catoline, |
| | In order to book flights for ADH while he is here. I will need the Delta Vusa number. I have checked with Delta here and he is not booked anywhere. Please fax it to me. |
| S | The Planning Meeting to be held in New York on August 25 will take place at: |
| н | JCC Association |
| E | 15 East 26th Street New York, NY 10010 Phone: 212-532-4949 |
| E | FAX: 212-481-4174 |
| L L | Meeting begins at 1:00 PM and concludes at 5:00 PM. We will be sending you a memo with additional information. |
| ' T | Please find attached latest schedule for ADH. Make changes if needed. |
| | FYI, It is 170 miles from Indianapolis to Columbus and can be driven in 2 1/2 hours. It could be a pleasant drive and maybe by then, a welcome one. |
| | If there are any problems receiving |
| | this transmission, please call: |
| | 216-391-1852 |
| | |

Alan Hoffmann's Scheduled Visit to States

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August 18 Mayflower Hotel
August 19 New York Staff Meeting 10:00 AM
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                         FI
                               8:45 AM
       20 "
August 21
               Saturday
               Sunday Arriving Baltimore
August 22
August 23 Breakfast meeting with Shulamith Elster 7:00 AM
August 23 Baltimore CIJE/Lead Communities Seminar 10:00 AM
                                            10
       24
       25 New York - Planning Meeting 1:00 PM
       26 " " - Board Meeting 10:00 AM
       27 "
             91
                 - Staff Meeting 9:00 AM?
       28
               Saturday
August 29
                Sunday Arriving Cleveland
       30 Cleveland Meetings 7:00 AM
                       11
                            9:00 AM
       31
            19
       31 Late Flight to Atlanta
September 1 Atlanta Meetings
September 2 Early flight to Milwaukee
            Milwaukee Meetings
September 3 Flight to New York- Meetings w/
            Bob Abramson
            Arveh Davidson
            Jonathan Woocher
            Barry Holtz
            Robert Hirt
September 4
                Saturday
September 5
                Sunday
                Monday/Labor Day - flight to Baltimore
September 6
September 7 Baltimore Meetings
September 8 Flight to Indianapolis Late Afternoon
September 9 Meeting with MLM 8:30 PM Indianapolis
September 10 Columbus/Florence Melton ?
              Saturday
September 11
                Sunday Leaving States
September 12
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| | | Council fo | r Initiatives | | | | | | |
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| A | | Jewish Education | | | | | | | |
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| | | 1993 Hochstein | From: | Ann Klein | | | | | |
| С | Organization: Phone Number: | | Phone | Number: | | | | | |
| 0 | Fax Number. | | Fax Nut | nber. | | | | | |
| V | 972 2 619 9 Comments: | 51 | | 216-391-5430 | | | | | |
| | | | | | | | | | |
| R | | l waiting for a Co When can we expect lease advise. | nsultant Employme it, so we can pr | nt Form for ADH for 1992 acess his requests for | | | | | |
| S | Thanks very | much | | | | | | | |
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| | | | on, please call:)1–1852 | | | | | | |

CIJE WORKPLAN 8/93-7/94: ITE ATION #2

July 28

| I. THE CIJE CORE | For Discussion | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | Мау | June | Γ |
|---|---|------|-------|-------------|------|------|---------------|--------|------|------|---------|------|---|
| .a. Board | | | | | | | | | | | | | 1 |
| -Regular meetings | March rather than February; Additional meetings in July rather than August 1994. | Δ | | × | | | | | Δ | | | | |
| -Executive Committee | Additional January &/or May meeting. | Δ | | WIS | | | Δ | | Δ | | Δ | | |
| Committees operating (MEF, LCs, Research) | Who staffs each committee? | 01 | | VΕ | S | | Δ | | | | | | |
| -New board members (X3) | | | | 10.0 | | - | | | Δ+1 | | | | 1 |
| b. Staff | T | | | 11 | | | | | | | | | |
| -Job definitions for CIJE staff | | | Δ | 67 | 1 /4 | | | | | | | | |
| -Planning function in place | Full time/part time | - | | | ~/ | | | | Δ | | | | |
| -Core staff meetings | ADH/BH/GD/VL/AG | Δ | Δ | ∆ Israel | Δ | | Δ | Δ | Δ | Δ | Δ | Δ | |
| -Advisory group constituted | New professional advisory group | 25 | | 151 001 | | | A Constit, | Israel | ÷., | | Δ | | |
| -Review CIJE staff job descriptions | group | ~ | | | | | Constit. | | Δ | | Meeting | | |
| c. Administration | | | | | | | | | | | | | |
| -Satellite office NY | | | | Δ | | | | | | | | | |
| -Satellite in Jerusalem | | | Δ | | | | | | | | | | |
| -Calendar events 1993/4 | | | | Δ | | | | | | | | | |
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CIJE WORKPLAN 8/93-7/94: TreRATION #2

1993

1994

| I. THE CIJE CORE | For Discussion | Aug. | Sept, | Ост. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June |
|--|---|------|-------|------|------|------|----------------|------|---------------|------|-----|------|
| -Budget presented - 6 months | 6 month interim budget 1.94-7/94 | : | | Δ | | | | | | | | |
| -Proposed budget 8/94-7/95 | January-December <u>or</u> August-July budget years. | | | | | | A 1st Prop. | | ∆ 2nd Ver. | | | |
| —Outline events calendar 1994/95 | | | | | | | | | i | | Δ | |
| d. Fundraising | | | | | | | | | | | | |
| Plan for foundationsJewish | | | | | | | | Δ | | | | |
| -Plan for general foundations | | | | | | | | Δ | | | | |
| e. CIJE Executive Director | | | | | | | | | | | | |
| Plan for recruitment | | | | | | | Δ | | | | | |
| f. Communications | | | | | | | | | | | | |
| Plan for 1994-95 conference for sharing developments | | | | | | | | | Δ | | | |
| -Brochure on CIJE | | | | | | | Δ | | | | | |
| CIJE Education Letter—3 issues to be developed | | Í | | | | | Δ | | | | | |
| g. National Organizations | | | | | | | | | | | ĺ | |
| National advisory group to be established | CJF Commission relationships | | | | | | | | | Δ | | |
| - Connection with national organizations | | | | | | | | | | | | |
| h_Dissemination of LCs | | | | | | | | | | | | |
| - From 3 to 23: A plan | | | | | | | | | | | Δ | |

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July

CIJE WORKPLAN 8/93-7/94: ITE ATION #2

July 28

1993

| II. LEAD COMMUNITIES | For Discussion | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | Мау | June | |
|---|----------------|------|----------|----------|---------|------|------|------|------|------|----------|----------------|------|
| a. Local Commissions | | | |) | | | | | | | | | |
| -Wall-to-wall coalition established | | | <u> </u> | <u>\</u> | | | | | | | ' | | |
| Multi-year strategy & plan completed including: Self-study, Educators' survey, Personnel plan | | | | | | | | | | | | | |
| -CIJE-LC Meetings | | د | | | A GA | | د | | Δ | | | Δ | |
| b. Pilot Projects (BH) | | | | | | | | | | | 1 1 | | |
| Implementation of at least 1 in each community | | | | | | | | Δ | ! | | <u> </u> | <u> </u> ' | |
| -Summer seminars in Israel | | | | | | | | | | | | | |
| c. Calendar | | | | [| 1 | | | | | | | | |
| —1993,94 LC 'within' & 'across' | | | ا د | | | | | | | | | | |
| —1994/95 calendar | | | , I | | | | | | | | Δ | | |
| —1995/96 gross calendar | ſ | | | | | | | | | | | | |
| d. Local LC Team | | | | | | | | | | | | | |
| -CIJE/local LC joint team formed in each LC | | | | | Δ | | | | | | | | |
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CIJE WORKPLAN 8/93-7/94: ITL ATION #2

1993

| II. LEAD COMMUNITIES | For Discussion | Aug. | Sept. | 0ст. | Nov. | Dec. | Jan, | Feb. | Mar. | Apr. | May | J⊔ne |
|--|----------------------------------|------|--|-------------|------|------------|------|------|------|-----------|-----|------|
| e. LC Personnel Development | | | | | | | | | | | | |
| -Personnel statistical survey | | | <u>. </u> | | | د <u> </u> | | | | | | |
| 'Lives of educators' in all 3 LCs | | | | | | | | | | | | |
| – Senior educators/Jerusalem Fellows recruitment | | | | | | | | - A | | | | |
| Summer institute for strategically targetted groups | | | | | | | | | | ∆ Pian | | |
| Plan for LC/training institutions personnel initiative in LC | | | | | | | | Δ | | | | |
| 1_MEF | | | | | | | | | | | | |
| —Develop workplan | | | 7 | | | | | | | | | |
| – Mid-year Report | | | | | | | | Δ | | | | |
| 1994/95 plan | | | | | | | | | | | Δ | |
| g. Goals Project | | | | | | | | | | | | |
| -Seminars for core CIJE staff | October '3 seminar in Israel. | | | ∆ Israel | | | | | | | Δ | |
| -Seminar for local commission | When will we be ready | | | | | | Δ | | | | | |
| – Summer retreat | Lay & professionals? Israel? | | | | | | | | | | | |
| | | | | | | | | | | | | |

CIJE WORKPLAN 8/93-7/94: ITL ATION #2

July 2

1993

| II. LEAD COMMUNITIES | For Discussion | Aug. | Sept. | 0 <i>ल</i> . | Nov. | Dec. | Jan, | Feb. | Mar. | Apr. | May | June |
|---|---|------|-------|--------------|------|------|------|------|------|------|-----|------|
| h. Best Practices | | | | | | | | | ! | | | |
| Early childhood volume & consecutive volumes (X3) | | | | Δ | | | Δ | | | Δ | | I |
| -Colloquium on supplementary school for LCs | Held in LCs for educators & community leadership | | | | | | Δ | | | : | | |
| -Best practice 'Pilot Project' initiated | | | | | | | | ۵ | | | | |
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CIJE WORKPLAN 8/93-7/94: ITE ATION #2

July 28

1993

| III.BUILDING THE PROFESSION | For Discussion | Aug. | Sept. | ૦ત. | Nov. | Dec. | Jan. | Feb. | Mar, | Apr. | Мау | June | |
|--|------------------|------|-------|-----|------|------|------|------|------|----------|------|------|---|
| -Training institutions: Personnel plan consultation | | | | | | | | | Δ | <u> </u> | | | |
| CIJE plan linking LC needs, training institution capability & unmet needs: First iteration | Who staffs this? | | | | | | | 2 | | 2 | | | |
| IV. COMMUNITY LEADERSHIP | | | | | | | | | | | | | |
| -Information system initiated | Staff | | | | | | | | Δ | | | | |
| – 'Camper' plan for key individuals | | | | | | | | | | | | 7 | |
| Plan for major leadership conference in 1995 on work of LC & CIJE: First iteration | | | | | | | | | | Δ | | | |
| V. RESEARCH | | 1 | | | | | | | | | | | |
| -Consultation towards a plan for developing a research agenda | | | | | | | | | | | Δ | | 1 |

NOTES TOWARDS CIJE WORKPLAN 1993-1994: ITERATION 2

- 1. This document is a first attempt to articulate tasks over time for the CIJE for 1993-94.
- 2. It is intended for staff discussion in New York (August 19-20); discussion with the lead community partners (August 23-24); and for presentation, in gross form, to the Exeduative of the CIJE.
- 3. It takes those outcomes for July 1994 which were projected in June 1993 and plans them within a timeline.
- 4. When this plan is approved, it will form the basis for detailed workplans for:
 - -Each LC
 - -Each staff member
 - -Each assignment.

CODE (for individual responsibility)

-

×,

| | Δ | = | Milestones/Benchmarks |
|---|-----|---|-----------------------|
| | ADH | = | Alan Hoffmann |
| | ARH | = | Annette Hochstein |
| | SF | * | Seymour Fox |
| | BH | = | Barry Holtz |
| | GD | = | Gail Dorf |
| | SHH | | Steve Hoffmann |
| | AG | = | Adam Gamoran |
| | EG | = | Ellen Goldring |
| l | VFL | = | Virginia Levi |

| | Council fo | or Initiatives | |
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| Comments: | | AN IDMISH | |
| Dear | r Caroline, | | |
| | | TH VES 1 | |
| Hote | el in Indianapolis on Septe | offmann at the Hyatt Regency mber 8 is as follows: | |
| | | 17467-1 | |
| It i | is my understanding that he | will be there for <u>one night</u> | |
| 1 | - | | |
| Mary | Esther | | |
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| | Council for Initiatives |
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| A | Jewish Education |
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| | Date sent: 8/4 Time sent: No. of Pages (incl. cover): To: Crucing Summer From: Many Estimation: |
| | Organization: |
| С | Phone Number: Phone Number: |
| 0 | Fax Number: Fax Number: |
| V | Comments: |
| E | |
| R | Dear Caroline, |
| | Please fax information on who Alan Hoffmann would like to see in <u>each Lead Community</u> while he is here in the States as soon |
| | as you have it. I will then, tentatively try to arrange things here. |
| S | Mary Esther |
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| | If there are any problems receiving |
| | this transmission, please call: |
| | 216-391-1852 |
| | |

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

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Morton Mandel

Vice Chairs Charles Goodman Neil Greenbaum Matthew Maryles Lester Pollack

Honorary Chair

Aliza Sable American Friends of the Hebrew University 11 East 69th Street New York, NY 10021

Max Fisher

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Dear Aliza,

July 30, 1993

This will confirm plans for a two-day meeting to be held by the Council for Initiatives in Jewish Education in the meeting rooms at the American Friends of the Hebrew University. I expect nine people to attend. (This is different from the eight I mentioned on the telephone)

The group will convene on Thursday, August 19 at 10:00 AM. You indicated that there would be coffee and danish available at 9:45 AM. Lunch of assorted salads will be at noon. We will need soft drinks in addition to coffee in the afternoon, and would like dinner of a deli-platter, chicken, and a vegetarian option available at 6:00 PM. We will plan to conclude by 8:30 PM.

We will reconvene at 8:45 AM on Friday, August 20 for coffee and danish and will plan to begin the meeting at 9:00 AM. We will break for lunch of bagels, lox and cream cheese at 12:15 and reconvene at 1:00 PM. We will conclude by 4:00 PM.

If we need an overhead projector, we will bring it in. We will need a flip chart and would like to have you order what you described as a "giant post-it note".

Thank you for your assistance on all of this. Please contact me if you have any questions. I look forward to meeting you on the 19th.

Sinderely.

Levi

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Atlanta Jewish Federation

1753 Peachtree Road, Northeast/Atlanta, Georgia 30309/404-873-1661/FAX 404-874-7043

July 30, 1993

To: Shmuel Wigoda, CIJE

From: Lauren Azoulai

We would like included on the agenda for the August 23-24 meetings:

1. an explanation about the CIJE operating process going forward. Who is in charge of what? How will we know with whom to speak about various situations, issues, etc.? I might suggest the creation of an organizational chart in diagram form which can be distributed and serve as a basis for discussion. (I personally have not found the overhead transparencies helpful.)

2. the revisiting of the schedule of meetings, who should attend them, how often they are held, where they will take place, and the purpose(s) of the meetings. We have some concern about how often staff has to be away, the expense involved in all the travel, and not wanting to overtax the time or pocketbooks of our volunteers.

I appreciate the opportunity to provide input to the agenda. We had a very productive meeting this morning with Bill Schatten, and I feel good about the progress we will make in the next couple of months. He is very concerned about our need to recruit a CJC director. Please be sure this is uppermost in the minds of anyone who might be in touch with potential candidates for us.

I look forward to seeing you in Baltimore.

PRESIDENT—Geraid D. Horowitz • FIRST VICE PRESIDENT—David N. Minkin VICE PRESIDENTS—Jack N. Halpern, S. Stephen Selig III TREASURER—Mark Lichtenstein • ASSISTANT TREASURERS—Elliott Cohen, Jody Franco SECRETARY—Larry Joseph • ASSISTANT SECRETARIES—Candy A. Berman, Ann L. Davis CAMPAIGN CHAIRMAN—Arnold B. Rubenstein, M.D. • EXECUTIVE DIRECTOR—David I. Sarnot

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| S | Here are confirmation numbers for Alan Hoffmann's stay at the Holiday Inn in Cleveland for August 29 and 30. |
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Bernie Zelechow BERNIEZ@YORKVM2 History/Humanities York Oniversity 4700 Keele Street Downsview Ontario M3J 1P3 BMAIL read 29 2JH29 GAMØRAN@WISCSSC => MANDEL@HUJIVMS; 29/07/93, 07:13:17; M GAMORAN.MA)IL EBCDIQ (<GAMORAN@WISCSSC>) 1mMIME/ type: text/plain Received: by HUJIVMS via NJE (HUyMail-V6l); Thu, 29 Jul 93 07:13:17 +030 Wed, 28 Jul 1993 23:14 CDT Date: From: <GAMORAN@WISCSSC> Subject: progress report for CIJE board To: MANDEL@HUJIVMS Original To: MANDEL Original cc: ELLEN CIJE Project on Monitoring, Evaluation, and Feedback in Lead Communities Progress Report -- August 1993 How will we know whether the Lead Communities have succeeded in creating better structures and processes for Jewish education? Hit <CR> for next page, : to skip to next part... BMAIL> OffHwhat basis will CIJE encourage other cities to emulate the programs developed in Lead Communities? Like any innovation, the Lead Communities Project requires a monitoring, evaluation, and feedback (MEF) component to document its efforts and gauge its success. By monitoring we mean observing and documenting the planning and implementation of changes. Evaluation entails interpreting information in a way that strengthens and assists each community's efforts to improve Jewish education. Feedback consists of oral and written responses to community members and to the CIJE. This progress report describes the activities in which the project has been engaged during 1992-93 and the products it has yielded. The main activities include: (1) Ongoing monitoring and documenting of community planning and institution-building; (2) Development of data-collection instruments; (3) Preparation of reports for CIJE and for community members. Hit <CR> for next page, : to skip to next part...

IJHOngoing Monitoring and Feedback

BMAIL>

To carry out on-site monitoring, we hired three full-time field researchers, one for each community. The field researchers' mandate for 1992-93 centered on three questions:

(1) What is the nature and extent of mobilization of human and financial resources to carry out the reform of Jewish education in the Lead Communities?

(2) What characterizes the professional lives of educators in the Lead Communities?

(3) What are the visions for improving Jewish education in the communities?

The first two questions address the "building blocks" of mobilization and personnel, described in A Time to Act as the essential elements for Lead Communities. The third question raises the issue of goals, to elicit community thinking and to stimulate dialogue about this crucial facet of the reform

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

Monitoring activities involved observations at virtually all project-related meetings within the Lead Communities; analysis of past and current documents related to the structure of Jewish education in the communities; and, especially, numerous interviews with federation professionals, lay leaders, rabbis, and educators in the communities.

Each field researcher worked to establish a "feedback loop" within her own community, whereby pertinent information gathered through observations and interviews could be presented and interpreted for the central actors in the local lead community process. We are providing feedback at regular intervals (generally monthly) and in both oral and written forms, as appropriate to the occasion. An important part of our mission is to try to help community members to view their activities in light of CIJE's design for Lead Communities. For example, we ask questions and provide feedback about the place of personnel development in new and ongoing programs.

Hit <CR> for next page, : to skip to next part... BMAIL> W@Hare also providing monthly updates to CIJE, in which we offer fresh perspectives on the process of change in Lead Communities, and on the evolving relationship between CIJE and the communities. For instance, in July 1993 we presented views from the communities on key concepts for CIJE implementation, such as Lead Community Projects, Best Practices, and mobilization. This feedback helps CIJE staff prepare to address community needs. II. Instrumentation

A. Interview Protocols

The MEF team developed a series of interview protocols for use with diverse participants in the communities. These were field tested and then used beginning in late fall, 1992, and over the course of the year. The interview schema for educators were further refined and used more extensively in spring, 1993. F

B. Survey of Educators

Hit <CR> for next page, : to skip to next part... BMAIL> W&Halso played a central role in developing an instrument for a survey of educators in Lead Communities. The MEF team worked with members of Lead Communities, and drew on past surveys of Jewish educators used elsewhere. The survey was conducted in Milwaukee in May and June, 1993, and it is scheduled to be implemented in Atlanta and Baltimore in the fall of 1993.

The purpose of the educator survey is to establish baseline information about the characteristics of Jewish educators in each communty. The results of the survey will be used for planning in such areas as in-service training needs and recruitment priorities. The survey will be administered (was administered in Milwaukee's case with a response rate of 86%) to all teachers in the Lead Communities. Topics covered in the survey include a profile of past work experience in Jewish and general education, future career plans, perceptions of Jewish education as a career, support and guidance provided to teachers, assessment of staff development opportunities, areas of need for staff development, benefits provided, and so on.

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

A. Reports on the Professional Lives of Jewish Educators

Each community is to receive three types of reports on educators: A qualitative component, describing the interview results; a quantitive component, presenting the survey results; and an integrative component, which draws on both the qualitative and quantitative results to focus on policy issues. The schedule for delivering these products is dictated by the specific agendas of each community.

The qualitative reports elaborate on elements of personnel described in A Time to Act, such as recruitment, training, rewards, career tracks, and empowerment. Examples of key findings in reports written so far are the extent of multiple

roles played by Jewish educators (e.g., principal and teacher; teacher in two or three different schools), and the tensions inherent in these arrangements; the importance of fortuitous entry into the field of Jewish education, as opposed to preplanned entry, and the challenges this brings to in-service

Hit <CR> for next page, : to skip to next part... BMAIL> tFMining; and the diversity of resources available to professional development of Jewish educators, along with the haphazard way these resources are utilized in many institutions.

B. Reports on Mobilization and Visions

Information about mobilization and visions has been provided and interpreted for both CIJE staff and members of Lead Communities at regular intervals. In September, we are scheduled to provide a cumulative Year-1 report for each community which will pull together the feedback which was disseminated over the course of the year. These reports will also describe the changes and developments we observed as we monitored the communities over time.

IV. Plans for 1993-94

A. Ongoing Monitoring and Feedback

A central goal for 1993-94 will be the continued monitoring and

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domumenting of changes that occur in the areas of educational personnel, mobilization, and visions. In addition, we are proposing to play a larger role than we initially anticipated in the community self-studies, just as we did with the educators survey. (The educators survey is in fact the first element of the self-study, as described in the Planning Guide.)

In the spring, our field reseacher for Atlanta notified us that she would be resigning her position, effective July 31. Although we regret her resignation, we are trying to use it to our advantage by hiring a replacement whose skills fit with the evolving responsibilities of the MEF project. The new field researcher in Atlanta will have expertise in survey research, and will play a lead role in working with the communities to carry out the self-studies.

B. Outcomes Assessment

Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect preliminary quantitative data to use as a

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BMAIL> BAMeline upon which to build. We are proposing to introduce the diagnostic Hebrew assessment for day schools, created by Professor Elana Shohamy of the Melton Centre in Jerusalem, as a first step towards longitudinal outcomes analysis. The great advantage of the Shohamy method is its value as a diagnostic tool, encouraging schools to use the results of the assessment to guide their own school improvement efforts. The tests have common anchor items, but are mostly designed especially for use in each school.

