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

many To: SE At FAX Number: Barry From: Date: Dec. 28 1983 Total pages including this one: Jefre the action plan " RE: laction Projec

*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. Barry Holtz

Action before the Action Plan: Using the Best Practices Project

One of the "pilot projects" (Action before the Action Plan) that we have proposed is using the Best Practices Project in the Lead Communities. There are a number of models which are possible:

I. Best practices for lay leadership

What is it?

We envision this project as a series of presentations aimed at lay leadership concerning the findings of the Best Practices Project. The goal of this ongoing seminar is to inform communal leadership about the current "best thinking" in contemporary Jewish education: what works in supplementary schools? what factors make for a successful early childhood program? what do we know today about outstanding trips to Israel? We believe that such a seminar has a crucial role to play in the local community because the knowledge that leaders gain about best practice will help guide their decision-making and planning about Jewish education at the communal level.

We might envision a project of 6 to 8 sessions over the course of 10 to 18 months.

Aside from the presentations, we might also want to consider visits to best practices sites for small groups of participants.

For whom?

The audience for this project include, first, the members of the local commission on Jewish education or continuity. Second, relevant leadership groups in the community who might like to beer about findings of the Best Practices Project which are most connected to their own interests. For example, synagogue school committees might want to learn about the findings concerning supplementary schools; the local board of the Jewish Community Center might want to hear about the work we are doing about Jewish education in the JCC world, etc. Other specialized groups, such is rabbis, might also be developed.

By whom?

These sessions would be conducted or organized by me (Barry). In some cases I would present our findings; in other cases we would tring outside experts from our research teams. In those cases in

Holtz--2

which our research has been published, the booklets can be shared with the group. But it is not necessary that all the best practices booklets be completed to conduct these sessions. We can bring in experts from our teams to speak to the commission even in those cases in which the work is not yet finished.

How much?

We have not really discussed the cost issue of any of this. Here the expenses would be essentially paying the airfare and any honoraria to presenters. If most of the presentations are done by me, that would eliminate the honoraria (for me), but using other consultants would require some fees. Who pays? Is this a CIBE expenses entirely?

II. Best practices for Educational leadership

What is it?

This project is an intensive leadership development and inservice education program for directors of programs and/or schools. The project can be organized either around supplementary schools or early childhood programs. Our guess is that the communities will choose supplementary schools, but either is possible.

In this model we will view the best practices booklets as only one aspect of the program, the "curriculum for change" as we have been saying. The goal of the project is the improve the quality of educational institutions through work with the leaders of those institutions. By investigating the implications of the findings of the Best Practices Project, local leadership should be able to improve their own institutions by adapting best practices to their own situations.

We will meet on a regular basis beginning with a discussion of the central issues informing the work of the participants and their major educational concerns. The curriculum for these seasions will be structured both to address their questions and to work with them to use the insights we have gained from the Best Practices Project to improve their educational work.

Another model can also be built in here: We can incorporate the idea used by the Whizin Institute's summer institute and try to organize sessions for teams of an educator, lay person, rabbi, etc. from individual institutions.

For whom?

The participants will be the directors of supplementary schools or early childhood programs, depending upon the choice of the Lead Community.

Holtz--3

By whom?

The project will conducted by Barry and Gail. It may also include visits by experts in the field, in particular the research team members who wrote up the best practices cases.

In any of the projects envisioned above, we can also plan meetings across the three communities to discuss common concerns.

Questions

Aside from the financial issues raised above, we must also decide: 1) what happens how much energy and person power does the CLJE have to run these projects in three different places? 2) Is it worthwhile to try to organize sessions across the communities? 3) What is the role of central agency personnel in planning and implementing these sessions?



2 pages -> Daviel Merom iraft 12.01.94 Introduction to The Educated Jew

DANNY: Pls call me after 10:30. - Deb

Consider that the average American youngster, by age 18, will have spent some 13,000 nours in school. How worthwhile -- for the child, the family, the community, the society -- is what transpires during those hours? (And what of those whose vocation is in teaching, or more broadly in education, how worthwhile from their perspective?)

Why should children learn? What does learning add to anything? Why do we need it? What is the real task of education? What should an educated person be like?

Perhaps because these questions are so basic, we have neglected to ask them collectively, for a long time. The mechanics of daily "The indeed many of the aspects of our peculiar late-twentiethcentury culture, have for most people subtly discouraged the contemplation of such questions. And yet, the urge to do so remains alive and well; we are not entirely asleep. A book such as this one is concrete proof -- and if you are tempted to read on that is also a kind of proof.

Learning implies transformation; the endeavor of learning offers infinite scope for self-transformation, for everyone involved the student and the parent; the teacher, and the teacher's teachers; the scholar of education; the philosopher of education. Join us come and be involved in the process.

In this book, we begin by asking the question: What is an educated lew? Although this question is obviously of most immediate interest to the Jewish community, and of less immediate concern to utners, we nonetheless expect that this report of our asking and

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JAN 03 '94 10:23 MATZUY LAMISRAD_

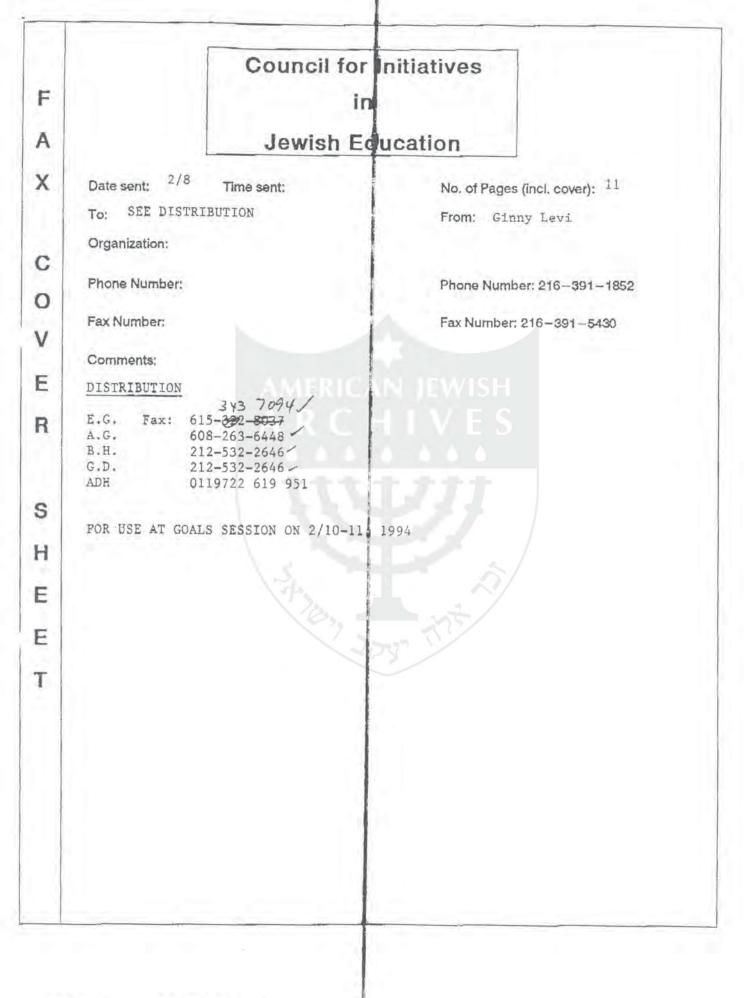
then attempting to answer it will transcend the strictly parochial, since the same kind of quest may be -- and we hope, will be -- under sken by many other groups and communities.*

P.2

This book, then, is an invitation... to enter into a discussion about education... for the sake of all our children, or any child - perhaps your own child.



"add an explanatory note about who the "we" is: the Institute, the scholars, etc.



TO: VIRGINIA F. LEVI

FROM: DAN PEKARSKY

DATE: FEBRUARY 7, 1994

SUBJECT: TOWARDS AN AGENDA FOR THE GOALS PROJECT

I. INTRODUCTION

The Goals Project is a multi-pronged effort to catalyze what might be called "vision-drivenness" in Jewish educational institutions. To refer to an educating institution as vision-driven is to say that its work is guided and energized by a substantive vision of that it wants to achieve, of the kinds of human beings it is trying to cultivate. To speak of a Jewish educational institution as vision-driven is to say of it that it is animated by a vision or conception of a meaningful Jewish existence. The Goals Project will encourage vision-drivenness by educating relevant individuals, groups, and institutions concerning the importance of vision-drivenness and through various strategies designed to facilitate and encourage both serious reflection on underlying visions and equally serious efforts to identify and actualize the educational implications of the answers arrived at through such reflection.

This principal aim of this report is to set forth, for purposes of our deliberation, some fairly concrete ideas -- or, rather, options - about how the Goals Project should proceed. Prior to describing these ideas, the framework for discussion will be laid out in three brief sections, respectively entitled Rationale, Caveats, Clarifications.

Many of the ideas expressed in this report summarize ideas developed in the course of discussions among CIJE staff in North America and an intensive set of meetings at the Mandel Institute in Jerusalem held in January, 1994.

Rationale. Along with "Best Fractices" and "Monitoring and Evaluation", the Goals Project has been associated with the CIJE conception and agenda from the very beginning. The reasons for this are simple but compelling.

The Goals Project is predicated on the idea that much of what passes for Jewish education today is lacking in any sense of direction, much less a compelling sense of direction. That is, the enterprise is not informed by coherent sense of what it is that one wants to achieve. This undermines efforts at education in a variety of significant ways. Absent a clear sense of what it is one wants to achieve if Jewish education, there can be no thoughtful basis for deciding such bisic matters as the organization of the educational environment, the principal focus of instruction and the appropriate kind of pedagogy, the kinds of curricular materials that are appropriate, and the kinds of characteristics that are desirable in educators. Nor, in the absence of a clear sense of what one hopes to achieve, is there a reasonable basis for reform. As I have noted in another CIJE memorandum, the

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upshot of this is that the de facto criteria of success in Jewish education become the following: Do the students continue coming? Are they non-disruptive? Do they seem engaged? Though these are, of course, vital matters that educators need to attend to, they do not establish a sufficient basis for determining educational practice.

To put the matter positively, the Goals Project takes it as a given that a necessary condition of success in Jewish education is the development of a clear and coherent vision of what it is that one hopes to accomplish. "What it is that one hopes to accomplish" can be interpreted in more than one way. It could, for example, refer to the kind of educational environment, peopled by what kinds of educators and featuring what kinds of activities, one would like to bring into being. This is, of course, important and part of what the Goals Project is interested in. Notice, however, that decisions concerning the kind of educational environment one would like to bring into being are themselves dependent on answering a more fundamental question: namely, what kinds of human beings, featuring what constellation of attitudes, understandings. commitments, and dispositions, should rewish educational institutions be trying to nurture? What is one's vision of a meaningful Jewish existence? If Jewish educators and those that employ them are to take us significantly beyond where we now are, they need to be guided by thoughtful answers to such questions. This conclusion seems to us sound not only on theoretical grounds: there is also ample, empirically grounded literature from general education that identifies the existence of a substantive guiding vision as a critical ingredient of a thriving educational environment.

The contention that vision is indispensable is, of course, not intended to suggest the desirability of any particular vision. It does, however, represent an endorsement of the view that each educating institution should be hard at work identifying the vision appropriate for it, and then looking for ways to better embody this vision in the institution's culture and educational activities. It is this effort that the Goals Project will try to encourage and support.

Caveats. A few caveats are in order:

- 1. Being able to articulate a guiding vision of a meaningful Jewish existence and really being committed to that vision are two very different things. The power of a vision to influence practice for the better probably depends substantially on genuine commitment to the vision.
- For a guiding vision to really guide, it is important that front-line educators as well as lay and professional leaders come to identify strongly with it.
- 3. The road from a compelling vision of a meaningful Jewish existence to the design and implementation of appropriate educational arrangements is long, complex, and under-determined. In particular, no unique set of educational arrangements can be deduced from any given vision of a meaningful Jewish existence. The movement from vision to a characterization of educational

arrangements that offer premise of realizing that vision presupposes a host of beliefs not contained in the original vision, as well as considerable imigination; and the movement from a portrait of optimal educational arrangements to actual practice in the real world in which we live is also anything but simple. [Time permitting, these points concerning the relationship between vision and practice will be elaborated in an appendix to this document.]

Clarifications. The more clarity there is concerning the nature and scope of the Goals Project, the more likely it is that we will proceed fruitfully. With this in mind, I want to stress or reiterate a few basic points that may help to clarify the enterprise.

- 1. The Goals Project is closely linked to but is not identical with the Educated Jew Project. The Educated Jew Project is a long-term research endeavor that involves identifying a discrete number of visions of an educated Jew, or a meaningful Jewish existence, and then trying in a systematic way to think through what, educationally speaking, they might imply. The ideas, articles, and personnel associated with the Educated Jew Project are resources available to CLIE's Goals Project, but how they are used and at what stage needs to be decided on a case-by-case basis. It may, in some but not all instances, be a mistake is some instances for the Goals Project to be the "Educated Jew" materials at the center of its efforts to stimulate serious thinking about goals.
- Elsewhere I have drawn a distinction between two important, 2. inter-related but nonetheless different, kinds of goals: substantive educational goals (that derive from a vision of a meaningful Jewish existence) and instrumental goals that a community or an institution sets for itself. Instrumental goals identify desiderata that are likely to contribute to success no matter what one's substantive vision might be (for example, increasing to a given level the number of appropriately qualified educational leaders or teachers in a school or community; increasing the number of students in Jewish educational settings like schools, summer camps, Israel programs, etc.) It has elsewhere been noted that the two kinds of goals are not as independent of each other as the distinction might suggest, but that is not my concern here. The important question concerns whether the Goals Project should be looking at both kinds of goals or only at the substantive educational goals. While reflection on instrumental goals will go on in the Goals Project, its primary mandate is to stimulate progress in the area of substantive educational goals. [If this is true, we need to be giving more thought as a group to the arena in which instrumental goals -which are, I believe, invaluable - will be developed for communities and institutions.]

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3. What is the appropriate clientele for the Goals Project? The Goals Project is concerned with three major levels: educating institutions, Jewish communities, and the denominations. It is interested not only in working with each of these levels independently but also in encouraging them to support one another's efforts to articulate and actualize their educational visions. While the Goals Project has a special interest in the three Lead Communities, its work is not necessarily limited to them (and, in fact, as will be seen below, it may be fruitful to go beyond them).

II. SOME CONCRETE PROPOSALS

There are many possible ways in which SIJE might try to encourage serious and productive attention to questions of vision and goals, and it is an open question precisely how much or what we should be doing. Relevant considerations include the following:

- a) What seem to be fruitful ways of encouraging productive work in this area?
- b) What human and financial resources will be required by these different strategies, and are they available to us?
 - c) What is the appropriate time-frame within which we should be working?

Below I summarize a number of strategies that have been under discussion within CIJE and the Mandel Institute. In putting some of these concrete ideas on the table, the expectation is not that one or all of them will be accepted but that they will provide a springboard to serious deliberation concerning what the Goals Project should be doing. My hope is that by the end of the February 10 meeting we will have arrived at a preliminary decision concerning a set of strategies that seem both feasible and fruitful, as well as the rudiments of a plan of action. The decision made might be to endorse one or more of the strategies discussed below, in the form presented or in a revised form; or it might be to pursue an aspet unidentified route.

III. SOME STRATEGIES TO BE CONSIDERE

A. Encouraging vision-driveness via educational efforts.

Whatever CIJE accomplishes with the Goals Project will depend in large part on whether the relevant groups, institutions, communities, and individuals come to recognize the important role of vision-drivenness in education. The need to nurture such an appreciation poses a serious educational challenge for CIJE. How this challenge is to be addressed will vary with different contexts; but there are certain general things we can be doing which may have a high pay off across these contexts. In particular, the Goals Project should work systematically to develop a library of materials that explain the importance of and exemplify vision-drivenness. Such a resource bank would include the following:

- Thoughtful, readily understandable discussions of what it means to be guided by a vision, of the way vision-drivenness can contribute to the development, implementation, and evaluation of educational practices, and of the accumulating evidence from the world of general education that being vision-driven pays rich educational dividends.
- 2. One picture, the saying goes, is worth a thousand words. Examples of flourishing educating institutions that are vision-driven will be invaluable, particularly if accompanied by vivid accounts of the ways in which the vision informs what goes on in the institution. Such examples could come from the world of Jewish education but also from general education. The Waldorf school that grows out of the work of Fadolph Steiner has been pointed to as a possibly interesting example.
- 3. Examples of institutions that have gone through a serious goals-defining process and have, through this process, succeeded in transforming what they are doing in fruitful ways. Examples might well be found in the work of the Coalition of Essential Schools, as documented in their journal, HORACE.
- 4. "The future as history." Following the lead of the Carnegie Commission in A NATION PREPARED, CIJE would do well to commission one or more articles that vividly present educating institutions of the kind we -- or some segment of "we" - might hope to see ten or twenty years down the road. The challenge would be i) to make the institution(s) come alive in an appealing way, and ii) to show how, down to its very details, it reflects a particular animating vision. The suggestion that more than one such article be commissioned reflects our sense that we would want to see portraits reflecting more than one vision of a meaningful Jewish existence.
- 5. The "Educated Jew" project is a potentially richresource, particularly as the philosophical conceptions that are its starting-point are translated into portraits of educational institutions that adequately reflect that vision.
- B. Strategies for working with individual educational institutions
 - 1. A Coalition of Vision-Driven Institutions

This proposal is that a coalition be established for educating institutions that are seriously interested in going through a process of clarifying their underlying

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vision and goals, as well as in articulating and working towards the actualization of the relevant educational implications. In addition to providing evidence of seriousness, participating institutions would have to meet a variety of standards in order to qualify for admission and to remain in good standing. Member institutions would be offered a variety of CLJE-resources designed to facilitate and support their efforts.

While some institutions from Lead Communities might well be interested in and qualify for membership in the coalition, the proposal does not assume that the coalition will be limited to Lead Communities. On the contrary, the hope is that institutions in other communities would want to enter the process.

It is far from clear how many institutions would be interested in participating in the coalition or would qualify. If the coalition were to begin with only two or three institutions, this would by no means be a disaster; indeed, it might be desirable. If, on the other hand, a host of institutions were both interested and able to meet the standards for entry, this might create some resource-problems for CIJE. In particular, it might well require CIJE to identify appropriate individuals in Jewish education from around the country who could serve as consultants or resources to the member-institutions as they set about their wort. Identifying who such people might be and getting clearer on their availability is some thing that is probably worth gotting started on.

If CIJE is to pursue this proposal, a variety of important tasks lie on the immediate horizon. It might also be useful to invite an articulate representative of the Coalition of Essential Schools to meet with us so that we can benefit from that coalition s experience and insight.

 Identify a single institution, or perhaps one or two within each lead community; and work intensively with each one on issues of goals.