C. Encouraging Reflective Communities

The MEF project will be successful if each Lead Community comes to view evaluation as an essential component of all educational and social service programs. We hope to foster this attitude by counseling reflective practitioners -- educators who are willing to think systematically about their work, and share insights with others -- and by helping to establish evaluation components in all new Lead Community initiatives. BMAIL> next [2JH30 BERNIEZ@VM2.YorkU.CA => MANDEL@HUJIVMS; 29/07/93, 19:10:34; M BERNIEZ.MAIL EBCDIC (<BERNIEZ@VM2.YorkU.CA>)

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Received: by HUJIVMS via NJE (HUYMail-V61); Thu, 29 Jul 93 19:10:34 +0300 Received: from YORKVM2 by VM1.YORKU.CA (Mailer R2.07) with BSMTP id 0583; Thu, 29 Jul 93 12:05:47 FDT Received: from YORKVM2 by vm2.yorku.ca (IBM VM SMTP V2R1) with BSMTP id 0287; Thu, 29 Jul 93 12:05:28 EDT Comments: Converted from PROFS to RFC822 format by PUMP V2.2X Date: Thu, 29 Jul 93 12:05:26 EDT <BERNIEZ@VM2.YorkU.CA> From: Reflections Subject: <MANDEL@HUJIVMS> To:

Dear Danny, I've been thinking about something you said in your last note. For some reason I didn't respond to it immediately. It relates to the recognition that saving the world is not a possiblity. I think that is a statement of maturity and not a comment from a 24 year old manque. I don't think that it is even dissolussionment. Nor do I think that it is despairing. Instead I find it

Hit <CR> for next page, : to skip to next part... BMAIL> Bopeful. It acknowledges that the small achievements are sanctification enough. Never totally enough but these sanctifying acts are truly

undervalued because we see things through mock heroics. Having a full life does not fall into contradiction with making a contribution to the well being of our fellow persons. So there! A Thursday afternoon pontification brought to you free of charge on E- Mail sponsored by that great, great university, York. Boing! While I remember can you find out about art schools in Israel for Rachel. If we come for a year she too would like to try out Israel. It might be graduate school but she is really interested in painting. She has done some wonderful experiments but now she need some formal training. That's it for now. With love from the fragment brain of your friend (I've been writing since six this morning. It is now 12.30 p.m. BERNIEZ@YORKVM2 Bernie Zelechow History/Humanities York University 4700 Keele Street Downsview Ontario M3J 1P3 BMAIL> next 2JH31 GAMORAN@WISCSSC => MANDEL@HUJIVMS; 30/07/93, 15:42:32; M GAMORAN.MAIL EBCDIC (<GAMORAN@WISCSSC>) lmMIME type: text/plain Received: by HUJIVMS via NJE (HUyMail-V61); Fri, 30 Jul 93 15:42:32 +030 Fri, 30 Jul 1993 07:43 CDT Date: <GAMORAN@WISCSSC> From: Subject: board report MANDEL@HUJIVMS To: Original To: ANNETTE, MANDEL Please confirm that you received the Board report I sent Wed. night. Adam BMAIL> next [2JH32 BERNIEZ@VM2.YorkU.CA => MANDEL@HUJIVMS; 30/07/93, 17:00:25; M BERNIEZ.MAIL EBCDIC (<BERNIEZ@VM2.YorkU.CA>) lmMIME type: text/plain Received: by HUJIVMS via NJE (HUYMail-V61); Fri, 30 Jul 93 17:00:25 +030 Received: from YORKVM2 by VM1.YORKU.CA (Mailer R2.07) with BSMTP id 8294; Fri, 30 Jul 93 09:58:42 EDT Received: from YORKVM2 by vm2.yorku.ca (IBM VM SMTP V2R1) with BSMTP id 1850; Fri, 30 Jul 93 09:58:23 EDT

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| 5 | Sunday, August 22 in with you as early as | Baltimore is not good. However, dawn on August 23. | Per, I can meet |
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Council for Initiatives F in Jewish Education A Date sent: Х Time sent: No. of Pages (incl. cover): From: Ginny Levi To: Annette Hochstein, Seymour Fox Shmuel Wygoda Organization: С Phone Number. Phone Number: (216) 391-1852 О Fax Number: (216) 391-5430 Fax Number: V 0119722 619 951 Comments: Shmuel -Ε Milwaukee commission furt met on Feb. 25. R Ruth says the project officially started with her hiring on Jan. 1, 1993. Ruth asked me to tell you there was a S mistake on her face of 7/26. She meant, Н in item 2, to refer to systemic change. F She also wanted to know if the fead communities will receive the agenda E for Baltimore in advance Т By the way, she is suggesting alternate dates It Barry changen and beginning to intermien local planners. She doesn't allow us much time to respond to h requesto. If there are any problems receiving this transmistion, please call: 216-391-1852

| Who will attend meetings in New York? | YES | NO |
|---------------------------------------|-----|----|
| David Arnow | | x |
| Daniel Bader | X | |
| *Mandell Berman | X | |
| Chaim Botwinick | X | |
| *Charles Bronfman | X | |
| Gerald Cohen | | Х |
| *John Colman | X | |
| Maurice Corson | | X |
| Rachel Cowan | | |
| Susan Crown | | X |
| Jay Davis | х | |
| Gail Dorph | Х | |
| Genine Fidler | | X |
| Irwin Field | | X? |
| Max Fisher | | |
| Seymour Fox | X | |
| Darrell Friedman | | X |
| Adam Gamoran | х | |
| Jane Gellman | Х? | |
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| *Charles Goodman | | х |
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| *Mark Lainer | x | |
| Norman Lamm | X | |
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| *Morton L. Mandel | Х | |
| *Matthew Maryles | x | |
| Florence Melton | | x |
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| Rick Meyer | X | |
| Arthur Naparstek | х | |
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| Richard Scheuer | | |
| Ismar Schorsch | | x |
| Louise Stein | X | |
| Paul Steinberg | X | 1 |
| David Teursch | X | |
| Isadore Twersky | X | |
| Ilene Vogelstein | X | |
| Jonathan Woocher | X | |

| Shmuel Wygoda | X | |
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| Bennett Yanowitz | x | |
| Henry L. Zucker | | х |
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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Morron Mandel July 27, 1993 Vice Chairs Charles Goodman Neil Greenbaum Mr. Gershon Kekst Matthew Marvles Kekst & Co., Inc. Lester Pollack 437 Madison Ave. New York, NY 10022 Honorary Chair Dear Gershon: ax Fisher This is an invitation to attend a meeting of the board of directors Board of the Council for Initiatives in Jewish Education on Thursday. David Arnow <u>August 26. 1993 at UJA/Federation of Jewish Philanthropies of New</u> Daniel Bader York, 130 Bast 59th Street, New York. The meeting will begin with Mandell Berman luncheon at 12:00 noon and conclude by 4:00 p.m. Charles Bronfman Gérald Cohen The board will hear a report on CIJE's Lead Communities project, John Colman through which Atlanta, Baltimore, and Milwaukee are impacting community support for Jewish education and improving the quality of Maurice Corson personnel in the field. We will also hear from Dr. Barry Holtz Susan Crown about the Best Practices project, and from Dr. Adam Gamoran about a Irwin Field project for monitoring, evaluation and feedback of our work in the Alfred Gottschalk Lead Communities. Arthur Green Thomas Hausdorff I do hope that you will be able join us. Please call me or David Hirschhorn Virginia Levi at (216) 391-8300 to let us know if it is possible Henry Koschitzky for you to be with us. lark Lainer Mart Norman Lamm Norman Lipotf Morton L. Handel -- Chair Sevmour Martin Lipset Florence Melton Melvin Merians

Chair

Charles Rather Esther Leah Ritz Richard Scheuer Ismar Schorsch Isadore Twersky Bennett Yanowitz

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Mandel Institute

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For the Advanced Study and Development of Jewish Education

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MEMORANDUM

TO: MLM

FROM: ALAN D. HOFFMANN

DATE: JULY 30, 1993

RE: WORKPLAN 8/93-7/94: ITERATION #2

I understand the `confirmation' process is moving towards completion and I am both excited and nervous about the challenge and the task.

As you know, several months ago we had already planned to spend the first two weeks of August on vacation in Britanny, France, where we have rented a cottage which has no telephone -- but the landlord can reach me in an emergency and Seymour will have the telephone number.

I am sending you a second cut into a proposed 1993-1994 workplan for the CIJE. If, in the document I prepared in June in Israel, I related to <u>outcomes</u> by July 1994 -- this iteration tries to put these outcomes into a perspective of time and staff responsibility.

I have raised some issues for discussion in the margin, but in my mind almost every item raises issues for discussion, both with the staff and with you.

The version you receive is a tentative basis for staff responsibilities around each milestone -- but I am preparing another version, for staff (and maybe Executive Committee?) discussion in which the assignments do not appear.

I will come to New York a couple of days before the staff meeting to meet my daughter who is at camp in the U.S. and will call you when I arrive.

Sincerely,

Alan D. Hoffmann

CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 21

| FOR DISCUSSION February? August January meeting? May meeting? | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mer. | Apr. | May | June | F |
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| I. THE CIJE CORE | FOR DISCUSSION | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | Мау | June |
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| -Proposed budget 8/94-7/95 | | | | | | | A 1st Prop.I | | A 2nd Ver. | | | |
| -Outline events calendar 1994/95 | | | | | | | ist riopa | | 210 461. | | ∆ gd | |
| d. Fundraising | | | | | | | | | | | | |
| -Plan for foundation-Jewish | | 1 | | | | 1 ' | 1 | | E 7 | (/ | | |
| -Plan for general foundations | | | | | | | | ∆ ADH/AH | | | | |
| e. Successor | | | | [| | | | | | [] | | |
| -Plan for recruitment | | | | | | ' | ADH | | | [] | | |
| . Communications | AWIER | | | | | | | 6 / | | (| | |
| Plan for 1994-95 conference for sharing development | AR | - 5 | | | | | | | Δ | | | |
| -Brochure | 2.2 | | | | | / | Δ | | | [] | | |
| CIJE education letter – 3 issues to be developed | 9 / 1 | | | 1 | | | ∆ вн | | | | | |
| g. National Organizations | | | | | | 1 | | 1 | | () | | |
| National advisory group to be established | CJF Commissioin relationships? | | | - 39 | | / | | (| | Δ | | |
| - Connection with national organizations | 1 | 55 | Δ- | | | | | | | | | |
| n. Dissemination of LC | -3-23? -Broader community of educators/lay leaders | | | | | | | | | | | |
| -Conference on best practices | | | | | | | | | | | Авн | |
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| II. LEAD COMMUNITIES | FOR DISCUSSION | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | Мау | June |
|---|-----------------------|---------|---------|------|---------|---------|------|--------|----------|---------|--------------|------|
| a. Local Commissions | | | | | | | | | | | | |
| -Wall-to-wall coalition established | Date for completion? | | | _Δ | | | | | | | | |
| Multi-year strategy & plan completed including: Self-study, Educators' survey, Personnel plan | | | | | | | | | | | | |
| -CIJE-LC Meetings | | ∆ sw | | | ADH | | | | ∆ ADH | | | ADH |
| . Pilot Projects (BH) | | 1.1 | | | | | | | | | | |
| -Implementation of at least 1 in each community | By when? | | | | | | | | | | | |
| -Summer seminars in Israel | AMER | LCA. | | | | 1 | | | | | | |
| . Calendar | A R | - | | | | | | | | | | |
| -1993/94 LC 'within' & 'across' | Role of planner | | ADH/ | | | | | | | | | |
| - 1994/95 calendar | | | Planner | | | | | | | | ∆ Planner | |
| -1995/96 gross calendar | 1 1 2 | 1 | | | 1 | | | 1.1.1 | | | | |
| I. Local LC Team | No. | | | 1.2 | 1 | | | | | | | |
| -CIJE/local LC joint team formed in each LC | 10 | 25. | 1 | 1 | Δ GD | | | | | | | |
| . LC Personnel Development | | 21 | 2 | | 1.1 | | | | | | | |
| -Personnel statistical survey | | | | | | Δ EG | | | | | | |
| -'Lives of educators' in all 3 LCs | What about Baltimore? | Δ | | | | | | | | | | |
| -Senior educators/Jerusalem Fellows recruitment | | | | | | | | | | | | |
| -Summer institute for strategically targetted group? | | | | | | | | | | Δ GD | | |
| -Plan for LC/training institutions XXX personnel initiative in LC | | | | | | | | ADH/SW | | | | |

| II. LEAD COMMUNITIES | FOR DISCUSSION | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar: | Apr. | Мау | June | - |
|---|---------------------------------|-------------|----------------------|--------------------|------|---------|-------------|------------|------|---------|------------|------|---|
| f. MEF | | | | | | | | | | | | | |
| - Develop workplan | | | ∆ ADH/AG EG/AH | | | | | | | | | | |
| Mid-year Report | | | | | | | | ∆ AG/EG | | | | | |
| —1994/95 plan | | | | | | | | | | | ∆ AG/EG | | |
| g. Goals Project | | | | | 1 | | | | | | | | |
| -Seminars for core CIJE staff | | A SW/ADH | | ADH/SF (Israel) | | | | | | | ADH/SF | | |
| -Seminar for loical commission | When will we be ready? | 6. A) | I LEV | VISH | | | A ADH/SF | | | | | | |
| — Summer retreat | Lay & professionals? Israel? | | | | | | | | | | | | A |
| h. Best Practices | 1.1.1.1 | | 1.00 | | | | | | | 1.2 | | | |
| -Early childhood volume & consecutive volume (X3) | To discuss with BH | | - | Δ | | | ∆ вн | | | Д ВН | | | |
| -Colloquium on supplementary school for LCs | 1.1.1 | | | 1.1 | 1. | | А вн | | | | | | |
| - Best practice 'Pilot Project' initiated | 1 | | | 19 | | | | Д вн | | | | | |
| | - ×2 | 1.5 | | | | | | - | | | | | |
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| III.BUILDING THE PROFESSION | FOR DISCUSSION | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June |
|---|------------------|------|-------|------|------|------|------|---------|----------|------------|-------------|------|
| Training institutions: Personnel plan consultation | | | | | | | | | Δ | | | |
| —CIJE plan linking LC needs, training institution capability & unmet needs: First iteration | Who staffs this? | | | | | | | ∆ gd | | | | |
| IV. COMMUNITY LEADERSHIP | | | | | | | | | | | | |
| -Information system initiated | Who staffs this? | | | | 1 | | | | ∆ ADH | | | |
| - 'Camper' plan for key individuals | AMED | ICAI | () E | | | | | | | | | ADH |
| – Plan for major leadership conference in 1995 on work of LC & CIJE: First iteration | A R | | | | | | | | | ∆ до/вн | | |
| V. RESEARCH | 1.1.20 | 1 | | | | | | | | | | |
| -Consultation towards a plan for leveloping a research agenda | | | | | | | | | | | ∆ ADH/SF | |

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CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 21

1993

1994

| I. THE CIJE CORE | FOR DISCUSSION | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | |
|--|--|------|-------|------|-----------|------|------|------|------|------|-----|------|---|
| | | | | | | | | | | | | | |
| a. Board | | | | | () | | | | | | | | |
| -Regular meetings | February? August | Δ | | | | | | | Δ | | | | |
| - Executive Committee | January meeting? May meeting? | | | | 101 | | Δ? | | | | Δ | | |
| -Committees operating (MEF, LCs, Research) | Who staffs each committee? BH, GD, Ag/EG | | | - | | | Δ | | | | | | |
| -New board members (X3) | ANTER | | N IE | 115 | | | | | Δ+1 | | | | 2 |
| b. Staff | 3 A 6 | | | | | | | | | | | | |
| -Job definitions for CIJE staff | | | Δ | | () | | | | | | | | |
| - Planning function in place | Full time/part time? | | 1.5 | 1 | | | | | Δ | | | | |
| - Core staff meetings | | Δ | Δ | Δ | Δ | | Δ | Δ | Δ | Δ | Δ | Δ | |
| -Advisory group constituted | New professional advisory group? | | 1 | 1 | 1. | | Δ | | | | Δ | | |
| -Review CIJE staff job descriptions | 1. | | | 1 | V^{*} : | | | | Δ | | | | |
| c. Administration | 1.1.2. | | | 21 | _ | | | | | | | | |
| -Satellite office NY | | | 1.5 | Δ | | | | | | | | | |
| -Satellite in Jerusalem | | | Δ | | | | | | | | | / | |
| -Calender events 1993/4 | | | | Δ | | | | | | | | | |
| -Budget presented - 6 months | Interim | | | Δ | | | | | | | | | |
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| 1. THE CIJE CORE | FOR DISCUSSION | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | Мау | June |
|---|--|-------------|------------|------|------|------|------|------|------|------|-----|------|
| - Proposed budget 8/94-7/95 | | | · · · · | | | | Δ | | Δ | | | |
| -Outline events calendar 1994/95 | | | | | | | | | | | Δ | |
| 1. Fundraising | | | | | | | | | | | | |
| -Plan for foundation-Jewish | | | | | | | | Δ | | | | |
| -Plan for general foundations | | | | | | | | Δ | | | | |
| e. Successor | | | | | | | | | | | | |
| -Plan for recruitment | Sec | 1 | 1. · · · · | | 1 | | Δ | | | | | |
| . Communications | | - | | | | | | | | | | |
| -Plan for 1994-95 conference for sharing development | AMER | CA: | I IEV | | | | | | Δ | | | |
| Brochure | | | | | | | Δ | | | | | |
| -CIJE education letter-3 issues to be developed | 1.1 | - | | | | | Δ | | | | | |
| g. National Organizations | \ | 1 | - 7 | | | | | | | | | |
| -National advisory group to be established | CJF Commissioin relationships? | | | | | | | | | Δ | | |
| - Connection with national organizations | 1. S. | | Δ | 17 | | | | | | | | |
| h. Dissemination of LC | -3-23? -Broader community of educators/lay leaders | 10 | 13 | | | | | | | | | |
| - Conference on best practices | | | | | | | | | | | Δ | |
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| II. LEAD COMMUNITIES | FOR DISCUSSION | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June |
|---|-----------------------|------|-------|------|------|------|-------------------|------|------|------|-----|------|
| a. Local Commissions | | | | | | | | | | | | |
| -Wall-to-wall coalition established | Date for completion? | | | _Δ | | | | | | | | |
| Multi-year strategy & plan completed including: Self-study, Educators' survey, Personnel plan | - | | | | | | | | | | | |
| CIJE-LC Meetings | | Δ | | | Δ | | Δ | | Δ | | | Δ |
| b. Pilot Projects (BH) | | | | | | | | | | | | |
| —Implementation of at least 1 in each community | By when? | | | | - | | $1 \rightarrow 3$ | | | | | |
| -Summer seminars in Israel | 1 A 54 E | | N IE | Aist | | | | | | | | |
| c. Calendar | | | | | | | | | | | | |
| - 1993/94 LC 'within' & 'across' | Role of planner | | 1 | | | | | | | | | |
| -1994/95 calendar | | | | | | | | | | | Δ | |
| - 1995/96 gross calendar | 1 1 1 1 1 | 1 | 1 | 11 | | | | | | | | |
| d. Local LC Team | 1 1 40 | | - | 1.11 | | | | | | | | |
| CIJE/local LC joint team formed in each LC | | | | Ε., | Δ | | | | | | | |
| e. LC Personnel Development | 13. | | | 1.16 | 1 | | | | | | | |
| -Personnel statistical survey | 124 | - | | 87 | | - A | | | | | | |
| -'Lives of educators' in all 3 LCs | What about Baltimore? | Δ | | 1 | | | | | | | | |
| - Senior educators/Jerusalem Fellows recruitment | - | | 2 | | | | | - Δ | | | | |
| -Summer institute for strategically targetted group? | | | | | | | | | | Δ | | |
| Plan for LC/training institutions XXX personnel initiative in LC | | | | | | | | Δ | | | | |
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| II. LEAD COMMUNITIES | FOR DISCUSSION | Aug. | Sept. | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June |
|--|---------------------------------|------|-------|-------|------|------|------|------|------|------|-----|------|
| . MEF | | | | | | | | | | | | |
| -Develop workplan | | | Δ | | | | | | | | | |
| Mid-year Report | | | | | | | | Δ | | | | |
| —1994/95 plan | | | | | | | | | | | Δ | |
| . Goals Project | | | | | | | | | | | | |
| -Seminars for core CIJE staff | | Δ | | Δ | | | | | | | Δ | |
| -Seminar for loical commission | When will we be ready? | 1 | | 1.1.1 | | | Δ | | | | | |
| -Summer retreat | Lay & professionals? Israel? | | | VIS. | | | | 0 | | | | |
| . Best Practices | AMER | | | | | | | | | | | |
| Early childhood volume & consecutive volume (X3) | To discuss with BH | | | Δ | | | Δ | | | Δ | | |
| Colloquium on supplementary school for LCs | 2.2 | | | 11 | | | Δ | | | | | |
| - Best practice 'Pilot Project' initiated | | 3 | | ζ, | | | | Δ | | | | |
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VIA FAX

PROFESSOR SEYMOUR FOX

Thanks for your fax. I look forward to seeing you on August 3rd at The King David Hotel at 8:00 a.m. -- and I've saved until 1:00 p.m. to be with you (if you can stand it!) at which time I'll join Carol for the afternoon.

GK:mag

Gershon Kekst July 26, 1993

Council for Initiatives F in Jewish Education A Х No. of Pages (incl. cover): Date sent: Time sent: From: Ginny Levi To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization: С Phone Number: Phone Number: Ο Fax Number: (216) 391-5430 Fax Number: 0119722 619 951 ν Comments: E Should these minutes be sent to either Gail Dorph on alan Hoffmann? Please let me know. R S Н MLM revised the letter & The 4 lay people. New draft is also enclosed. Reminden: We'll be closed Man., July 5 for 4th of July holiday. Shabbat Shalow. E F Т Linny If there are any problems receiving this transmission, please call: 216-391-1852

July 1, 1993

Ilens Vogelstein William Schatten Jane Gellman Louise Stein

Dear :

A meeting of the board of directors of the Council for Initiatives in Jewish Education is scheduled for <u>Thursday</u>, <u>August 26, 1993 at</u> <u>UJA/Federation of Jewish Philanthropies of New York, 130 East 59th</u> <u>Street. New York</u>. The meeting will begin with luncheon at <u>12:00</u> <u>noon and conclude by 4:00 p.m</u>.

I am writing to invite you to attend that meeting. On the agenda will be a report by Charles Ratner of Cleveland, chair of the CIJE Lead Communities Committee, on the work of the Lead Communities. If you can come, would it be possible for you to respond briefly to Chuck's comments? An outline of Chuck's remarks will be provided to you in advance.

I do hope that you will be able join us. Please call me or Virginia Levi at (216) 391-8300 if it is possible for you to be with us.

Morton L. Mandel -- Chair

cc: Federation Exec

| | MINUTES: | | | CIJE Staff Teleconference | | | | | | | | | |
|-----------|---------------|-------|---|--|--|--|--|--|--|--|--|--|--|
| | DAT | E OF | MEETING: | June 30, 1 993 | | | | | | | | | |
| | DAT | e HI | NUTES ISSUED: | August 1, 1993 | | | | | | | | | |
| | PRESENT: | | | Shulamith Elster, Seymour Fox, Annette Hochstein, Stephen Hoffman, Barry Holtz, Virginia Levi, (Sec'y) Shmuel Wygoda, Henry L. Zucker | | | | | | | | | |
| | COP | Y; | | Morton L. Mandel | | | | | | | | | |
| | | • • • | | ***-*********************************** | | | | | | | | | |
| | Ι. | The | minutes and ass: | ignments of June 16 were reviewed. | | | | | | | | | |
| | | A. | | g the needs assessment requested by the Jim Joseph will send a copy to Israel. | | | | | | | | | |
| Assignmen | Assignment B. | | SF is scheduled Switzerland in p | to talk with David Blumenthal of Emory University in mid-July. | | | | | | | | | |
| Assignmen | t | C. | | er SE's camper assignments, including David Teutsch in Green. It was suggested that Gail Dorph be asked to d. | | | | | | | | | |
| | | D. | to David Hirschl | a letter outlining the Blaustein grant and has sent it horn for comment. It is anticipated that this will be a to announce the grant at the August board meeting. | | | | | | | | | |
| | | Ε. | | scription for Barry Holtz will be completed by the ne staff seminar in August. | | | | | | | | | |
| | | F. | Gershon Kekst as with SF in Israe | ged to follow up with MLM to suggest a phone call to s soon as possible. Mr. Kekst is scheduled to meet al in early July. It was felt that it would be helpful eak with him prior to that meeting. | | | | | | | | | |
| Assignmen | t | G. | relationship with represented on the encourage him to | d that it is important for us to maintain a good th the Jesselson family and to keep that family the CIJE board. HLZ will follow up with MLM and o invite someone from the Jesselson family to the It was suggested that this is a high priority item. | | | | | | | | | |
| Assignmen | t | Н. | | with SF the advisability of involving each of the e day school Best Practices project. | | | | | | | | | |

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 It was suggested that development of a schedule for keeping board members informed and communicating more broadly about the centrality of personnel and community mobilization are issues for the August staff meeting.

II. August 26 Board Meeting

- A. Contacts with Campers
- A draft outline for camper calls had been distributed and was ssignment discussed briefly. It was agreed that Israel will review the outline and related talking points and suggest revisions to VFL by 7/6/93.

Assuming Marvin Lender agrees to join the board, SHH will be his counselor.

- B. Lead Communities Presentation
- Signment It was suggested that VFL draft a letter from MLM to the lay chair of each Lead Community, inviting them to the August 26 meeting, asking them to be prepared to share brief remarks, and promising to be in touch regarding specifics closer to the time of the meeting.
 - C. Materials to be mailed in advance

voolgement 1. BH will prepare a progroup report on Best Fractices.

- Assignment 2. SW will ask Adam Gamoran to prepare a report on progress and plans for the second year of the Monitoring, Evaluation & Feedback project.
- Assignment 3. VFL and SW will draft a progress report which will emphasize advances which have been made since January with the Lead Communities and staffing changes. Reference will be made to the educators' survey.
 - 4. It was noted that a paper on Best Practices in early childhood may be ready for distribution at the meeting, but is unlikely to be ready in time to mail in advance.
 - It was suggested that the educators' survey questionnaire be made available at the meeting.

III. Other upcoming meetings

A. Staff seminar

It was agreed that a meeting of the staff will be held in New York on August 19 and 20. HLZ will talk with MLM about the advisability of negotiating with JCCA for office space in New York. Depending on the outcome of that discussion, we will work toward holding the meeting either at JCCA or at the American Friends of Hebrew University.

B. Lead Communities seminar

| Assignment | A joint seminar of the Lead Communities is scheduled to take place in Baltimore on August 23 - 24. The Federation exec of each community will be invited to attend and, in the case of Atlanta and Baltimore, will be notified that the lay heads of the CIJE project of Milwaukee will be there and that they are invited to |
|------------|---|
| | include their lay leaders, as well. In addition, invitations will be sent to Lauren Azoulai in Atlanta, Chaim Botwinick, Nancy |
| Assignment | Kutler, and Marshall Levin in Baltimore, and Ruth Cohen and Howard Neistein in Milwaukee. SHH will follow up with Neistein and encourage his attendance. |

Assignment reach Baltimore. VFL will check travel options and make a recommendation.