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This proposal is in a sense more modest than the Coalition proposal (A., aboved. The intuition that informs it is that, particularly given possibly scarce human resources available to the project, we would be better off pouring these resources intensively into one or a few settings than to risk squandering them by trying to address the needs of too many institutions. It is conceivable that by investing a whole lot of thought and energy into one institution, we are likely to have greater success than if we try to work to remain in good standing. Member institutions would be offered a variety of CIJE-resources designed to facilitate and support their efforts.

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C. Strategies for working with Lead Community lay and professional leadership.

7

A planning seminar (planned for this summer).

This seminar would be designed to engage lay and professional leadership, especially within Lead Communities, around the theme of Vision and Educational Practice. The seminar, as now conceptualized, would include the following kinds of elements:

- Opportunities for participants to come to appreciate the important fole that vision and goals can play in guiding the edicational process;
- A chance to begin or continue working through their own visions of a meaningful Jewish existence;
- c. A chance to encounter other such views, including but not limited to formulations developed in the "Educated Jew" project;
- A chance to begin thinking about what's involved in trying to use such a vision to guide educational practice;
- e. A chance to develop a strategy for engaging educating institutions in their local communities in the goal-setting process. If such a seminar is to take place, a number of decision need to be made fast. For example, when and for how long will it take place? Where will it take place -- in Israel or in the United States? Who will be the faculty? Who will be invited to participate? Should it be limited to the lay and professional leadership in the Lead communities or should it be opened to a broader clientele? If the latter, who should be included in this broader clientele?
- Consultations to a community's leadership around efforts already under way of accomplished that are concerned with goals.

For example, in a community like Milwaukee that recently went through a strategic planning experience that put "visioning" at the menter, CIJE could initiate a serious conversation designed to unearth and develop the substantive ideals, the educational visions, that underlie the proposals that emerged from the Strategic Planning process. And if it turns out that these substantive ideals prove elusive, this could be a fruitful catalyst for serious discussions of questions of visions and goals.

D. At the denominational level, we need to find ways of encouraging

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the national training institutions to develop a pro-active approach to the problem of goals for Jewish education, an approach that includes efforts to catalyze serious attention to vision and goals on the part of constituent educational institutions. The question is how to do this. Below a few possible directions in which to proceed are identified.

- 1. Encourage the denominations to clarify and more adequately articulate their own guiding visions of a meaningful Jewish existence. This could be done in more than one way. One route would be to use existing vision-statements as guides, or in any case, as stringboards for further clarification. Another route might be to ask them to identify an educating institution that adequately exhibits what the denomination represents and strives for, and then to do a content analysis of the basic assumptions concerning the aims of education that seem to be implicit in that institution's practice.
- Encourage national denominational institutions to work intensively with one or more carefully selected educating institutions on issues relating to the identification of a vision and its educational implications. Such institutions might, but need not be, located in the three principal lead-communities.
- 3. The kinds of efforts articulated in A. and B. might be launched via a series of two or more seminars that involve the denominational leaders in reflecting on these matters, as well as on ways of getting their constituent institutions to take issues of vision and goals seriously. Whether such seminars should be limited to members of any given denomination or should be cross-denominational would have to be decided; conceivably, the initial seminar that launches the project at the denominational level would be inter-denominational, while those that follow would be intra-denominational.

E. Pilot-Projects.

One way to approach the Goals Project, a way which overlaps but is not identical with the approaches discussed above, is to undertake one or more pilot-projects. For example, a pilot-project might take a particular dimension of Jewish education, e.g. the teaching of Bible or the Israel experience, and systematically explore it in relation to issues of underlying vision and goals. This could be done in a variety of whys and at a variety of levels. For example, a community mighe take it on itself to focus on a particular dimension of Jewish education - say, the Israel experience - and to catalize serious reflection on the part of all local institutions (across denominations) concerning the foundational and derivative aims of such an experience and the way such aims operate to guide practice. Conceivably, different communities would take different dimensions of Jewish education as their central focus.

One could also imagine national denominational organizations making an agreement to explore one or more dimensions of Jewish education in this way. Such an agreement could give rise to some fascinating results: for one would expect that if the denominations approached my given dimension of Jewish education from the teaching of Hebrow to the teaching of Israel to the teaching of Bible - seriously and with careful attention to their different visions of a meaningful Jewish existence and the aims of Jewish education, important differences in educational emphasis and direction would emerge.

IV. CONCLUDING COMMENTS

My hope is that the foregoing discussion will suffice to stimulate and guide our discussion at our February meetings. Such discussion might profitably focus on

- a) unclarities, incompletenedses or mis-statements found in this document;
- b) the adequacy of the various proposals and ways of improving them;
 - c) pertinent proposals not articulated in this document. Ideally, we will emerge with the rudiments of a strategy at each of the major levels discussed above.

Based on the foregoing, I would recommend the following agenda for our February 10 meeting:

- 1. Summarizing/refining/rethinking the basics:
 - a) Underlying assumptions and key distinctions that inform and define the goals project;
 - b) the levels at which the goals project is to work;
 - considerations pertainent to a decision concerning which strategy or strategies to adopt.
- Summary, discussion and assessment of the major proposals represented in this report, as well as additional proposals that seem promising.
- 3. Action:
 - a) Decide on one or more proposals to pursue, and
 - b) Develop a plan of action, including a division of labor.

Alan - These wis in these week's Wisconsin JEwish

hase two for education renewal experiment

By Leon Cohen

year after the Milwaukee Jewish Federation hired Ruth ject, panels are forming here to Cohen; Ph.D., as local project director for an unprecedented national Jewish education proof The Clanesche study develop plans of action. <

The project, the Milwaukee Jewish Continuity, is inspired Education, a creation of the Lead Community Initiatives for and funded by the national Council for Iniliatives in Jewish Commission on Jewish Education in North America.

CUE seeks to transform U.S.

Jewish education by enabling three communities - Atlanta, explore, develop and implement 100 Baltimore and Milwaukee new ways to:

 Improve the quality of providers of formal and informal ewish education, including classroom teachers, Jewish camp and community center staffs and youth movement coordinators.

· Generate community support for Jewish education.

"If we don't mobilize the community leaders and attract "If Jewish education community priority new funds, we can't advance, said Cohen. is not a top

it is difficult to create syschange." e B

She said that "since the goals are so enormons and there is effort will be so much to be done, the

the community as a whole long-term [and] the com

Given the project's scope, the desire to involve the whole comand the lack of precelas to participate. munity

Before Cohen arrived, the federation assembled a project steering committee comprising

Consensus achieved

(See page 13)

Wisconsin Jewish Chronicle Phase II for experiment

(From page 1)

lay people, educators and staff, many of them officers or board members of community Jewish organizations.

That committee mustcred a 60-member commission of lay people, educators and other community professionals. They span all Jewish religious denominations, and each is involved in more than one community activity. "We wanted people with a community-wide approach," Cohen said.

Cohen said she was warned that "it would be impossible for all these people to reach consensus" on how to improve Jewish education. But the effort has "brought together people who have never before talked to each other [and] can discuss things of mutual concern. That is our major achievement thus far."

Gellman agreed that "to have a group of Jews from all across the spectrum agree on what things the community should work on was a wonderful accomplishment."

On Nov. 14-15, 38 people commission members, invited area lay and professional leaders and CIJE representatives - met to identify areas of Jewish education here that need improvement.

Their vote ranked as highest priority:

· Formal and informal programs for Jewish teens. Projects to be explored include creating a day or supplementary high school, Israel programs, camping, family retreats and community service opportunities.

· Improving recruitment, training, retention, status, standards and benefits for Jewish educators.

· Developing new funding for

Jewish education.

Items considered of secondary priority are;

· Adult education.

· Evaluation of educational institutions.

· Family education.

 Israel trips for high school and college students.

The lowest ranked areas are: • D'vrai Torah — encourag-ing presentation of "words of Torah," keeping kosher and reciting blessings at community

activities that involve food. · Outreach to college stu-

dents. · Improving lay leaders' Jewish knowledge.

"Action teams"

The next step is creating what Cohen calls "action teams" of about 20 people to plan initiatives in each Jewish educational subject area.

Teams are being created for the three highest priority items teens (chaired by Claudia Cohen and Maris Bock), Jewish educators (Susan Jona and Jody Kaufman Loewenstein), funding (Larry Gellman and Gerald Stein) - and one from the secondary list, family education (Eve Joan Zucker and Rabbi Lee Buckman).

The project is funded by a \$180,000 grant over three years from the Helen Bader Foundation here and CIJE's one-time \$30,000 planning grant.

The federation spends 40 percent - about \$1.2 million - of its locally allocated funds on Jewish education It is not funding the CIJE project, but is involved in the planning and provides office space for Cohen.

Gellman said the project leaders arc still recruiting action teams. To volunteer, call Cohen at the federation, 271-8338.

trying to figure our what the best way is to make change happen," dent, "We spent the first year said Jane Gellman, co-chair of the project's accering committee with Louise Stein, "We've been uying to lay the groundwork so and institutional tees, and we we don't step on any communal teed the support of who's involved. à Cohen: I

Ruch

ject has brought people together.

everyone



NATIONAL RAMAH COMMISSION, INC. OF THE JEWISH THEOLOGICAL SEMINARY OF AMERICA 3080 BROADWAY, NEW YORK, NY 10027 • (212) 678-8881 FAX (212) 749-8251

February 9, 1992

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Berkshires Californis Canada Israel Now England

Nyack Pocopos Russia Wisconsin

Ramah Camps

Mr. Alan Hoffman CIJE POB 94553 Cleveland, OH 44101 Dear Alan:

I just wanted to summarize a little bit about our discussion that we had in Israel.

1. I wanted to make sure you knew which Ramah camps service the lead cities.

Ramah New England services Atlanta Ramah Wisconsin services Milwaukee Ramah Poconos services Baltimore

Atlanta sends about 20-25 kids to Ramah. Milwaukee sends almost none and Baltimore sends about 30 to 35 kids to the Poconos. If our directors can be of any service as you develop the communities please do not hesitate to call upon us.

2. We have outstanding Ramah counselors who graduate college, very uncertain about what to do for a year or two. They will probably wind up in graduate schools, but they are at a point where they could be led into Jewish education. If CIJE would like to think about a project with Ramah to place them with the lead cities in some kind of internship structure we would be interested in discussing that with you.

3. We talked about Ramah's project with the Avi Chai Foundation to develop synagogue leadership and intensify programming. Also, there is a need to identify young people in their high school years whom we could follow over a long term to move into positions of leadership in Jewish education. This is a project I would also be very interested in working on if I could find a funding partner to do it. 4. The Ramah in the Southeast may very well become a reality. We will know by late Fobruary. I will be in Israel from February 28 to March 7. I believe you will be in the States at that time.

5. Also, we talked about Ramah or I consulting with you on the development of a JCC camp. If you want to pursue this we ought to talk about it more seriously, how much time it would involve and what it would mean to do this kind of thing. Since I certainly could not take a fee for such consulting, maybe we could "trade" on some help from CIJE in one of the above areas for my time to help the JCC camp that you chose. In any event, let's see what we can follow up on.

Wishing you a lovely February in Israel,

Sincerely,

sd/fj

Dr. Sheldon Dorph

PHONE No. : 212 769 0746



NATIONAL RAMAH COMMISSION, INC. OF THE JEWISH THEOLOGICAL SEMINARY OF AMERICA 3080 BROADWAY, NEW YORK, NY 10027 • (212) 678-8881 FAX (212) 749-8251

DATE: 3/20 94 Alan Hofman TO: FROM: Abilly Dorph Total number of pages, including this page Special Instructions: Here is the Internship Program Proposal I would relate start recounting their fall if we have a basis to work. Deve already "mentioned" the possibility of consulting with JCR with for you ces an exchange project -The world also die for with a Anthen camping affart what large

helly

Ramah/CIJE Internships in Jewish Education

I.<u>Need</u> - There exists at Ramah a pool of bright graduating college seniors who are not yet ready to start graduate school or undecided as to their direction. Among our camps, this age group probably numbers 100 or so. They have a need to work for 1-2 years, to enter the "real world" and save money for graduate school. They have talents for working with the Jewish community, good human skills and commitment to Jewish life.

II. <u>Proposal</u> - It is proposed that CIJE and Ramah initiate the creation of a corps of such intern/volunteers, especially to serve the CIJE lead communities and/or smaller Jewish towns in the Southeast outside Atlanta.

After an initial 4year period, this program will be written up and offered to other communities and movements .

A. How Would it Work?

- 1. Recruitment of intern/volunteers will be done through the Ramah camping system.
- Recruitment of small communities will be done through the directors of participating Ramah camps and CIJE lead community personnol.
- Begin with one camp 2-3 communities; teams of 2/3 volunteers; expand to second camp in 2nd year
- Recruit 2 two year cycles and then write up for general distribution.

B. Sequence of Training/Participation

- 1. Preparatory Year
 - a. Junior and/or fall semester of Senior year of college = recruit; interview, select
 - b. <u>Spring</u> of senior year: pre-training and team building
 - c. <u>Summer</u> attend Ramah of target community meet kids, additional training at camp.
- 2. Year I.
 - Placement in community Possible jobs (by need and ability): youth director, teach hebrew school, bar/bat mitzvah training; early childhood

and family education, retreat staff.

- b. Personal Growth = MA level courses in education, Judaica, human development, teaching Hebrew skills; each participant or communal group will have a mentor/advisor.
 - c. Winter conference and additional training for all volunteers; spring - additional training and help prepare next teams.
 - d. Summer Ramah of your community.
- 3. Year II continued placement same as year I above
- <u>Upon completion of 2 year program</u>: a \$5,000 fellowship for everyone who goes on to complete a MA in Jewish education, Judaica or Jewish communal service (or to start PhD.in education)

III. Funding: This is an expensive program, requiring the following levels of financial participation

- A. <u>Congregation/Community</u>
 - Provides basic salary for a full time job combination for year - approximately \$25,000/yr/per person plus health benefits [part can be in housing and/or car]
 - Scholarships for Ramah campers or families as needed.
 - B. Ramah provides:
 - 1. Camp director's supervisory time
 - 2. Summer jobs/salary approx. \$2000 and travel
 - 3. Office space for coordinator of Internship program
 - 4. Search for participants and communities
 - Scholarships for Ramah camper family as needed
 in conjunction with congregation.
- C. CIJE provides:

- Fellowships for MA completion \$5000/person [assume 1 of every 2 people will go]
- Staff costs for winter mentors (\$2000 per mentor/year)
- 4. Part-time national coordinator salary \$20,000 including benefits
- Costs of documentation and publication of project plus secretarial, phone, postage costs: \$2,500/year
- 6. Help in the search for communities and/or institutions



From : GAIL DORPH CIJE NY

TD.

PAGE 3

Memorandum

TO: Gall Dorph

copy to:

Lee Hendler Chaim Botwinick

FPOM: Shulamith A. Eister

RE: Machon L'Morim

DATE: March 20, 1994

What follows is a brief discussion of the Machon L'Morim Program (MLM) at the conclusion of the Winter Trimester. Its purpose is to provide an overview and outline of the content of the program thus far and to provide background and information for the discussions with the CIJE. The program can certainly benefit from your expertise and the vast experience that both you and Barry Holtz as the educational staff of the CIJE - have had as well-regarded ' educators of educators'.

I. As the background of experience, education and training of the twelve participants varies so greatly. I wanted MLM to provide common learning experiences. It was important that all
 participants become comfortable (at ease) with tefills as focus for this three year effort. While all of the participants articulated in their applications to MLM a personal commitment to the subject some olearly have/had little personal and/or communal experience! For some prayer is not an integral part of their personal lives and they do not participate on a regular basis in the 'ritual life' of their synagogue communities. It was also important to me that each be accepting and more knowledgeable of one another's personal and denominational points of view.

In developing the first year program, I focused on l'hitpallel (the reflexive verb) as "something dong to yourcelf" and Steve Brown's wonderful statement in "Higher and Higher":Becoming comfortable with the complexities of prayer is a long and involved process... a life-long process which is pursued in small steps"...

Many participants began in the Fall with only minimal <u>familiarity with traditional concepts</u> that find expression in liturgy. Early on certain key concepts needed both translation and explication .When David Silber taught several texts using Hebrew terms such as midot some participants did not understand either the term nor its nuances.

2. In order to meet the objectives of MLM I knew I would need assistance in planning. Saul Wachs (Gratz College) worked with me since last August as a consultant in planning of the Fall Trimester, in particular, and in the development of my thinking about topics, resources and the Israel Mission. Evelyn McClairi (Head of the Middle School of the Park School) continues to be an important resource on meeting the pedagogic challenges of the middle school years.

I wanted to bring to MLM well-regarded and experienced individuals whose life-work has been tefilia and Jewish education. I tried to provide some balance between local/regional and national resources as well as between the scholars/teachers. I made no attempt to ' balance' or give 'equal representation' to the movements and denominations. (The Reform participants noted in their first trimester reflections the absence of faculty from the Reform movement.)

ID.

PAGE

that pulled due you give population ROCKVILLE

I considered for a brief time a single faculty member for each trimester but rejected that in favor of e vialting faculty . I feel fortunate that the program has wonderful financial resources that enabled me to bring such a fine faculty to Beltimorel

I was then and remain aware of the additional responsibility that is mine for articulation with faculty and the challenge of providing the continuity within the seminars. (This remains an important concern of mine as I constantly feel the pressure of time on those Tuesday evenings. The scheduling of the sessions after everyone's long work day at school is not the greatest, but I can't imagine an alternative at this time!)

I continue to think it important to stimulate the participants intellectually, afford them the opportunity to study in a commer setting with outstanding scholars and to motivate them - as learnery and as teachers- to take the next steps "in the long and involved process" . I did not want them to come ' to class' to hear a lacture or to be presented with material that they could other access on their own. The participants feel 'privileged' to study with the fine faculty. This is what they continue to comment - in personal and in their evaluations. They know that each of the visiting faculty was chosen on the basis of their on-going commitment and contribution to the study and practice of tefilla and the education of children and adults.

3. In developing the curriculum for the initial year, I suggested - and the Professional Advisory Group- endorsed three major themes: liturgy, the middle school child and pedagogy. They have been the organizing themes and the three trimester program was developed around these. Each trimester has a primary focus and the others are included/integrated:

I. Liturgy

(10 Sessions) October- December

Developing a personal theology

Faith and belief in God: a sense of the Divine Wonder and awe in one's personal life

- the idea of blessings
- brachs/brachot

The origin of prayer Prayer and sacrifice: The Tanakh Caln and Abel Hannah's Praver When dld prayer begin? Structured prayer/apontaneous prayer Personal prayers and petitions Communal prayer

The Siddur

Fixing prayers/ providing structures The Siddur: Its development Language and prayer: translation, editing

Teaching and Creating Settings for Tefilla Classroom learning experiences Skill dovelopment/concept attainment Demonstration lesson with 5/6th graders Creating settings for tefilla Time, place and preparation

Urbei die purgade kane to produce ?