Planning for the seminar will take place during the staff meetings during the preceding weak.

2. The agenda of the meeting will be prepared by Israel, based on a simulation which will be conducted during July. The Israeli team will consult with the Læed Communities, but it was felt that it is unnecessary to include any Lead Community representatives in the simulation.

It was noted that the agenda should provide concrete links to the previous meeting, focusing on decisions made at that meeting and progress toward their implementation.

3. Scheduling future meetings

The next joint meeting of Lead Communities is scheduled to occur in conjunction with the GA in Montreal in November. VFL will call Assignment Joan Strauss at CJF to imquire about the schedule of meetings for planners. It is anticipated that the Lead Communities seminar might take place on the Tuesday and Wednesday of the GA.

IV. Status of Senior Advisors

SHH reported that in conversations held in Israel, it was clear that the senior advisors should play an important role for CIJE as we move ahead. It was agreed that we should make better use of this group and keep them better informed. This will be an important topic for the staff seminar in August.
V. Status reports on Lead Communities

A. Atlanta

Lauren Azoulai will meet with the Israeli team on July 8.

Assignment

It was reported that Claire Rottenberg's father recently passed away. HLZ will prepare a condolence letter from CIJE.

B. Baltimore

The Israeli team and SHH met with Darrell Friedman in Jerusalem The conclusion was that Friedman will take a greater role in the project and is serious about seeing that it moves forward. Chaim Botwinick is to be in charge and the lay leader is now in place.

A telecon is to be scheduled for the Israeli team with the Baltimore Accignment staff to discuss next steps in moving the project forward. SW will provide the details to VFL who will make the arrangements.

C. Milwaukee

There was a meeting of the Milwaukee commission on June 16, attended by SE and Daniel Pekarsky. Jonathan Woocher lead a session on "visioning." It was noted that the activity was interesting, but did not meet the expectations of either the community or our staff. Pekarsky will submit a more detailed written report.

VI. The next telecon is scheduled for Wednesday, July 14 at 9:00 a.m. SHH will be in Philadelphia and will try to arrange his schedule so that he can participate.

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| 1. | Contact the following boar in preparation for August and send brief report to V 1. Billie Gold | 26 meeting | | GD | 6/30/93 | 7/15/93 | | | | |

PREMILA INDUSTRIAL CORPORATION

ASSIGNMENTS

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PREMIER INDUSTRIAL COMPOSITION

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| ACTIVE PROJECTS FUNCTION | | CIJE | SIECKING | COMMITTE | | | |
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| | | | ARH | 5/14/93 | 7/9/93 | | |
| Draft CIJE orzanization ch | art. | | ARH | 6/17/93 | 7/9/93 | | |
| relationship of Israel exp | erience | | ARH | 1/28/93 | 7/15/93 | | |
| Draft a mission statement Communities project. | for the Lead | | ARH | 5/19/93 | 7/15/93 | | |
| in preparation for the Aug | ust 26 meeting | E S | ARH | 2/25/93 | 7/15/93 | | |
| a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch | | | | | | | |
| | | | ARH | 5/19/93 | 7/31/93 | | |
| With SF and BH, draft a jo for Barry Holtz. | b description | 2 | ARH | 5/19/93 | 8/19/93 | | |
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| NO. | DESCRIPTION | | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLE OR REMO DATE | |
| ι. | With ARH, prepare time lin plan for CIJE. | e and action | | НА | 6/17/93 | 8/15/93 | | |
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PREMISA INDUSTRIAL CORPURATION

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CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE S HOFFMAN ASSIGNMENTS

VFL

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

ORIGINATOR/PROJECT LEADER

DATE 6/30/93

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLET OR REMOV DATE |
|-----|---|----------|------------------------------|-----------------------------|----------|-----------------------------|
| 1. | Encourage Howard Neistein to attend the Lead Communities seminar. | | SHH | 6/30/93 | 7/15/93 | |
| 2. | With HLZ, talk with MIM about the advisability of approaching Jesselson family to partner with Jim Joseph grant. | | SHR | 6/8/93 | 7/15/93 | |
| 3. | Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: | | SHH | 2/25/93 | 7/15/93 | |
| | a. Charles Goodman b. Marvin Lender c. Norman Lipoff d. Charles Ratner e. Bennett Yanowitz | E S | | | | |
| 4. | With Alan Hoffman, confer by telephone with chief professional of each Lead Community to encourage them to interview Senior Educators. | F | SHH | 5/19/93 | TBD | |
| 5. | With SF, develop a plan for involving denominations in each Lead Community in CIJE. | 1.2 | SHH | 3/31/93 | TBD | |
| 6. | Propose to MLM that he talk with Røy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points. | 17 | SHH | 3/24/93 | TBD | |
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SEE MANAGEMENT MINUL POLICY NO. 6. FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FRINCTIONAL SCHEDUL

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PREMIER INDUSTRIAL CORPORATION

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| NĤ | DESCRIPTION | | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | QUE DATE | COMPLET OR REMOV DATE |
| 1. | Discuss with SF the advisation involving each of the mover day school Best Practices pressions of the school Best Practices pression of the school | ents in the | | ВН | 6/30/93 | 7/6/93 | |
| 2. | Prepare a memo summarizing on distribution of CIJE man | | | BH | 5/28/93 | 7/15/93 | 6 |
| 3. | Brief David Teutsch, new C. member. | IJE board | | BH | 6/16/93 | 7/15/93 | |
| 4. | Contact the following board in preparation for the Augu and send brief report to V | ist 26 meating | VISH | BH | 6/30/93 | 7/15/93 | |
| | a. Gerald Cohen - done b. Susan Crown c. Neil Greenbaum d. Thomas Hausdorff e. Mark Lainer - done f. Matthew Maryles g. David Teutsch | | | | | | |
| 5. | Prepare a progress report o Practices. | on Best | 1.3 | BH | 6/30/93 | 8/1/93 | |
| 6. | With SF and ARH, draft a jo for Barry Holtz. | b description | | BH | 5/19/93 | 8/19/93 | |
| 7. | Work with Atlanta on fillin of Director of the Lead Con | | | BH | 6/16/93 | 12/93 | [|
| 8. | Prepare suggestions for how to proceed with pilot proje | | | BH | 3/5/93 | TBD | |
| 9. | Begin work with Baltimore of pilot project. | on a | | BH | 3/5/93 | TBD | |
| 10. | Work with Milwaukee on pilo projects. | 30 | | BH | 4/29/93 | TBD | |
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PREMIER INCUSTRIAL CORPORATION

SEE MAILINGEMENT MAINTAL POLICY NO. 8.1 FOR GRIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDUL

□ ASSIGNMENTS

□ ACTIVE PROJECTS

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

FUNCTIONAL SCHEDULE 75890 REV. 1/105 PRINTED IN U.S.A.

LEVI ASSIGNMENTS ORIGINATOR/PROJECT LEADER

DATE 6/30/93 VFL

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | OUE DATE | COMPLET OR REMOV DATE |
|-----|---|----------|------------------------------|-----------------------------|----------|-----------------------------|
| 1. | Draft letters inviting Lead Community lay leaders to the August 26 board meeting. | | VFL | 6/30/93 | 7/2/93 | |
| 2. | Prepare invitation letters to Lead Communities joint seminar. | | VFL | 6/30/93 | 7/2/93 | |
| 3. | Check travel options and make a recommendation on starting time for Lead Community seminar. | | VFL | 6/30/93 | 7/2/93 | |
| 4. | Prepare a matrix of current and potential funders and staff assignments. | | VFL | 6/17/93 | 7/9/93 | |
| 5. | Prepare a matrix of pending grant requests. | | VFL | 6/17/93 | 7/9/93 | |
| 6. | Call Joan Strauss, CJF, re: schedule of GA meetings for the purpose of scheduling Lead Communities seminar. | 7 | VFL | 6/30/93 | 7/14/93 | |
| 7. | After receiving details from SW, arrange a telecon for Israeli team to discuss with the Baltimore staff the next steps in moving the project forward. | Ň | VFL | 6/30/93 | 7/15/93 | |
| 8. | With ARH, develop plan to support each item on the CIJE PERT chart. | 2 | VFL | 5/19/93 | 7/31/93 | |
| 9. | With SW, draft a written progress report to be sent to the board in early August. | | VFL | 6/17/93 | 8/1/93 | |
| 10. | Plan to discuss letters of agreement for the Lead Communities. Consider including our expections regarding the sort of lay and professional involvement we expect. | | VFL | 4/7/93 | 10/1/93 | |
| 11. | Schedule a telecon with Executive Committee members following a meeting of presidents and executives of partner organizations. | | VFL | 2/25/93 | TBD | |
| 12. | Develop a communications program: internal; with our board and advisors; with the broader community. | | VFL | 4/7/93 | TBD | |

PREMIER INCUSTHIAL CORPORATION

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□ ACTIVE PROJECTS □ RAW MATERIAL

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

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FUNCTIONAL SCHEDULE

ORIGINATOR/PROJECT LEADER

DATE 6/30/93

| NO. | DESCRIPTION | | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLET OR REMO DATE |
|-----|---|--------------|----------|------------------------------|-----------------------------|----------|----------------------------|
| 1. | Establish a finance committe | e, | | MLM | 4/7/93 | 7/15/93 | |
| 2. | Contact the following board in preparation for the Augus and send brief report to VFL | t 26 meeting | | MIM | 2/25/93 | 7/15/93 | |
| | a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer | | | | | | |
| 3. | Visit with Erica Jesselson t board to support CIJE. | o get her on | ES. | MIN | 6/17/93 | 8/31/93 | |
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| 10. | DESCRIPTION | | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETE OR REMOVE DATE | | |
| | Review the camper calls ou related talking points and Israeli team's revisions t | suggest | | SW | 6/30/93 | 7/6/93 | | | |
| 2. | Provide VFL with details o for the Israeli team with staff. | | | sw | 6/30/93 | 7/6/93 | | | |
| }. | Ask AG to prepare a report and plans for the second y Monitoring, Evaluation & F project. | ear of the | | SW | 6/30/93 | 8/1/93 | | | |
| ۰. | With VFL, draft a written report to be sent to the b early August. | | | SW | 6/30/93 | 8/1/93 | | | |
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PREMIER INDUSTRIAL CORPLICATION

SEE MURACEMENT MANUAL POLICY NO. 25 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCREDULE

ACTIVE PROJECTS

RAW MATERIAL

FUNCTIONAL SCHEDULE
73890 (REV. 1/09) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/30/93 ASSIGNED COMPLETED OR REMOVED DATE DATE ASSIGNED PRIORITY DUE DATE NÓ. DESCRIPTION TO (INITIALS) HLZ 6/30/93 7/2/93 Write condolence letter to Claire 1. Rottenberg. 6/30/93 7/6/93 HLZ 2. Encourage MIM to invite a Jesselson family representative to August 26 board meeting. Schedule a celecon of MLM with Gershon HLZ 4/29/93 7/6/93 3. Kekst to discuss CIJE. 6/30/93 7/6/93 HLZ Talk with MLM about the advisability of 4. negriaring with JCCA for office space in New York. SHH 6/8/93 7/15/93 With SHH, talk with MLM about the 5. advisability of approaching Jesselson family to partner with Jim Joseph grant. 2/25/93 7/15/93 Contact the following board members in HLZ 6. preparation for the August 26 meeting and send brief report to VFL: a. Mandell Berman b. John Colman c. Maurice Corson HLZ 5/19/93 7/31/93 Invite a small group of people to meet 7. with MLM at the Quarterly for a CIJE update. 6/17/93 8/15/93 HLZ With VFL, prepare C. Ratner to report on 8. Lead Communities at board meeting. HLZ 1/28/93 TBD Arrange meeting for MLM with presidents 9. and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi Chai, Wexner and other funders. 3/24/93 TRD HLZ

 Encourage MLM to talk with Corky Coodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.

Memorandum

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

CC: Annette Hochstein

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

Coordination and Schedule of Reports

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

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

Issues for the Qualitative Component

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

Training

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

Salaries and Benefits

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

Career Track Development

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

Empowerment of Educators

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

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

Peabody College VANDERBILT UNIVERSITY

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NACHVILL IENNESSEE 3-205

Lucies (st. 6)20322-7511

Department of Edu automat Loudership + Box 31- + Direct promo 312-5200

To: Annette Hochstein and Seymour Fox

From: Ellen Goldring

Re: Request for Use of Educator Survey

Date: June 28, 1993

CC: Ginny Lovi

In a recent conversation with Shulamith, she informed me that Mark Gurvis from Cleveland will be contacting me regarding using the Educator Survey in Cleveland. He asked Shulamith about data analysis, processing and other issues.

In addition, when Milwaukee was signing their contract regarding the data analysis, questions were raised about who "owned" the data, and who would have access to it for additional analyses, report writing, and information releases.

These questions bring to my attention an issue that CIJE may want to address regarding the use of the Educator Survey and other instruments that are developed. Do we want to have some type of process or procedure to monitor and approve the use of the questionnaires? Do we want some type of quality control over the usage and reporting of data, etc?

As CIJE begins to develop more instruments how do we want to promote the dissemination of the availability to other communities? Do we want to have some type of comparative research data base? Do we want to promote or suggest people to conduct analyses?

There are many questions to be discussed in this regard. In the short term, I would appreciate it if you would advise me as I respond to immediate requests from Mark and others.

I hope you are having a pleasant summer. I am off to Madison tomorrow and I am sure Adam and I will be in touch with a more detailed memo in response to my recent visit with you in Jerusalem within a week or so.

Warmest Regards!

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| Dept. | Phone - |
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1.1 法国际 Phone: (212) 332-1961 FAX: (212) 213-4078 TELEFAX DATE: FAX #: FROM: ITH ELSTER Number of pages (including this sheet) pedotein Conitle TO: These are attachments utich shared have been fored with 1/27 merno on Update on CIJE.

LEADERSHIP II 1993

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Background:

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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 rale to play in responding to this pressing situation.

Proposal:

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 arena.

Purpostal

- To give CAUE leaders a global awareness of all aspects of <u>uhat</u> is changing within the sphere of Jewish communal life as related to Jewish education and <u>why</u>.
- To empower these leaders to bring their heightened awareness and understanding back to their local communities.
- 3] To present model processes (the Kaila 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 Jewish education.

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LEADERSHIP II (cont'd)

Programa:

- A two-day kalla coinciding with precenterences at the Trinity University Conference,
- 2] Ten (10) participants from selected communities that house a Board of Education, a Bureau of Jeuish Education or a Central Agency (Communities might include: Chicago, Denver, Baltimore, Los Angeles, Philadelphia, Dalas, Miluaukee, etc.)
- 3] Tub (2) organizers and tub (2) resource people. Resource people would provide major pieces of information and would be individuals well-rounded and involved in the changing area of Jevish 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 Jewish educational leadership.
- 5] Suggested topics and issues to be covered during Kalla:
 - Trends in North American Funding for Jauish Education
 - .The Ethics of Power
 - .Coalition-Building
 - .Empowering Models for Jewish Educators
 - .Examining Educational Foundations (Melton, Wexner, Mandel, and Crown)
 - Jeuish 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 Jauish Community publications from Jauish educators
- 3] Active advocacy and education within the political process by Joursh educators for Jewish education
- Continued advocacy for the <u>transmission</u> and <u>transmittens</u> of Jeuish education

Budget:

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

MEMORANDUM

- 996

To: An Rotman From: Shulamith R. Elster Re: National Board of License

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

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

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

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

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

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

To: Art Rotman

Re: National Board of License

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

- 1. Professional staff at 1/4 time to manage the NBL and promote its mission and handle its affairs.
- 2. 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 fulfilment 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.

2



DAVID J. AZRIELI GRADUATE INSTITUTE OF JEWISH EDUCATION AND ADMINISTRATION

YESHIVA UNIVERSITY

245 LEXINGTON AVENUE + NEW YORK NY 10016 + (212) 481-0325

Distinguished Protessor of Education

July 23, 1992

Morton Mandel Premier Industries Corporation 4500 Euclid Ave. Cleveland, CH 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 AAJZ 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 Moreover, JESNA's new priorities do not include coming. involvement in the area of educator licensure.

accord

This letter is already longer that I anticipated. The reason for my writing is to request a meating with you to discuss the developing of a relationship between NBL and CISE 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,

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Alvin I. Schiff 339 Jordan Street Oceanside, NY 11572

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

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COUNTLY FOR TIATIVES IN JEWISH EDUCATION INI Making address: 183 Third Avenue #128 New York, NY 10003 Phone: (213) 632-1961 FAX: (212) 213-4078

MEMORANDUM

CONFIDENTIA

Henry Zucker Annette Hochstein Steve Hoffman Ginny Levi :

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.

Metioned Sharo 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. Aivin 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 wenture might give the organization some small operating funds and a new "lease on ine",

Successions: Is there any possibility that MAF/CIJE might fund such a modest effort to strengthen the organization and boister 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 Umasorah

For cldse 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 sort? If so, when? If not, we should "cut bait". 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 funcing 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 1993 conference and will continue as an invitational program. When drawing up the list of invitees, Eliot auggested 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 roote" 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 the come emely empiries plaincipation in the meter-

Editional 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 pliot 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?

Reisench Services 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 alte 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.

Ouestions: 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 MAR grants to the three leading institutions.

Questiona: 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 Synapoocue 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?

Accompanies: Correspondence from National Board of License Memorandum from CAJE RE: Leadership 101

FAX SENT

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

Facsimile Transmission

| To: | Shulamith Elster | June 23, 1993 Date: |
|-------------|------------------|------------------------|
| | Shmuel Wygoda | 1 |
| From: | | No. Pages: |
| Fax Number: | 001 301 230-2012 | |
| | | |

Dear Shulamith, עמייש

I hope this note finds you and yours in good spirit and health.

As you are about to leave your active involvement with the CIJE, I would like to take this opportunity and tell you my appreciation for the work you have done since the creation of the CIJE.

You have undoubtedly been at the heart of the CIJE accomplishments, and your enthusiasm and hard work will be fondly remembered by all. The warm words addressed to you last May in Cleveland are a testimony of the unanimous appreciation you have earned by all the Lead Communities.

On a more personal note, I have to tell you how much I have appreciated your help during my initial steps in the CIJE and from then on The few discussions we have had on more global issues made me feel how much you have to offer in today Jewish educational world.

May you continue to contribute to our people in whatever ways you will deem appropriate.

באיתולי הצלחה רבה, בריאות ואישר בכל

ובידיות

שמיאל



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From 1

PHONE No. :

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SHULAMITH R. ELSTER

Annette Hockstein " 10: Shimuel Oygoda FRem: Shulanet Ceder DATE: 4/26/93merget Re: Resform Monement. 2. Best Reachie - Melmantel --Clanning.



MILWAUKEE JEWISH FEDERATION

MEMORANDUM

TO: Dr. Shulamith Elster

FROM: Dr. Ruth Cohen

DATE: April 23, 1993

RE: Bost Practices Pilot Project

We are looking forward to working with you and Dr. Barry Holtz on the Best Practices Pilot Project.

The following are a number of questions which we have about the implementation of Best Practices projects in the Lead Communities;

1. In order to foster systematic change, it is important to integrate the introduction of new initiatives with a serious institutional planning process.

We are unclear about the following:

- What is the Best Practices methodology for introducing new initiatives into the Lead Communities?
- a now is this process linked to a systematic planning process?
- 2. What is the connection between the Best Practices Project and the resources of the "movements" (i.s., institutions of higher learning and congregational associations)?
- 3. What is the connection between the Best Practices Project and the Monitoring, Feedback and Evaluation Project?

We hope that these questions will be addressed at the CIJB meeting in Claveland.

RC/nm

The next few months should see a changed Commission on Jewish Education. The leadership of NATE, UAHC, CCAR and HUC-JIR recently met to plan for the future. It has been agreed that the chair of the Commission will rotate every three years among the CCAR, UAHC and NATE.

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

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

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

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

Sincerely,

Piber on Kend

Rabbi Robert Orkand, Chair

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

MEMORANDUM

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

I. Participant list is attached. Please note:

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

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

Larry Cuban: Changing Public Schools and Changing Congregational Schools

Joe Reimer: where School and Synagogues Are Joined

- Susan Shevitz: Receptive Contexts and Enabling Traits for Changing Congregational Education
- <u>Isa Aron</u>: From the Congregational School to the Learning Congregation: Are We Ready for a Paradigm Shift?
- <u>Riv-Ellen Priel</u>: Reflections on the Social Sciences of American Jews and Its Implication for Jewish Education

PARTICIPATION LIST

<u>HUC</u>

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

STANFORD

Lee Shulman Larry Cuban 4 graduate students

BRANDEIS

Joe Reimer Susan Shevitz

REFORM MOVEMENT

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

OTHERS

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

<u>CLJE</u>

Barry Holts Shulamith Elster

*CIJE Senior Advicors

Laying the Groundwork for the Experiment in Congregational Education

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

The Problems of Congregational Schools

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

The Role of the Rhea Hirsch School of Education

in Improving Congregational Education

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

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

The Experiment in Congregational Education

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

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

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

Phase One: The Initial Consultation

A new and complicated undertaking, such as the ECE, requires input from a variety of sources. In launching the ECE, we wanted to draw on the expertise of scholars and researchers in related fields, as well as congregational leaders from a range of settings. Thanks to a grant from the Nathan Cummings Foundation, a group of 25-30 scholars and congregational leaders with prior experience and expertise in this area will be brought together for a two-day consultation in May, 1993.

The goals of this consultation are:

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

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

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

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

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

These papers will be sent out in advance, several weeks prior to the consultation. Participants will be asked to respond to the issues raised in the papers, based on their particular experience and expertise. Then the group will work together to define, outline and adumbrate the process of restructuring congregational education.
RHEA HIRSCH SCHOOL OF EDUCATION Hebrew Union College-Jewish Institute of Religion

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

- Introduction The Synergy Required to Arrive at a New Vision or Paradigm of Congregational Education
- SESSION I The mission of congregations and congregational education (Monday morning)

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

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

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

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

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

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

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

> What core affirmations and assumptions would be consonant with an enhanced vision for congregational education? What conceptual principles can we affirm?

SESSION V What are the forces that enhance or inhibit change in congregations? (Tuesday morning and afternoon)

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

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

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

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

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

Next Steps

Received: by HUJIVMS (HUyMail-V61); Thu, 04 Nov 93 00:07:18 +0200 Thu, 4 Nov 93 0:07 +0200 Date: Message-id: <04110093000716@HUJIVMS> From: <MANDEL@HUJIVMS> To: annette@hujivms Cc: mandel@hujivms Received: by HUJIVMS via SMTP(149.105.1.1) (HUyMail-V61); Wed, 03 Nov 93 17:01:36 +0200 Date: Wed. 3 Nov 1993 09:54:31 -0500 From: baholtz@theo.jtsa.edu To: MANDEL@vms.huji.ac.il Subject: Re: educated Jew materials X-YMS-To: SMTP%"MANDEL@vms.huji.ac.il"

Hi Danny,

Thanks for your quick response. But I'm still very curious to know where the Onionskin comes from and if the whole piece is available. Perhaps there is a reference some place. (It looks from the typeface like a story from the New Yorker, but I'm not sure.)

So it looks like I'll have to read the stuff in Hebrew-- well, it will be good for me!

Tell me, is the Hebrew piece on Twersky by you?

My first reaction to Greenberg and Twersky: These read like very different works -- Greenberg's is quite directly trying to deal with educational issues; Twersky is off in some other place HINTING at the educational implications.

Brinker seems closer to Greenberg (in style that is, not in content.) I think you guys did a terrific job with the educational implications of Greenberg.

But-- even that is very very far removed from the "practical" of educators. MOre translation will be needed to tease out what it all means in terms of actual practice and perhaps even in terms of an institution's goals (although maybe not, i'm not sure.)

barry

FAX

Council for Initiatives in Jewish Education

Date: September 26, 1993

To: Alan Hoffmann From: Barry Holtz at Fax number: 212-864-6622 Number of pages (including this one): 5 Re: Ellen Goldring's stuff concerning educator's survey

(if there is difficulty in transmission, please call 212-864-3529)

Topics addressed by the Educator Survey

- Profiles of Teachers:

 A. General Background-Who are the teachers in our community? (Background section: Q 38-56) For example: Gender, Jewish affiliation, ritual observance, income, etc.

 B. Training: What is the educational background and training of the teachers in our community ? To what extent are they formally trained? (Q 57-60) For example: What degrees do they hold? In what subjects? How many hold teaching certificates?

 C. Previous Work Experience: What work experiences do our
 - teachers have? (Q6-11) For example: How stable is our workforce? (Q9,10) How experienced is our workforce? (Q11) What socializing experiences do teachers have? Do most teachers have experience as youth group leaders and camp counselors? (Q6)

**These sections can also be part of the discussion on careers.

D. Present Work Settings: What is the nature of our teachers work? (20-28, 33-35) For example: How many schools do they teach in?