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FAGE

A.3. 19-84 22:08 FROM: KINKOS OF ROCKVILLE

Faculty: Dr. Neil Gillman - Jewish Theological Seminary Rabbi Jules Harlow - Rabbinical Assembly Rabbi David Silber - Drisha Institute Dr. Saul Wachs - Gratz College

2. The Middle School Child (8 Sessions) January- March

Developmentally appropriate practice Mosting the developmental challenges of young adolescents Ritual in the lives of young children and their families Values: An examination and exploration

ID.

The languages of prayer: a focus on the experiential and apontaneous: music, poetry, drama, movement Writing Prayers with Children

The Classroom and the School Planning for classroom activities Meeting the challenge of meeningful tefillot in schools

Text study: On Taking Care in Prayer

Faculty: Evelyn McClain, Debble Roffman, Nadine Feiler - The Park School Rebbi Jack Bieler - The Hebrew Academy, formerly of Ramaz School Michael Posnick - Melton Center/ Jewish Theological Seminary

Seymour Rossel - Union of American Hebraw Congregations

3. Pedagogy

(8 Sessions) April- June

Spirituality/ The Development of Liturgy

The Spiritual/ Moral Development of the Young Adolescent Talking with Adolescents About God

The Tefilla Experience in the Middle School: Content/ pedagogic approaches to: The Shecharit /Weekday Morning Service

The Shems and Its Blessings

Faculty: Professor Lawrence Hoffman - Hebrew Union College

Dr. Saul Wachs - Gratz College

Dr. Steven Brown- Solomon Schechter School, Philadelphia

Michael Posnick - Melton Center/ Jewish Theological Seminary

Dr. Joseph Reamer- Brandels University

Dr. Nell Gillman- Jewish Theological Schinary

Each participants has a loose-leaf resource book. Materials are provided in advance of each session, additional materials are used in the cominars and others are distributed following in response to specific interests and issues,. MAR-19-54 2.1 DB FROM . KINKOS OF ROCKVILLE

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PAGE B

The components of each trimester include:

- weekly two-hour seminars (on Tuesday evenings) at one of the participating synagogues
- personal reflections from seminars, readings, school and personal experiences
- assigned readings from those distributed (ass Resource Book) or from the personal/professional library given to each participant
 - Praverbooks: Art Scroll

Sim Shalom Gates of Prayer

Liturgy and Theology:

Gillman- Secred Fragments Heschel- Between Man and God

Berger- The Sacred Canopy

Middle School Child:

Elkind: The Hurried Child

Colos: The Spiritual Life of Children

Pedagogy:

Rossel: Managing The Jewish Classroom Brown: Higher and Higher

4. I am planning the Israel Seminar with the advice of the Professional Advisory Group and working with Zev Mankowitz and the staff of the Melton Centre of the Hebrew University. Dates have now been finalized for the IO day mission.

I now have a preliminary outline. I think I gave you a copy when you were in Baltimore. We are working with this but it will include:

The development of the synagogue/ historical evolution /architecture and art

Varieties of expression in specific communities

Tiyul to the Galilee/ Safed

Shabbat experience in Jorusalem

Daily group tefillali- organized by the participante

Opportunity for daily text study

b. I have the reflections of the participants at the close of the first trimester and I can have them ready for you on Wednesday if you would like to review them. The reflections at the end of the second trimester will not be available until mid-April and I imagine that these will be even more helpful as we consider : next steps for this initial group of participants and what changes we should consider as we begin MLM for the next group of teachers.

Fax Transmittal Cover Sheet

To: Allan Hoffman, - Allan Hoffman From: Stuart Schoenfeld, York University Fax Number: 416-487-6728 Date: Mon, Mar 21, 1994 • 10:48 PM Transmitting (2) pages, including over sheet. If there is difficulty with this transmission, please call: 416- 736-2100 ex 88383



91

York University - 416-487-6728 - Created: Monday, March 21, 1994 10:36 PM - Page 1 of 1

1.1

FAX

TO: Allan Hoffman, Director, Melton Center

FAX #: 011-972-2-322-211

FROM: Stuart Schoenfeld, chair, Research Network in Jewish Education

FAX #: 416-924-0442

DATE: 3/21/94

I was sorry to miss the chance to speak with you at the Melton Center conference in January. There was a health issue at the time, which at the last minute prevented my coming but is now fortunately successfully resolved.

Under separate cover, you'll receive copies of this year's letter requesting financial support for the Research Network conference from the Melton Center and CIJE. Our treasurer, Lifsa Schachter at the Cleveland College of Jewish Studies, doesn't have a record of the Melton Center's check from last year arriving. Could you ask someone at your end to check and let her know?

I had really wanted to talk with you to give you the sales pitch, now that you've had the chance to settle in, about seeing the work of the network as an opportunity for CIJE. The network is an open, academically sound framework for building a committed group of researchers; this framework for professional development has long-term promise for improving Jewish education I'm also including (with the other fax) a copy of my chairman's remarks at the last network conference, which contain comments on the potential contribution of the network.

If you are able to be at the research network conference this June in Baltimore (a lead community, n.b.), you can see for yourself. The "Best Practices in Supplementary Schools" presentation last year was a valuable chance to publicize and get feedback. It would be appropriate for you and others involved in the research end of CIJE to give some kind of progress report or panel presentation. I've suggested this to Arnie Dashefsky (e-mail dashef@uconnvm; fax 203-486-6356; phone, 203-486-4289), who is program chair. The people on my list for this are you, Gail Dorph, Adam Gamoran, Barry Holtz, and the lead communities field researchers. Think of the audience as people who do have their own agendas, but are also well informed, sympathetic and ultimately the users and promoters of CIJE's work.

Can you let me know how you feel about this. by e-mail : GL250022@venus.yorku.ca, phone 416-736-2100 ex. 88383, home 416-923-6213, fax 416-487-6728,

best wishes. chag kasher v'sameach

Stuart

ce: Arnie Dashefsky, Lifsa Schachter, Shulamith Elster, Jon Woocher, Saul Wachs

Fax Transmittal Cover Sheet

To: Allan Hoffman, - Allan Hoffman From: Stuart Schoenfeld, York University Fax Number: 416-487-6728 Date: Mon, Mar 21, 1994 • 11:25 PM Transmitting (10) pages, including cover sheet. If there is difficulty with this transmission, please call: 416-736-2100 ex 88383



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March 20, 1994

Mr. Allan Hoffman The Melton Center for Jewish Education in the Diaspora Hebrew University Mt. Scopus, Jerusalem Israel

Dear Mr. Hoffman,

This June, the eighth conference of the Research Network in Jewish Education will be held at Baltimore Hebrew University. Over the past eight years, much important research in Jewish education has been done, and much else is underway. The contacts made through our network and the discussion of papers presented at network conferences have played a role in broadening the base of interested scholars, providing an opportunity for discussion of research reports and on-going projects, and providing a forum where researchers may speak about the practical implications of their work.

The Melton Center for Jewish Education in the Diaspora has in the past been part of the group of institutions who have made financial contributions to the conference. We are are writing now to ask you to continue your institutional sponsorship. As in the past, conference supporters will be listed in the program. All organizations who make contributions of \$250 or more will continue to be able to send a delegate for whom registration fee will be waived.

I am pleased to be able to include our recent newsletter with this mailing. As the program for the next conference is still being put into place, you might also want to call it to the attention of those with whom you are in contact who have been doing research in this area (the call for papers for our 1994 conference is included in the newsletter).

Sincerely,

Prof. Stuart Schoenfeld, Chair Research Network in Jewish Education York University - 416-487-6728 - Creater: Monday, March 21, 1994 11.19 PM - Page 2 of 9

Please return to

Dr. Lifsa Schachter Treasurer, Research Network in Jewish Education Cleveland College of Jewish Studies 26500 Shaker Boulevard Beachwood, Ohio USA 44122

A contribution of ______ toward the 1994 conference is enclosed.

The Melton Center for Jewish Education in the Diaspora. Hebrew University Mt. Scopus, Jerusalem Israel

Name of contact person: Mr. Allan Hoffman

York University - 415-487-6728 - Created: Monday, March 21, 1994 11:20 PM - Page 3 of 9

March 20, 1994

Mr. Allan Hoffman C.I.J.E. 1750 Euclid Ave. Cleveland, Ohio USA 44115

Dear Mr. Hoffman,

This June, the eighth conference of the Research Network in Jewish Education will be held at Baltimore Hebrew University. Over the past eight years, much important research in Jewish education has been done, and much else is underway. The contacts made through our network and the discussion of papers presented at network conferences have played a role in broadening the base of interested scholars, providing an opportunity for discussion of research reports and on-going projects, and providing a forum where researchers may speak about the practical implications of their work.

C.I.J.E. has in the past been part of the group of institutions who have made financial contributions to the conference. We are are writing now to ask you to continue your institutional sponsorship. As in the past, conference supporters will be listed in the program. All organizations who make contributions of \$250 or more will continue to be able to send a delegate for whom registration fee will be waived.

I am pleased to be able to include our recent newsletter with this mailing. As the program for the next conference is still being put into place, you might also want to call it to the attention of those with whom you are in contact who have been doing research in this area (the call for papers for our 1994 conference is included in the newsletter).

Sincerely,

Prof. Stuart Schoenfeld, Chair, Research Network in Jewish Education

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Please return to

1.1

Dr. Lifsa Schachter Treasurer, Research Network in Jewish Education Cleveland College of Jewish Studies 26500 Shaker Boulevard Beachwood, Ohio USA 44122

A contribution of ______ toward the 1994 conference is enclosed.

C.I.J.E.. 1750 Euclid Ave. Cleveland, Ohio USA 44115

Name of contact person: Mr. Allan Hoffman

22/03 '94 12136

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THE RESEARCH NETWORK AND RESEARCH IN JEWISH EDUCATION - 1993

by

Prdf. Stuart Schoenfeld chair, Research Network in Jewish Education

These remarks were presented on June 14, 1993 at the Research Network Conference in Chicago.

In the Jewish world, continuity is now the "hot topic." Since questions about what our schools are doing and the relationship of schools to other parts of the child's world are central to discussions of continuity, these have become exciting times for those who do research in Jewish education.

Scholars and practitioners who are concerned with Jewish continuity in a variety of settings meet through our network and at our annual conferences. It is essential to recognize the diversity of our constituencies, because diversity poses special challenges.

One group of participants in our network is composed of researchers in Jewish institutions of higher learning. We have active, core members at Hebrew Union College, Jewish Theological Seminary and in several of the Hebrew colleges in the U.S.

The second group consists of those associated with universities. Some are in programs in Jewish Studies; others in schools of education; others in such academic disciplines as sociology and psychology. This year university based graduate students - from the University of Rochester, from Northwestern University and a group from the Stanford University program in Research in Jewish Education, - are attending for the first time. Two active members of the Association for the Social Scientific Study of Jewry are also participating in our conference.

The third group are Israeli colleagues in schools of education, in academic disciplines and at research centers. While the numbers attending this year are not

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large, this is a constituency which is aware of us and wishes to develop a relationship.

The fourth group are practitioners in Jewish education. The Coalition for the Advancement of Jewish Education provided the original framework under which we organized and it remains interested in our efforts. The Jewish Education Services of North America provides encouragement, practical support in a variety of ways and some of the key continuing active participants in the network. Boards of Jewish Education have participated in our work. The activities of the Chicago BJE this year are particularly noteworthy. Stuart Kelman, the editor of What We Know about Jewish Education, which will be discussed at a session tomorrow, is a board director. A number of our members are participating in the research being done by the Council for Initiatives in Jewish Education.

What are some of the issues that arise because we come from these diverse constituencies?

First, there is the issue of what questions we should be trying to answer through our research. For example, those who are practitioners or work closely with practitioners have a particular interest in research that is readily translated into improved practice. Burton Cohen's case studies, the "best practices in supplementary schools," and Stuart Kelman's compendium of what we know fall into this area. On the other hand, some of us, particularly the university based researchers, have a need to address theoretical questions whose implications for practice may be indirect. You may know Kurt Lewin's quip, "There is nothing so practical as a good theory," but often the practical implications are not immediately obvious.

The practical / theoretical tension is related to two contrasting views of research. The first sees research as a product. If we need to know something, we research it, find the knowledge we need and use it. The second view sees research as a process. If we are curious about some area of education, we conduct research, look at the results and decide what we have to research next in order to know more. The research goes on and on, and while we develop a better understanding of our questions as the process goes on, we never really find THE answer. As corollary it may be noted that those who are committed to the view of research as a process are 11.4

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most likely to heavily footnote their work and do other things which will show how a particular piece of research is connected to an ongoing research tradition. Those impatient to change practice may be impatient with an endless, sometimes pedantic, research process, while those committed to ongoing research may feel that practitioners want to rush into change without really thinking through what they are doing.

The tension between research as product and research as process is in turn related to how we see criticism and debate over our research projects. Those who understand research as a product useful for translation into practice may be understandably apprehensive. Criticism may undermine their credibility as advisors to practitioners and slow down or derail the move towards better practice. Those who understand research as a process which gradually moves towards greater theoretical clarity will argue strongly that open criticism and debate are essential to progress. In the recent issue of Contemporary Jewry devoted to research in Jewish Education, David Resnick criticizes the methodology and conclusions of the report on supplementary schools done by the New York BJE in the late 1980s. Alvin Schiff, former BJE director and author of the report, takes issue with the criticism. This is a debate with serious practical implications. The BJE study proposes major changes in supplementary schooling. It can be argued that we all benefit from reading the debate between Resnick and Schiff. We may be more confused because there is debate instead of consensus. I don't mind being confused if I am provoked to think harder about important issues. But then again, I don't have to go into the office tomorrow and decide how to allocate scarce resources in a climate of fiscal contraction.

A second group of issues arising from our network's diversity has to do with the relationship of the sponsors of research to the research agenda. Individual researchers are of course free to pursue their own agendas, but most of us apply to sponsors for funding. I came into the research network because of my project on bar and bat mitzvah in contemporary Jewish life. This project was done on a modest grant from the Social Science and Humanities Research Council of Canada, without funding from any Jewish sources. Yet we can learn a great deal about issues in Jewish education by studying how families go through the process of bar and bat mitzvah. There are many other other topics of great importance to understanding 22/03 /94 12:38

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Jewish education that have not been studied, either because researchers have not become interested or because funding was not available.

The research agenda is also shaped by the direct hiring of researchers to undertake studies that organizations want done. Direct sponsorship sometimes raises the concern that organizations sponsor research because they want to make a point. The point may be an important and controversial one; those connected to the sponsoring organization may have a greater understanding of the implications of the research project if they participate in the process that leads to the conclusions that make the point; and perhaps only an organization directly involved may be willing to invest its resources into the research. Nevertheless, organizations which sponsor, direct and publish research on controversial issues in which they have an interest should simply expect as a matter of course that there will be sceptics who will want to look carefully at their assumptions, methodology and data. I will refrain from giving any examples here because there are too many to choose from.

A third issue which results from our diversity is the relationship that our essentially North American based network has to our Israeli colleagues. There is a pool of talented schoars in Israel who can contribute to our work. For example, at Hebrew University, the Melton Center for Jewish Education in the Diaspora has researchers who want to be involved in what we do. Some have come in past years, but our June meetings fail at their very end of term, a difficult time for them to travel. However, if we delayed until July, we would lose many of our North American participants. As another example, Tel Aviv University now has a center for Jewish Special Education. This center, in cooperation with the York University Centre for Jewish Studies, held a conference this past September in at York in Toronto. In this area we have had only quite limited work presented at our conferences. There are many overlapping issues in North American Jewish education and Israeli education, but our network has not yet found a way to build a relationship with our Israeli colleagues.

Finally, there is a fourth issue that arises from our diversity. Many constituencies meet at our conferences, but no constituency so far has decided to make sure that we are adequately funded. In the past two years, much time and money have been spent contacting many organizations in order to raise the few thousand dollars we need for infrastructure and travel subsidies. JESNA has been 22/03 '94 12:39

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consistently the most supportive, but it is hardly in a position to provide all the financial support that our network needs. Perhaps we should continue as a collaborative effort supported by an array of constituent groups, but it may be appropriate to secure assurance of continuing, routine support. Such support will ensure our continuing ability to hold our conferences and otherwise share Jewish education research.

The two years that I have been chair of the Research Network have been a time of education for me - a time when I have learned about our members, our relationships to each other, and our potential contribution. The Jewish community in North America is at a turning point. Our network, as a setting for informed discussion and debate, is a part of this historic moment. What we do together, for better or worse, will make a difference.

Tomorrow at lunch we have our business meeting. We have a slate of officers nominated with both continuing and new members. Invitations to host the research conference for the next two years will be tabled. Some of you, I know, have come to this conference just to hear papers in which you are interested. If you are not yet members of the network, you are invited to join. You are all urged to attend the business meeting and join in the discussion of where we are going.

SANDEE BRAWARSKY

130 West 67th Street New York, New York 10023 [212] 877-8645 FAX (212) 877-6459

FAX

DATE: April 3, 1994

TO: Alan Hoffmann

FAX NUMBER: 011 972 2 619 951

PAGES: 1 of 4

Dear Alan:

AMERICAN JEWISH

I hope that you had a good Pesach.

I'm attaching a designed version of the brochure. I'm afraid that it's going to be difficult to see on the fax, but it will give you an idea. The copy is not the final version, so don't worry about mistakes that you see.

I like the design. She suggests a dark red as the complementary color, which I think will look nice. The only thing I don't like is the cover.

I'm also sending this by fax to Ginny, and will try to see Barry in person on Monday. Liz (the designer) is away until Tuesday, but it would be great to get back to her as soon as possible with feedback about the design. I'm waiting to hear from you or Ginny with Mort's comments about the text. I hope that we can make any necessary changes quickly, and move on to the next stage in order to have this ready for the board meeting.

I'll talk to you soon.

Sincerely,

.