Are they full time or part time? Would they like to be full time? Which benefits are available? Which do they receive? Advantages and disadvantages of working in more than one school?

2. Careers in Jewish Education

- A. Recruitment: How are teachers recruited and attracted? (Q 1, 29, 32, 35, 37) For example: Why did the teachers first become Jewish educators? How did they find their positions? What affected their decision to work at a particular school?
- B. Retention: What are the teachers' future plans? (Q2, 61)

3. Professional Development: What are the opportunities for teacher professional development? (Q 12-19, 30) For example: To what extent do teachers participate in different types of professional development activities? What is their assessment of these activities? What skills and knowledge would they like to develop further?

Who is providing help and support?

4. Sentiments About Work as a Jewish Educator: How do the teachers feel about their work? (Q 3, 4, 5) For example: What is their level of satisfaction? Do they feel respected by others in their community?

Questions Milwaukee will be addressing:

The following issues pertain to Careers and will suggest implications regarding retention:

What is relationship between a teacher's perception that s/he has a career in Jewish Education (Q2) and:

- Q 36 working full or part time
- Q 56 importance of income from Jewish education
- Q 33 benefits
- Q 5 overall job satisfaction
- Q 26 work setting
- Q 8 having experience in general education
- Q 61 future career plans
- 0 22 hours of work

These analyses will address such questions as: Do teachers who perceive they have a career in Jewish education typically work in day schools? Are there supplementary school teachers that perceive they have a career in Jewish education? Is a teacher's perception of having a career related to the hours he/she works, having experience in general education, or being offered certain benefits?

What is the relationship between future career plans (Q61) and:

- Q 26 setting
- Q 36 working full or part time

What is the relationship between the importance of the income from Jewish education (Q56) and:

- Q 36 working full time or part time
- Q 26 setting
- Q 33 benefits
- Q 5 overall satisfaction

What is the relationship between receiving certain benefits (Q 33) and: Q 36 working full or part time Q 26 setting What is the relationship between seniority at the present school (Q9) and: Q 5 overall satisfaction Q 2 perceptions of having a career Q 36 working full or part time The following belongs to the section on Careers-Recruitment: What is the relationship between having experience in general education (Q 8) and: Q 36 working full or part time Q 5 job satisfaction Q 26 setting Q 56 importance of income from Jewish education Q What is the relationship between educational training (058 or 0 60) and: Q 2 perception of having a career Q 26 setting Q 36 working full time or part time The following issues pertain to Settings: What is the relationship between working in a particular setting (Q26) and: Q 22 hours of work Q 36 full/part time educator Q 5 overall satisfaction scale The following analyses pertain to the Professional Development section of the report: What is the relationship between seniority (Q 9) and: Q14 overall helpfulness of workshops Q 30 overall help and support received Q 16 areas desired for skill development Q 17 areas desired to increase knowledge Are veteran teachers more likely than novice For instance:

For instance: Are veteral teachers more likely than novice teachers to indicate that in-service opportunities were not helpful? Do the teachers' perceived needs of skill development and knowledge differ by teacher seniority? . .

What is the relationship between overall helpfulness of workshops (Q 14) and: Q 26 setting

Q 58 or 60 educational training

For instance: Do day school, supplementary school and pre-school teachers view the adequacy of inservice differentially? Do teachers with higher levels of formal education view in-service differently than teachers with lower levels of formal education?

What is the relationship between level of help and support received and (Q30) and: Q26 setting Q 58 or 60 educational training

What is the relationship between holding a license in Jewish or general education (Q60) and:

Q 16 areas desired for skill development

Q 17 areas desired for increase knowledge

What is the relationship between setting (Q 26) and: Q16 areas desired for skill development Q17 areas desired for increase knowledge Q12 whether or not in-service is required

CC: Adam Gamoran Roberta Goodman Julie Tammivaaria

FAX SEN DATE:

BY FAX:

To: Dr Barry Holtz Fax # : 001 212 864-6622 New York , N-Y

From: Shmuel Wygoda Mandel Institute, Jerusalem Fax #: 011 972 2 619-951

Date: August 3rd 1993

Dear Barry,

1) As per our telephone conversation from several minutes ago, I attach to this fax the corrected version of the Agenda for the staff meeting of August 19- 20 in N-Y.

2) With regard to the issue you (and Gail) raised regarding the roles of the various CIJE staff members for next year, this issue will be dealt with during Session 8.

3) Seymour is busy all day today and tomorrow and therefore asks whether he can call you Thursday around 4:00 p.m your time, or Friday until Jerusalem Shabbat time?

4) I sent a fax to Ruth Cohen in Milwaukee to ask her for more details regarding their request for a keynote speaker for their retreat on Visionning. I expect her answer promptly and subsequently we will be in touch with you regarding that matter.

Best regards,

שמואל

AGENDA FOR THE CIJE STAFF MEETING. <u>AUGUST 19-20th 1993.</u> <u>American Friends of the Hebrew University.</u> <u>Institute of Contemporary Jewry</u> <u>11 East 69th street. New - York . N-Y</u>

Session 1. Thursday August 19th: 10a.m.-12p.m.

The conception reconsidered.

Background material:

- Commission background reports (meetings of June 14th 1989; October 23rd 1989; February 14th 1990).

- Time to Act ;

- Minutes of the May 1993 CIJE / LC Cleveland seminar

Session 2. Thursday August 19th: 12:45 - 2:15 p.m.

Discussion

Session 3: Thursday August 19th: 2:30 - 4:00 p.m.

Some basic concepts:

" Systemic reform "

" Content, Scope, Quality "

Background material

- " Lead Communities at Work "

- "Lead Communities Preliminary Work plan 1992-93 "

Session 4: Thursday August 19th : 4:15 - 6:00

Working with the Communities:

Planning
 Local Commissions
 Problems in implementing the idea of the Lead Community

Background material: CIJE Planning Guide : February 1993

Session 5: Thursday August 19th: 7:00 - 8:30 p.m.

Working with the Communities: (continuation)

4)Community mobilization ; Wall to wall coalition ; Partnership, Funding

5) Programmatic options ; Enabling options

6) Educational profile of the Communities

Session 6: Friday August 20th: 9:00 - 10:30 a.m.

Content and Goals for Lead Communities:

Ideas, Vision, Visioning, Goals

Background material:

- Goals for Jewish Education in Lead Communities
- David Cohen: "The Shopping Mall High-School ", pp.304-309
- Sara Lightfoot: "The Good High-School", pp.316-323
- Smith & O' Day: "Systemic School Reform "pp.235-6, 246-7

Session 7: Friday August 20th : 10:45 a.m. - 12:15 p.m

Support Projects: Best Practices, Monitoring Evaluation & Feedback

Background material:

- Best Practices project's director's report to the CIJE Board

- MEF project's director's report to the CIJE Board

Session 8: Friday August 20th : 1:00 - 2:30 p.m.

Work plan:

- 1993-94 Outcomes
- 1993-94 Process

Session 9: Friday August 20th : 2:30 - 4:00 p.m.

Next meetings:

- Friday August 27th, 1:00 5:00 p.m. Meeting place: To be decided upon Agenda: Next steps
- October
- Future agenda for staff
- Seminar in Israel

Council for Initiatives 2.4 in F **Jewish Education** A Date sent: 1/30 X Time sent: 4. No. of Pages (incl. cover): From: Ginny Levi To: Annette Hochstein, Seymour Fox Shmuel Wygoda Organization: C **Phone Number:** Phone Number: (216) 391-1852 0 Fax Number: (216) 391-5430 Fax Number: V 0119722 619 951 Comments: F 4 mare have been thinking about your idea R combine the progress a eport I still think the Holte + Gameran' r Co. one long report is less likely to be reas S shorter ones. than the н we need three separate documents E inclusion in the board meeting E I would strongly sing faitbook . Т they be kept separa . 4 to the others alu If there are any problems receiving this transmission, please call: 216-391-1852



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

TO: Seiman For At FAX Number: Barry Holtz From: _ Date: Total pages including this one: _ RE: Seymour -I was expecting to get a null from you today at 11 AM NY Time. What's u?? (I heard adout Sum Meltin)

- -

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



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



*If you experience difficulty transmitting to this FAX number, please use the JTS main FAX number as an alternate: (212) 678-8947. Kindly indicate that this message should be forwarded to the Melton Research Center. Thank you. Received: by HUJIVMS via NJE (HUyMail-V61); Thu, 29 Jul 93 07:13:17 +0300 Date: Wed, 28 Jul 1993 23:14 CDT From: <GAMORAN@WISCSSC> Subject: progress report for CIJE board To: MANDEL@HUJIVMS Original_To: MANDEL Original_cc: ELLEN

CIJE Project on Monitoring, Evaluation, and Feedback in Lead Communities

Progress Report -- August 1993

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

By monitoring we mean observing and documenting the planning and implementation of changes. Evaluation entails interpreting information in a way that strengthens and assists each community's efforts to improve Jewish education. Feedback consists of oral and written responses to community members and to the CIJE.

This progress report describes the activities in which the project has been engaged during 1992-93 and the products it has yielded. The main activities include: (1) Ongoing monitoring and documenting of community planning and institution-building; (2) Development of data-collection instruments; (3) Preparation of reports for CIJE and for community members.

I. Ongoing Monitoring and Feedback

To carry out on-site monitoring, we hired three full-time field researchers, one for each community. The field researchers' mandate for 1992-93 centered on three questions:

(1) What is the nature and extent of mobilization of human and financial resources to carry out the reform of Jewish education in the Lead Communities?

(2) What characterizes the professional lives of educators in the Lead Communities?

(3) What are the visions for improving Jewish education in the communities?

The first two questions address the "building blocks" of mobilization and personnel, described in A Time to Act as the essential elements for Lead Communities. The third question raises the issue of goals, to elicit community thinking and to stimulate dialogue about this crucial facet of the reform process.

Monitoring activities involved observations at virtually all project-related meetings within the Lead Communities; analysis of past and current documents related to the structure of Jewish education in the communities; and, especially, numerous interviews with federation professionals, lay leaders, rabbis, and educators in the communities.

Each field researcher worked to establish a "feedback loop" within her own community, whereby pertinent information gathered through observations and interviews could be presented and interpreted for the central actors in the local lead community process. We are providing feedback at regular intervals (generally monthly) and in both oral and written forms, as appropriate to the occasion. An important part of our mission is to try to help community members to view their activities in light of CIJE's design for Lead Communities. For example, we ask questions and provide feedback about the place of personnel development in new and ongoing programs.

We are also providing monthly updates to CIJE, in which we offer fresh perspectives on the process of change in Lead Communities, and on the evolving relationship between CIJE and the communities. For instance, in July 1993 we presented views from the communities on key concepts for CIJE implementation, such as Lead Community Projects, Best Practices, and mobilization. This feedback helps CIJE staff prepare to address community needs.

II. Instrumentation

A. Interview Protocols

The MEF team developed a series of interview protocols for use with diverse participants in the communities. These were field tested and then used beginning in late fall, 1992, and over the course of the year. The interview schema for educators were further refined and used more extensively in spring, 1993.

B. Survey of Educators

We also played a central role in developing an instrument for a survey of educators in Lead Communities. The MEF team worked with members of Lead Communities, and drew on past surveys of Jewish educators used elsewhere. The survey was conducted in Milwaukee in May and June, 1993, and it is scheduled to be implemented in Atlanta and Baltimore in the fall of 1993.

The purpose of the educator survey is to establish baseline information about the characteristics of Jewish educators in each communty. The results of the survey will be used for planning in such areas as in-service training needs and recruitment priorities. The survey will be administered (was administered in Milwaukee's case with a response rate of 86%) to all teachers in the Lead Communities. Topics covered in the survey include a profile of past work experience in Jewish and general education, future career plans, perceptions of Jewish education as a career, support and guidance provided to teachers, assessment of staff development opportunities, areas of need for staff development, benefits provided, and so on.

III. Reports

A. Reports on the Professional Lives of Jewish Educators

Each community is to receive three types of reports on educators: A qualitative component, describing the interview results; a quantitive component, presenting the survey results; and an integrative component, which draws on both the qualitative and quantitative results to focus on policy issues. The schedule for delivering these products is dictated by the specific agendas of each community.

The qualitative reports elaborate on elements of personnel described in A Time to Act, such as recruitment, training, rewards, career tracks, and empowerment. Examples of key findings in reports written so far are the extent of multiple roles played by Jewish educators (e.g., principal and teacher; teacher in two or three different schools), and the tensions inherent in these arrangements; the importance of fortuitous entry into the field of Jewish education, as opposed to preplanned entry, and the challenges this brings to in-service training; and the diversity of resources available to professional development of Jewish educators, along with the haphazard way these resources are utilized in many institutions.

B. Reports on Mobilization and Visions

Information about mobilization and visions has been provided and interpreted for both CIJE staff and members of Lead Communities at regular intervals. In September, we are scheduled to provide a cumulative Year-1 report for each community which will pull together the feedback which was disseminated over the course of the year. These reports will also describe the changes and developments we observed as we monitored the communities over time.

1V. Plans for 1993-94

A. Ongoing Monitoring and Feedback

A central goal for 1993-94 will be the continued monitoring and documenting of changes that occur in the areas of educational personnel, mobilization, and visions. In addition, we are proposing to play a larger role than we initially anticipated in the community self-studies, just as we did with the educators survey. (The educators survey is in fact the first element of the self-study, as described in the Planning Guide.)

In the spring, our field reseacher for Atlanta notified us that she would be resiging her position, effective July 31. Although we regret her resignation, we are trying to use it to our advantage by hiring a replacement whose skills fit with the evolving responsibilities of the MEF project. The new field researcher in Atlanta will have expertise in survey research, and will play a lead role in working with the communities to carry out the self-studies.

B. Outcomes Assessment

Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect preliminary quantitative data to use as a baseline upon which to build. We are proposing to introduce the diagnostic Hebrew assessment for day schools, created by Professor Elana Shohamy of the Melton Centre in Jerusalem, as a first step towards longitudinal outcomes analysis. The great advantage of the Shohamy method is its value as a diagnostic tool, encouraging schools to use the results of the assessment to guide their own school improvement efforts. The tests have common anchor items, but are mostly designed especially for use in each school.

C. Encouraging Reflective Communities

The MEF project will be successful if each Lead Community comes to view evaluation as an essential component of all educational and social service programs. We hope to foster this attitude by counseling reflective practitioners -- educators who are willing to think systematically about their work, and share insights with others -- and by helping to establish evaluation components in all new Lead Community initiatives.

University of Wisconsin-Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY Social Science Building 1150 Deservatory Drive TO CALL WRITEP DIRECT

MEMORANDUM

August 31, 1993

| To: | Lauren Azoulai, Atlanta Lead Community Project |
|-------|---|
| From: | Adam Gamoran, Monitoring, Evaluation, and Feedback Project |
| CC: | Alan Hoffman, CLIE |
| Re: | Report on Professional Lives of Jewish Educators in Atlanta |

Enclosed is a report on the Professional Lives of Jewish Educators in Atlanta, prepared by Claire Rottenberg on the basis of interviews with Atlanta Jewish educators. This report presents the lives of educators from their own perspectives. It should be used in combination with the results of the Atlanta educators survey that you are scheduled to administer this fall. Taken together, the two sources of information will provide a comprehensive picture of the personnel situation in Atlanta.

Although the report emphasizes some of the key findings, we fully hope and recognize that you will draw your own conclusions about the implications of the report. I know that CIJE staff will be prepared to work with you in drawing implications, engaging in planning, and istablishing policy on approaches to building the profession of Jewish education in Atlanta.

Please let us know within two weeks if you see any problems in this report that may require changes in the text.

All of us on the MEF team and the CUE staff look forward to working with you in utilizing the important information contained in the report. Please let me know if I can be of service in any way.

new york ens august 1993 "procedure for MEF reports tentative 1) field researchers discuss A findings (not in us then form) with Comminity members, T. P. Chaim, Larren, Rith (2) Draft does reports are provided to Annette and other members ofour advisoly Grad (Inbar, Coleman, other plus others to be added) with s-fficient time allowed for response - Zweeks 3 MEF team revises reports on the Gasis on comments. shares them with Chain, Lauren, Ruth, allowing 2 weeks For response (4) final revisions made on the basis of feedback from the communities communities reports TRopeld, I am 50:45 to tell all 5 to MY the and I will work we need to discuss 2-5 04 1# town to means.

Procedure for MEE updates O siven to Alan, Annette @ Alan Distributes us he sees fit 3 as cans. Hant and advison for MEF, Annette provides ansoing feedback on the quality + content of the updates, as

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07:45:26; M GAMORAN.MAIL

EBCDIC (<GAMORAN@WISCSSC>)

[1mMIME type: text/plain

Received: by HUJIVMS via NJE (HUyMail-V61); Sun, 05 Sep 93

07:45:26 +0300

Date: Sat, 4 Sep 1993 23:19 CDT

From: <GAMORAN@WISCSSC>

Subject: all went well

To: annette@hujivms

Original_To: ELLEN, OLNECK, DECHTER, EDELMAN, SWEET, DIANE,

BERENDS, MANDEL, ANNETTE
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Just a quick note to our well-wishers to let you know Naomi's surgery was completely successful and she is recovering. We expect her to come home later this week, perhaps Wednesday or Thursday. Thanks again for your concern.

Adam

Received: by HUJIVMS via NJE (HUyMail-V61); Tue, 10 Aug 93
02:08:13 +0300
Date: Mon, 9 Aug 1993 18:09 CDT
From: <GAMORAN@WISCSSC>
Subject: message
To: annette@hujivms
Original_To: ANNETTE
Original_cc: ELLEN, GAMORAN

Thanks very much for the message. I look forward to seeing you in the US.

A note on our project schedule: We expect to deliver the qualitative report on educators in Atlanta to lauren and to you on Aug. 19, and to deliver the qualitative report on educators in Milwaukee to Ruth and to you on Aug. 23. The technical report on the Milwaukee teachers survey will also be ready around that time, depending on how many analyses we have them do before we tell them to write it up. After that, Ellen and I will be ready to work on the policyoriented report for Milwaukee which integrates the qualitative and quantitative data. DATE : Aug 07, 1993

- TO : Annette Hochstein
 - : Mandel Institute
- FROM : Adam Gamoran
 : University of Wisconsin-Madison

FAX PHONE : 6082652140

VOICE PHONE : 6082634253 (office) or 6082333757 (home)

MESSAGE: This message is for Shmuel or Annette. Thanks.

August 7, 1993

Dear Friends,

Shavua Tov: I'd be grateful if you would confirm that you received my Board Report, which I sent by e-mail over a week ago. Aside from that, I'll be happy to hear your reactions to all we've been sending this summer whenever you are ready.

Adam

Peabody College VANDERBILT UNIVERSITY

ELLENGNE (G13) 322-7411

* of pages *

NASHVILLE, TENNESSEE 37203

Department of Educational Leadership . Box 314 . Direct phone 322-8000

Post-It * brand fax transmittal memo 7871

To: Annette and Seymour

From: Ellen and Adam

CC: Julie and Roberta

Re: Monitoring, Evaluation, and Feedback Plans

Date: July 25, 1993

This memo presents our proposal for Monitoring, Evaluation and Feedback of Lead Communities for the next year, September 1993-August, 1994.

Our proposal is divided into three areas of work: 1) Continuation of ongoing monitoring and feedback, 2) Conducting the community profiles (self-study), and 3) Conducting Kebrew language assessment in day schools.

1) ONGOING MONITORING AND FEEDBACK

In the fall, we will present to the lead communities and CIJE a year one, cumulative report about mobilization and visions. This will follow our cumulative reports about the professional lives of educators. Next year we will continue to monitor the three areas that are central to the initial phases of the MEF plan and the LC effort: mobilization, visions, and professional lives of educators. We will focus and refine our questions on specific issues which are emerging from our first years' work. For example, in terms of mobilization, one of the questions we will continue to monitor is, Are lay leaders being mobilized into the lead community process? In terms of visions, we will ask, What is the nature of the visioning process?

Perhaps the area in which we expect to see the most activity is around the topic of personnel and the professional lives of educators. In this area we will monitor how information is being utilized from the educator survey and professional lives of educator reports, and whether a plan for personnel is being developed. We will learn about the components, scope, and implementation of such plans. In addition, we will continue our work on personnel and professional lives of educators by studying informal educators and adult educators.

As implementation progresses, we will ask, What is considered when a new project is proposed? That is, who is informed, what entities are considered, what steps are taken in what order, etc. We will engage in a dialogue with you and the LCs to refine the specific questions for this aspect of our work.

The products of this aspect of our monitoring and feedback for next year will include:

- 1) monthly feedback to the lead communities,
- 2) monthly updates to CIJE,
- 3) cumulative, year two reports to communities and CIJE about mobilization, visions, and personnel, and
- special topic reports as issues arise (e.g., the changing roles of BJEs).
- 2) COMMUNITY PROFILES (SELF STUDY)

Due to the slow pace of implementation in the lead communities, we are willing to take on as our responsibility the self-study. (Since this is no longer a self-study, we are terming this aspect of our work, community profiles.) Building full community profiles will be a two year process. In the first year we propose that we emphasize collecting data from community institutions and agencies to address the question: What is the educational profile of the lead communities? In the second year we propose a needs analysis/market oriented survey of clients and constituencies to determine their views and needs in regard to Jewish education in the lead communities.

In the first year we will focus on the issues set forth in the planning guide concerning the self-study (pages 10-12). The MEF team, in conjunction with the CIJE staff person taking Shulamith's place, will begin to work with the communities to coordinate and implement this effort. Our goal is to cultivate enthusiasm and secure ownership through the CIJE/LC partnership.

We will meet with the LC coordinators to get their input into the types of information that will be useful to them as well as learn about the types of information already available. We will collect examples of the types of demographic and/or educational profiles that have been used in other communities. After these consultations we will develop a methodology and reporting form that can be used by all the LCs to report the community profile information. The field researchers will work with the LC coordinators to facilitate the process. We will enter the information into a data base, and provide each community with a profile based on the analyses generated from the information provided. Furthermore, qualitative data collected through our ongoing monitoring process will be included as integral components of the community profiles.

The outcomes of this aspect of our work will be;

- a methodology and reporting forms for community profiles,
- 2) analyses and reports of the community profile of each LC, and
- 3) a summary report of the profiles of all three LCs.

In order for us to begin this aspect of our work, CIJE will need to put this project on the agenda so all the LCs know that this will be a major endeavor to begin in the fall. In addition, the question of resources will need to be clarified with the LCs. While some of the information of the community profiles will be readily available, new information will need to be collected and generated. This may incur certain expenses, as well as ancillary fees for mailings, forms, secretarial assistance, data processing, etc.

3) Assessment of Hebrew Language Achievement

Local data from community profiles is not sufficient for a longterm study of change. Thus, we propose that the third part of the MEF plan for next year begin the quantitative assessment of outcome data that are important to the advancement of Jewish education and continuity. This component is crucial in order to begin to monitor trends in the outcomes of Jewish education.

We have chosen to focus the initial assessment of outcomes on Hebrew language. We have chosen this outcome for two reasons: 1) Hebrew language is one key outcome of Jewish education, and 2) Assessment procedures are readily available for our use.

The assessment of Hebrew language by MEF will provide baseline data about Hebrew language for the Lead Communities and CIJE. In addition, the initial assessment will provide feedback to the schools about their Hebrew language achi-vement and MEF can reevaluate Hebrew language two or three years later, thus providing longitudinal data about the processes and outcomes of change in these schools. The field researchers will monitor the processes of change in these schools. Furthermore, if LC's are focusing on personnel and other key building blocks for educational improvement in a systemic manner, we should see changes in the Hebrew language performance of students: more resources, better curricula and teachers and more emphasis on learning should affect Hebrew language. We believe that this is an important resource that CIJE can make available to the communities.

We suggest that we contract with Elana Shohamy from the Melton Center to carry out this assessment process. Elana has developed a diagnostic system for Hebrew Language assessment for day schools and is presently developing such a system for supplementary schools. This system is unique in that it takes into account the specific curriculum of each school and provides the school with diagnostic feedback based on the results of the test. Elana has carried out this assessment in numerous day schools in the US, and can immediately begin work with CIJE.

We propose the following plan for Day Schools-Sixth Grade in 1993-94:

1) After approval of this aspect of the MEF project, Elana Shohamy and each Fleld Researcher will meet with the LC coordinator in each community to explain the project. We anticipate this will occur in the fall (Elana will be in the states in Sept-Oct).

1

2) After this initial meeting, each LC coordinator will decide on the best way to approach and contact the day schools. Elana can do this with a letter and a follow up, or it could be handled centrally by the LC coordinator, etc.

3) After initial contact has been made with the schools, Elana will contact the principals to explain the project and to begin to set up a work plan with each school.

4) Once a work plan is in place for each school the process begins: Elana and her team meets with the school to learn about the schools curriculum, a test is developed, testing takes place, analyses are done of the tests by the Melton center in Jerusalem, diagnostic feedback is provided to each school by Elana and her team.