04/03/1994 21:37 2128776459

BRAWARSKY

PAGE 02

CLIE SENIOR STAFP Alan D. Hoffman, Executive Director Barry W. Holtz, Senior Education Officer Gall Z. Dorph. Senior Education Officer Virginia Levi, Associate Director Adam Gamoran, Consultant

CHAIR

Morton Mandel VICE CHAIRS Billie Gold Matthew Maryles Lester Pollack Maynard Wishner

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BOARD OF DIRECTORS David Arnow Daniel Bader Mandell Berman Charles Bronfman Gerald Cohen John Colman Mauríce Corson Susan Crown Jay Davis Irwin Field

Council for Initiatives in Jewish Education P.O. Box 94553 Cleveland, Ohio 44101 215 391-1852 216 391-5430 (fax)

New York Office 15 East 26th Street New York, New York 10010-1579 212 532-2360 212 532-2646 (fax) Ellen Goldring, Consultant Roberta Goodman, Field Researcher William Robinson, Field Researcher Julie Tammivaara, Field Researcher

Charles H. Goodman Alfred Gottschalk Neil Greenbaum Thomas Hausdorff David Hirschhorn Gershon Kekst Henry Koschitzky Mark Lainer Noeman Lamm Marvin Lender Norman Lipoff Seymour Martin Lipset Florence Melton Charles Rather Esther Leah Ritz Richard Scheuer Ismar Schorsch Divid Teutsch Isadore Twersky Maynard Wisher Bennett Yanowitz

Council for Initiatives in Jewish Education

meto

The CIJE: A Catalyst for Change

1

aunched in 1990, the Council for Initiatives in Jewish Education (CIJE) is an independent organization dedicated to the revitalization of Jewish education across North America through comprehensive. systemic reform. Through strategic planning and the management of organizational change, the CIJE initiates reform by working in partnership with individual communities, local federations, continental organizations, denominational movements, foundations, and educational institutions. The CIJE focuses on critical educational issues which, ultimately, will impact on the future of Jewish life, for Jewish education is a cornerstone of meaningful Jewish continuity.

BRAWARSKY

The CIJE: Strategic Agenda

The CLIE was established to implement the recommendations of the Mandel Commission on Jewish Education in North America. a distinguished coalition of community and foundation leaders, scholars, educators, and leaders from all the denominations. After deliberating for 18 months, about how to "enlarge the scope, raise the standards, and improve the quality of Jewish education,the Commission concluded in June 1990 that educational reform depends foremost on the achievement of two vital tasks: Building the profession of Jewish education and mobilizing community support for Jewish education and continuity. These are the building blocks of the CLJE agenda.

Building the Profession

Although there are many talented educators involved in Jewish education, the system suffers from a shortage of quality teachers, principals, educational directors, camp directors, and other professionals committed to the field, in both formal and informal settings. The CIJE's efforts to raise the level of the Jewish educational profession are multi-pronged. On the local level, the CIJE strategizes with communities to develop plans and initiate action to recruit new teachers and to offer better salaries and benefits, ongoing professional development programs,

PAGE 03

PAGE 04

BRAWARSKI

and career track opportunities. Simultaneously, the CLJE serves as an intermediary with universities, training institutions, and continental agencies to create innovative programs to build an infrastructure for attracting excellent people to the field.

Mobilizing Community Support.

The CIJE believes that Jewish education must become a central priority on the continental and local communal agendas. One essential element of community mobilization is significant new funding, another is leadership. The CIJE promotes local efforts to attract a new generation of leaders committed to Jewish education and to recruit and build "wall-to-wall coalitions"—community leaders in tandem with educators, academic specialists, philanthropists, and rabbis, with all segments of the community represented—to support and sustain reform. The CLJE also works to develop a cadre of leaders at the continental level who will be advocates for Jewish education.

To demonstrate these interrelated principles in concrete ways, the CLJE established lead communities—laboratories for change, where the CLJE staff works closely with lay and professional leaders. In these cities, the CLJE seeks to showcase the positive results that emerge when personnel and community issues in Jewish education are taken seriously. Atlanta, Baltimore, and Milwaukee were selected in Fall, 1992 as the initial lead communities. The CLJE's next step is to widen its efforts and form new partnerships, disseminating the lessons learned in the lead communities to communities across North America. Reform Through Thoughtful Action

> The CLJE sees itself as an architect for reformplanning an innovative strategic design for Jewish education and working with others to implement it. If building the profession and mobilizing community support are the foundations of the CLJE's plan, its support projects are the pillars:

Documenting Success— The Best Practices Project

Throughout North America are examples of successful Jewish education—outstanding early childhood programs, supplementary schools, day schools, summer camps, adult education, and other venues of Jewish education that do work. CIJE researchers are identifying and documenting successful models; the published guides based on their work analyze and explore how such models can be translated to other educational settings. Through the Best Practices project, theCIJE is furthering the understanding of the components of excellence.

a Building "Vision-Driven" Institutions—The Goals Project

The Goals Project is a CLJE initiative toward the development and actualization of visions and goals for Jewish educational institutions.

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	Council for	Initiatives	
	in		
	Jewish Ec	ducation	
Date sent: 3/31	Time sent:	No. of Pages (incl. cover): 7	
To: Alan Hoff	mann	From: Ginny Levi	
Organization: Ba	il Dorph Try Holtz	2220	
Da Phone Number:	niel Pekarsky	Phone Number: 216-391-1852	
		Fax Number: 216-391-5430	
Fax Number:			
Comments: .			1
	UPDATE MEMO ON MI	ILWAUKEE'S LEAD COMMUNITY PROJECT	
	SUBMITTED BY: H	Roberta Goodman	
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	•	273	
	•		

T-Please distribute

This fax consists of <u>6</u> pages including this cover page. For problems with its transmission, please contact Roberta Goodman at 608-231-3534.

Ginny Levi CIJB 216-391-5430 (fax)

March 30, 1994

Dear Ginny:

Accompanying this cover letter, you will find a copy of my most recent update on Milwaukee. I would appreciate your distributing this to Alan, Gail, Barry, and Daniel. I have sent copies to Adam, Ellen, Julie and Bill.

Thank you for handling this matter. Thank you for getting us a new contact person at IVI. I hope he works out. Thank you for our new business cards. They look great!

Enjoy Pesach!

B'Shalom,

Roberta Goodman CIJE 149 Nautilus Drive Madison, WI 53705 608-231-3534 SANDEE BRAWARSKY

130 West 67th Street New York, New York 10023 [212] 877-8645 FAX [212] 877-6459

THUL

UL

FAX

April 5, 1994 DATE:

TO: Alan Hoffmann

FAX NUMBER: 011 972 2 619 951

PAGES: 1 of 2

Dear Alan:

I understand that you are speaking tomorrow with Mort about the copy for the brochure. I spoke with Danny Pekarsky about the paragraph on the goals project. I've indicated his suggestions in bold type, and then added the changes Barry and I agreed make sense (we met this afternoon.) I hope this makes senses to you. Let me know what you think.

Also, I received the brochure copy sent by Abby for the Mandel Institute. I'm concerned that there are some discrepancies between the two brochures. For instance, the Mandel Institute brochure speaks of the "3 building blocks," the CIJE brochure speaks of the "2 building blocks." Is that one already printed? Will the same people be getting both?

I'll talk to you soon.

Sincerely,

Pancel cc: Grang Levi

BRAWARSKY

PAGE 02

Building "Vision-Driven" Institutions--The Goals Project

The Goals Project is a CIJE initiative toward the development and actualization of visions and goals for Jewish educational institutions. Some educational institutions have underlying, but often unspoken, visions of what they seek to accomplish; many others need to generate a comprehensive vision of their mission. [that is both compelling and sufficiently concrete to guide practice -- Barry and I agree that this is unnecessary; it sounds clunky and the point is made in the next sentence] When visions and goals are clarified, communicated, and put into action, they can play a significant role in shaping the educational experience. Through the Goals Project, CIJE engages educational institutions and the local community in the [a] process of [study--How about adding study and dropping the underlined phrase] learning, selfreflection, and analysis to define their institutional vision, understand its educational implications, and use that knowledge in setting priorities and planning. An important aim of the project is to create a climate in communities that encourages and supports serious attention to the mission of Jewish education. [Danny asks whether "mission of Jewish education" sound like we're referring to preventing intermarriage. Should "mission of Jewish education" be replaced with "question of vision" I (SB) see Danny's point but I'm afraid the substitution sounds circular, repetitive of what has been said earlier. How about ending the sentence "encourages and supports serious attention to this process." Barry agrees with that.]

(Note: Danny also said that he wouldn't be unhappy if we left the paragraph as is.)

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION 1994 BOARD OF DIRECTORS --

	COUNC	1994 B	OARD OF DIRE	EWISH EDUCATION CTORS	NO DENPLESONTS
4	Revised 5-24-94	EAEC	UTIVE COMMIT	TEE	10 20 × 25
		OCT. 3-4 Mon-Tues	OCT. 5-6 Wed-Thurs	OCT. 12-13 Wed-Thurs	OCT.19-20 Wed-Thurs
	*Daniel Bader - 414-224-6464 (Lisa)	lst	2nd	3rd Not great	Wedding 10-23-94
	Mandell (Bill) Berman 810-353-8390 (Peggy)	ok	ok	Previous mtg. scheduled	Checking ok
	Charles Bronfman - (514-878-5201 (Susan)	tentative ov	verseas trip	10-1 thru 10-1	4-94) tentative board mtg.
1	John Colman - 708-835-1209 (Nancy-D)	unhappy 2nd	lst	In NY but has other mtgs.	ok
	Billie Gold - 212-799-3120	2nd AMERI	lst IEV	3rd	ok
	David Hirschhorn 410-347 -7 200 (Peggy Hug)	x A R C	lst	2nd	out of country til 5/31
	Mark Lainer- 818-787-1400	lst	2nd	3rd	
	*Norman Lipoff- 305-579-0500(Myra)	lst	2nd	- /	returns5/26 he will call us
	Morton L. Mandel above dates from MLM	ok	ok	ok	ok
	Melvin Merians - 212-249-0100 (Terry Barbro will cal	X	lst	2nd	ok
		LI DACK)			
	Lester Pollack - 212-632-4829 (Margo)	x	x	ok	available afternoon 5/20 only
	Charles Ratner - 216-26-1200 (Margaret)	2nd	1st	previous mtg. commitment	ok
		lst ning from ngton Mtg.)	2nd travel cost is prohibitive	commitment	message left
	Maynard Wishner - 312-899-5524 (Davita Rosan)	(Maynard ke his office	eps his own on May 26th,	calendar and wi)	ll return to
	TEMP\LISTS\511A * - a	dded to Exe	c.Comm. regu	lars,	

ZL97Z Z 619951 POST AUTHORITY 1249 Page 801

05/25/94 11:59:31 SHDAM24 972-35643744->



הרשות המשותפת לחינוך יהודי ציוני THE JOINT AUTHORITY FOR JEWISH ZIONIST EDUCATION



לשכת המנהל הכללי Office of the Director General

לידיעת: אלן הופמן

55 במאי 1994 סימוכין: 55 במאי 1994

אל: חברי הנהלת הרשות

מאת: לטיסיה בן אבו

אבקש להודיעכם בזה כי ישיבות הנהלת הרשות שנקבעו ל-15/6 ול-29/6 בטלות.

לעומת זאת נקבעה ישיבת הנהלת רשות ב-21/6/94 מ-30.9 – 11:30 באולם ההנהלה. זאת כמובן בנוסף לישיבות של ה-1/6 וה-10/6.

בברכה,

לטיסיה בן אבו

NNNN

P.O.B. 92, 48 King George St', Jerusalem Tel: 02-202733 ,202487 טל: 48 טל: 92, 48 King George St', Jerusalem Tel: 02-202733 פרא גיורבי 48 אירושלים ת.ד. 92 , רח׳ המלך ב׳ורב׳ 48 שקס, 102-202762 הארד המלך ב׳ורב׳ 58 אירושלים ה.ד. 92 אירושלים אירושלים ה.ד. 92 אירושלים ה.ד. 92 אירושלים ה.ד. 92 אירוש



MAY 2 4 1994

MILWAUKEE JEWISH FEDERATION

May 11, 1994

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

Dear Steve.

On behalf of the Milwaukee Lead Community Project, I would like to thank the Mandel Associated Foundations for their support. Your \$30,000 enabled us to jump start the project, conduct an educators' survey and launch a comprehensive strategic planning process for Jewish education.

For your information, enclosed is a report of the project's expenditures covered by the Mandel Associated Foundation's grant.

The lay and professional leaders in Milwaukee have made a strong commitment to the Lead Community concept. Your grant was critical in initiating a process which will lead to systematic change in Jewish education in our community.

Sincerely

Ruth Cohen

Dr. Ruth Cohen Lead Community Project Director

53202-3094

414-271 8338

FAX 414 271 7081

Richard H. Meyer **Executive Vice President**

19:41 PB. 53 AUM

F. 991

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

FAX COVER SHEET

Date sent:	Time sent:	No. of Pages (incl. cover):
To:		From:
Organization:		
1 aone Number:		Phone Number: 212 532 2360
Fax Number:		Fax Number: 212 532 2646
COMMENTS:	AMERI	CAN JEWENE
alan,		
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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

TO: CIJE Gang

FROM: Ginny Levi

DATE: 7/27/94

SUBJECT: CompuServe - Update

Following is some e-mail related info that I thought you might find useful. This updates my memo of 3/3/94. First, how to reach each other:

CIJE NY office (Michelle Sullum) 74043,423

Gail Dorph 73321,1217

Adam Gamoran internet:gamoran@ssc.wisc.edu

Ellen Goldring internet:goldrieb@ctrvax.vanderbilt.edu

Roberta Goodman 73443,3150

Annette Hochstein internet:annette@hujivms.bitnet

Alan Hoffmann (while in US) 73321,1220 (while in Israel) internet:alanhof@hujivms.bitnet

Barry Holtz 73321,1221

Ginny Levi 73321,1223

Julie Tammiyaara 73443,3152

Daniel Pekarsky internet:danpek@macc.wisc.edu

Nessa Rapoport 74671,3370

Bill Robinson 74104,3335

In order for people on internet to reach a CompuServe address, they have to replace the "," with a "." and follow the ID# with @compuserve.com

Following are some useful phone #s: Local CompuServe access (for 1200-2400 baud modems): Atlanta 404-266-7060 Baltimore 410-832-0160 Cleveland 216-781-4135 Madison 608-256-5346 Milwaukee 414-453-5132 New York (Manhattan) 212-888-1020 or 212-608-6021 Other CompuServe numbers: Local number locator 1-800-635-6225 Tech assistance 614-457-8600 or 457-8650, ask for Business Accts, press 3. May also provide tech assistance: 1-800-848-8199.



DRAFT 7/25/94

CIJE CALENDAR 1994-1995

1994

August

22	9am - Noon NY Staff
23	4pm Staff (in Cleveland) - GZD, AG, EG, ADH, SHH, BWH, VFL, DP, NR
	7pm Staff + MLM
24	9:30 - 3:30 Steering Committee (Cleveland) 5 pm MLM, ADH, RAS
25	9am - 7pm MEF Advisory Committee (Cleveland) - GZD, SF, AH, SHH, ADH, AG, EG, M. Inbar, BWH
26	8:30-11:30am (Cleveland Airport) GZD, AH, SHH, ADH, J. Woocher
28-30	CJF Quarterly (NY) - ADH [possibly GZD, BWH, NR]
31	9am 1pm NY Staff
Septer	ber
1	9:30am - 7pm JESNA/CIJE retreat (NY) - GZD, AG/EG, SHH, ADH, BWH, VFL, DP, NR + JESNA
5	LABOR DAY
6-7	ROSH HASHANA
12	9am - 1pm NY Staff
15	YOM KIPPUR
19	9am - 1pm NY Staff
20-21	SUKKOT
27	SHEMINI ATZERET

28	SIN	ICHA TORAH
(1994	Cont.)	
Octobe	er	
4 (tent	.) 7pm	Staff + MLM (New York Pre-plan)
5	10am - 4pm 6pm - 7:30 pm 8pm - 9:30 pm	Steering Committee Executive Committee Board Plenary and Public Event
6	10am - 4pm 4pm - 5pm	Board Committees and Plenary Staff + MLM
10	co	LUMBUS DAY
11	9am - 1pm	NY Staff
17	9am - 1pm	NY Staff
25	9am - 1pm	NY Staff
30 - 1	1/3 I	eadership Institute - Harvard
Nover	nber	
4	9am - 1pm	NY Staff
7-11	C	onsultation with SF, AH [,D. Marom] - New York
14	9am - 1pm	NY Staff
15-20 17		FA (Denver) - GZD, AG, EG?, ADH, BWH, VFL?, NR ssible CIJE breakfast
21	9am - 1pm	NY Staff
24	TH	IANKSGIVING
27	CH	LANUKA (first night)
30	9am - 1pm	NY Staff

December

5 12	9am - 1pm 9am - 1pm	
19-23 1995		Mandel Institute Board (Israel) - ADH, NR
Januar	ry.	
3	9am - 1pm	NY Staff
9	9am - 1pm	NY Staff
19	9am - 1pm	NY Staff
23	9am - 1pm	NY Staff
30	9am - 1pm	NY Staff (ERICAN JEWISH
Februa	ary	
6	9am - 1pm	NY Staff
6-10		Consultation with SF & AH (New York)
14	8am	Staff + MLM - New York
14	10:30 - 4	Steering Committee - New York
16	-	PURIM
23	9am - 1pm	NY Staff
March	ų.	
б	9am - 1pm	NY Staff
13	9am - 1pm	NY Staff
20	9am - 1pm	NY Staff
27	9am - 1pm	NY Staff
April		
2-4		CJF Quarterly - D.C.

eter ar strait ar in

LIVUU

NY Staff

9-23 ADH in Israel 15-16 PESACH 21-22 PESACH 24 9am - 1pm NY Staff April, 1995 (cont.) 8am Staff + MLM (New York Pre-plan) 10:30am - 4pm Steering Committee 6pm - 7:30 pm **Executive** Committee 8pm - 9:30 pm Board Plenary and Public Event 27 10am - 4pm Board Committees and Plenary 4pm - 5pm Staff + MLM May 9am - 1pm NY Staff YOM HA'ATZMA'UT 9am - 1pm NY Staff 9am - 1pm NY Staff LAG B'OMER 9am - 1pm NY Staff 9am - 1pm NY Staff June 4-5 SHAVUOT 8am Staff + MLM - New York 10:30am - 4pm Steering Committee - New York 9am - 1pm NY Staff 9am - 1pm NY Staff

3

26

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4

8

15

18

22

31

8

12

19

9am - 1pm

26 9am - 1pm NY Staff

July

- 6 9am 1pm NY Staff
- 17 9am 1pm NY Staff
- 23 8/20 Alan in Israel

August, 1995

CAJE (UMASS Amherst) 13-17 21 NY Staff 9am - 1pm 25 8am Staff + MLM (Cleveland) 25 10:30am-4pm Steering Committee 28 9am - 1pm NY Staff September 4 LABOR DAY 5 9am - 1pm NY Staff 11 9am - 1pm NY Staff 17-10/18 ADH in Israel October NY Staff 19 9am - 1pm 23 9am - 1pm NY Staff 30 9am - 1pm NY Staff November 1 8am Staff + MLM (New York - Preplan) 10:30am-4pm Steering Committee 6-7:30pm **Executive** Committee 8-9:30pm Board plenary/public event 2 10am-4pm Board committees & plenary Staff + MLM debrief 4-5pm 6 9am - 1pm NY Staff 13 9am - 1pm NY Staff 14-19 GA (Boston) 22-12/4 ADH in Israel

December

P. 009

6,11,18 9am - 1pm NY Staff

January, 1996

22 8am Staff + MLM 10:30am-4pm Steering Committee

cijedate



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION F DATE SENT: 8 3 TIME SENT: 8:50 А NO. OF PAGES (INCL. COVER): TO: Seymour Fox (GUEST) X FROM: Ginny Levi ORGANIZATION: Doubletree Inn PHONE #: 410 - 235-5400 PHONE #: 216-391-1852 С FAX #: 410-235-5572 FAX #: 216-391-5430 О COMMENTS: V Dear Seymour, Hope all goes perfectly today, E R alan has some very important usues, unrelated to CIJE, which he needs to discuss with you. He asks that you keep 6:30 a.m. on Fri., aug. 26, for a breakfast meeting. S He would also like to meet with you for H dinner on aug. 25 immediately following E the MEF meeting He needs to know E whether you can do this, because it T effects his planning. Could you please call him in Jenesalem before Shabbat on let Carol Keil of my office know? Thanks a lot. Gening CC: ADH

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

FAX COVER SHEET

Date sent: 7/28/9	sent. 4.10 p.m.	No. of Pages (incl. cover): 1
To: Alan Hoffma	nn	From: Michele Sullum
Organization:		
Phone Number:		Phone Number: 212 532 2360
Fax Number:		Fax Number: 212 532 2646
COMMENTS:		

Alan,

I got your message regarding messages. I will fax them to you (or notify you of their absence) every day. Would you rather I do them as they come in or all at once at the end of each day? If I do them at the end of each day, you would receive them the next

Also, did you want me to pick up your compu-serve messages, or can you do that from Israel? You gave me your voicemail code, so I assume you want me to pick up messages from your voicemail. If not, please let me know.