5) The field researchers will assist Elana in the process of testing. Elana and her team provide each school with an individual report. The MEF team will provide the LC with a report about the Hebrew Language Assessment of the community based on the results provided in Jerusalem.

6) The FR will monitor the feedback process in the schools and will observe and monitor the processes of change in the day schools during the next two years. In other words, they will be looking at the ways in which the schools are changing and acting upon the diagnosis provided to them by the Hebrew Assessment. This is a crucial step of the MEF project and can provide information for the ongoing feedback loop in the community as well.

7) Two or three years after this initial assessment, the assessment will be carried out again. Gains can be measured, and the monitoring information can be used to explain where gains have been found and where no gains have been realized.

8) Since Elana has comparative data from other day schools in the US, we can compare the results of the schools in the LC's with other, similar day schools, in other communities.

Issues of funding for this project will need to be addressed. We suggest that CIJE provide the necessary resources to support this project.

The outcomes of this aspect of our work next year will be:

- 1)Baseline data of Hebrew language for sixth grade day school students,
- 2) feedback to the schools about the baseline assessment,
- a process in place for monitoring and measuring change in Hebrew language.

We look forward to discussing these plans with you.

Bernie Zelechow BERNIEZ@YORKVM2 History/Humanities York University 4700 Keele Street Downsview Ontario M3J 1P3 BMAIL> read 29 2JH29 GAMORANGWISCSSC => MANDEL@HUJIVMS; 29/07/93, 07:13:17; M GAMORAN . MAN EBCDIQ (<GAMORAN@WISCSSC>) 1mMIME type: text/plain Received: by HUJIVMS via NJE (HUyMail-V61); Thu, 29 Jul 93 07:13:17 +)30 Date: Wed, 28 Jul 1993 23:14 CDT From: <GAMORAN@WISCSSC> Subject: progress report for CIJE board MANDEL@HUJIVMS To: Original To: MANDEL Original cc: ELLEN CIJE Project on Monitoring, Evaluation, and Feedback in Lead Communities Progress Report -- August 1993 How will we know whether the Lead Communities have succeeded in creating better structures and processes for Jewish education? Hit <CR> for next page, : to skip to next part... BMAIL> OffHwhat basis will CIJE encourage other cities to emulate the programs developed in Lead Communities? Like any innovation, the Lead Communities Project requires a monitoring, evaluation, and feedback (MEF) component to document its efforts and gauge its success. By monitoring we mean observing and documenting the planning and implementation of changes. Evaluation entails interpreting information in a way that strengthens and assists each community's efforts to improve Jewish education. Feedback consists of oral and written responses to community members and to the CIJE. This progress report describes the activities in which the project has been engaged during 1992-93 and the products it has yielded. The main activities include: (1) Ongoing monitoring and documenting of community planning and institution-building; (2) Development of data-collection instruments; (3) Preparation of reports for CIJE and for community members.

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BMAIL>
ZIH. Reports

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The qualitative reports elaborate on elements of personnel described in A Time to Act, such as recruitment, training, rewards, career tracks, and empowerment. Examples of key findings in reports written so far are the extent of multiple

roles played by Jewish educators (e.g., principal and teacher; teacher in two or three different schools), and the tensions inherent in these arrangements; the importance of fortuitous entry into the field of Jewish education, as opposed to preplanned entry, and the challenges this brings to in-service

Hit <CR> for next page, : to skip to next part... BMAIL> tJHining; and the diversity of resources available to professional development of Jewish educators, along with the haphazard way these resources are utilized in many institutions.

B. Reports on Mobilization and Visions

Information about mobilization and visions has been provided and interpreted for both CIJE staff and members of Lead Communities at regular intervals. In September, we are scheduled to provide a cumulative Year-1 report for each community which will pull together the feedback which was disseminated over the course of the year. These reports will also describe the changes and developments we observed as we monitored the communities over time.

IV. Plans for 1993-94

A. Ongoing Monitoring and Feedback

A central goal for 1993-94 will be the continued monitoring and

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doHumenting of changes that occur in the areas of educational personnel, mobilization, and visions. In addition, we are proposing to play a larger role than we initially anticipated in the community self-studies, just as we did with the educators survey. (The educators survey is in fact the first element of the self-study, as described in the Planning Guide.)

In the spring, our field reseacher for Atlanta notified us that she would be resigning her position, effective July 31. Although we regret her resignation, we are trying to use it to our advantage by hiring a replacement whose skills fit with the evolving responsibilities of the MEF project. The new field researcher in Atlanta will have expertise in survey research, and will play a lead role in working with the communities to carry out the self-studies.

B. Outcomes Assessment

Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect preliminary quantitative data to use as a

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BMAIL>

Dateline upon which to build. We are proposing to introduce the diagnostic Hebrew assessment for day schools, created by Professor Elana Shohamy of the Melton Centre in Jerusalem, as a first step towards longitudinal outcomes analysis. The great advantage of the Shohamy method is its value as a diagnostic tool, encouraging schools to use the results of the assessment to guide their own school improvement efforts. The tests have common anchor items, but are mostly designed especially for use in each school. 1

C. Encouraging Reflective Communities

The MEF project will be successful if each Lead Community comes to view evaluation as an essential component of all educational and social service programs. We hope to foster this attitude by counseling reflective practitioners -- educators who are willing to think systematically about their work, and share insights with others -- and by helping to establish evaluation components in all new Lead Community initiatives. BMAIL> next [2JH30 BERNIEZ@VM2.YorkU.CA => MANDEL@HUJIVMS; 29/07/93, 19:10:34; M BERNIEZ.MAIL

EBCDIC (<BERNIEZ@VM2.YorkU.CA>)

lmMIME type: text/plain

Received: by HUJIVMS via NJE (HUyMail-V61); Thu, 29 Jul 93 19:10:34 +0300 Received: from YORKVM2 by VM1.YORKU.CA (Mailer R2.07) with BSMTP id 0583; Thu, 29 Jul 93 12:05:47 EDT Received: from YORKVM2 by vm2.yorku.ca (IBM VM SMTP V2R1) with BSMTP id 0287; Thu, 29 Jul 93 12:05:28 EDT Comments: Converted from PROFS to RFC822 format by PUMP V2.2X Date: Thu, 29 Jul 93 12:05:26 EDT From: <BERNIE2@VM2.YorkU.CA> Reflections Subject: To: <MANDEL@HUJIVMS>

Dear Danny, I've been thinking about something you said in your last note. For some reason I didn't respond to it immediately. It relates to the recognition that saving the world is not a possiblity. I think that is a statement of maturity and not a comment from a 24 year old manque. I don't think that it is even dissolussionment. Nor do I think that it is despairing. Instead I find it

Hit <CR> for next page, : to skip to next part... BMAIL> BoHeful. It acknowledges that the small achievements are sanctification enough. Never totally enough but these sanctifying acts are truly

undervalued because we see things through mock heroics. Having a full life does not fall into contradiction with making a contribution to the well being of our fellow persons. So there! A Thursday afternoon pontification brought to you free of charge on E- Mail sponsored by that great, great university, York. Boing! While I remember can you find out about art schools in Israel for Rachel. If we come for a year she too would like to try out Israel. It might be graduate school but she is really interested in painting. She has done some wonderful experiments but now she need some formal training. That's it for now. With love from the fragment brain of your friend (I've been writing since six this morning. It is now 12.30 p.m. Bernie Zelechow BERNIEZ@YORKVM2 History/Humanities York University 4700 Keele Street Downsview Ontario M3J 1P3 BMAIL> next GAMORAN@WISCSSC => MANDEL@HUJIVMS; 30/07/93, 15:42:32; M 2JH31 GAMORAN.MAIL EBCDIC (<GAMORAN@WISCSSC>) lmMIME type: text/plain Received: by HUJIVMS via NJE (HUyMail-V61); Fri, 30 Jul 93 15:42:32 +030 Fri, 30 Jul 1993 07:43 CDT Date: From: <GAMORAN@WISCSSC> Subject: board report To: MANDEL@HUJIVMS Original To: ANNETTE, MANDEL Please confirm that you received the Board report I sent Wed. night. Adam BMAIL> next (2JH32 BERNIEZ@VM2.YorkU.CA => MANDEL@HUJIVMS; 30/07/93, 17:00:25; M BERNIEZ.MAIL EBCDIC (<BERNIEZ@VM2.YorkU.CA>) lmMIME type: text/plain Received: by HUJIVMS via NJE (HUYMail-V61); Fri, 30 Jul 93 17:00:25 +030 Received: from YORKVM2 by VM1.YORKU.CA (Mailer R2.07) with BSMTP id 8294; Fri, 30 Jul 93 09:58:42 EDT Received: from YORKVM2 by vm2.yorku.ca (IBM VM SMTP V2R1) with BSMTP id 1850; Fri, 30 Jul 93 09:58:23 EDT

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ANNONET/CIDICINE read 10 GAMORAN@WISCSSC => ANNETTE@HUJIVMS; 28/07/93, 19:25:43; M 2JH10 GAMORAN.MAIL EBCDIC (<GAMORAN@WISCSSC>) 1mMIME type: text/plain Received: by HUJIVMS via NJE (HUyMail-V61); Wed, 28 Jul 93 19:25:43 +030 Wed, 28 Jul 1993 11:04 CDT Date: From: <gamoran@wiscssc> Subject: this is not my board report, but that's coming, I promise! annette@hujivms To: Original To: ELLEN, ANNETTE

July 27, 1993

Ms. Annette Hochstein

Hit <CR> for next page, : to skip to next part... BMAIL> MāHdel Institute of Jerusalem 22a HaTzfira St. Jerusalem, ISRAEL

Dear Annette,

I'm writing to report on a very productive meeting I held with with Esther Leah Ritz earlier today. Although this is a very hectic time for her -- she was in the midst of moving apartments and is about to leave for a month in Europe -- she was good enough to spend nearly two hours with mc. The purpose of the meeting was for me to brief her on (a) what the MEF project accomplished during 1992-93; and (b) what we have proposed to do during the coming year. (My agenda for the meeting is attached.)

In the course of my report, Esther Leah raised several important points which I want to share with you:

(1) She reminded me of the role of our project in helping the lead communities become "evaluation-minded communities;" that is, communities in which evaluation is a normal component of any

Hit <CR> for next page, : to skip to next part... BMAIL> @ddyoing project. We discussed the ways our project can contribute to this effort. I indicated that for starters, we plan to work on this in two ways:

(a) We will work with all new initiatives within the Lead Communities to ensure that each has an evaluation component built in from the start. I noted that the language of CIJE implementation now takes this into account: Originally, the criteria for lead community projects was content, scope, and quality; evaluation is now the fourth component.

(b) Our plans include support for "reflective practitioners," two educators within each community who, under the guidance of our field researchers, will reflect on their work in systematic ways over the course of the year.

As a consequence of my discussion with Esther Leah, I now plan to include "encouraging reflective communities" as a third purpose of the MEF project. (The other two purposes are for replication in the long term and for feedback in the short term.)

Hit <CR> for next page, : to skip to next part... BMAIL> EIMally, I would like to add this point as an addendum to the section on ONGOING MONITORING AND FEEDBACK in our proposal for work in 1993-94. I have attached the addendum to this letter.

(2) In describing our efforts to construct a feedback loop with CIJE, I noted that although we had some successes, we had not generally succeeded in providing CIJE with new information in a timely fashion. I explained some of CIJE's other ways of getting the same information we were providing. Esther Leah responded that collecting new information should not be the primary aim of our feedback to CIJE. Rather, our purpose should be to interpret and evaluate the information that comes to light. We should put it in perspective and use it to anticipate future consequences on the basis of past and ongoing situations. This should be the nature of our regular updates to CIJE.

I found this to be highly enlightening. It would free us from the paradox of reporting information that you and Seymour already know. Rather, it guides us towards emphasizing what has been most successful in our feedback so far. For example, both the

Hit <CR> for next page, : to skip to next part... BMAIL> SUMmary report in February, and the oral report on Milwaukee in May, were valuable not because of the information they contained per se, but because of the perspectives they offered and the internal discussions they generated.

I am especially interested in hearing your reactions on this point.

(3) In explaining what we had studied so far, I mentioned that our work was not about education at this point, but about communities. That is, we have not had any educational reforms to study, but there has been much to say about community dynamics. Esther Leah seized on this point. She felt it was an important insight which should be emphasized. Rather than seeing it as a drawback or failing, she saw it as something we had learned and ought to contribute to the discourse about lead communities: The process starts with community reform, and only moves to include educational reform in a subsequent phase.

Hit <CR> for next page, : to skip to next part... BMAIL> &JM She expressed no reservations whatsoever with our having commenced the MEF project while the implementation is still getting off the ground. In her view, evaluation starts with the planning process, so this year was the right time to start.

(5) She raised the issue of her board subcommittee: She would like to add other board members and make it into an operating committee. I responded that I want her, herself, as long as I can have her, but I had no objection to her adding a couple of additional board members with whom she and I could meet at subsequent board meetings. She said she would raise this issue with you, Seymour, and Mort.

(6) She also raised a question about the professional advisory committee for the MEF project. I described our original committee (Coleman, Fox, Hochstein, Inbar), and she explained that this was not adequate, a conclusion which, as you know, I had already reached. She advised me to form a committee which would include not only academics, but one or two persons familiar

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As you can see, it was an enlightening meeting to me, and I think we are very fortunate to have Esther Leah as our board advisor.

Yours,

Adam

cc: Ellen Goldring Hit <CR> for next page, : to skip to next part... BMAIL> 2JH Esther Leah Ritz ****** Attachment A Adam Gamoran -- MEF Briefing for Esther Leah Ritz July 27, 1993 Ι. Accomplishments and Challenges, 1992-93 A. Goals for 1992-93 1. Field Researchers 2. Visions, Mobilization, and Professional Lives of Educators B. Adjustments 1. Pace of change 2. Access C. Products Hit <CR> for next page, : to skip to next part... BMAIL> 2JH 1. Interview protocols 2. Survey of educators 3. Reports on educators a. Qualitative component b. Quantitative component c. Integrated report 4. Feedback loop a. To CIJE b. To the communities II. Proposed plan for 1993-94 A. Ongoing monitoring and feedback 1. Year 1 cumulative report a. Mobilization b. Visions 2. Continued feedback to CIJE and the communities 3. Follow-up reports on mobilization, visions, and educators 4. Facilitating evaluation-minded communities Hit <CR> for next page, : to skip to next part... BMAIL> 2JH 5. Special topics reports B. Community profiles

- 1. Claire's resignation, and her anticipated replacement
- 2. Changes in our scope of work
- C. Proposed assessment of 6th grade Hebrew in day schools

************* Attachment B

Addendum to MEF Proposed Plans for 1993-94

Under ONGOING MONITORING AND FEEDBACK, please add the following:

"The field researchers will also work with community participants to encourage reflective practice. Ultimately, we would like to foster "evaluation-minded communities," that is, in which evaluation is a routine component of all educational and social service projects and

Hit <CR> for next page, : to skip to next part... BMAIL> ØFNgrams. We propose to initiate this effort in 1993-94 in two ways:

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 to ensure that each has an evaluation component built in from the

(b) We will work with reflective practitioners in each community. the guidance of the field researchers, we will invite two educators within each curmunity to reflect on their work in systematic ways o the course of the year.
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2JH11 GAMORAN@WISC3SC => ANNETTE@HUJIVMS; 30/07/93, 15:42:31; M GAMORAN.MAIL

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1mMIME type: text/plain

Beceived: by HUJIVMS via NJE (HUyMail-V61); Fri, 30 Jul 93 15:42:31 +030 Date: Fri, 30 Jul 1993 07:43 CDT From: <GAMORAN@WISCSSC> Subject: board report To: annette@hujivms Original To: ANNETTE, MANDEL

Please confirm that you received the Board report I sent Wed. night.

Adam BMAIL> No such message #12 BMAIL>

July 27, 1993

Ms. Annette Hochstein Mandel Institute of Jerusalem 22a HaTzfira St. Jerusalem, ISRAEL

Dear Annette,

I'm writing to report on a very productive meeting I held with with Esther Leah Ritz earlier today. Although this is a very hectic time for her -- she was in the midst of moving apartments and is about to leave for a month in Europe -- she was good enough to spend nearly two hours with me. The purpose of the meeting was for me to brief her on (a) what the MEF project accomplished during 1992-93; and (b) what we have proposed to do during the coming year. (My agenda for the meeting is attached.)In the course of my report, Esther Leah raised several important points which I want to share with you:

(1) She reminded me of the role of our project in helping the lead communities become "evaluation~minded communities;" that is, communities in which evaluation is a normal component of any ongoing project.

We discussed the ways our project can contribute to this effort. I indicated that for starters, we plan to work on this in two ways:

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(4) She expressed no reservations whatsoever with our having commenced the MEF project while the implementation is still getting off the ground. In her view, evaluation starts with the planning process, so this year was the right time to start. (5) She raised the issue of her board subcommittee: She would like to add other board members and make it into an operating committee. I responded that I want her, herself, as long as I can have her, but I had no objection to her adding a couple of additional board members with whom she and I could meet at subsequent board meetings. She said she would raise this issue with you, Seymour, and Mort.

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As you can see, it was an enlightening meeting to me, and I think we are very fortunate to have Esther Leah as our board advisor.

Yours,

Adam

cc: Ellen Goldring

Esther Leah Ritz

Attachment A

Adam Gamoran -- MEF Briefing for Esther Leah Ritz July 27, 1993

I. Accomplishments and Challenges, 1992-93

A. Goals for 1992-93

1. Field Researchers

2. Visions, Mobilization, and Professional Lives of Educators

- B. Adjustments
 - 1. Pace of change
 - 2. Access

C. Products

- 1. Interview protocols
- 2. Survey of educators
- 3. Reports on educators
 - a. Qualitative component
 - b. Quantitative component
 - c. Integrated report

4. Feedback loop

- a. To CIJE
- b. To the communities

II. Proposed plan for 1993-94

- A. Ongoing monitoring and feedback
 - 1. Year 1 cumulative report
 - a. Mobilization
 - b. Visions
 - 2. Continued feedback to CIJE and the communities

3. Follow-up reports on mobilization, visions, and educators

- 4. Facilitating evaluation-minded communities
- 5. Special topics reports
- B. Community profiles

1. Claire's resignation, and her anticipated replacement

2. Changes in our scope of work

C. Proposed assessment of 6th grade Hebrew in day schools

Attachment B

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Received: by HUJIVMS via NJE (HUyMail-V61); Mon, 26 Jul 93 19:34:43 +0300 Date: Mon, 26 Jul 1993 11:35 CDT From: <GAMORAN@WISCSSC> Subject: agenda for meeting with ELR To: MANDEL@HUJIVMS Original To: ANNETTE, MANDEL

As per Ellen's advice, I will be adding the following to my briefing with Esther Leah:

Your agenda for Esther is fine. I would add developing Evaluation in the COmmunity, or developing an Evaluation -Minded community. She is very interested in this. She wants us to help each agency and program "know" that evaluation should be an integral part of their work, and would should provide assistance to them to develop such expertise and mindset. This is why she likes the United-Way model so much, it provides feedback based on evaluation and goals for each agency.

She brought this up at the board meeting when I presented our project and I said this is somthing we can help with.

Peabody College VANDERBILT UNIVERSITY

NABIIVILLE TENNESSEE 37203

12115FHOUSE (015) 322 7111

P. 001

Department of Educational Leadership . Box 314 . Direct phone 322-8000

To: Annette and Seymour

From: Ellen and Adam

CC: Julie and Roberta

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Re: Monitoring, Evaluation, and Feedback Plans

Date: July 25, 1993

This memo presents our proposal for Monitoring, Evaluation and Feedback of Lead Communities for the next year, September 1993-August, 1994.

Our proposal is divided into three areas of work: 1) Continuation of ongoing monitoring and feedback, 2) Conducting the community profiles (self-study), and 3) Conducting Hebrew language assessment in day schools.

1) ONGOING MONITORING AND FEEDBACK

In the fall, we will present to the lead communities and CLTE a year one, cumulative report about mobilization and visions. This will follow our cumulative reports about the professional lives of educators. Next year we will continue to monitor the three areas that are central to the initial phases of the MEF plan and the LC effort: mobilization, visions, and professional lives of educators. We will focus and refine our questions on specific issues which are emerging from our first years' work. For example, in terms of mobilization, one of the questions we will continue to monitor is, Are lay leaders being mobilized into the lead community process? In terms of visions, we will ask, What is the nature of the visioning process?

Perhaps the area in which we expect to see the most activity is around the topic of personnel and the professional lives of educators. In this area we will monitor how information is being utilized from the educator survey and professional lives of educator reports, and whether a plan for personnel is being developed. We will learn about the components, scope, and implementation of such plans. In addition, we will continue our work on personnel and professional lives of educators by studying informal educators and adult educators.

As implementation progresses, we will ask, What is considered when a new project is proposed? That is, who is informed, what entities are considered, what steps are taken in what order, etc. We will engage in a dialogue with you and the LCs to refine the specific questions for this aspect of our work.

The products of this aspect of our monitoring and feedback for next year will include:

- 1) monthly feedback to the lead communities,
- 2) monthly updates to CIJE,
- cumulative, year two reports to communities and CIJE about mobilization, visions, and personnel, and
- special topic reports as issues arise (e.g., the changing roles of BJEs).
- 2) COMMUNITY PROFILES (SELF STUDY)

Due to the slow pace of implementation in the lead communities, we are willing to take on as our responsibility the self-study. (Since this is no longer a self-study, we are terming this aspect of our work, community profiles.) Building full community profiles will be a two year process. In the first year we propose that we emphasize collecting data from community institutions and agencies to address the question: What is the educational profile of the lead communities? In the second year we propose a needs analysis/market oriented survey of clients and constituencies to determine their views and needs in regard to Jewish education in the lead communities.

In the first year we will focus on the issues set forth in the planning guide concerning the self-study (pages 10-12). The MEF team, in conjunction with the CIJE staff person taking shulamith's place, will begin to work with the communities to coordinate and implement this effort. Our goal is to cultivate enthusiasm and secure ownership through the CIJE/LC partnership.

We will meet with the LC coordinators to get their input into the types of information that will be useful to them as well as learn about the types of information already available. We will collect examples of the types of demographic and/or educational profiles that have been used in other communities. After these consultations we will develop a methodology and reporting form that can be used by all the LCs to report the community profile information. The field researchers will work with the LC coordinators to facilitate the process. We will enter the information into a data base, and provide each community with a profile based on the analyses generated from the information provided. Furthermore, qualitative data collected through our ongoing monitoring process will be included as integral components of the community profiles.

The outcomes of this aspect of our work will be:

- a methodology and reporting forms for community profiles,
- 2) analyses and reports of the community profile of each LC, and
- 3) a summary report of the profiles of all three LCs.

In order for us to begin this aspect of our work, CIJE will need to put this project on the agenda so all the LCs know that this will be a major endeavor to begin in the fall. In addition, the question of resources will need to be clarified with the LCs. While some of the information of the community profiles will be readily available, new information will need to be collected and generated. This may incur certain expenses, as well as ancillary fees for mailings, forms, secretarial assistance, data processing, etc.

3) Assessment of Hebrew Language Achievement

Local data from community profiles is not sufficient for a longterm study of change. Thus, we propose that the third part of the MEF plan for next year begin the quantitative assessment of outcome data that are important to the advancement of Jewlsh education and continuity. This component is crucial in order to begin to monitor trends in the outcomes of Jewish education.

We have chosen to focus the initial assessment of outcomes on Hebrew language. We have chosen this outcome for two reasons: 1) Hebrew language is one key outcome of Jewish education, and 2) Assessment procedures are readily available for our use.

The assessment of Hebrew language by MEF will provide baseline data about Hebrew language for the Lead Communities and CLJE. In addition, the initial assessment will provide feedback to the schools about their Hebrew language achievement and MEF can reevaluate Hebrew language two or three years later, thus providing longitudinal data about the processes and outcomes of change in these schools. The field researchers will monitor the processes of change in these schools. Furthermore, if LC's are focusing on personnel and other key building blocks for educational improvement in a systemic manner, we should see changes in the Hebrew language performance of students: more resources, better curricula and teachers and more emphasis on learning should affect Hebrew language. We believe that this is an important resource that CLJE can make available to the communities.

We suggest that we contract with Elana Shohamy from the Melton Center to carry out this assessment process. Elana has developed a diagnostic system for Hebrew Language assessment for day schools and is presently developing such a system for supplementary schools. This system is unique in that it takes into account the specific curriculum of each school and provides the school with diagnostic feedback based on the results of the test. Elana has carried out this assessment in numerous day schools in the US, and can immediately begin work with CIJE.

We propose the following plan for Day Schools-Sixth Grade in 1993-94:

1) After approval of this aspect of the MEF project, Elana Shohamy and each Field Researcher will meet with the LC coordinator in each community to explain the project. We anticipate this will occur in the fall (Elana will be in the states in Sept-Oct).

2) After this initial meeting, each LC coordinator will decide on the best way to approach and contact the day schools. Elana can do this with a letter and a follow up, or it could be handled centrally by the LC coordinator, etc.

3) After initial contact has been made with the schools, Elana will contact the principals to explain the project and to begin to set up a work plan with each school.