I hope you had a good trip and are enjoying the lack of humidity and squalor in Jerusalem.

Michele

Council for Initiatives F in Α Jewish Education х Date sent: Time sent: No. of Pages (incl. cover): 5 To: Alan Hoffmann From: Ginny Levi/CK Organization: C Phone Number: 0 Phone Number: 216-391-1852 Fax Number: v Fax Number: 216-391-5430 Comments: E 7-29-94 R ALAN, PLEASE APPROVE THE ATTACHED LETTER AND RETURN IN ORDER THAT PAYMENT CAN S THANK YOU Caral н E See also attached drafts, for E Т ۰.

CENTER FOR THE ADVANCEMENT OF JEWISH EDUCATION



JUL 2 5 1994

ALVIN Ó: KATZ CHAIRMAN DR. CHAIM Y. BOTWINICK EXECUTIVE DIRECTOR

July 20, 1994

MEMORANDUM

TO:	Alan D. Hoffman
FROM:	Chaim Y. Botwinick
SUBJECT:	Travel Expenses Re: CIJE Goals Seminar

Pursuant to our discussion, I would be most appreciative if CIJE would reimburse THE ASSOCIATED in the amount of \$4,253.85 which represents airfare for Marci

Dickman, Zipora Schorr and Chaim Botwinick.

Enclosed please find a copy of the invoices for the above participants.

Please make the check payable to:

THE ASSOCIATED: Jewish Community Federation of Baltimore, Inc. 101 West Mount Royal Avenue Baltimore, Maryland 21201-5781

Also, please make sure that the check is sent to my attention at THE ASSOCIATED in order for me to direct it to the appropriate department.

Alan, once again, I would like to express our sincere appreciation to you for arranging this subsidy. The Goals Seminar was very successful and exceeded our expectations.

With best wishes.

July 29, 1994

DRAFT

name/address

Dear

I am writing to invite you to serve on the _____ Committee of the CIJE. This is one of four committees made up of board members and a small number of others whose input we value. The committee has met once and I am enclosing documents which relate to that meeting.

The next meeting of the committee is scheduled to coincide with the next CIJE Board meeting. I hope that you will be able to attend both meetings. The board meeting will begin with an evening session at 8:00 pm on Wednesday, October 5th, at the UJA/Federation of Jewish Philanthropies in New York. The board and committee meetings will continue from 10:00 am until 4:00 pm on Thursday, October 6th, also at UJA/Federation.

Please let me know of your willingness to serve on this committee. Details about the meeting will be sent to you at the end of the summer. I look forward to hearing from you.

Best regards.

Sincerely,

Alan D. Hoffmann Executive Director

D'I like your resultions but. To this De



CIJE STEERING COMMITTEE August 24, 1994, 9:30 AM - 3:30 PM JEWISH COMMUNITY FEDERATION - CLEVELAND

AGENDA

1.	Welcome	Morton L. Mandel
и.	Building Senior Personnel: The Mandel Institute and CIJE	Morton L. Mandel
101.	CIJE Personnel Action Plan: Harvard Leadership Institute	Gail Dorph
IV.	 The Goals Seminar and the Goals Project Pessible discussion with Mark Gurvis, Ray Levi and Dan Polster about the impact on Cleveland. 	Daniel Pekarsky
a-T	hey want guidance on what/how to p	repare.
v.	Committee Chairs and Staff - Work Session	
VI.	Review Board Meeting Agenda	Alan D. Hoffmann
VII.	Telling the CIJE Story: A Preliminary Discussion	Nessa Rapoport
VIII.	CJF/CIJE/JESNA Relationship	Morton L. Mandel Steven H. Hoffman Alan D. Hoffmann
١ x .	Review Calendar for 1994-95	Alan D. Hoffmann

P. 001

To: Ginny

From: Gail

Our thoughts on distribution of pros and execs on committees.

Building the Profession: Rick Meyer Steve Chervin

MEF: Ruth Cohen

Content: Dave Sarnat Chaim Botwinick

Community Mobilization: Darrell Friedman



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

DATE SENT: 4/26/94 TIME SENT: NADINE TO: ABBY NEW YORK OFFICE

ORGANIZATION:

PHONE #:

NO. OF PAGES (INCL. COVER): 1

FROM: ALAN HOFFMANN

PHONE #: 216-391-1852

FAX #:

FAX #: 216-391-5430

COMMENTS:

PLEASE NOTE THE NEW FAX NUMBER FOR THE SHERATON HOTEL IN CLEVELAND IS:

216-566-0736

ALSO, I WILL NO LONGER BE AT THE MAYFLOWER HOTEL IN NEW YORK. PLEASE NOTE THAT I WILL BE STAYING AT AN APARTMENT. ADDRESS AND PHONE NUMBER ARE:

> ALAN D. HOFFMANN c/O FRISCH 55 E. 87th STREET NEW YORK, NY 10128

> TEL: 212-369-9819

THERE IS NO FAX. THERE IS AN ANSWERING MACHINE.

I WILL BE AT THIS APARTMENT THIS WEDESDAY, THURSDAY, FRIDAY. AND WILL BE STAYING ONE DAY LONGER IN NEW YORK AND NOT LEAVING FOR ISRAEL UNTIL NEXT WEDNESDAY.

F

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Х

אינטרנדיונל בעים הזו ומחסווה איי

נסיעות • תיירות • קונגרסים • סיורי תמריץ • ביטוח TRAVEL • TOURISM • CONGRESSES • INCENTIVES • INSURANCE

25 APRIL 1994

DEAR ALAN,

CORRECT ME IF I AM WRONG, BUT I THOUGHT THAT THE DELTA STANDBY VUSA TICKET THAT WE ISSUED FOR YOU AND SENT WAS TO BE IN PLACE OF THE RESTRICTED, ROUND-TRIP, NON-REFUNDABLE TICKET THAT I ISSUED YOU ATLANTA/MIAMI/ ATLANTA ON EL AL TICKET STOCK.

IF THIS IS CORRECT PLEASE SEND BACK TO ME SUPER URGENT THAT TICKET. IF NOT, PLEASE BE ADVISED THAT THERE IS NO REFUND AT ALL. IN ADDITION, I MUST KNOW SINCE I HAVE NOT BILLED THE C.I.J.E. FOR THAT US\$280.00.





REGARDS,

P.J INTERN 12 SHL CHAZION TPL: 02-234191, FAX: 02-242287

Fax. 02-233417 .פקס.

Tel-Aviv, 10 Rothschild Blvd. Jerusalem, 12 Shlomzion-Hamalka St.

תל–אביב, שד' רוטשילד 10 ירושלים, שלומציון המלכה 12

Tel. 02-234131 .טל.

April 5, 1994

TO: Alan Hoffmann FAX: 619-951 FROM: Nessa Rapoport

Alan: Here are some preliminary thoughts and questions after my reading of the material Barry gave me--brochure copy, communications plan, workplan, two Best Practices booklets, and draft of the planning guide. (I know there is more en route, but I thought it would be helpful for me to formulate some impressions on paper before our meeting.)

CIJE brochure, materials -- audience:

The proposed copy for the brochure raises several questions that need to be addressed when thinking about what kind of materials might best present the CIJE.

First, a general question: What are the three greatest misunderstandings that the staff has encountered in talking about the CIJE? Can they be broken down according to your various constituencies or are they pervasive across all groups? Clearly, your materials need to counter such misperceptions without naming them.

How would you rank in priority of urgency the constituencies to be educated about your work? (Lay leaders; local educators/professionals; rabbis/students to be recruited; Jewish academics; non-Jewish academics in the field of education; etc.) Some of these are direct targets of your initiatives; others are people whose support may be essential, although they are not the subject of your work.

Specifically, for communal/lay leaders: What general and Jewish media outlets have the greatest credibility in forming these leaders' point of view on Jewish issues? What documents, reports, and studies from any institution have been cited by them in conversations with your staff? (It would be interesting to know how the 1990 Kosmin study was disseminated, for example.)

What, in the perception of the staff, are the materials that are needed most urgently, and for which audiences? This year? Two years from now? Five? Is it written explanations of what you are doing? Practical guides to replicating your work in other communities? Theoretical articles to influence the planners and elite of the academic community? How are the Best Practices booklets used? How many were distributed? How many were requested? If a school principal reads one of the brief summaries of what another school is doing and is intrigued, what is the process through which she/he can learn more? Are teleconferences, or presentational videos, in your thinking? Are you considering "twinning" schools or arranging a more formal presentation whereby the principal of a school can visit one of the schools in your booklets and learn what might be implemented in his/her own community?

CIJE brochure, materials -- content:

DISCHIERRICH COLL

In your first, general brochure, I would stress these components: That you are constituted to transform the infrastructure and priorities of the community vis-a-vis Jewish education; but also to have the scope and vision to look at the picture on a national scale and offer back to the community the success stories that already exist. (This seems very important to offset the "imperialism" of the first wing of your mission.)

I would emphasize your commitment to excellence; your grounding in <u>concrete</u> projects toward change; and the urgency expressed in <u>A Time To Act</u> (henceforth ATTA): that this is a unique moment in the North American Jewish community, which will be--to use Richard Siegel's phrase--the next great Jewish diaspora; and that all participants have the opportunity to make history.

How much do you want your materials to reflect the continuity anxiety? How much do you want them to reflect your origins in the work of <u>A Time to Act</u>? (Its communal consensus and decision-making process seem particularly important for a project like this one--emphasize the fact that you are implementing a blueprint rather than "imposing" a vision.)

The CIJE is a sophisticated project whose mission and identity are not easy to summarize in one or two words. Nevertheless, that is the challenge in educating people about why you're important and effective. What follows are questions specifically about language:

CIJE goal: "Transformation" or "revitalization" seem stronger to me than "reform." I know "reform" is an education term, but it implies that what exists is corrupt, rather than undernourished for historical reasons. One must have compassion about why the profession is in the shape it's in. (It certainly isn't worse than in my mother's time, when my grandmother had to fight to persuade Canadian parents to include <u>one hour</u> of Hebrew a week in the progressive school she founded in Toronto.) - 3 -

CIJE institutional function: Which of these terms are most central, representative: catalyst; coordinator; advocate; think tank; consultant; strategic planning; resource; policy maker? What other American or Jewish institutions does yours most resemble?

I asked that McKinsey & Company, in New York, and Commonweal, in California--two very different but analogous institutions--send me their literature. Notably, neither the corporate heavyweight managing consultant nor the "alternative" MacArthur-winning "health and environmental research institute" has a glossy brochure. Both use a simple, stapled, 8 1/2" X 11" typewritten explanation to say who they are and what they do. Perhaps they're trying to tell us something about what the institution's spending priorities are! I'll save copies for your reading in New York: very interesting.

CIJE attributes: Expertise; authority; leadership. It is striking that in your current draft the qualities and experience of the staff are hardly spelled out. This brochure minimizes the role of individuals on your staff, and yet they are one of the chief selling points of your work. The Best Practices booklet is exciting to read because it emphasizes the centrality of the leadership is key; that you do not need masses of people to transform a community, but rather one or two people who can

Why, then, in speaking of your own work, do you use only abstractions about goals and purposes, but not give a face to your institution? All audiences respond more strongly to a human face than to a theoretical goal, no matter how noble.

Are you deliberately staying away from emotion? Because the continuity question is emphatically an emotional one. That is, in your commitment to excellence and credibility, are you resisting the "heart" as unrigorous, "PR" and sentimental? I believe that the two can--must--be integrated. Your materials must be

CIJE method: Cooperation; collaboration; partnership; consulting; initiating; but also--and this is important-emphasize that you are available to work out a strategy and administer a project at the (chosen) <u>community's</u> initiative. If you are going to initiate partnership, you must model it as well, and your materials should reflect your values.

CIJE materials -- other forms, media:

<u>Short-term:</u> Do you have "testimonials" from leaders in the three Lead Communities about your work with them? How can you put a human face on the process of transformation, not only the result five years from now? Some lively black-and-white photos might be needed to complement the written word.

Long-term:

--Documentary: I do see this vision as an attempt to make history; that's why it is exciting. Would you consider inviting a serious documentary filmmaker, ideally someone with ties to the particular communities, to begin documenting this enterprise? Perhaps some seed money could be obtained. The result, years hence, would be not a promotional video--although that may be needed, too--but a serious, passionate record of communal transformation that would be emotional and convincing about what has been accomplished.

--Ph.D. thesis: Some day, ideally, a brilliant student of Jewish education will want to study and interpret this initiative. Be sure that in the pressure of the moment the materials needed are preserved in an orderly, effective way. (Joseph Papp kept impeccable archives at The Public Theater; he knew he was making history, too!)

--"The information highway": I'll never be one to replace content with technology, but it's clear that there are other ways to communicate besides the ones we are used to. <u>ATTA</u> alludes to this as well. Certainly, when costs go down, there will come a time when one could "show" a school in action through CD-ROM; or create an interactive technology that would enable a principal or rabbi to begin the process of transformation by replicating the emotional and intellectual journey that some of those in the Lead Communities have undergone.

Partnerships, allies: (in addition to the obvious-individuals and institutions represented on the Commission; foundations interested in education; etc.)

Two ideas directed at lay leaders:

Local mentors: If young students with potential to be outstanding Jewish educators were "adopted" by local lay leaders, who would follow the students' work, perhaps attend a conference/workshop with them once a year, and other involvements that could be devised, you would be creating a commitment on the part of the lay leaders that is very different in its nature from dollars or abstractions. (The not-for-profit world can learn a lot from effective business and professional people, but the lay leaders could study with their students, and learn as well!) Father-daughter study: Not that I want to "ghettoize" the profession of Jewish education, but it may be easier for women to choose this vocation--or choose to support it--than for men (see comments on gender below). I once suggested to Yitz that he set up at CLAL a father-daughter study group, on the grounds that prominent fathers often have a far easier relationship with their daughters than their sons, and may find it easier to transmit their wisdom--and learn from their children--in this constellation. Yitz thought the sons might complain, but I still think there's a role for this idea.

Other partnerships:

American "success stories": I went to a Jewish day school in Toronto for fourteen years. Later, the poignant words of the school's European-born principal were quoted to me: He considered the school a failure, notwithstanding the huge number of doctors and lawyers it had produced, because not one graduate of my vintage became a rabbi or a teacher. (This is probably less true now, but not by much.)

In other words, those lay leaders with the means to support this enterprise are still not likely to greet their child's announcement that he or she wants to go into Jewish education with the same glee as they would embrace other vocations. (Law professor is great; Talmud professor, far less so for many

How, before the full recruitment goals can be accomplished (salary, benefits, career track, prestige) can you begin to up the status of this profession to the point where it becomes an acceptable choice for first-rate people--much as the rabbinate, according to the front-page <u>New York Times</u> article of two years ago, is starting to be seen as a career in which one can earn a good living and make a difference?

The partnerships discussed in these materials are between Jewishly educators with strong Jewish backgrounds and lay leaders/local leaders, with presumably less strong backgrounds. What role can be played by those Jews who had a strong Jewish education but have achieved prominence in the non-Jewish world? (Perhaps this is what was meant by the "Fellow" status in ATTA.) They are natural advocates for Jewish education, with credibility among both groups (for they are the American-Jewish success

I think that our communal need as immigrants to "make it" in America rendered it virtually impossible for the profession of Jewish education to have any prestige. As I've often said in speeches, we have still not fully taken into account the cultural Several surveys, reported in the <u>New York Times</u>, have documented that Americans are now willing to trade money for job satisfaction and flexible hours. <u>Some</u> women may be all the more willing to do so. Obviously, salaries would have to be raised sufficiently to attract those women who may be leaving the fasttrack for a while--and the issue of the particular hours of Hebrew school may be a problem for women with children. But it is something to think about. (I know one fast-track lawyer with a very successful husband who quit her Manhattan law job when her third child care person left overnight and now teaches in a day school for the better hours and the sake of lowering tuition for her three children. Even families with high incomes feel the pinch of over \$30,000 after-tax money.)

<u>Women philanthropists:</u> The other gender-related issue is Jewish women philanthropists. In New York, Barbara Dobkin, who remains active in Federation and has endowed Ma'yan, the Women's Project of the Upper West JCC, is organizing a group of Jewish women philanthropists to meet and discuss how they can influence the priorities of the Jewish community and direct their own dollars. This "directed giving" may be worth exploring.

The arts: The role that artists, writers, playwrights and musicians can play--alluded to briefly at the end of <u>ATTA</u>--should not be underestimated. Many serious American artists are looking for a way to learn from and contribute to their Jewish identity without feeling compromised or parochial. (I'm thinking of Elizabeth Swados's black-Jewish project for young people funded by the Convenant Foundation--its first grant to an artist; and the conferences in local communities that Richard Siegel has organized out of the National Foundation for Jewish Culture (NFJC). Also, American examples such as the long-running Poets in the Schools program in New York.)

This project, with its promise of excellence, may be a context that would interest them. The CIJE could coordinate a program with the NFJC that allowed artists of all sorts to visit the Lead Communities in an appropriate educational way.

I've appended to these thoughts those pages in <u>ATTA</u> that refer specifically to the publications/materials aspect of your work.