4) Once a work plan is in place for each school the process begins: Elana and her team meets with the school to learn about the schools curriculum, a test is developed, testing takes place, analyses are done of the tests by the Melton center in Jerusalem, diagnostic feedback is provided to each school by Elana and her team.

5) The field researchers will assist Elana in the process of testing. Elana and her team provide each school with an individual report. The MEF team will provide the LC with a report about the Hebrew Language Assessment of the community based on the results provided in Jerusalem.

6) The FR will monitor the feedback process in the schools and will observe and monitor the processes of change in the day schools during the next two years. In other words, they will be looking at the ways in which the schools are changing and acting upon the diagnosis provided to them by the Hebrew Assessment. This is a crucial step of the MEF project and can provide information for the ongoing feedback loop in the community as well.

7) Two or three years after this initial assessment, the assessment will be carried out again. Gains can be measured, and the monitoring information can be used to explain where gains have been found and where no gains have been realized.

B) Since Elana has comparative data from other day schools in the US, we can compare the results of the schools in the LC's with other, similar day schools, in other communities.

Issues of funding for this project will need to be addressed. We suggest that CIJE provide the necessary resources to support this project.

The outcomes of this aspect of our work next year will be:

- Baseline data of Hebrew language for sixth grade day school students,
- feedback to the schools about the baseline assessment,
- a process in place for monitoring and measuring change in Hebrew language.

We look forward to discussing these plans with you.

- Received: by HUJIVMS via NJE (HUyMail-V61); Mon, 26 Jul 93 05:44:08 +0300
- Date: Sun, 25 Jul 1993 21:44 CDT
- From: <GAMORAN@WISCSSC>
- Subject: outline for ELR briefing coming up Tuesday -comments welcome
- To: annette@hujivms
- Original_To: ELLEN, ANNETTE, MANDEL

Adam Gamoran -- MEF Briefing for Esther Leah Ritz July 27, 1993

- I. Accomplishments and Challenges, 1992-93
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 - a. Qualitative component
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- 4. Feedback loop
 - a. To CIJE
 - b. To the communities
- II. Proposed plan for 1993-94
 - A. Ongoing monitoring and feedback
 - 1. Year 1 cumulative report
 - a. Mobilization
 - b. Visions
 - 2. Continued feedback to CIJE and the communities
 - 3. Follow-up reports on mobilization, visions, and educators
 - 4. Special topics reports
 - B. Community profiles
 - 1. Claire's resignation, and her anticipated replacement
 - 2. Changes in our scope of work
 - C. Propposed assessment of 6th grade Hebrew in day schools

Received: by HUJIVMS via NJE (HUyMail-V61); Fri, 23 Jul 93
20:11:36 +0300
Date: Fri, 23 Jul 1993 12:00 CDT
From: <GAMORAN@WISCSSC>
Subject: Baltimore meetings
To: MANDEL@HUJIVMS
Original_To: ANNETTE, MANDEL
Original_cc: ELLEN

Further thoughts about my participation in the Baltimore meetings:

If the "self-study" is going to be an important agenda item, I could probably be useful at the meeting, since we are proposing to play a significant role in carrying out the studies. If that is not a major agenda item, I don't see the need for me to come -- if it is just a question of monitoring the implementation process,

the Roberta and Julie can cover it.

Adam

Received: by HUJIVMS via NJE (HUyMail-V61); Thu, 22 Jul 93 00:08:01
+0300
Date: Wed, 21 Jul 1993 15:36 CDT
From: <GAMORAN@WISCSSC>
Subject: memos etc.
To: MANDEL@HUJIVMS
Original To: ANNETTE, MANDEL

Dear Shmuel and Annette,

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

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

I will attend the LC/CIJE meeting in Baltimore on Aug. 23-24 if you deem it a top priority. As you know, my ability to travel is very limited, and I need to make at least one and probably two trips for the MEF project this fall. This means I will definitely not be available for any other trips for CIJE for the next several months. This fax consists of <u>9</u> pages. If you have problems with its transmission, please contact Roberta Goodman in the United States at 608-231-3534 or by fax 608-231-6844.

To: Annette, Seymour and Shmuel

From: Roberta Goodman

Adam has asked me to fay this to you. Hope all is well in Jerusalem!



MEMORANDUM

July 18, 1993

To: Annette, Seymour, and Shmuel From: Adam CC: Ellen, Roberta, Julie Re: Ambiguities in CIJE terms and concepts

Attached are two documents:

- (1) A glossary of key terms and concepts for CIJE, which you may wish to circulate.
- (2) A discussion of ambiguities related to these terms and concepts. This is intended as feedback to CIJE.

Here's a brief explanation of the documents:

<u>Glossary</u>

At the May meetings in Cleveland it emerged that many of the key terms and concepts of CUE were not fully clear to all participants. Consequently we decided to prepare a glossary of terms and concepts. The primary purpose of the glossary is to ensure that our own understandings are correct. However, we think the glossary might have more general usefulness. For example, you may wish to circulate it among CUE staff, Lead Community staff, and/or lay people. I'm writing to ask the following:

- Are our definitions accurate and reasonably complete?
- o If you wish to distribute the glossary more widely, are there other terms you'd like us to add?

Ambiguities

Preparing the glossary provided an excellent opportunity to discuss the issues and concepts represented by these terms. We reviewed many long-standing ambiguities and raised new issues as well. Hence, another reason I'm writing is to advise you of the ambiguities we discussed. Some of these may be easily settled by you; if so, we'd appreciate your quick response. Others cannot be addressed simply, but we hope that by raising the questions we can help you prepare for future deliberations within CIJE and with the lead communities and others. Thus, the discussion of ambiguities is intended to be feedback to CIJE.

CIJE -- A GLOSSARY OF TERMS AND CONCEPTS July 1993

Abbreviations used in the Glossary

| ATA: | <u>A Time to Act</u> , The Report of the Commission on Jewish Education in North America. Lanham, MD: University Press of America, 1990. |
|-------|---|
| BPSS: | Best Practices Project: The Supplementary School, edited by Barry Holtz, CIJE, 1993. |
| C\$R: | "The Challenges of Systemic Reform: Lessons from the New Futures Initiative for the CIJE," by Adam Gamoran, CIJE 1992. |
| GJE: | "Goals for Jewish Education in Lead Communities," by Seymour Fox and Daniel Marom, CIJE 1993. |
| LCAW: | "Lead Communities at Work," by Annette Hochstein, CUE 1993. |
| LCC: | "Lead Community Consultation", minutes of the CIJE/Lead Community meetings held in Cleveland, OH, May 12-13, 1993. |
| PlaG: | Planning Guide, CUE, February 1993. |
| 5 6 | |

ProG: Program Guidelines, CIJE, January 1992.

Glossary of Terms

<u>Best Practices</u> -- A CIJE project to develop an inventory of effective educational practices which will serve as a guide to Jewish educational success. As a resource, Best Practices can be adapted for use in particular Lead Communities.

Further reading: ATA 67, 69; PlaG 31-32; BPSS 1.

Content/Scope/Quality -- See Lead Community Project.

<u>Goals Project</u> -- A collaborative effort to stimulate a high level of discussion on the goals of Jewish education in Lead Communities. Participants include: Lead Communities, CIJE, Mandel Institute, Melton Centre at Hebrew University, Hebrew Union College-Jewish Institute of Religion. Yeshiva University, and the Jewish Theological Seminary. Papers on "The Educated Jew" serve as a resource for this discussion.

Further reading: GJE 1 - 2.

Lead Community -- A geographic community serving as a local laboratory for the development of exemplary models of Jewish education. A Lead Community sets high educational standards, raises additional funds for education, and establishes a *wall-to-wall* coalition to guide its educational reform efforts. On August 26, 1992, Atlanta, Baltimore and Milwaukee were selected as the first three Lead Communities in North America. (See also Lead Community Project.)

Further reading: ATA 67 - 69; ProG 2.

<u>Lead Community Project</u> -- This term has been used in two ways: "THE Lead Community Project" refers to the entire CIJE/LC enterprise, a joint continental-local collaboration for excellence in Jewish education. "A Lead Community Project" refers to new programs and initiatives in Lead Communities. These programs and initiatives are characterized by: 1) wide scope, 2) high quality, 3) important content, and 4) an evaluation component.

Further reading: ProG 1; LCC 4, 9-10.

<u>Mobilization</u> -- Mobilization refers to organizing people and institutions for action directed towards the enhancement of Jewish education, and the financial support necessary for such action to be taken. Within Lead Communities, mobilization means involving people form differing movements and roles, and to both lay and professional leaders; a mobilized community has a "wall-to-wall coalition." Mobilization is one of the two essential building blocks for the improvement of Jewish education.

Further reading: ATA 50, 63-66.

Monitoring, Evaluation and Feedback -- A component of *The Lead Communities Project* that documents its efforts and gauges its success. "Monitoring" refers to observing and documenting the planning and implementation of changes. "Evaluation" entails interpreting information in a way that will strengthen and assist each community's efforts to improve Jewish education. "Feedback" consists of offering oral and written responses to community members and to the CIJE.

Further reading: LCAW 5-7.

<u>Partnership</u> -- The collaborative relationship between CUE and the lead communities, in which both partners share ideas, plans, and policies for their mutual benefit. Partnership also characterizes relationships within a Lead Community.

Further reading: LCC 2 - 3.

<u>Personnel</u> -- All those who work in the field of Jewish education including formal and informal education and professional and volunteer staff. Attention to personnel is one of the two building blocks necessary for the improvement of Jewish education. Personnel issues must be addressed in all *lead community projects*.

Further reading: ATA 49-50, 55-63.

<u>Systemic Reform</u> -- A plan for change that recognizes that one cannot improve Jewish education by reforming one element at a time. Instead, the entire enterprise must be changed in a coherent and coordinated fashion. Systemic reform requires a unifying vision and goals and a broad-based (*wall-to-wall*) coalition of change agents.

Further reading: CSR; also Marshall S. Smith and Jennifer O'Day, "Systemic School Reform," Politics of Education Association Yearbook 1990, 233-267.

<u>Vision</u> -- A desired state or process in Jewish education toward which the community as a whole or segments of the community are working; an ideal characterization of Jewish education in terms of structure, content and process.

Further reading: PlaG 26; LCC 9; LCAW 2.

<u>Wall-to-Wall Coalition</u> -- The *partnership* within a Lead Community among participants across denominations and levels of agencies and institutions. It includes lay people as well as professionals. (See also *Mobilization*.)

Further reading: LCAW 4; ATA 63-66.

Ambiguities and Uncertainties July 1993

Best Practices -- There is still a great deal of confusion in the communities on how Best Practices relate to the building blocks of personnel and mobilization. How is Best Practices supposed to be translated into action? How does it reach the educators? What sequence of events is planned?

The concerns we raised in our Summary Report of February 1993 are still relevant:

"With Best Practices under way, the central challenge lies in strengthening what is currently a vague articulation between CIJE and the communities in the content area. How, exactly, will the Lead Communities and the Best Practices project interact?...Will the communities initiate the relationship by requesting assistance in particular areas? Or will Best Practices provide them with a "menu" from which to choose? Is Best Practices to serve as a source of information, inspiration, or both?

"The link between Best Practices and the communities may become stronger and more clear after community educators have been drawn into the Lead Communities process. Presumably, contacts between Best Practices and the communities will occur with educators, not mediated by communal workers. When educators are drawn into the coalitions, they are likely to develop content-related ideas for change that fit their contexts, and to call on Best Practices to help them implement their ideas. Hence, the need for better articulation may be best addressed by mobilizing the educators" (Summarv Report, Feb. 1993).

The role of Best Practices in systemic reform is also unclear. As we commented in February:

"Another concern is utilizing Best Practices in the context of systemic reform. A principal feature of the Lead Communities project is that instead of addressing isolated institutions or programs, it aims to reform the entire system of Jewish education in the communities. This feature is seen as a strength by many respondents across the three communities. Yet the Best Practices project, which focuses on particular institutions one at a time, appears to conflict with the systemic approach. How will CIJE encourage systemic use of Best Practices? Broader mobilization of the community is required to ensure that Best Practices are drawn upon in a coordinated rather than a fragmented way" (Summary Report, Feb. 1993).

This issue is a source of great confusion and uncertainty in the communities, particularly in Milwaukee and Atlanta. At the meetings in May, we came to understand that Best Practices will be a resource upon which the communities can draw as they translate their visions into site-based action. How this process will work is still not clear in the communities. <u>Goals Project</u> -- This is not yet a coordinated and integrated effort, and the lead communities have not yet been involved. What will push the goals project off the drawing board? What will be the forum for discussions? Also, some community members in Baltimore and Milwaukee are wondering when they will receive the Educated Jew papers.

Lead Community -- We have observed over time, and it was clear in May, that CIJE staff use the term differently than residents of the three communities. From the community perspective, Atlanta, Baltimore, and Milwaukee <u>are</u> lead communities; members of the communities see their cites as models <u>already</u>. From the perspective of CIJE staff, they are in the process of <u>becoming</u> lead communities. CIJE staff know these cities were selected for their <u>potential</u> for radical reform in Jewish education, and the quality of current policies and programs was not the key consideration.

Thus, for example, what CIJE staff term "business as usual" in Baltimore is seen as "the lead community process" by members of that community. I may be oversimplifying a bit, but I think it's not inaccurate to say that Baltimore federation leaders see their plan, which has been progressing since 1989, as one of systemic reform, and one which is consistent with CIJE's approach. CIJE has not effectively communicated to them, or has not succeeded in convincing them, which elements are missing, and which if any elements are misdirected. The two partners have at least agreed to disagree on the pace of change: CIJE believes it is too slow, and Baltimore leaders believe it is the correct pace for effective change.

A perception held in Baltimore is that the strategic planning and visioning that is being initiated in Milwaukee, under CIJE's guidance, has already occurred in Baltimore. While this was not brought about by CIJE per se, it was very much influenced by the Mandel Commission and by <u>A Time to Act</u>, as one can see by the language of Baltimore's strategic planning documents.

Another ambiguity concerns the term "bottom-up" used in ATA (p.68). We found this term confusing (and omitted it from our glossary definition) in two respects. First, the logic of "bottom-up" vs. "top-down" implies a hierarchy, but more recently CIJE has described its relationship with lead communities as a "partnership." Second, "bottom-up" implies reforms generated from within the community, but thus far CIJE has specified not only the two "building blocks," but numerous structural elements such as the federation as the "central address" for the project, a new role of lead community project director, monitoring designed by CIJE, and other specific roles for consultants and CIJE staff. Best Practices also seems to come across as a "top-down" reform, although it is not intended that way.

Thus far, discussions between CIJE and the communities have mainly focused on structure. Perhaps as content becomes more central, the reform process -- and the relation between CIJE and the communities -- will be more one of partnership. Lead Community Project -- Within the communities, there is still much uncertainty about (a) what constitutes a "lead community project" and (b) how the criteria of content, scope, and quality are to be applied. Do all lead community projects initiate with the central planning (visioning) process within the community, or can they begin from the grass-roots as long as the criteria are satisfied? (For example, a rabbi in Milwaukee wants to name his entire supplementary school a Lead Community Project.) If the latter, who is to decide when the criteria are to be satisfied? If the former, how can the good ideas of those not directly involved be included?

Planners in Baltimore and Milwaukee have expressed concerns about the "ownership" of Lead Community Projects as they think about mobilizing large donors. How will they provide a satisfactory level of recognition to donors who fund Lead Community Projects? What degree of control can be granted to donors, and what level of accountability should be worked out? I wouldn't call this a problem at present, but it is on the minds of community planners. A current example is the Machon L'Morim, a Meyerhoff-funded program for selected teachers from three day schools in Baltimore, one each from the Reform, Conservative, and Orthodox movements. It appears likely to meet CUE criteria, but must be clearly identified as a Meyerhoff program.

Finally, if there is room for grass-roots projects (i.e., those initiated outside the central planning process) to become Lead Community projects, how can they be incorporated into systemic reform?

<u>Mobilization</u> -- We are avoiding the term "enabling option" which, although it does not appear in ATA, has often been used by CIJE staff, and is the source of much confusion. "Enabling option" sounds as if one has a choice about it, but that is not so in CIJE's model. It is important that CJJE staff stop using the term "enabling option."

During the staff meeting in May, the involvement of major donors emerged as especially important during the discussion of the Milwaukee report. To our knowledge, this issue has been raised with Milwaukee participants to the extent of encouraging them to get Esther Leah Ritz involved with the Milwaukee Commission and/or Steering Committee. If the concern is a broader one, it still needs to be addressed.

From the community perspective, a difficulty in involving major donors now is the current uncertainty as to the specifics of Lead Community projects. Ordinarily, we are told, professionals in all three communities solicit major gifts for designated purposes. Without the specifics of Lead Community Projects, professionals feel they lack sufficient "ammunition" for soliciting funds. One can think about this problem as a sequencing issue: Which comes first, development of content or mobilization of funds? In May, Milwaukee participants explained that they wanted a better idea of the content of their reforms before they approached major donors about funding the reforms.

Another ambiguity is that so far, mobilization in the communities has meant <u>representation</u> of diverse constituencies rather than full <u>involvement</u> of these constituencies. At this time, Commissions are generally inclusive in the sense that they involve representatives from a wide variety of institutions. However, there is no established mechanism for these representatives to inform and galvanize support in their constituencies. We are particularly concerned with the involvement of educators. What CIJE or community resources will be devoted to involving educators, not just as representatives of institutions, but more broadly as developers and implementers of educational innovations?

<u>Monitoring</u>. Evaluation and Feedback -- Two important uncertainties about our project both have to do with dissemination. The first concerns feedback to CIJE. Most of our reporting is directed towards Annette, yet much of what we have to say is relevant to other staff. What is the mechanism for distributing our update memos (such as this one) to other staff members?

We can conceive of two approaches to feedback: one in which our reports go to Annette, and they are then distributed as you see fit; and a second in which we report to whomever we see fit as the occasion arises, including but not exclusively Annette.

The second uncertainty concerns feedback to the communities. We have not established any regular procedure or mechanism for getting feedback disseminated outside our central contacts. We have had many informal conversations in which we provided feedback requested by community members, but as we learned in May, these do not concern the issues of central interest to CIJE.

<u>Partnership</u> -- Unfortunately the minutes of the May meetings did not reflect the depth of discussion on what "partnership" means, and we welcome any elaboration.

<u>Wall-to-Wall Coalition</u> -- Are there some absolutely essential partners (e.g., large donors)? Are some partners more essential than others?

4

Received: by HUJIVMS via NJE (HUyMail-V61); Sat, 17 Jul 93 09:05:16 +0300

Date: Sat, 17 Jul 1993 01:06 CDT

From: <GAMORAN@WISCSSC>

Subject: briefing for Esther Leah

To: annette@hujivms

Original_To: ANNETTE

Original cc: ELLEN

Hello! Although we haven't had much contact lately, we've been very busy on CIJE work, and you'll see the fruits of our labor in various parts (ugh, what a mixed metaphor) over the next few days and weeks. I'm writing now because I received a copy of Mort's letter to Esther Leah asking her to introduce me at the CIJE Board meeting. Mort said I will brief her, and I'm planning on calling her soon. What I need to know from you is, can I be fully frank with her? Are there any issues I should not discuss? Once before you mentioned that you tell her everything, but I want to confirm that at this point.

Adam

Peabody College VANDERBILT UNIVERSITY

NASHVILLE, TENNESSEE 37203

1111PHONE 1015: 322-7311

.

V

Department of Educational Leadership . Box 314 . Direct phone 322 8000

To: Annetto, Soymour, and Shmuel

From: Ellen and Adam

Date: July 7, 1993

RE: MEF Update

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|----------------------------------|--------------------------------|
| "Hnrethe Mochstein | Ellen Goldring |
| co. Mandel Institute | co Vanderbilt |
| Dept. | Phone # 611 322- 8600, 1037 |
| Fax +972 -2-619-951 | Fax 1011343-7044 |

We have just completed a round of meetings in Madison with Julie and Roberta. We had very productive meetings and wanted to update you about the following:

1) We are drafting our plan for MEF for next year and will forward it to you this week.

2) We will proceed with searching for a replacement for Claire. We will forward a formal job announcement to you this week. We will communicate with personal contacts at Emory University and other universities in Georgia, and will be asking Ann to obtain permission for us to place an add in the <u>Chronicle of Higher</u> <u>Education</u>. When we have a suitable pool of candidates the MEF team will interview the candidates.

3) The report on the Professional Lives of Educators in Milwaukee (qualitative data) will be ready in about three weeks. We will give the report to you and Ruth Cohen simultaneously for comments. We will also give a copy to an ad hoc reviewer. You may want to share the report with Michael Inbar as well. The report from Atlanta will take a bit longer due to Claire's father's death.

4) The quantitative data from the Educator Survey in Milwaukee is being entered and analyzed. We will have the initial results in a few weeks.

5) Adam will contact Esther Leah Ritz and arrange a meeting with her in Milwaukee after the MEF plans have been clarified.

6) Adam will house the data from the Field Researchers (interview tapes, transcripts, etc) in the short term. As soon as CIJE has offices and a process has been established for research and dissemination, he will move the Field Researcher's data to CIJE.
7) We have one additional question: Our field researchers tell us that there should be some type of follow up in Atlanta about Claire's departure. CIJE needs to affirm that Claire's departure has no impact on our commitment to Atlanta. They suggest that a human presence needs to be in Atlanta to affirm this as well as indicate that Roberta and Julie will be carrying on Claire's work as part of the team until a replacement is found.

1 N A A

How can we best proceed with this? Is there going to be a CIJE person going to Atlanta soon? Is anyone going to Atlanta to meet with Janice, at JES? If so we would like to consult with this person to discuss how Janice can be informed about our project. Ellen could certainly call Lauren and Steve and discuss the status of our project, but we thought a visit would also be warranted. Mandel Institute

For the Advanced Study and Development of Jewish Education

פקס נשלח ע״י

תאריך.

972-2- 618 728 :טל

פקס: 972-2-619 951 פקס:

מכון מנדל

טופס העברת פקסימיליה

עבור: הנפות הפואר - מהרקה תאריך: 29 4/3 ald מס' עמודים: 2 : מאת DN 290774 מספר פקס'

2000 - JIC D"NE K.J 619951 : 10867

CLAIRE ROTTENBERG 4244 KIOWA PHOENIX, ARIZONA 85044 TEL: (602) 893-3022

WE WOULD LIKE TO EXPRESS OUR MOST SINCERE CONDOLENCES ON THE PASSING OF YOUR FATHER. WE SHARE IN YOUR GRIEF. HAMAKOM YENAHEM ETCHEM BETOCH SHEAR AVELEY ZION VIYRUSHALYAM.

SEYMOUR FOX ANNETTE HOCHSTEIN SHMUEL WYGODA

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07:13:17 +0300 Date: Wed, 28 Jul 1993 23:14 CDT From: <GAMORAN@WISCSSC> Subject: progress report for CIJE board To: MANDEL@HUJIVMS Original_To: MANDEL Original_cc: ELLEN

> CIJE Project on Monitoring, Evaluation, and Feedback in Lead Communities

> > Progress Report -- August 1993

How will we know whether the Lead Communities have succeeded in creating better structures and processes for Jewish education?

On what basis will CIJE encourage other cities to emulate the programs developed in Lead Communities? Like any innovation, the Lead Communities Project requires a monitoring, evaluation, and feedback (MEF) component to document its efforts and gauge its success.

By monitoring we mean observing and documenting the planning and implementation of changes. Evaluation entails interpreting information in a way that strengthens and assists each community's efforts to improve Jewish education. Feedback consists of oral and written responses to community members and to the CIJE.

This progress report describes the activities in which the project has been engaged during 1992–93 and the products it has yielded. The main activities include: (1) Ongoing monitoring and documenting of community planning and institution-building; (2) Development of data-collection instruments; (3) Preparation of reports for CIJE and for community members.

I. Ongoing Monitoring and Feedback To carry out on-site monitoring, we hired three full-time field researchers, one for each community. The field researchers' mandate for 1992-93 centered on three questions:

(1) What is the nature and extent of mobilization of human and financial resources to carry out the reform of Jewish education in the Lead Communities?

(2) What characterizes the professional lives of educators in the Lead Communities?

(3) What are the visions for improving Jewish education in the communities?

The first two questions address the "building blocks" of mobilization and personnel, described in A Time to Act as the essential elements for Lead Communities. The third question raises the issue of goals, to elicit community thinking and to stimulate dialogue about this crucial facet of the reform process.

Monitoring activities involved observations at virtually all project-related meetings within the Lead Communities; analysis of past and current documents related to the structure of Jewish education in the communities; and, especially, numerous interviews with federation professionals, lay leaders, rabbis, and educators in the communities.

Each field researcher worked to establish a "feedback loop" within her own community, whereby pertinent information gathered through observations and interviews could be presented and interpreted for the central actors in the local lead community process. We are providing feedback at regular intervals (generally monthly) and in both oral and written forms, as appropriate to the occasion. An important part of our mission is to try to help community members to view their activities in light of CIJE's design for Lead Communities. For example, we ask questions and provide feedback about the place of personnel development in new and ongoing programs. We are also providing monthly updates to CIJE, in which we offer fresh perspectives on the process of change in Lead Communities, and on the evolving relationship between CIJE and the communities. For instance, in July 1993 we presented views from the communities on key concepts for CIJE implementation, such as Lead Community Projects, Best Practices, and mobilization. This feedback helps CIJE staff prepare to address community needs.

II. Instrumentation

A. Interview Protocols

The MEF team developed a series of interview protocols for use with diverse participants in the communities. These were field tested and then used beginning in late fall, 1992, and over the course of the year. The interview schema for educators were further refined and used more extensively in spring, 1993.

B. Survey of Educators

We also played a central role in developing an instrument for a survey of educators in Lead Communities. The MEF team worked with members of Lead Communities, and drew on past surveys of Jewish educators used elsewhere. The survey was conducted in Milwaukee in May and June, 1993, and it is scheduled to be implemented in Atlanta and Baltimore in the fall of 1993. The purpose of the educator survey is to establish baseline information about the characteristics of Jewish educators in each communty. The results of the survey will be used for planning in such areas as in-service training needs and recruitment priorities. The survey will be administered (was administered in Milwaukee's case with a response rate of 86%) to all teachers in the Lead Communities. Topics covered in the survey include a profile of past work experience in Jewish and general education, future career plans, perceptions of Jewish education as a career, support and guidance provided to teachers, assessment of staff development opportunities, areas of need for staff development, benefits provided, and so on.

III. Reports

A. Reports on the Professional Lives of Jewish Educators

Each community is to receive three types of reports on educators:

A qualitative component, describing the interview results; a quantitive component, presenting the survey results; and an integrative component, which draws on both the qualitative and quantitative results to focus on policy issues. The schedule for delivering these products is dictated by the specific agendas of each community. The qualitative reports elaborate on elements of personnel described in A Time to Act, such as recruitment, training, rewards, career tracks, and empowerment. Examples of key findings in reports written so far are the extent of multiple roles played by Jewish educators (e.g., principal and teacher; teacher in two or three different schools), and the tensions inherent in these arrangements; the importance of fortuitous entry into the field of Jewish education, as opposed to preplanned entry, and the challenges this brings to in-service training; and the diversity of resources available to professional development of Jewish educators, along with the haphazard way these resources are utilized in many institutions.

B. Reports on Mobilization and Visions

Information about mobilization and visions has been provided and interpreted for both CIJE staff and members of Lead Communities at regular intervals. In September, we are scheduled to provide a cumulative Year-1 report for each community which will pull together the feedback which was disseminated over the course of the year. These reports will also describe the changes and developments we observed as we monitored the communities over time.

IV. Plans for 1993-94

A. Ongoing Monitoring and Feedback

A central goal for 1993-94 will be the continued monitoring and documenting of changes that occur in the areas of educational personnel, mobilization, and visions. In addition, we are proposing to play a larger role than we initially anticipated in the community self-studies, just as we did with the educators survey. (The educators survey is in fact the first element of the self-study, as described in the Planning Guide.)

In the spring, our field reseacher for Atlanta notified us that she would be resigning her position, effective July 31. Although we regret her resignation, we are trying to use it to our advantage by hiring a replacement whose skills fit with the evolving responsibilities of the MEF project. The new field researcher in Atlanta will have expertise in survey research, and will play a lead role in working with the communities to carry out the self-studies.

B. Outcomes Assessment

Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect preliminary quantitative data to use as a baseline upon which to build. We are proposing to introduce the diagnostic Hebrew assessment for day schools, created by Professor Elana Shohamy of the Melton Centre in Jerusalem, as a first step towards longitudinal outcomes analysis. The great advantage of the Shohamy method is its value as a diagnostic tool, encouraging schools to use the results of the assessment to guide their own school improvement efforts. The tests have common anchor items, but are mostly designed especially for use in each school.

C. Encouraging Reflective Communities

The MEF project will be successful if each Lead Community comes to view evaluation as an essential component of all educational and social service programs. We hope to foster this attitude by counseling reflective practitioners -- educators who are willing to think systematically about their work, and share insights with others -- and by helping to establish evaluation components in all new lead Community initiatives. For the Advanced Study and Development of Jewish Education

CIJE - SIMULATION SEMINAR II

Wednesday & Thursday - July 21 & 22, 1993

AGENDA

1. The first 6 weeks of Alan's installation as CIJE Director

a. People with whom he should meet, visits to the Lead Communities, Foundations,

- Training Institutions, "non affiliated" lay leaders / pros / educators / rabbis etc.
- b. ADH's day-by-day schedule 18/7/93 12/8/93
- c. Barry Holtz's day-by-day schedule 18/7/93 Rosh Hashana
- d. Gail Dorph's day-by-day schedule 18/7/93 Rosh Hashana
- e. SF's schedule in U.S.A.
- g. ARH's schedule in U.S.A.
- h. SW's schedule in U.S.A.

2. The new "bessora" Alan is bringing to his directorship of the CUE

3. The agenda for the August staff seminar and for the second CIJE / LC seminar

4. The induction of the new CIJE staff

5. Logistics of the connection between Alan, Ginny and MI

6. Plan of action for the Denominations and Training Institutions

7. Desired outcomes for 1993/94

8. Twelve month calendar

- 9. Support projects (Goals, BP, MEF)
- 10. Role of Pekarsky, Elkin, Bieler, others

11. New MO (Method of Operation). Presentation to MLM

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|------------------------|--------|----------------------------|-----------|---------------------------|--------|---------------|
| | 1 | 2 Election Day (USA) | 3 | 4 | 5 | 6 |
| USA ADH | | | | | | \rightarrow |
| 7 USA | 8 | 9 | 10 | 11 | 12 | 13 |
| ADH | | | | | | |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| USA ADH | | | | | | \rightarrow |
| | | GA | | | | |
| 21 | 22 | 23 | 24 | 25 Thanksgiving Day | 26 | 27 |
| 28 | 29 | 30 | | | | |
| | | | | | | |

NOVEMBER 1993





BALTIMORE AGENDA

To put across to all of them - having a discussion of what the first year is going to be:

Two types of meetings:

a. Preliminary

b. Meeting with each community around the meals

1. What do they want to discuss

2. Their response to the question of what they want discussed - what they are planning for the year.

SW will be in touch with VFL and work out what each document will consist of.

will be a composite:

- What they want

- What we want

Report back to us on basis of that an agenda for the next meeting can be prepared.

Agenda will include:

- 1. Introduction of staff and their roles
- 2. A second discussion on contribution of the CIJE to local commission.

AGENDA FOR AUGUST STAFF MEETING:

- INDUCTION OF NEW STAFF
- PREPARATION FOR BALTIMORE MEETING
- PREPARATION FOR AUGUST 26TH BOARD MEETING
- YEAR WORK-PLAN



TOWARDS A CIJE WORKPLAN FOR 1993-4

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

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

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

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

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

- 1. THE CIJE ITSELF
 - a.Board: A clear articulation of the mission of CIJE and an undertanding of the continuum: mission-strategy-programs
 - An active Executive committee that has met three times and a working `camper' system using core CIJE staff.
 - Three board committees operating (LC's, MEF, Research)
 - 2 Dever
- 3 new board members and 6 candidates for 1994-5 Two communications to the wider community of professionals and lay leaders.
- b.Staff:

4.15

- Understand the mission and have ability to explain it coherently to other professionals and community leaders.
- Clear job definitions for all staff and consultants, including rcle of Mandel Institute for 1994-95 and beyond
- Planning consultant or planner in place
- Regular meetings of the core staff (probably in Cleveland twice every 8 weeks)

- Three meetings of senior advisory group

c. Admin: - Central office establishedmini-satellite offices in New York (Barry and Gail) and Jerusalem with a clear communications protocol both within and without. 2

- An operating calendar of events across all areas of CIJE work and a full-blown calendar for 1994-5 and an outline for 1995-6
- Operating budget with clear independent CIJE procedures for all aspects of budget. Agreed upon budget for 1994-5 and gross budget projection for 1995-6
- d. Fund- raising:
 - Significant contributions from local foundations n LC's
 - Commitments of national foundations (excluding three) to specific pieces of work of CIJE.
 - Plan for fund-raising with \$ targets over time and a strategy for potential funders
- e. Successor
 - Located or final stages of search.
 - Detailed training program for 1994-5
 - Crude plan for overlap in 1995-6 developed.
- f. Communications:

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- Advisory group' nationally of educators, community professionals
- Plan for conference in 1994-5 for sharing the developments.
- Brochure on CIJE
- 'CIJE Education Letter' three issues in development for 1994-5
- Ofen .
- Plan with Federations for LC dissemination
- g. National Organizations:
 - Framework/s created for connexions with major organizations: CJF, JCCA, Denominations, etc.

2. LEAD COMMUNITIES

4

- a. Wall-to-Wall Leadership Coalition (pro. and lay)

 established in each LC with defined 'concentric rings' as discussed Jerusalem/Cleveland
- a. Calendar: Fully fleshed-out operating calendar for each LC both `within' and `across' Joint action plan in place.
 - Fine-tuned calendar for 1994-5

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- Gross calendar 1995-6
- b. Mission Local LC staff, Local Commission, Federation key pros., Federation leaders, rabbis and educators ALL understand the mission and role of CIJE. (Probably by several seminars in LC's) "Enabling options"; "scope"; "systemic change".
- c. Staff Core team developed for each LC from CIJE, local commission, federation, MEF - meets regularly.
 - Gail Dorph is 'project officer' to that team.
- d. Personnel MEF professional survey results in diagnostic profile of all personnel personnel needs leading to a multiyear plan for personnel devl.
 - Summer 1994: Summer Institute for targetted strategic personnel groups.
 - At least two Senior Educators or Jerusalem Fellows from each LC to be trained in 1994-5.

- Projection of future pre-service needs and fleshed-out plan with training institutions.
- Graduates of Senior Educators, JF and training institutions to fill key positions.
- d. Staff Ongoing monthly seminar in LC's with CIJE core staff, local pros.

e. Lay Leadership

- Wall to wall commission in each LC in place
- Seminar on Goals has taken place in each community for the local Commission and maybe for the wider educator/ Rabbi/ pro. community.
- Development of a community 'champion' and hooking him/her into CIJE leadership ('Vaulting over' the local pros)
- July seminar in Israel for LC lay leadership
- f. Pilot Projects
 - One project at least underway in each LC and full completion of planning of additional projects for 1994-95
 - CIJE consultants engaged for pilot projects
 - Israel summer seminar for pilot projects
 - System in place for networking between 3 LC's on pilot projects
 - MEF in place on projects

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g. MEF - Educators survey completed and analyzed with detailed policy reccomendations. - Feedback loop designed and implemented in individual communities and feedback system created for CIJE core staff - mid-year report presented and summative year-end report processed through staff, consultants, MI and CIJE lay subcommittee h. Goals Project - Seminar with CLUE staff so that they understand the project. - Seminar in each lead community on "Goals" for local Commission BUILDING THE PROFESSION a.Training Institutions:

3.

- Develop first iteration of a plan for personnel
- Give them clear prief on needs of LC's from their institutions

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- Complete at least one major consultation with training institutions including Israel.
- b.CIJE: First iteration of plan for personnel from within CIJE linking LC needs, training institution capability and articulating unmet needs.

4. COMMUNITY LEADERSHIP

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

5. RESEARCH

- Professional consultation ϕ \approx π^{2} ϕ^{22} completed and a strategy of how to deal with it.
- Creation of a professional advisory panel on research and a first meeting by summer 1994.

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This fax consists of <u>9</u> pages. If you have problems with its transmission, please contact Roberta Goodman in the United States at 608-231-3534 or by fax 608-231-6844.

To: Annette, Seymour and Shmuel

From: Roberta Goodman

Adam has asked me to fax this to you. Hope all is well in Jerusalem!



MEMORANDUM

July 18, 1993

To: Annette, Seymour, and Shmuel From: Adam CC: Ellen, Roberta, Julie Re: Ambiguities in CIFE terms and concepts

Attached are two documents:

- (1) A glossary of key terms and concepts for CUE, which you may wish to circulate.
- (2) A discussion of ambiguities related to these terms and concepts. This is intended as feedback to CIJE.

Here's a brief explanation of the documents:

G<u>lossary</u>

At the May meetings in Cleveland it emerged that many of the key terms and concepts of CUE were not fully clear to all participants. Consequently we decided to prepare a glossary of terms and concepts. The primary purpose of the glossary is to ensure that our own understandings are correct. However, we think the glossary might have more general usefulness. For example, you may wish to circulate it among CUE staff, Lead Community staff, and/or lay people. I'm writing to ask the following:

- o Are our definitions accurate and reasonably complete?
- o If you wish to distribute the glossary more widely, are there other terms you'd like us to add?

Ambiguities

Preparing the glossary provided an excellent opportunity to discuss the issues and concepts represented by these terms. We reviewed many long-standing ambiguities and raised new issues as well. Hence, another reason I'm writing is to advise you of the ambiguities we discussed. Some of these may be easily settled by you; if so, we'd appreciate your quick response. Others cannot be addressed simply, but we hope that by raising the questions we can help you prepare for future deliberations within CIJE and with the lead communities and others. Thus, the discussion of ambiguities is intended to be feedback to CIJE.

CIJE -- A GLOSSARY OF TERMS AND CONCEPTS July 1993

Abbreviations used in the Glossary

| ATA: | <u>A Time to Act</u> , The Report of the Commission on Jewish Education in North America. Lanham, MD: University Press of America, 1990. |
|-------|--|
| BPSS: | Best Practices Project: The Supplementary School, edited by Barry Holtz, CIJE, 1993. |
| CSR: | "The Challenges of Systemic Reform: Lessons from the New Futures Initiative for the CIJE," by Adam Gamoran, CIJE 1992. |
| GJE; | "Goals for Jewish Education in Lead Communities," by Seymour Fox and Daniel Marom, CIJE 1993. |
| LCAW: | "Lead Communities at Work," by Annette Hochstein, CIJE 1993. |
| LCC: | "Lead Community Consultation", minutes of the CIJE/Lead Community meetings held in Cleveland, OH, May 12-13, 1993. |
| PlaG: | Planning Guide, CIIE, February 1993. |
| D C | Design Cuideling Chill Jackson 1002 |

ProG: <u>Program Guidelines</u>, CUE, January 1992.

Glossary of Terms

<u>Best Practices</u> -- A CIJE project to develop an inventory of effective educational practices which will serve as a guide to Jewish educational success. As a resource, Best Practices can be adapted for use in particular Lead Communities.

Further reading: ATA 67, 69; PlaG 31-32; BPSS 1.

Content Scope/Quality -- See Lead Community Project.

<u>Goals Project</u> – A collaborative effort to stimulate a high level of discussion on the goals of Jewish education in Lead Communities. Participants include: Lead Communities, CIJE, Mandel Institute, Melton Centre at Hebrew University, Hebrew Union College-Jewish Institute of Religion, Yeshiva University, and the Jewish Theological Seminary. Papers on "The Educated Jew" serve as a resource for this discussion.

Further reading: GJE 1 - 2.

<u>Lead Community</u> -- A geographic community serving as a local laboratory for the development of exemplary models of Jewish education. A Lead Community sets high educational standards, raises additional funds for education, and establishes a *wall-to-wall* coalition to guide its educational reform efforts. On August 26, 1992, Atlanta, Baltimore and Milwaukee were selected as the first three Lead Communities in North America. (See also *Lead Community Project.*)

Further reading: ATA 67 - 69; ProG 2.

Lead Community Project -- This term has been used in two ways: "THE Lead Community Project" refers to the entire CIJE/LC enterprise, a joint continental-local collaboration for excellence in Jewish education. "A Lead Community Project" refers to new programs and initiatives in Lead Communities. These programs and initiatives are characterized by: 1) wide scope, 2) high quality, 3) important content, and 4) an evaluation component.

Further reading: ProG 1; LCC 4, 9-10.

<u>Mobilization</u> -- Mobilization refers to organizing people and institutions for action directed towards the enhancement of Jewish education, and the financial support necessary for such action to be taken. Within Lead Communities, mobilization means involving people form differing movements and roles, and to both lay and professional leaders; a mobilized community has a "wall-to-wall coalition." Mobilization is one of the two essential building blocks for the improvement of Jewish education.

Further reading: ATA 50, 63-66.

Monitoring, Evaluation and Feedback A component of *The Lead Communities Project* that documents its efforts and gauges its success. "Monitoring" refers to observing and documenting the planning and implementation of changes. "Evaluation" entails interpreting information in a way that will strengthen and assist each community's efforts to improve Jewish education. "Feedback" consists of offering oral and written responses to community members and to the CIJE.

Further reading: LCAW 5-7.

<u>Partnership</u> -- The collaborative relationship between CUE and the lead communities, in which both partners share ideas, plans, and policies for their mutual benefit. Partnership also characterizes relationships within a Lead Community.

Further reading: LCC 2 - 3.

<u>Personnel</u> -- All those who work in the field of Jewish education including formal and informal education and professional and volunteer staff. Attention to personnel is one of the two building blocks necessary for the improvement of Jewish education. Personnel issues must be addressed in all *lead community projects*.

Further reading: ATA 49-50, 55-63.

<u>Systemic Reform</u> -- A plan for change that recognizes that one cannot improve Jewish education by reforming one element at a time. Instead, the entire enterprise must be changed in a coherent and coordinated fashion. Systemic reform requires a unifying vision and goals and a broad based (wall-to-wall) coalition of change agents.

Further reading: CSR; also Marshall S. Smith and Jennifer O'Day, "Systemic School Reform," Politics of Education Association Yearbook 1990, 233-267.

<u>Vision</u> -- A desired state or process in Jewish education toward which the community as a whole or segments of the community are working; an ideal characterization of Jewish education in terms of structure, content and process.

Further reading: PlaG 26; LCC 9; LCAW 2.

<u>Wall-to-Wall Coalition</u> -- The *partnership* within a Lead Community among participants across denominations and levels of agencies and institutions. It includes lay people as well as professionals. (See also *Mobilization*.)

Further reading: LCAW 4; ATA 63-66,

Ambiguities and Uncertainties July 1993

<u>Best Practices</u> -- There is still a great deal of confusion in the communities on how Best Practices relate to the building blocks of personnel and mobilization. How is Best Practices supposed to be translated into action? How does it reach the educators? What sequence of events is planned?

The concerns we raised in our Summary Report of February 1993 are still relevant:

"With Best Practices under way, the central challenge lies in strengthening what is currently a vague articulation between CUE and the communities in the content area. How, exactly, will the Lead Communities and the Best Practices project interact?...Will the communities initiate the relationship by requesting assistance in particular areas? Or will Best Practices provide them with a "menu" from which to choose? Is Best Practices to serve as a source of information, inspiration, or both?

"The link between Best Practices and the communities may become stronger and more clear after community educators have been drawn into the Lead Communities process. Presumably, contacts between Best Practices and the communities will occur with educators, not mediated by communal workers. When educators are drawn into the coalitions, they are likely to develop content-related ideas for change that fit their contexts, and to call on Best Practices to help them implement their ideas. Hence, the need for better articulation may be best addressed by mobilizing the educators" (Summarv Report, Feb. 1993).

The role of Best Practices in systemic reform is also unclear. As we commented in February:

"Another concern is utilizing Best Practices in the context of systemic reform. A principal feature of the Lead Communities project is that instead of addressing isolated institutions or programs, it aims to reform the entire system of Jewish education in the communities. This feature is seen as a strength by many respondents across the three communities. Yet the Best Practices project, which focuses on particular institutions one at a time, appears to conflict with the systemic approach. How will CIJE encourage systemic use of Best Practices? Broader mobilization of the community is required to ensure that Best Practices are drawn upon in a coordinated rather than a fragmented way" (Summary Report, Feb. 1993).

This issue is a source of great confusion and uncertainty in the communities, particularly in Milwaukee and Atlanta. At the meetings in May, we came to understand that Best Practices will be a resource upon which the communities can draw as they translate their visions into site-based action. How this process will work is still not clear in the communities. <u>Goals Project</u> -- This is not yet a coordinated and integrated effort, and the lead communities have not yet been involved. What will push the goals project off the drawing board? What will be the forum for discussions? Also, some community members in Baltimore and Milwaukee are wondering when they will receive the Educated Jew papers.

<u>Lead Community</u> -- We have observed over time, and it was clear in May, that CIJE staff use the term differently than residents of the three communities. From the community perspective, Atlanta, Baltimore, and Milwaukee <u>are</u> lead communities; members of the communities see their cites as models <u>already</u>. From the perspective of CIJE staff, they are in the process of <u>becoming</u> lead communities. CIJE staff know these cities were selected for their <u>potential</u> for radical reform in Jewish education, and the quality of current policies and programs was not the key consideration.

Thus, for example, what CIJE staff term "business as usual" in Baltimore is seen as "the lead community process" by members of that community. I may be oversimplifying a bit, but I think it's not inaccurate to say that Baltimore federation leaders see their plan, which has been progressing since 1989, as one of systemic reform, and one which is consistent with CIJE's approach. CIJE has not effectively communicated to them, or has not succeeded in convincing them, which elements are missing, and which if any elements are misdirected. The two partners have at least agreed to disagree on the pace of change: CIJE believes it is too slow, and Baltimore leaders believe it is the correct pace for effective change.

A perception held in Baltimore is that the strategic planning and visioning that is being initiated in Milwaukee, under CUE's guidance, has already occurred in Baltimore. While this was not brought about by CUE per se, it was very much influenced by the Mandel Commission and by <u>A Time to Act</u>, as one can see by the language of Baltimore's strategic planning documents.

Another ambiguity concerns the term "bottom-up" used in ATA (p.68). We found this term confusing (and omitted it from our glossary definition) in two respects. First, the logic of "bottom-up" vs. "top-down" implies a hierarchy, but more recently CIJE has described its relationship with lead communities as a "partnership." Second, "bottom-up" implies reforms generated from within the community, but thus far CIJE has specified not only the two "building blocks," but numerous structural elements such as the federation as the "central address" for the project, a new role of lead community project director, monitoring designed by CIJE, and other specific roles for consultants and CIJE staff. Best Practices also seems to come across as a "top-down" reform, although it is not intended that way.

Thus far, discussions between CIJE and the communities have mainly focused on structure. Perhaps as content becomes more central, the reform process -- and the relation between CIJE and the communities -- will be more one of partnership.

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Lead Community Project -- Within the communities, there is still much uncertainty about (a) what constitutes a "lead community project" and (b) how the criteria of content, scope, and quality are to be applied. Do all lead community projects initiate with the central planning (visioning) process within the community, or can they begin from the grass-roots as long as the criteria are satisfied? (For example, a rabbi in Milwaukee wants to name his entire supplementary school a Lead Community Project.) If the latter, who is to decide when the criteria are to be satisfied? If the former, how can the good ideas of those not directly involved be included?

Planners in Baltimore and Milwaukee have expressed concerns about the "ownership" of Lead Community Projects as they think about mobilizing large donors. How will they provide a satisfactory level of recognition to donors who fund Lead Community Projects? What degree of control can be granted to donors, and what level of accountability should be worked out? I wouldn't call this a problem at present, but it is on the minds of community planners. A current example is the Machon L'Morim, a Meyerhoff-funded program for selected teachers from three day schools in Baltimore, one each from the Reform, Conservative, and Orthodox movements. It appears likely to meet CIJE criteria, but must be clearly identified as a Meyerhoff program.

Finally, if there is room for grass roots projects (i.e., those initiated outside the central planning process) to become Lead Community projects, how can they be incorporated into systemic reform?

<u>Mobilization</u> -- We are avoiding the term "enabling option" which, although it does not appear in ATA, has often been used by CIJE staff, and is the source of much confusion. "Enabling option" sounds as if one has a choice about it, but that is not so in CIJE's model. It is important that CIJE staff stop using the term "enabling option."

During the staff meeting in May, the involvement of major donors emerged as especially important during the discussion of the Milwaukee report. To our knowledge, this issue has been raised with Milwaukee participants to the extent of encouraging them to get Esther Leah Ritz involved with the Milwaukee Commission and/or Steering Committee. If the concern is a broader one, it still needs to be addressed.

From the community perspective, a difficulty in involving major donors now is the current uncertainty as to the specifics of Lead Community projects. Ordinarily, we are told, professionals in all three communities solicit major gifts for designated purposes. Without the specifies of Lead Community Projects, professionals feel they lack sufficient "ammunition" for soliciting funds. One can think about this problem as a sequencing issue: Which comes first, development of content or mobilization of funds? In May, Milwaukee participants explained that they wanted a better idea of the content of their reforms before they approached major donors about funding the reforms.

Another ambiguity is that so far, mobilization in the communities has meant <u>representation</u> of diverse constituencies rather than full <u>involvement</u> of these constituencies. At this time, Commissions are generally inclusive in the sense that they involve representatives from a wide variety of institutions. However, there is no established mechanism for these representatives to inform and galvanize support in their constituencies. We are particularly concerned with the involvement of educators. What CIJE or community resources will be devoted to involving educators, not just as representatives of institutions, but more broadly as developers and implementers of educational innovations?