Looking forward to seeing you.

nessa

12 Pages 4/7 alan / abby -Here's a nearly final schedule for alan. Will update as we can. - alan - you obmanchy hadn't gotten the report to Most by 3 today . He said you can call him pretty much any time Tomonon. Between 9:30+ 10:30 is heat. 7 1930 1 ----·· ·· ··

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DRAFT 4/7/94

ADH SCHEDULE APRIL-MAY, 1994

CONFIRMED MEETINGS ARE IN BOLD FACE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
4/10 Arrive from Israel 7 pm Call MLM	4/11 New York 7:45 S.Brawarsky Meet w/BWH&GZD 10-D.Fishman&Co. at JESNA	4/12 New York Meet w/BWH&GZD Dinner:N.Rappoport	4/13 New York (GZD to Milw.&back 9:15-11 BH,J.Ruska at CIJE 11-3 BWH	4/14 New York 7:15 L. Pollack	4/15 Phila. 10 D.Tcutsch	4/16
 4/17 Ann Arbor AM-David Cohen(ADF to arrange) To Cleveland 5 pm w/MLM 	4/18 Cleveland 7 D. Friedman 8 RAS&VFL:Budget 10 Ratner-Tower C. 11 Kraar, Wishner, MLM,SHH-Stouffer: PM Tent: Berman PM-VFL To NY	4/19 New York 9 Schorsch 11 Kekst 12:30 dry run/CUNY 1:45 D. Edell(re:srch)	4/20 New York 9–11, MLM & Staff	4/21 New York Board Meeting 8:30 Exec. Com. 10:00 Study Session 11:00 Committees 1:30 Board Mtg. 4:00 Debrief	To Ann Arbor 4/22 New York 8:30-12:DP,GD,B11 re Goals [12:30 MLM,Kekst] 2:30 MLM,N.Rappope 5 MLM,M.Sinclair (ok w/MLM)	
4/24 New York	4/25 New York 7:30-B.Steinberg (ADH to notify where) CJF Commission To Cleveland	4/26 Cleveland 9-1 JECC 1:30-5:30 VFL 6-8pm-Cleve. Fell.	4/27 To Chicago 9:20-B.Katz at O'Hare 12-4Community Fdn for Jewish Ed.(Cligo) To New York		4/29 Baltimore	4/30
5/1 Milwaukee :45 Gamoran&Goldring Bader&Goldring :15 Jay Roth :30 Louise/Janc To Atlanta (7:05 pm)		9-2 MLM 3 F. Melton 5 M.Fisher-unlikely(wet 7:00 B. Steinberg?	5/4 New York	5/5	Ellen out 4/4-11 Adam out 4/417	
	Note: B. Steinberg holdin possible dinner meeting.		Calls placed to following, Arnow, Gold, Kekst, P Lipoff,Melton Bader,Teutsch Haven't called Bronfman	ollack, Schorsch Berman		

TIME	TUESDAY, APRIL 12 New York	HOTEL/OFFICE Mayflower Hotel Ph: 212-265-0060	APPOINTMENT(S)
All Day	N.Y.	CIJE Office	Barry Holtz Gail Dorph
?	Dinner		Nessa Rappoport

Nessa Rappoport 212-873-8385

			and the second state of th
TIME	WEDNESDAY, APRIL 13 New York	HOTEL/OFFICE MAYFLOWER HOTEL	APPOINTMENTS
9:15 - 11 1228	NEW YORK	CIJE OFFICE 212-532-2518	Barrt Holtz John Ruskay-212-836-
11:00- 3:	00	CIJE Office	Barry Holtz
7:30 PM		TBD E-M	Arlene Agus 212-222-5203 Mail AA162 @ Columbia.edu

TIME <u>I</u>	HURSDAY, APRIL 14 New York	HOTEL/OFFICE MAYFLOWER HOTEL	APPOINTMENTS
7:15 am	Breakfast (CONFIRMED)	Regency Hotel 540 Park Ave. 212-759-4100	Lester Pollack 212-632-4829
10:00 AM	Meet in Lobby	UJA Federation 130 E. 59th St. 212-980-1000	Billie Gold 212-799-3120
2:00 PM	Arnow's Office	1114 Ave. of the Americas	David Arnow 212-869-9700
TIME F	RIDAY, APRIL 15	HOTEL/OFFICE	APPOINTMENT(S)
	etroLiner Ph: 1-80		
Mec.	roLiner Train # 28 82642	Downtown Philadelphia (3 5. Arrive Philadelphia	Oth St. & Market) at 9:15 AM. Conf: #
	p a sign that reads	ou at the Information Stat 30th Street). He will be "RRC". Ground transpor e for the airport at appr	holding
R	econstructionist Ra nurch Road & Greenw yncote, PA	bbinical College ood Ave.	David Teutsch PH: 215-576-0800 Fax: 215-576-6143
LV: Phila Nrrv: Detro	adelphia 12:50 Dit/Metro 2:2	PM Northwest #205 5 PM	David Cohen U of M

Meeting and Hotel to be arranged by ADH

David Cohen U of M 610 E. University School of Ed Rm. 4109 Ph: 313-763-0226 TIME

SATURDAY, APRIL 16 ANN ARBOR

HOTEL/OFFICE

APPOINTMENT(S)

Arrangements by ADH

TIMESUNDAY, APRIL 17HOTEL/OFFICEAPPOINTMENT(S)LVDetroit/Metro1:35 PMNorthwest #233Arrv:Cleveland2:16 PM

Sheraton Centre 777 St. Clair Ave. Cleveland

Ph: 216-771-7600 Fax: 216-771-5129

5:00 pm

1.1

ARCHIVES BUILDE

MLM Ph: 216-295-1133

TIME	MONDAY, APRIL 18	HOTEL/OFFICE	APPOINTMENTS
	Cleveland		
Council Hotel	of Jewish Federation	s = Spring Quarterly Me	eting at the Stouffer
Phone:	216-696-5600		
7:00 am	Coffee Shop	Stouffer's Hotel Ph: 216-696-5600	Darrell Friedma 410-727-4828
8:00 am		Stouffer's Hotel	R. Shatten G. Levi
10:00 am	Tower City	Forest City 29th Floor	C. Ratner 216-362-2640
11:00 am	M. Kraar Suite	Stouffers Hotel	Martin Kraar Maynard Wishne Mort Mandel Steve Hoffman
PM Meet	ting with Bill Berman		
	Flying ou	t in evening?	
TIME	TUESDAY, APRIL 19	HOTEL/OFFICE Mayflower Hotel PH: 212-265-0060 Fax: 212-265-5098	APPOINTMENTS
LV: Arrv:	Cleveland at 7:00 Newark at 9:25	AM CO #293 AM	
9:00 am	Breakfast MUST BRING PHOTO I.D.	Jewish Theological Seminary 3080 Broadway, NE Corner, Room 516 New York	Dr. Ismar Schorsch Ph: 212-678-8072 Fax: 212-678-8947
11:00 am		Kekst & Co. 437 Madison Ave. 19th Floor New York	Gershon Kekst Ph: 212-593-2655 Fax: 212-593-2430
12:30 pm	Dry Run	CUNY Graduate Center 33 W. 42nd Street	PH: 212-642-2180 Fax: 212-642-1988
1:45 pm	Search Firm	104 E. 40th St. Suite 806 (Between Park & Lexington)	David Edell, President Ph: 212-983-1600 Richard Shatten

TIME	WEDNESDAY, APRIL 20 New York	<u>HOTEL/OFFICE</u> Mayflower Hotel PH: 212-265-0060 Fax: 212-265-5098	<u>APPOINTMENT(S)</u>
9:00 am		CIJE office	Staff & MLM
11:00 an 5:00 pm		CIJE office	Steering Comm.

5:00 to ?

TBD

ADH & MLM

TIME THURSDAY, APRIL 21 HOTEL/OFFICE APPOINTMENT(S) New York Mayflower Hotel

> CUNY all day - Board of Director's Meeting Cuny Graduate Center 33 W. 42nd St. New York, NY 10036

> > Ph: 212-642-2180 Fax: 212-642-1988

Meetings will be held on the 17th floor meeting room and Board Room - 2nd floor, Room 202

8:30-9:30 am	CUNY - Rm. 202	Executive Committee
9:30 am	CUNY - 1700 B-C	Board gathers
10:00-11:00 am	CUNY	Study session
11:15-1:15 pm	CUNY	Committee meetings
1:30 - 3:30 pm	CUNY	Board
3:45 - 4:30 pm	CUNY - Rm. 202	Debrief

- -

TIME	FRIDAY, APRIL 22 New York	HOTEL/OFFICE Mayflower Hotel Ph: 212-265-0060 Fax: 212-265-5098	<u>APPOINTMENT(S)</u>
8:30- 12:00 pm	Goals	CIJE Office	D.Pekarsky G.Dorph B.Holtz
12:30 pm		?	M.L. Mandel G. Kekst
2:30 pm			M.L. Mandel N. Rappoport
5:00 pm			M.L. Mandel Michael Sinclair
TIME	SATURDAY, APRIL 23 New York	<u>HOTEL/OFFICE</u> Mayflower Hotel	<u>APPOINTMENT(S)</u>
TIME	<u>SUNDAY, APRIL 24</u> New York	HOTEL/OFFICE Mayflower Hotel	<u>APPOINTMENT (S)</u>

TIME	MONDAY, APRIL 25 New York	HOTEL/OFFICE Mayflower Hotel Ph: 212-265-0060 Fax: 212-265-5098	<u>APPOINTMENT(S)</u>
7:30 AM	Breakfast	ADH to notify	Barbara Steinber
4:00 - 7:00	the sal shuch that the	nmission on Jewish Identity ck Group Facilitator.	& Continunity
		UJA Federation 130 E. 59th St. New York	Bus: 212-980-100 Fax: 212-888-753
LV ARRV	NYC AT 9:00 CLEVELAND AT 10:31	pm CO: #293 pm	
		Sheraton Centre 777 St. Clair Ave. Cleveland	Ph: 216-771-760 Fax: 216-771-512
TIME	TUESDAY, APRIL 26 CLEVELAND	HOTEL/OFFICE SHERATON CENTER Ph: 216-771-7600 Fax: 216-771-5129	<u>APPOINTMENT(S)</u>
9:30-1:30	0	ish Education Council f Cleveland Ph: 0 S. Taylor Road Fax:	Mark Gurvis 212-3710446 212-371-2523
Mark does	not have list of a	ttende es - will send next w	veek.
2:00-5:30	mq	Premier	V.F. Levi
		Charles Carlles and Carl And Carl	

TO CIJEISRAEL PAGE,009

TIME	WEDNESDAY, APRIL	L 27 HOTEL/OFFICE	APPOINTMENT(S)
LV ARRV	CLEVELAND at 9:0 CHICAGO at 9:2	00 am CO# 1721 22 am O'HARE AIRPORT	Betsy Katz 312-427-5570
10:30 am	Betsy Katz		512-427-5570
12:00-4:0	00	Community Foundation Jewish Education 618 S. Michigan Ave. Chicago	312-427-5578
LV ARRV	CHICAGO AT 1844 NEWARK AT 2147	CO # 396	
<u>TIME</u>	<u>THURSDAY, APRIL</u> New York	28 HOTEL/OFFICE Mayflower Hotel PH: 212-265-0060 Fax: 212-265-5098	<u>APPOINTMENT(S)</u>
8:00- 10:30 am		CIJE Office CIJE Office	Gail Dorph Barry Holtz
11:00- 2:		dvisory Committee o the Joint Authority	Alvin Schiff NY Apt. 212-339-698: Off: 212-246-9759 H: 516-766-8274
5:30 pm	Dinner Meeting	Dr. Elcott's Home 4645 Delafield Ave. Riverdale	718-601-0998 G.Dorph/B.Holtz/ Y.Greenberg/D.Elcott
<u>rime</u>	FRIDAY, APRIL 29 New York	HOTEL/OFFICE Mayflower Hotel	APPOINTMENT(S)
	Baltimore - Th a		

Baltimore - In and Out same day

ADH TO ARRANGE

TIME	SATURDAY,	APRIL	30
	New York		

HOTEL/OFFICE Mayflower Hotel Ph: 212-265-0060 Fax: 212-265-5098

APPOINTMENT(S)

IME	SUNDAY, MAY 1	HOTEL/OFFICE	APPOINTMENT(S)
.V RRV		F 6:50 am NW #421 F 9:35 am	
:45 am	Milwaukee	Airport	A.Gamoran & E. Goldring
:00 pm		1109 N. Edison St. H: 414-273-2708	Dan Bader H: 414-273-2708 B: 414-224-6464 Ellen Goldring
	Dan Bader's	home; walk to resturant	
	Milwaukee	Corner Brown Deer Rd	Jay Roth
:15 - :15 pm		& Port Washington Audubon Court Books	B: 414-964-4444
		& Port Washington	B: 414-964-4444

LV Milwaukee at 7:55 pm NW # 874 ARRV Atlanta at 10:06 pm

TIME	<u>MONDAY, MAY</u> Atlanta, GA	2	HOTEL/OFFICE		APPOINTMENT(S)
	ADH to	arrange	with David Sarnat		
			Atlanta Jewish Fe 1753 Peachtree Rd PH: 404-873-1661 Fax: 404-874-7043	NE	n
LV: Arrv:	Atlanta Miami	at 1703 at 1855	Delta 222		
8:00 pm Dinner	Miami		Grove Isle Hotel 4 Grove Isle Drive	2	Norman Lipoff Bus: 305-579-0503
Meet at estaura			Coconut Grove, FL Bus: 305-858-8300 Fax: 305-858-5908		Fax: 305-579-0719
Con	firmed Lt. Arr	ival - A	DH's American Expr	ess Ca	rd
Con		ival - A 4963	DH's American Expr Rate: \$1 <u>HOTEL/OFFICE</u>	cess Ca 40	rd <u>APPOINTMENT(S)</u>
Con Con	firmed Lt. Arr firmation #: 6 TUESDAY, MAY	ival - A 4963	Rate: \$1	tess Ca	
Con Con <u>TIME</u> 9:00 - 2:00 3:00-	firmed Lt. Arr firmation #: 6 TUESDAY, MAY	ival - A 4963 <u>3</u>	Rate: \$1	.40 Flore	APPOINTMENT(S)
Con Con TIME 9:00 - 2:00 3:00- 4:30	firmed Lt. Arr firmation #: 6 TUESDAY, MAY	ival - A 4963 <u>3</u> 1180 Boca 1 Educ 4603 0	Rate: \$1 <u>HOTEL/OFFICE</u> ? S. Ocean Blvd.	.40 Flore	APPOINTMENT(S) MLM ence Melton
Con Con <u>TIME</u> 9:00 - 2:00 3:00- 4:30 7:00 pm	firmed Lt. Arr firmation #: 6 <u>TUESDAY, MAY</u> Palm Beach Tentative (Dinner) West Palm Bea	ival - A 4963 3 1180 Boca 1 Boca 1 Educ 4603 0 West 1 ach at	Rate: \$1 HOTEL/OFFICE ? S. Ocean Blvd. Raton ssion for Jewish cation Community Drive	Flore PH:	APPOINTMENT(S) MLM ence Melton 407-391-3190 Barbara Steinberg Bus: 407-640-0700
Con Con <u>TIME</u> 9:00 - 2:00 3:00- 4:30 7:00 pm	firmed Lt. Arr firmation #: 6 <u>TUESDAY, MAY</u> Palm Beach Tentative (Dinner) West Palm Bea	ival - A 4963 3 1180 Boca 1 Boca 1 Commis Educ 4603 0 West 1 Ach at	Rate: \$1 <u>HOTEL/OFFICE</u> ? S. Ocean Blvd. Raton ssion for Jewish cation Community Drive Palm Beach t 3:45 pm CO	Flore PH:	APPOINTMENT(S) MLM ence Melton 407-391-3190 Barbara Steinberg Bus: 407-640-0700
Con Con <u>TIME</u> 9:00 - 2:00 3:00- 4:30 7:00 pm	firmed Lt. Arr firmation #: 6 <u>TUESDAY, MAY</u> Palm Beach Tentative (Dinner) West Palm Bea	ival - A 4963 3 1180 Boca 3 Commis Educ 4603 0 West 3 Ach at at Mayfle	Rate: \$1 HOTEL/OFFICE ? S. Ocean Blvd. Raton ssion for Jewish cation Community Drive Palm Beach t 8:45 pm CO t 11:27 pm	Flore PH:	APPOINTMENT(S) MLM ence Melton 407-391-3190 Barbara Steinberg Bus: 407-640-0700

PM Depart to Israel

Mandel
Associated
Foundations

Jack N. and Lilyan Mandel Fund Joseph C. and Florence Mandel Fund Morton L. and Barbara Mandel Fund

April 7, 1994

Dr. Jacob Rosensweig Judaic Teachers Program Solomon Schechter Day School of Memphis 482 South Mendenhall Road Memphis, Tennessee 38117

Dear Dr. Rosensweig:

Careful consideration has been given to your letter of January 5th to Richard Shatten requesting support for training elementary school Judaic studies teachers.

The Mandel Associated Foundations receives a great number of worthy requests for support and we find that we cannot support them all. We are therefore unable to respond favorably to your request.

We have discussed your request with the Council for Initiatives in Jewish Education Director Alan D. Hoffmann, who would like to be kept informed of your program. Also, Dr. Aryeh Davidson of the Jewish Theological Seminary is working on a project to train Schechter teachers. You might want to be in touch with him about his work.

Best wishes for success in all your good work.

Since

Virginia F. Levi

cc: Alan D. Hoffmann / Aryeh Davidson To: Barry Kosmin From: Barry Holtz Re: Board Meeting of the Council for Initiatives in Jewish Education (CIJE) When: Thursday, April 21, 1994 9:45 AM Where: CUNY Graduate Center

Room

1700 B [17+ Floor]

Barry,

I want to confirm your kind agreement to speak to the Board of Directors of the CIJE, as we discussed. Your presentation should run from about 10:15-11:00 AM; you ought to plan to speak for about half an hour and leave 15 minutes for response from the group.

The CIJE is the organization created by the Commission on Jewish Education in North America in 1991 to implement its recommendations for the reform of Jewish education in North America. Its chairman is Mort Mandel, who created and chaired the Commission as well.

The Board is a very distinguished group consisting of about 30-40 well known Jewish philanthropists, academics, and communal leaders including David Arnow, Mandell (Bill) Berman, Charles Bronfman, Norman Lamm, Ismar Schorsch, Seymour Martin Lipset, Isadore Twersky, etc.

Of course, it's important to remember that this group is committed and interested in issues of Jewish education partially because of their concerns about Jewish continuity.