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Monitoring, Evaluation and Feedback -- Two important uncertainties about our project both have to do with dissemination. The first concerns feedback to CIJE. Most of our reporting is directed towards Annette, yet much of what we have to say is relevant to other staff. What is the mechanism for distributing our update memos (such as this one) to other staff members?

We can conceive of two approaches to feedback: one in which our reports go to Annette, and they are then distributed as you see fit; and a second in which we report to whomever we see fit as the occasion arises, including but not exclusively Annette.

The second uncertainty concerns feedback to the communities. We have not established any regular procedure or mechanism for getting feedback disseminated outside our central contacts. We have had many informal conversations in which we provided feedback requested by community members, but as we learned in May, these do not concern the issues of central interest to CIJE.

<u>Partnership</u> -- Unfortunately the minutes of the May meetings did not reflect the depth of discussion on what "partnership" means, and we welcome any elaboration.

Wall-to-Wall Coalition -- Are there some absolutely essential partners (e.g., large donors)? Are some partners more essential than others?

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MA62 39

4) Staff seminar

Desired outcomes:

- Bringing the old and new staff and consultants in sync with regards to the next steps of the CIJE .

- Clarifying the role of each staff member and consultant
- Defining the objectives for the short, middle and long range (simulation Jerusalem)

Agenda: To be determined after the Simulation

5) CIJE / LC second seminar: Baltimore

Desired outcomes:

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

Agenda:

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

WEEKLY SCHEDULE

| | SUN | MON | TUE | WED | THURS | FRI | SAT |
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| 08:00 | | | | | | | |
Draft 2

PROPOSED CALENDAR OF MEETINGS LEAD COMMUNITIES AND CIJE

1993-1994

1994

| Aug. | Sept | Oct. | Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May | June | July | Aug. | Sept. |
|------|------|---------------------------|------|--------------------------------------|---------------------------------------|---------------------------------------|---|---|---|-------------|---|---|---|
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 - Framework/s created for connexions with major organizations: CJF, JCCA, Denominations, etc.

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

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- Projection of future pre-service needs and fleshed-out plan with training institutions.
- Graduates of Senior Educators, JF and training institutions to fill key positions.
- d. Staff Ongoing monthly seminar in LC's with CIJE core staff, local pros.
 - e. Lay Leadership
 - ~ Wall to wall commission in each LC in place
 - Seminar on Goals has taken place in each community for the local Commission and maybe for the wider
 educator/ Rabbi/ pro. community.
 - Development of a community 'champion' and hooking him/her into CIJE: leadership ('Vaulting over' the local pros)
 - July seminar in Israel for LC lay leadership
- f. Pilot Projects

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

g. MEF

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

h. Goals Project

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

3. BUILDING THE PROFESSION

a.Training Institutions:

- Develop first iteration of a plan for personnel
- Give them clear brief on needs of LC's from their institutions
- Complete at least one major consultation with training institutions including Israel.
- b.CIJE: First iteration of plan for personnel from within CIJE linking LC needs, training institution capability and articulating unmet needs.

4. COMMUNITY LEADERSHIP

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- Matrix created of communities, foundations, denominations etc. by development of secret information system.
- Used LC story to interest and enthuse designated additional community leaders outside of LC's but within the matrix. Connected to communications.

- 'Camper' program for key individuals.

- Begin planning for major Boston conference for Feb. 1995 on work of CIJE (and MI).
- 5. RESEARCH

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



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

| To: Shmuel Wygoda |
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| From: Barry Holtz |
| Date: July 13 |
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*If you experience difficulty transmitting to this FAX number, please use the JTS main FAX number as an alternate: (212) 678-8947. Kindly indicate that this message should be forwarded to the Melton Research Center. Thank you.

Brig

Memo

July 13, 1993 To: CIJE Board From: Dr. Barry W. Holtz Re: Update- The Best Practices Project

The Best Practices Project is an operation that has many <u>long-range</u> implications. Documenting "the success stories of Jewish education" is something that has never been done in a systematic way and it is a project that cannot be completed within a short range of time. This memo outlines the way that the Best Practices Project should unfold over the next 1 to 2 years.

Documentation and Work in the Field

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

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

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

The Steps in Documentation: First Iteration

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

Stage seven: "Advertising" and Distributing the edited version

Next Steps

For this memo, I've taken each "division" and each stage and tried to analyze where we currently are headed: 1) Supplementary schools: Mostly done in "iteration #1". There may be two more reports coming in which were originally promised.

2) Early childhood programs

Here we are at stage five. The volume should come out at the end of the summer.

3) JCCs

Here we are at stage three. This will require visits, report writing, etc. The JCCA is our partner in implementing the documentation.

4) Day schools

Here we are at stage one, two or three, depending on the denomination. Because this involves all the denominations, plus the unaffiliated schools, this will be the most complicated of the projects for the year.

5) College campus programming

Here we are at stage three, with the national Hillel organization as a partner. One question to deal with is non-Hillel campus activities and how to move forward with that. As to Hillel programs, we need to choose report writers, visit sites, etc.

6) Camping/youth programs

Here we are at the preliminary stage. We should be able to have a stage one meeting this year. It's probably fairly easy to identify the right participants via the denominations and the JCCA.

7) Adult education.

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

8) The Israel experience

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

9)Community-Wide initiatives

Finally, I have recommended that we add a ninth area-- Community-Wide initiatives using JESNA's help. This refers to Jewish education improvement projects at the Federation or BJE level, particularly in the personnel or lay development area. Examples: the Providence BJE program for teacher accreditation; the Cleveland Fellows; projects with lay boards of synagogue schools run by a BJE; salary/benefits enhancement projects. This project would use JESNA's assistance could probably be launched rather quickly.

Lead Communities: Implementation -- and How to do it

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

The challenge is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: presentations to the local Lead Communities commissions about the results of the Best Practices Project, site visits by Lead Community lay leaders and planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff. We have already discussed possible modes of dissemination of information in our conversations with the three communities.

How can we spread the word?

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

4) Staff seminar

Desired outcomes:

- Bringing the old and new staff and consultants in sync with regards to the next steps of the CIJE .

- Clarifying the role of each staff member and consultant
- Defining the objectives for the short, middle and long range (simulation Jerusalem)

Agenda: To be determined after the Simulation

5) CIJE / LC second seminar: Baltimore

Desired outcomes:

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

Agenda:

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

WEEKLY SCHEDULE

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| 19 Fast of Gedalia | 20 | 21 | 22 | 23 | 24 Erev Yom Kippur | 25 Yom Kippur |
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FIRST THOUGHTS IN WAKE OF A GOALS PROJECT SIMULATION

SHMUEL WYGODA/DANIEL MAROM

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

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

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

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

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

- can be evaluated.

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

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

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

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

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

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

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

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

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

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

Milwankee Lewish Day School (Liberal)

HEEREW/JUDAICA MISSION STATEMENT

Draft #4: 3/9/93

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

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

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

PROGRAM GOALS

draft #3: 3/9/93

Graduates of MJDS will have attained the following goals:

1. knowledge and understanding of the full range of Jewish beliefs and observances.

2. knowledge of and familiarity with Jewish sources.

3. understanding of the development of Jewish tradition.

4. knowledge of Jewish history.

In the area of Jewish skills:

1. the ability to speak, read, write and understand the Hebrew language.

2. the ability to participate in and lead synagogue worship (tefillah).

3. the ability to participate in and lead home and holiday celebrations.

4. the ability to study Jewish sources independently.

In the area of Jewish attitudes:

1. commitment to gemilut chasadim (acts of loving kindness).

2. commitment to Klal Yisrael (Jewish community).

3. commitment to Medinat Yisrael (the modern State of Israel).

4: positive feelings about Jewish life, celebration, and learning.

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Mandel At FAX Number: From: Date: July Total pages including this one: Shmuel - I tried to send this electronically via internet. I think it may not have worked. Let me know. The file was RE: called Board .; 1

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

July 13, 1993 To: CIJE Board From: Dr. Barry W. Holtz Re: Update- The Best Practices Project

The Best Practices Project is an operation that has many <u>long-range</u> implications. Documenting "the success stories of Jewish education" is something that has never been done in a systematic way and it is a project that cannot be completed within a short range of time. This memo outlines the way that the Best Practices Project should unfold over the next 1 to 2 years.

Documentation and Work in the Field

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

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

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

The Steps in Documentation: First Iteration

Preliminary explorations: to determine with whom I should be meeting Stage one: Meeting (or multiple meetings) with experts Stage two: Refining of that meeting, leading to a guide

for writing up the reports.

Stage three: Visiting the possible best practices sites by expert report writers

Stage four: Writing up reports by expert report writers

Stage five: Editing those reports

Stage six: Printing the edited version

Stage seven: "Advertising" and Distributing the edited version

Next Steps

For this memo, I've taken each "division" and each stage and tried to analyze where we currently are headed: 1) Supplementary schools: Mostly done in "iteration #1". There may be two more reports coming in which were originally promised.

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2) Early childhood programs

Here we are at stage five. The volume should come out at the end of the summer.

3) JCCs

Here we are at stage three. This will require visits, report writing, etc. The JCCA is our partner in implementing the documentation.

4) Day schools

Here we are at stage one, two or three, depending on the denomination. Because this involves all the denominations, plus the unaffiliated schools, this will be the most complicated of the projects for the year.

5) College campus programming

Here we are at stage three, with the national Hillel organization as a partner. One question to deal with is non-Hillel campus activities and how to move forward with that. As to Hillel programs, we need to choose report writers, visit sites, etc.

6) Camping/youth programs

Here we are at the preliminary stage. We should be able to have a stage one meeting this year. It's probably fairly easy to identify the right participants via the denominations and the JCCA.

7) Adult education.

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

8) The Israel experience

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

9)Community-Wide initiatives

Finally, I have recommended that we add a ninth area-- Community-Wide initiatives using JESNA's help. This refers to Jewish education improvement projects at the Federation or BJE level, particularly in the personnel or lay development area. Examples: the Providence BJE program for teacher accreditation; the Cleveland Fellows; projects with lay boards of synagogue schools run by a BJE; salary/benefits enhancement projects. This project would use JESNA's assistance could probably be launched rather quickly.

Lead Communities: Implementation -- and How to do it

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

The challenge is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: presentations to the local Lead Communities commissions about the results of the Best Practices Project, site visits by Lead Community lay leaders and planners to observe best
practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff. We have already discussed possible modes of dissemination of information in our conversations with the three communities.

How can we spread the word?

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

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Council for Initiatives 1 în F Jewish Education А No. of Pages (incl. cover): 7 X Time sent: Date sent: From: Ginny Levi To: Annette Hochstein, Seymour Fox Organization: Wygoda C Phone Number: Phone Number: (216) 391-1852 0 Fax Number: (216) 391-5430 Fax Number: V 0119722 619 951 Comments: E Dear Oreana, attached are the agenda for our telecon Thurs. , which I understand will be to 618-728,+ R on Times. be sure participants have a chance to read the draft letter from Barry so they can leaven S be ready to react. also - - could you ple a check the status Н a bis and cvIn alan? Showed thought it E but I haven't received sent I need them for MLM's telecon E anythis the search committee Т Thanks, Ginne If there are any problems receiving this transmission, please call: 216-391-1852

DRAFT 7/19/93

AGENDA CIJE STAFF TELECON July 22, 1993 9:00 AM (EDT)

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

| | | Assignment |
|------|---|------------|
| I. | Review minutes of June 30 | VFL |
| II. | Review assignments of June 30 | VFI. |
| III. | Aug. 26 Board Meeting | |
| | A. Contacts with campers1. Status of calls | VFL |
| | 2. Reassign Billie Gold - for this meeting, only | |
| | B. Status of materials to be mailed in advance | SW |
| | C. Materials for meeting books | VFL |
| | 1. Minutes of Feb. Board meeting | |
| | 2. Progress Report | |
| | 3. Gamoran and Holtz reports | |
| | 4. Board and Staff lists | |
| IV. | Staff meeting | VFL/SW |
| | A. Times: 10 am on 8/19 to 4 pm on 8/20 | |
| | B. Location: American Friends of Hebrew University? | |
| | C. Agenda | |
| | D. Attendance | |
| ۷. | Lead Communities Joint Meeting | ARH |
| | A. Jerusalem simulation | |
| | B. Status of agenda planning | |
| VI. | Discuss BH draft letter to Rachel Cowan | BH |

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VII. Status reports on communities

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

VIII. Schedule next telecon

Thurs_, July 29, 9:00 am (EDT)



Team

VFL

July 19, 1993

DRAFT

Rabbi Rachel Cowan The Nathan Cummings Foundation 1926 Broadway Suite 600 New York, NY 10023

Dear Rachel,

I am writing on behalf of the Council for Initiatives in Jewish Education (CIJE) to report on the current status of the Cummings Foundation grant (ref. #4723) which was awarded to us beginning December, 1992.

As you know, I am the director of the CIJE Best Practices Project and therefore I am responsible for carrying out the project outlined in the grant. Let me describe the progress of the project up to this point:

As the CIJE has begon its work in the three Lead Communities (Atlanta, Baltimore and Milwaukee), one of the most exciting elements of our presentation, from the point of view of the three sites, has been the Best Practices Project. All of the communities believe that change is needed in their communities and all are hopeful that the Best Practices Project will give them insight into the ways that success might be achieved.

As you know the first focus of the project has been the supplementary school. The reasons for aiming our efforts in this direction are clear: a) the vast majority of Jewish children in America receive their Jewish education in the supplementary school; b) virtually everyone feels a need to improve the institution in significant ways; c) best practice in this area can point the way toward change and improvement. The idea of the project, as described in our grant proposal to the Cummings Foundation, was 1) to discuss the elements of successful supplementary schools with a group of experts; 2) send experts to visit examples of such successful practice; 3) write up those examples and then 4) to begin the process of introducing change into the three Lead Communities.

The grant called for completion of these elements by the conclusion of year one. I am happy to report that we have now been at work on this project for eight months and are moving forward in a steady and effective way.

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A group of experts was gathered together to discuss the issue of best practice in the supplementary school. The group included, along with Dr. Shulamith Elster and myself:

Dr. Isa Aron (HUC-Los Angeles) Dr. Sherry Blumberg (NUC-Los Angeles) Ms. Gail Dorph (University Of Judaism, Los Angeles) Dr. Samuel Heilman (Queens College, NY) Ms. Carol Ingall (Melton Research Center and BJE, Providence, RI) Ms. Vicky Kelman (Melton Research Center and Berkeley, CA)

Based on that meeting I then wrote a guide for looking at Best Practices in the Supplementary School. 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). The report writers were:

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)

We now have reports on eight schools as written up by the group members and these have been published in draft form. I want to indicate that in our view this is only the first step of a publication process and the draft was originally intended for internal use of the CIJE only. To our surprise (and perhaps we were naive not to anticipate this!) when the word about the reports began to circulate, the CIJE felt it could not keep the reports as an internal matter and a draft version was prepared for more general circulation.

In the future we would like to see more schools and programs included in the inventory as well as reports that would describe the best practices in more depth than was possible in the publication currently available.

I included an essay as an introduction to the draft which tried to summarize what might be learned about successful practice in the supplementary school from the Best Practices Project up to this point.

As I point out in the introduction, the first results indicate that, indeed, there <u>are</u> 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 CJF General Assembly, 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.

The final phase of year one-- introducing change into the three Lead Communities-- has also now begun. During the past spring I visited each of the communities and had extensive meetings with local Federation professionals, lay leadership, rabbis and Jewish educational professionals in the local supplementary schools. There is a great hunger in these communities both for information and for help. I have spoken at public meetings of lay and professional groups and have begun to prepare the groundwork for actually introducing the principles learned from the models of excellence documented in the Best Practices Project.

As the fall begins we hope to introduced a set of "pilot projects" in the local communities, using the wisdom of the best practice models -- these might include projects around rabbinic support of supplementary schools, parent educational programs and teacher education models.

With all this progress, we must also report on some of the inhibiting factors that will have to be addressed as the project moves forward. One thing that we have learned in this work-- or perhaps re-learned-- is something we knew already from all the research in general education: change is a slow process, even where people genuinely want to change and improve. When one adds the complicating factors of complex organizational structures such as synagogues, denominational issues that are always present and the inherent issues of Federation-Synagogue relations, it has been clear to us that the process must be nursed along with considerable attention and care.

However, we remain optimistic that change is possible when people of good will want it to happen and this is something we certainly are seeing the three Lead Communities. We have been encouraged particularly by the enthusiasm and support of the lay leaders in the communities and see them as our best allies for change. Next year I hope to meet with groups of lay and professional leaders to begin presenting specifically on the findings of our supplementary school project. We see this as a kind of educational "seminar" for Jewish educational leadership. The idea for such a seminar has been well received in the communities.

The Council for Initiatives in Jewish Education is appreciative of the support that the Nathan Cummings Foundation has afforded us. We look forward to keeping you informed of our progress. I hope that you and I can mest (if possible with my colleague Art Naparstack) to discuss these matters face to face. In addition I had the following idea that you might want to consider: Would you be interested in my presenting some of the findings of the Best Practices Project in the supplementary school to the appropriate Board members of the Cummings Foundation? Since the Foundation has expressed a great deal of concern about the area of supplementary schools, it might be something that they would find of interest. Let me know if you'd like to explore this possibility.

Thanks once again for your support.

Warmest wishes,

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(Dr.) Barry W. Holtz

FIRST THOUGHTS IN WAKE OF A GOALS PROJECT SIMULATION

SHMUEL WYGODA/DANIEL MAROM

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

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

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

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

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

- can be evaluated.

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

3. A school's statement of general aims (as in the appended Milwaukee Jewish Day School "mission statement) can be a useful starting point if it reflects, even in a very general way, something of an authentic vision. Honest nuances in such a document can be "exploded" into a series of specific questions, clarifications, and differentiations which are necessary for the definition of goals (eg. the goal of preparing students for "possessing and valuing a Jewish lifestyle" makes many assumptions about what a school must present to students as a viable way of Jewish living, about how these must be presented, and about what it means for a student to learn about each one of these lifestyles and to choose one of them for him herself). When such a statement is available, it may provide a less threatening basis for the goals defining process than when there is no statement at all. In cases in which even this kind of mission statement is unavailable, one would have to think about how to generate its production or suggest that the process begin on the basis of a "content analysis" (an extrapolation of goals statements from an analysis of its existing programs and practice).

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

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

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

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

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

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

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

Milwankee Sewish Day School (Liberal)

HEEREW/JUDAICA MISSION STATEMENT

Draft #4: 3/9/93

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

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

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

PROGRAM GOALS

draft #3: 3/9/93

Graduates of MJDS will have attained the following goals:

1. knowledge and understanding of the full range of Jewish beliefs and observances.

2. knowledge of and familiarity with Jewish sources.

3. understanding of the development of Jewish tradition.

4. knowledge of Jewish history.

In the area of Jewish skills:

1. the ability to speak, read, write and understand the Hebrew language.

2. the ability to participate in and lead synagogue worship (tefillah).

3. the ability to participate in and lead home and holiday celebrations.

4. the ability to study Jewish sources independently.

In the area of Jewish attitudes:

1. commitment to gemilut chasadim (acts of loving kindness).

2. commitment to Klal Yisrael (Jewish community).

3. commitment to Medinat Yisrael (the modern State of Israel).

4. positive feelings about Jewish life, celebration, and learning.

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AUGUST 1993

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OCTOBER 1993

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* End of Daylight Savings Time in the USA.

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NOVEMBER 1993

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DECEMBER 1993

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JANUARY 1994

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MARCH 1994

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JULY 1994

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Draft 2

PROPOSED CALENDAR OF MEETINGS LEAD COMMUNITIES AND CIJE

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SURVEY FINDS JEWISH EDUCATORS ARE COMMITTED, BUT NOT TRAINED FOR FIELD By Larry Yudelson

NEW YORK, Nov. 8 (JTA) -- Finally, some good news about the state of Jewish education: Most teachers in Hebrew schools, day schools and Jewish preschools see their job as a career, even if they are only working part-time.

That is one finding of a study, conducted by the Council of Initiatives of Jewish Education, based on questionnaires filled out by more than 80 percent of the Jewish educators in Atlanta, Baltimore and Milwaukee.

The study also found, however, that only a small percentage of those teachers had any formal training as Jewish educators.

"This goes part of the way to explain why people's supplementary (Hebrew school) experience was the way it was," said Alan Hoffman, executive director of CIJE.

Taken together, Hoffman insists the twin findings "offer a huge opportunity for the Jewish community.

"You have teachers in classrooms for whom investment in their professional backgrounds, both as educators and as Jews, will have immediate payoff," he said.

Currently, according to the survey, day school teachers receive only a sixth the amount of continuing education as Wisconsin mandates for public school teachers.

Most of the supplementary school teachers have had little or no Jewish education since their Bar or Bat Mitzvah. And the majority of preschool educators had no more than one day a week of Jewish education as children.

In the three cities surveyed, discussion has already begun on what to do in light of the data. One emerging possibility is the creation of master's degree programs in Jewish education in communities which now lack them.

Such moves toward professionalizing Jewish education will be boosted by the survey, which dispels an image of Jewish educators as transient.

The survey found that two-thirds of the educators had been teaching for more than five years. Even among part-time teachers, more than half consider Jewish education their profession. Only 7 percent are Israeli, dispelling another common myth about these educators.

But only 31 percent of the teachers had been trained in Jewish studies, and just more than half had professional education training. A third had training in neither field.

The 983 teachers surveyed, 84 percent of whom were women, were almost evenly divided between day school, supplementary school, and preschool teachers.

The survey was conducted by Adam Gamoran, professor of sociology and educational policy studies at the University of Wisconsin, Madison, and Ellen Goldring, professor of educational leadership and associate dean of Peabody College of Education, Vanderbilt University. The survey was undertaken as part of CIJE's Lead Communities Project, which aimed to use the Jewish educational systems in the three communities as laboratories for revamping Jewish education.

Hoffman of CIJE believes that the results can be generalized across North America, noting the similarity of the results in the different cities -- as well their similarities to previous studies of Jewish teachers in Miami and Los Angeles.

Improving teacher training has been a central mandate for CIJE, which was created in 1990 as an outgrowth of the Commission on Jewish Education in North America.

Headed by Morton Mandel, a billionaire Cleveland industrialist and former president of the Council of Jewish Federations, the commission had warned in its final report of "a shortage of well-trained and dedicated educators for every phase of Jewish education."

The new survey will be officially released at the General Assembly of the Council of Jewish Federations, being held in Denver next week.

Mandel, whose foundation largely funds CIJE, will be joined in presenting the survey by the researchers and by Israeli Minister of Education Amnon Rubinstein.

CIJE officials hope that against the backdrop of continuing concerns over Jewish continuity in America, and the endorsement of that agenda by Israeli officials, the time has come for American Jews to turn their Jewish educational system around.

"It's a very involved process; we have to be patient," said Louise Stein, co-chair of Milwaukee's Lead Community Project. "But there's enthusiasm in Milwaukee."

She said her community is looking into creating a master's degree in Jewish education.

Among the suggestions, she said, is a long-distance program with the Cleveland College of Jewish Studies, or for the University of Madison to offer such a program, using its education and Jewish studies faculties.

Rita Wiseman, principal of Baltimore's Beth Tfiloh Hebrew School, agrees that training makes a difference in the caliber of teachers.

"You can only impart as much knowledge as you have," said Wiseman, who taught Hebrew school for 25 years before becoming principal this year.

Wiseman, who has a degree from Yeshiva University's Stern College, has taken both education and Jewish studies courses throughout the years, and is now enrolled in a master's program in Jewish education at the Baltimore Hebrew University.

While supplementary school teachers are less likely to have general education training than their day school or preschool counterparts, nonetheless 41 percent have a university degree in education, and a further 5 percent a degree from a teachers institute.

Sixty-two percent of preschool teachers, and 60 percent of day school educators, have a degree in education.

But if Jewish educators start off with a degree, they can expect little professional support for their continuing education. The officials at CIJE say that one-shot workshops are not the solution.

"The worst thing that would happen is for people to respond to the data and say, 'We had X amounts of episodic training opportunities; we will now make it X plus 50 percent,' " said Hoffman.

"One has to target specific populations and think of systematic training that has norms and standards built into it," he said.

One finding that particularly disturbed the CIJE researchers was the clear gap in Jewish background among the preschool teachers.

Since Jewish preschool education is being hailed as a great way of getting parents involved in the Jewish community, the findings indicate that an opportunity is being squandered.

"Parents of young children will send their kids to Jewish settings, not only because they're Jewish, but because they have heard the best early childhood program happens to be in the synagogue down my street," explained Barry Holtz, senior education officer at CIJE.

But the goal of turning the Jewish preschools into a "holistic Jewish education" runs up against the fact that more than half the preschool educators had no Jewish education after age 13.

Fully 10 percent were not Jewish, with that figure 21 percent in one of the three communities.

For Hoffman, this is one more reason for the Jewish community to take to heart the powerful lesson that has emerged from the field of general teacher education in the last decade: "If one invests in teachers, that pays very high dividends.

"That means investing in their self-image, compensation, and thinking through their role in the community, but it also means investing in their training and their upgrading," said Hoffman.

"We think the North American Jewish community ought to be galvanized by this."