We discussed your giving a presentation along the lines of "From the 1990 NJPS until Today: Jewish Continuity and Jewish Education." You would talk about some of the recent research on the topic (Lipsett, the Avi-Hai sponsored study, Sylvia Fishman stuff out of the Cohen Center, etc.) and could relate to considering the kind of research that would be of importance in advancing our knowledge about these matters. (Keep in mind that Lipsett may be there-- his work was sposored by the Mandel Foundation.)

Thanks so much for your assistance.

C.C. Gunny AlaN Fax Number:

COMMENTS:

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

FAX COVER SHEET

 Date sent:
 Time sent:
 No. of Pages (incl. cover):

 To:
 From:

 Organization:
 Phone Number:

Phone Number: 212 532 2360

Fax Number: 212 532 2646

thys alen Frind this article over tesah. I am sending it to you for anydane reading. I thought it concel Swe to a whole new approach to HEF issues. See you soon ! Gail

Inaction Research: A Superior and Cheaper Alternative for Educational Researchers

J. RONALD GENTILE

Educational Researcher, Vol. 22, No. 5, pp. 30-32.

There is a big push these days for educators to do action research, which means the study of a program or social policy by a researcher who is also a participant in the program. Action research is usually considered a subset of qualitative research, which in turn is usually distinguished from formal expenmental research.

It occurred to me that although the methodologies differ somewhat, what all of these research methods have in common is action, whether the researcher is part of the study or an independent external observer, analyst, or consultant. While there are some advantages of action research, as I've just defined it, the disadvantages are that the researcher must collect a lot of data, carefully observing both the behaviors of interest and the conditions under which they occur. Following that, one has to score the data, a process that sometimes requires inventing ways to categorize them, analyze them, and draw inferences that are appropriate for the sample, design, and so forth. The problem with action research, in other words, is that it requires too much action.

Fortunately, I have discovered an alternative to action research that is probably best labeled "inaction research." I take for the most positive exemplar of inaction research the famous experiment that Albert Einstein was reputed to have done in his head to demonstrate relativity: Suppose a person is traveling away from a visible clock on a rocket ship at exactly the speed of light. Time will appear to stand still. Now suppose that rocket ship is traveling faster than the speed of light. What will happen to time on the visible clock?

It is clear that we in education will

rarely come up with the kind of revolutionary insights from our inaction that Einstein did from his. (It does indeed take a rocket scientist ...). Nevertheless, some remarkable educational breakthroughs have emerged from inaction research, and I'd like to expose-er, describe-them here. I have grouped them under three headings: (a) statistics in service of the id, (b) scholarship as inaction research, and (c) happiness quotients and testimonials. What they have in common is inaction and low cost. As a family of research techniques, this is another "miracle method in education" (see Gentile, 1983), which I believe deserves a NOBEL prize.1

Statistics in Service of the Id

The most frequent examples of inaction research concern the invention or use of statistics to support some preconceived belief or entrepreneurial motive. As evidence, consider the statistic in the previous sentence, which I just made up to support my thesis. Statistical observations like that are why 9 of every 10 people mistrust statistical surveys. (Well, actually I extrapolated that from the following piece of inaction research. I asked 5 of my friends if they ever mistrust statistical surveys. Four of them said they are usually skeptical and one said sometimes. I scored this as 4.5 points out of 5 for mistrusting and multiplied by 2 to get 9 out of a possible 10. On a scale of 10, I would rate this kind of inaction research as a perfect 10, wouldn't you?)

In another of my programmatic inaction research studies—a staff development survey—I found that teachers rarely collaborate in improving their instructional techniques. More specifically, I found that three of every four teachers work independently of their colleagues (in a sort of parallel play). There are probably many reasons for this, including the fact that most teachers are deflective, rather than reflective, practitioners—a point I explored elsewhere (Gentile, 1993). More to the purpose of this study is to understand two points concerning teachers' isolationist tendencies. The first is how to get teachers to collaborate more; after all, if I have to spend most of my life in committee meetings, why shouldn't they? The second is to follow up the previous finding to ask, if three of every four teachers work alone, then with whom is the fourth collaborating?²

Other examples of statistics in the service of the id show up regularly in both the technical and the general literature. One position, for example, has been to survey a very small portion of the large literature on TV violence-a variation of inaction research (see below). Some have concluded that there is a staristically modest correlation between the amount of TV viewing and behavioral aggressiveness, claiming that, on average, watching TV increases physical aggressiveness in children by perhaps only 5%. From that, some people might decide that a 5% decline in violence is too trivial to worry about.3 And in a good Einsteinian thought experiment, we can make it so: For instance, if you were on a space ship traveling away from earth faster than the speed of light, then a 5% decline in violence on earth becomes trivial.

J. RONALD GENTILE is professor and director of the Educational Psychology Program, Department of Counseling and Educational Psychology, State University of New York at Buffalo, 409 Baldy Hall, Buffalo, NY 14260. His specialties include learning and instruction, and mastery learning and grading. Chair Morton Mandel

Vice Chairs

Billie Gold Matthew Maryles Lester Pollack Maynard Wishner

April 6, 1994

Honorary Chair Max Pisher

Board

David Arnow Daniel Bader Mandell Berman Charles Bronfman Gerald Cohen John Colman Maurice Corson Susari Crown Jay Davis Irwin Field Charles Goodmen Alfred Gouschaft Nell Greenbaum Thomas Hausdort David Hirschhorn Gershon Keiks Henry Kost hitsky Mark Lainer Norman Lantr Martin Lemler Planence Mellon Father Scott Dile Trimer Schench Dacht Trutych Setting D. Somowitz

Pan-uniter Dires and Mari Politronia John Ruskay IUA Rederation 130 E. 59th Street New York NY 10022

Dear John MERICAN JEWISH

For our conversation with your secretary, this will configure to a meeting with Atam Holimann and Barry hottz of CIIE or

Mednosday, April 17, 1994 from 0 15 a m. to 11.00 5 b at the GLE office blocked at 15 8, 26th Street Tours 10.

If you have any questions about this, please call to st 116-1911 1852.

Alon and Banky are Thoking forward to seeing you thou

Mirginia F Levi Mirginia F Levi

Sigegre.

Alan D. Hoffmann Barry V. Hoffm

> BO: Box 94553. Elementation. Obso 94124 • Phone: (218) 35 (1985) • Fas. (216) 791 54(4) 15 East 25th Street New York NP (NR1) 1572 • Phone (219) 100 above 755 • COUNTY 5 area

Council for Initiatives

in Jewish Education

		COUNCIL JEWISH	FOR INITIATIVES IN EDUCATION
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V	Kathy, Please give the at	tached two pages each to Barry and Gail
E	FYI: One letter went to went to the Board.	the Executive Committee and One letter
R	Also, the Board let	ter went to the following
SHEE		Genine Fidler Arthur Rotman Louise Stein Martin Kraar Jane Gellman Ilene Vogelstein Robert Hirt Jonathan Woocher Dr. William Schatten Ellen Goldring Daniel Pekarsky
E	Abby, Please give one le	etter of each to Alan.

Chair Morton Mandel

Vice Chairs		
Billie Gold	TO:	CIJE Executive Committee
Matthew Maryles		
Lester Pollack	FROM:	Alan D. Hoffmann
Maynard Wishner	- Correction	
	DATE:	April 5, 1994
Honorary Chair		
.ax Fisher	SUBJECT:	APRIL 21, 1994 - BOARD OF DIRECTORS MEETING

Board David Arnow Daniel Bader Mandell Berman Charles Bronfman Gerald Cohen John Colman Maurice Corson Susan Crown Jay Davis Irwin Field Charles Goodman Alfred Gottschalk Nell Greenbaum Thomas Hausdorff David Hirschhorn Gershon Kekst Henry Koschitsky ark Lainer Norman Lamm Marvin Lender Norman Lipoff Seymour Martin Lipset Florence Melton Melvin Merians Charles Ramer Esther Leah Ritz **Richard Scheuer** Ismar Schorsch David Teutsch Isadore Twersby Bennett Yanowitz

Executive Director Alan Hoffmann

I look forward to seeing you at the upcoming CIJE Executive Committee and Board meetings. The meetings will take place at:

Council or nitiatives ewish ducation

CUNY Graduate Center 33 W. 42nd Street Room 202 (Second Floor) New York, New York

Please note that this is a change from the location at which we usually hold our meetings.

Reminder: The Executive Committee meeting will begin promptly at 8:30 a.m. The Board meeting will conclude by 3:30 p.m.

We look forward to a full and stimulating day. At the 10:00 a.m. session, Dr. Barry Kosmin, Director of Research for CJF and Director of the North American Jewish Data Bank will speak on the various interpretations of the National Jewish Population Survey and their implications for Jewish education. This will be followed by the first meetings of our new committees and will conclude with a meeting of the full Board. Background materials will be sent to you in a few days.

If you have not already done so, please return your reply card indicating your attendance plans.

Chair Morton Mandel

Billie Gold Matthew Maryles	TO:	CIJE Board of Directors
ester Pollack Maynard Wishner	FROM:	Alan D. Hoffmann
	DATE:	April 5, 1994
<i>Honorary Chair</i> liax Fisher	SUBJECT:	APRIL 21, 1994 - BOARD OF DIRECTORS MEETING

Board David Arnow Daniel Bader Mandell Berman Charles Bronfman Gerald Cohen John Colman Maurice Corson Susan Crown Jay Davis Irwin Field Charles Goodman Alfred Gottschalk Nell Greenbaum Thomas Hausdorff David Hirschhorn Gershon Kekst Yenry Koschitsky Mark Lainer Norman Lamm Marvin Lender Norman Lipoff Seymour Martin Lipset Florence Melton Melvin Merians Charles Rather Esther Leah Ritz **Richard Scheuer** Ismar Schorsch David Teutsch Isadore Twersky Bennett Yanowitz

Executive Director Alan Hoffmann I look forward to seeing you at the CIJE Board later this month. The meeting will take place at:

Council for Initiatives in Iewish Education

CUNY Graduate Center 33 W. 42nd Street Seventeenth Floor New York, New York

Please note that this is a change from the location at which we usually hold our meetings.

Reminder: Please plan to arrive by 9:30 a.m. The Board meeting will begin promptly at 10:00 a.m. and will conclude by 3:30 p.m.

We look forward to a full and stimulating day. At the 10:00 a.m. session, Dr. Barry Kosmin, Director of Research for CJF and Director of the North American Jewish Data Bank will speak on the various interpretations of the National Jewish Population Survey and their implications for Jewish education. This will be followed by the first meetings of our new committees and will conclude with a meeting of the full Board. Background materials will be sent to you in a few days.

If you have not already done so, please return your reply card indicating your attendance plans.

- The suspect's gulfriend and Juding the four other people; two owners of ac rival minimarket, were also arrested. " The rivid grocery store owners allegedly wanted to drive their . competitor out of business. -

Nearly 20 families were evacuated from the adjoining apartment building as the store went up in flames. Firefighters succeeded in extinguishing the blaze after about two hours and no one was hurt, but the store was" gulled. The same minimarket was torched a lew month's ago .. .

The woman initially told police she had not seen the suspect for several days, but during a search suffering from severe burns all over his body and was questioned while undergoing treatment at Wolfson Hospital. 1000

He denied torching the store, and told police he accidentally. spilled gasoline on himself while . sunbathing.

Police believe that his injuries were sustained when he, ignited the gasoline in the store. His girlfriend is suspected of concealing. evidence and hiding a criminal in Holga police, headed by Chief her apartment.

en residents of the village suspected of -ock throwing and painting. natic st slogans in the region. of the roof, the man was found, The seven were arrested on Land Day and police asked. Acre Magistrates Court to exile them for a month to villages in the I laifa and Galilee regions.

> In their letter to Amnesty International, the Druse said that the move set a dangerous precedent which violates international law. Police believe the situation in the Golan Drose villages will continue to deteriorate the more negotiations with the Syriaus progress, making such steps necessary. te a ser her -t. - (Itim)

to Kiryat selflers. A car Abu Snina aged to an stopped what the settlert) Abu Suit got around when he n was hit in the to back u among thes the car and fired at it. Merides # four shots g killed, and (in a nearby) According police and B arrest the st resistance. R border. polic breaking his Mendes w was identified men and Arai he used was told the court The prost

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REGULAR TOU

Federations abuzz about Finance Ministry's' offer to aid Diaspora education

THE buzz in federation offices across North America started last Thursday, as news began to spread that the Israeli Finance Ministry is offering NIS 22.5 million in grants for Jewish education projects in the Diaspora. "It's the fulfillment of Deputy Foreign Minister Yossi Beilin's dream, that Israel will start donating to the Diaspora," noted

one Jewish official here. According to a notice in Ha'aretz last week, grants will be awarded to, Jewish institutions which demonstrate that their educational projects, aimed at combatting assimilation, would collapse without such financial

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support. The application deadline is April 30. Finance Ministry spokesman

Eli Yosef was unable to offer further details, 'except to say that it is dot a new program and is aimed at educational needs in Europe and North America.

None of the federation officials contacted had heard about the grant. While most expressed cautious support of the idea, many were hesitant, and a few were hostile.

Steven Nasatir, executive di-

SUE FISHKOFF NEW YORK

rector of the Jewish Federation of Metropolitan Chicago, said he doubted that Chicago would accept such a grant.

"The notion that the Diaspora needs dollars from Israel to fund Jewish education in this country. is kind of silly," he said.

apply? It doesn't sound very wells tity and Jewish continuity, the fact thought through. I'd have a lot of." that the Ministry of Finance would questions about it."

All those interviewed were or is good news," he said. concerned about how institutions jects could apply, or only recog- ... Jewish education structure.!" nized religious schools, and would qualify.

pressed anger that government rognition that Jewish continuity is officials did not sit down with ~ everyone's problem," but he, too, federation heads to work out the should have discussed the details in advance, but seemed to offer, with federation heads anbe making a blind offer, open to nouncing it. the first lucky comers.

approaching this?" asked Carol Koransky, planning and alloca-

tions director foi the Jewish Federation Council of Greater-Los Angeles, "In partnership, through communities? Or are they just putting it out there, with no understanding of how communication works?"

Jeffrey Solonion, UJA-Federation of New York's chief operating officer for piogram services, said the offer was "exciting.""

"At a time when lederations are "A grant with four weeks tu . trying to do more for Jewish idenparticipate so early in the endcav-

But Solomon echoed his colwould be chosen, whether com- leagues' fears that such an undermunity-based educational pro-, taking should "fit into the overall Barty Shrage, president of the whether outreach programs Combined Jewish Philanthropies The of Greater Boston, said he "ap-Some American leaders ex- »plauded" the government's "rec-

"More than a grant from Israel, "The question is, how is Israel we need to reallocate resources locally in the US to meet our nceds," he said.

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The Samuel Mendel Melton Foundation

SUITE 1425 - 88 EAST BROAD STREET - COLUMBUS, OHIO 43215

S. M. MELTON, PRESIDENT

30 March, 1994

Dr. Seymour Fox Melton Center for Jewish Education in the Disspora Hebrew University in Jerusalem Mt. Scopus 91905, Jerusalem, Israel

Dear Seymour,

Sorry that we did not have an opportunity to see you on your recent visit to the US. Florence has told us of your conversation regarding the Foundation gift to the Melton Center.

We are in agreement that the Foundation will contribute the sum of \$125,000 contingent on your raising triple that sum for funding of the Melton Center. Please send us your thoughts as well as your understanding of and confirmation of the project.

We are, of course, most concerned about the situation in Israel and about the peace talks. We ferverently hope that some agreement will be reached very soon.

Hope that you had a good Passover holiday and that all is well with your family.

Best Wishes,

Renee Levine

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PHONE #:	PHONE #: 216-391-1852
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meet. She now	11ed to confirm your meeting with her on April 13 2-222-5203) She would like to know where you want to has E-Mail and that is:
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Council for Initiatives F in A Jewish Education Date sent 3/30 X Time sent No. of Pages (incl. cover): 2 To: Abby From: Teddy Organization: C Phone Number: Phone Number: 216-391-1852 0 Fax Number: Fax Number: 216-391-5430 v Comments: Pls FAX The Attached to ALAN'S Hotel. I CANNOT. get three. Please CONFIRM To me. hank you. R S H E E 1.

Council for Initiatives F in A **Jewish Education** Х Date sent3/31/94 Time sent: No. of Pages (incl. cover): Ginny To: += ALAN HOFFMANN (guest) From: Ginny Levi Organization: C Phone Number: Phone Number: 216-391-1852 0 Fax Number: 01 972-6-793-590 Fax Number: 216-391-5430 v Comments: F Alan -R Gail will be at the office this afternoon at 3:00, NOT S at home. Please call her at H Ε 212 - 532-2509. E T

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TO: FAX NO. (011) <u>972-2-619-951</u> Name Alan D. Hoffman Company Mandel Institute Street Address	FROM: FAX NO. (2 Name <u>Morton L</u> Company <u>Premier</u> Tele. No. (216) <u>391-8</u>	16) <u>361 - 9962</u> . Mandel Industrial Corp.

I need to change our Telecon now scheduled for 10:00 a.m., March 31.

Can you hold Telecon on either March 30 or April 1? Also, I am flexible as to time. Suggest 10:00 a.m. if OK with you.

Regards.

Mort

[14] From: GERALD SHOWSTACK at LPO 3/23/94 8:51AM (499 bytes: 5 ln)
Priority: Urgent
To: Alan Hoffman fax# 011-972-2-619951 at FAX
Receipt Requested
Subject: Your Phone Message

Thanks very much for the information. I will be interested to see what constellation develops, and look forward to talking with you. Please let me know when you return to the States. Will you be at the Quarterly in Cleveland in April? Hag kasher v'sameach.



FAX

Council for Initiatives in Jewish Education

Date: March 22, 1994

To: Alan Hoffmann From: Barry Holtz at Fax number: 212-864-6622 Number of pages (including this one): 3 Re:American Jewish Yearbook

Alan:

Enclosed is the American Jewish Yearbook cover and description. 1 think I can sign it, if you think the enclosed is okay. I wrote the description in the style of other entries in the book.

Please respond by e-mail with any changes-- as soon as possible!! I want to send this in on Thursday before I leave.

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

AMERICAN JEWISH YEAR BOOK 1994, Vol. 94 165 East 56th St., New York, N.Y. 10022-2746

JEWISH ORGANIZATIONS QUESTIONNAIRE

(Attached is a copy of your entry in the 1993 AJYB. Complete Part 1 If entry is correct; Part 2 if changes are needed.)

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To avo		through names or wordi		y that are to be deleted or	revised
1. Name	of organization			Jewish Educat	ion
2. Office i	address P.O	. Box 94553			
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Created by the Commission on Jewish Education in North America to implement its recommendations. Aims to revitalize Jewish education through systemic reform. Through comprehensive planning and experimental initiatives seeks to accomplish a three-fold mission: to build the profession of Jewish education; mobilize support of community leadership for Jewish education; develop a research agenda for Jewish education and help secure funding for that research.



Sunday, April 17 (continued)

4:00 - 6:30 PM

·· · · · · · · · ·

CJF Executive Committee

8:00 - 9:45 PM

PLENARY: Tribute to Senator Howard Metzenbaum (invited)

Monday, April 18

8:00 - 9:45 AM

National Funding Councils (NFC) Executive Committee

JDC Professional Resource Panel

Endowment Steering Committee

AVI CHAI/CJF Award Committee

Research Committee

Intermediate City Steering Committee

10:00 - 11:45 AM

7

Federation Women's Division Presidents and Directors

National Funding Councils (NFC)

CJF Public Policy Committee

Endowment Directors Advisory Committee

Personnel Professional Advisory Committee

CJF Loan Guarantee Liaison Committee

Shroder Award Committee

Large Intermediate and Intermediate Presidents and Executives Monday April 18 (continued)

2:00 - 3:45 PM

Washington Refugee Advocacy Group Large City Presidents and Executives Endowment Fund Committee Large Intermediate City Executives Small Federations Steering Committee Community Planning Committee Intermediate City Executives

4:00 - 5:45 PM

Refugee Resettlement Professional Advisory Committee Large City Executives Community Services Committee Planning and Resource Development Steering Committee FEREP Advisory Committee

8:00 - 9:45 PM

Y PLENARY: To be determined

Tuesday, April 19

8:00 · 9:45 AM

CJF/HIAS Refugee Resettlement Committee Federation Jewish Identity & Continuity Chairs Executive Committee Regional Representatives Foundations Initiative Oversight Committee General Assembly Program Committee

3

Tuesday, April 19 (continued)

10:00 - 11:45 AM

Governance and Rules Committee Mandel Executive Training Program Steering Committee Community Service Consultants Women's Division Total Resource Development Committee

2:00 - 6:30 PM

Task Force on College Service Funding



alan - Here's my list so far. any advice on priorities ? 1. Call Kraan, Rotman, Worker 3/22 Kining Contait our gang re Roge Smith 2. Bob Hirt 3. Finish + distribute Steering Committee minutes Staff calendar of events. For 10/20 board mtg: hy 6/30 - Decide on speaker - Decide on gen'l format hy 8/15 - agenda Materials to prepare / distribute 5. 6. When do we plan Epec. Com. mtg? 7. So to NY to look at space. 8. Work out staff mtg. time on 3/180219. (DP?RAS?) 9. Phone calls to AUH's campers Travel schedule : Dourd Cohen ? Chuck Ratney - 4/18 buck Confirm Ruskay at CIJE on 4/13 Jahn Beach Call Chernin CLAL-5/4 En MLM staff mity . - Flig ? Check of Lifea Arrangements for Milu.

10. Sched. MLM to Holocaust Museum 11. Call Rosensweig ne grant request 12. Talk to Mark 6. about SCC request 13. Drivite Lead Community leaple to board my -Be sure Kraan, Rotman, Woocher are coming B. J. J. t - Bob Hint - Who else ? Richard Sinny Daniel Stanley ? Ellen Gail Barry alan 14. Smite Bill Schatten to join board? 15. Yeshiva payout schedule

16. CIJE Calendar of Events

17. Call Ruth, chaimy # Lower re room meeto a

18. Review foundation contact chuto. Que ne billing ou schedule?



Chair	TO:	CLIE Staff - 1 0			
Morton Mandel	10.	CIJE Staff and Consultants			
	FROM:	Ginny Levi Junny			
Vice Chairs					
Billie Gold	DATE:	March 22, 1994			
Matthew Maryles		and and and a			
Lester Pollack	SUBJECT:	TRAVEL ARRANGEMENTS			
Maynard Wishner		MUTUL ANNALOWENTS			
Honorary Chair	I had a me	eting with the IVI travel representative to try	y to		
Max Fisher	clarify ho	w we should be handling ticketing The follow	inglas		
inder i killer	clarify how we should be handling ticketing. The following is summary of that meeting:				
Board	1. Tra	vel arrangements should be made through IVI Tra	avel for		
David Arnow Daniel Bader	all	airline reservations except to Israel.	1102 101		
Mandell Berman	IVI	can be reached at: 1-800-285-8878			
Charles Bronfman		or: (216) 881-0202	-		
Gerald Cohen		01. (210) 001-0202	~		
John Colman	2. Our	CODEACE Dercon at TUT to DI Van 1 11			
Maurice Corson	 Our contact person at IVI is PJ. You should always ask for him. (If you have any problems with this arrangement, 				
Susan Crown	ple	ase let me know as seen as seen it	ingement,		
Jay Davis Irwin Field	P-0.	ase let me know as soon as possible after they	occur.)		
Charles Goodman	3. You	should alwayse only profe have been a second			
Alfred Gottschalk		should always ask PJ if back-to-back ticketing	; will		
Nell Greenbaum	hac	e on the cost of a trip. When you do use the b	ack-to-		
Thomas Hausdorff	hil	k ticketing approach, the cost of your tickets	will be		
David Hirschhorn	have	led to a CIJE credit card so that you are not 1	.eft		
Gershon Kekst	rai.	ing to pay for unused tickets before you will b	e		
Henry Koschitsky	Terr	abursed. PJ is aware of this arrangement.			
Mark Lainer	4. As 1				
orman Lamm		in the past, your travel expense forms should b	e sent		
marvin Lender	dire	ectly to Mitzi Grubach at the Jewish Community			
Norman Lipoff	rede	eration and should be accompanied by all ticket	in a second		
Seymour Martin Lipset	rece	ipts and unused tickets. Mitzi will send unus	ed back-		
Florence Melton	to-t	back tickets to the CIJE office where they will	he held		
Melvin Merians	unci	I needed. The exception to this rule is that	VOIT		
Charles Ramer	snot	ind hold onto back-to-back tickets for which vo	u havo		
Esther Leah Ritz Richard Scheuer	an a	ctual scheduled trip. When we receive the tic	kets in		
Ismar Schorsch	cne	CIJE office, we will notify IVI, which will no	te that		
David Teutsch	we h	ave them in the computer and should pull them	up for		
Isadore Twersky	your	next scheduled trip.			
Bennett Yanowitz					
	Hopefully t	his helps to clarify the issues that were rais	ad in		
	Atlanta. H	lease fill free to contact me if you have any			
Executive Director	questions.	any and any any any			
Alan Hoffmann	a service and s				

Date:	mauh 18/au
To:	allan Hoffman
From:	mark charendar
Fax Number of (including controls) COMMENT	Pages:

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F . 1/ C

MEMORANDUM

- to: Allan Hoffman
- from: Mark Charendoff
- re: Weekend
- date: March 18, 1994

AMERICAN JEWISH

Shalom Allan. I will be in the house most of the day Sunday. The morning is probably best though.

416 787 6696.

 $A^{k-\frac{1}{2}}$

14

Look forward to hearing from you,

Mark

from the desk of ...

Mark Charendoff Director Institute for Jewish Learning 4588 Bathurst St. Toronto Ontario M28 1W6

> 416 631 5654 Fax: 416 636 1536

FAX TRANSMITTAL

DATE: 4/6/94	TIME:

PLEASE RUSH TO:

NAME: ALAN HOFFMANN COMPANY:	FAX NO 011-972-2- 619951
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FROM:

NAME: STEPHEN HOFFMAN

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MESSAGE:

Can we share this with Marty Kraar now?

THE CJF-CIJE RELATIONSHIP

The issue of Jewish continuity and Jewish education for Jewish continuity is, today, at the heart of the communal priorities of most - if not all - North American Jewish communities.

I. BASIC APPROACH

THE COUNCIL OF JEWISH FEDERATIONS major mission is to serve the Federation movement and provide local Federation lay and professional leadership with resources, thinking and networking which will enhance the ability of those communities to fulfill their own communal objectives and priorities.

THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION (CIJE) is a continental organization created to provide the North American Jewish community with a planful strategic design for systemic change of Jewish education through building the profession of Jewish education, mobilizing continental leadership for Jewish education and developing a meaningful research program.

CIJE is a hothouse for developing and then disseminating state-of-the-art innovation for Jewish education and Jewish continuity in North America.

CIJE develops, tests, monitors and disseminates new models and approaches to personnel development and community organization for both formal and informal Jewish education.

CIJE engages in specific content areas which undergird all Jewish education - an example is the Goals Project which will help community leadership to develop and think through institutional and community visions of Jewish education. The Best Practices project documents outstanding practice throughout North American Jewish education (supplementary schools, day schools, JCC's, camping, early childhood, etc.) as a basis for developing new models for upgrading and revitalizing institutions at the local level. The Monitoring, Evaluation and Feedback project has created, in three communities, a paradigm for formative and summative evaluation of Jewish educational intervention in a community. The Personnel Project has produced a design for a community-wide personnel project which moves from research (a diagnostic profile of a community's educators) through policy analysis to a comprehensive action plan for improving Jewish educational personnel in a community.

CIJE works with local communities, from three selected lead communities to additional communities who wish to commit themselves to meaningful systemic change. At the continental level CIJE will engage the denominational training institutions and other Jewish and general centers of excellence to provide expert support in its projects. A continental strategy for change also includes helping selected existing institutions build the capacity for new initiatives in recruitment and training of formal and informal educators and in providing that expert support to local communities.

CIJE sees its mission as helping generate community-based and continental lay "champions" for Jewish education who will lead the process of radically elevating the priority of Jewish education and its support in the North American Jewish community.

THE JEWISH EDUCATION SERVICES OF NORTH AMERICA (JESNA) provides ongoing support and service to the formal Jewish educational system of North America. JESNA's mandate is to service all communities within the framework of its available resources. JESNA's activities range from personnel placement and data gathering to consultation to communities and institutions. JESNA creates opportunities for networking and sharing of information and expertise in formal Jewich education and serves as a resource to the Federation movement.

THE JEWISH COMMUNITY CENTERS OF AMERICA (JCAA) and other national organizations provide consultation and support to the network of informal education in Jewish communities.

TOWARDS THE FUTURE

Commission on Jewish Education in North America and the 1990 National Jewish Population Study have together catapulted Jewish continuity and Jewish education for a meaningful Jewish continuity into the center of the local and national communal agenda. The present CJF Commission on Jewish Identity and Continuity must be understood within that emerging context. CJF needs to be an active player, facilitator and catalyst in this process.

CJF is uniquely positioned to be able to ensure that an ever-increasing number of communities re-examine their formal and informal Jewish educational systems and engage in a community-wide process of significantly raising the quality of Jewish education in those communities, often by restructuring. At the same time, ongoing needs cannot be ignored.

CIJE is developing - with an ever-growing number of "essential" communities - new models of personnel development, mobilization of lay leadership, areas of content and research. These models span the formal/informal divide and need to be grown in carefully monitored "hothouse" environments. After careful nurturing, the ingredients of systemic change will need to be shared with the entire North American Jewish community.

CIJE wishes to seek ways to facilitate and enhance the mission of JESNA in strengthening its own capabilities. CJF should see CIJE as a major partner in the joint enterprise of leading the North American Jewish community towards meaningful Jewish continuity. CJF should look to CIJE for new initiatives in Jewish education, for pretesting new undertakings, for optimal utilization of the GA and for continental strategic planning. CJF should foster the allimportant process of mobilizing communities and the North American Jewish leadership for Jewish education and Jewish continuity by, among other things, disseminating the emerging story of CIJE's work.

This model, which places CIJE at the center of CJF's mission in Jewish continuity, with JESNA and JCCA as providers of constantly enriched service to communities, should be a major recommendation of the present Commission and enable it to move to a CJF committee which will constantly review and monitor the process described here.

II. NEXT STEPS

3/29/94 1hk DOCUMENT\CJFCIJERELATIONSHIP

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2030 SOUTH TAYLOR ROAD • CLEVELAND HEIGHTS, OHIO 44118 (216) 371-0446 FAX (216) 371-2523

> Susan Wyner, Chairperson Loree Resnik, Vice Chairperson/Treasurer Carol Ribar, Secretary



The Jewish Education Center of Cleveland

Alan Hoffmann 10 Yehosafat Street Jerusalem, Israel FAX 0119722-619-951

Dear Alan,

MERICAN JEWISH

It is our privilege to have the opportunity to share the day with you on Tuesday, April 26, 1994 at our annual Yom Iyun. The Jewish Educators Council (JEC) of Cleveland brings together educational leadership from area supplementary and day schools, from all of the denominations of Judaism to study, share and plan together. As you are probably aware, the Cleveland Jewish educational community has created a new entity by bringing together the Bureau of Jewish Education and the Commission on Jewish Continuity. These changes have purvue.

Sylvia Abrams shared the four areas of our concern with you in her FAX correspondence. These include: the tension between autonomy and community efforts for change, the role of stakeholders, the role of implementors, and how to maintain autonomy.

The following is a suggested outline for the day:

9:30-10:30 a.m.	Initial presentation
10:30-11:00	Breakout groups to discuss the Cleveland response and individual issues of autonomy
11:00-11:15	Coffee break
11:15-12:30	Your response to the group reports
12:30-1:30	Lunch and JEC presentations

Please let us know if this schedule will suit your presentation. We will be pleased to accommodate any special set-up and arrangements that you require. Thank you for arranging your schedule to meet with us. We look forward to hearing from you.

Sincerely,

legan

Susan Wyner Chair, JEC



SANDEE BRAWARSKY

130 West 67th Street New York, New York 10023 (212) 877-8645 FAX (212) 877-6459

February 21, 1994

Mr. Alan Hoffmann CIJE P.O.B. 4556 Jerusalem 91044 FAX: 011 972 2 619 951 PAGES: 1 of 13

Dear Alan:

I hope this finds you well. I understand that you are travelling to the U.S. later this week, but I thought you might want to have this material beforehand.

Attached you'll find drafts of the brochure and media plan. Let me know if you'd like me to expand the media plan in any way. About the brochure, please note that the material is not yet copy-edited; I'll take care of that once the text is approved. I've included some notes to you at the end. I wasn't sure of some of the staff titles so I left them to be filled in. Also, how do you feel about including the names of board members along with the list of senior advisors? It will make the back panel pretty crowded.

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I'll be in Florida from Wednesday evening, February 23rd until Monday evening, February 28th. I'll be working and will be easy to reach, so don't hesitate to call if you want to reach me. From the 23rd through the 26th, I'll be at "Pier 66", telephone 305 525-666, fax 305 728-3541; from late on the 26th through the 28th, I'll be at my parent's home, 407 364-0458. Or, you can leave a message on my tape at home; I'll be checking in while I'm away. I also include an article I thought you might find of interest. It appeared in a special advertising supplement to The New York Times, "New Partnerships: Business Invests in Education," on February 6th. If the fax isn't clear, I'll give you a copy when I see you in New York. I'll talk to you soon. Have a safe trip.

Sincerely,



[cover]

According to sociologist Seymour Martin Lipset's analysis of the National Jewish Population Study of 1990, "The Power of Jewish Education," exposure to Jewish learning is clearly linked to involvement in Jewish life, and concern about passing on that commitment to future

Jewish education makes a difference. And the CIJE wants to make a difference in Jewish education.

[logo]

[begins on top of first inside panel]

THE CIJE MISSION

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The CIJE grew out of a recommendation of the Commission on Jewish Education in North America. That panel of community leaders, scholars, educators, and religious leaders from the orthodox, conservative, reconstructionist, and reform movements deliberated for 18 months, from August 1988 to June 1990, about how to "enlarge the scope, raise the standards, and improve the quality of Jewish education." The CIJE was established to implement their conclusions throughout North America.

THE CIJE: A CATALYST FOR CHANGE

The goal of the CIJE is not simply to improve Jewish education, but to invigorate and reconfigure the way it is conceptualized: its mission, goals, structure, techniques, and implications. Indeed, the CIJE, in partnership with individual communities and communal organizations, is creating a new vision of Jewish education for the 20th century—and making it happen.

With its expert staff of educators who bring the latest thinking in educational philosophy, research, Judaic studies, and community planning to the endeavor of Jewish education, the CIJE serves as an advocacy group, a think tank, a consultancy, and a coalition builder. Its comprehensive actions help to bring Jewish education to the forefront of the communal agenda--at both the continental and local levels.

THE CIJE CHALLENGE

Although there are many fine examples of inspired teaching and effective programs in Jewish education, the system as a whole is plagued by problems. There are striking signs of inadequate community support, sporadic attendance, scarce resources, and deficiencies in content. Moreover, the system is falling short of its alltoo-important task. The result: A tragic missed opportunity to instill and promote a lifelong interest in Jewish learning and a meaningful commitment to Jewish life.

Studies show that Jewish education is essential to Jewish continuity. In striving to promote excellence in Jewish education, the CIJE advances dramatic improvements through a pioneering approach: promoting change from the ground level--the local community--upwards, and supporting those efforts from the continental level.

Systematic reform of Jewish education, according to the conclusions of the Commission on Jewish Education in North America, depends verily on the achievement of two vital tasks:

o Building the profession

In order to infuse Jewish education with new vitality, the CIJE not only seeks to recruit a greater number of talented teachers, but aims to raise the level of the profession. It's of critical importance to commit communal resources to the field of education--to provide better salaries and benefits, ongoing training programs, career track opportunities, expanded facilities in training institutions, and a sense of empowerment for teachers. It's not yet too late for the Jewish community to take action and invest in its educators.

o Mobilizing community support.

It's essential that Jewish education be viewed as a central priority on the communal agenda, as a target for significant funding, prominent attention, and dedicated efforts. The CIJE works closely with communities to recruit and build "wall-to-wall coalitions"--community leaders of all ages in tandem with educators, academic specialists, philanthropists, and rabbis, with all segements of the community represented--to support and sustain reform.

These are the "building blocks" of the CIJE agenda. Working to set these in place, the CIJE selected three cities as lead communities. In these cities—laboratories for change—the CIJE demonstrates its principles in concrete ways, showcasing the positive results that emerge when personnel and community issues in Jewish education are taken seriously. Its next step is to widen its efforts, applying the lessons learned in the first group of cities in communities across North America. Surely, acheivements can be replicated, with adjustments made for variables in each community.

THE CIJE'S STRATEGIC AGENDA

2

BRAWARSKY

3

In explaining the work of the CIJE, various building and construction metaphors seem inevitable. It is as though the CIJE is the architect for reform--planning an innovative redesign for Jewish education and working with other organizations to construct it. The goal: A structure that is solid yet flexible, built from strength. If building the profession and mobilizing community support are the cornerstone or foundation of the CLUE's plan, its programmatic efforts are the pillars:

o Documenting Success--"Best Practices"

There's much to be learned from programs that do work. Throughout North America are models of Jewish education at its best--outstanding early childhood programs, supplementary schools, day schools, summer camps, adult education, and other venues of Jewish education. By identifying and recording success stories, the CIJE is creating a data base for learning more about the components of excellence and how they might be translated to other settings.

o Building "Vision-Driven" Institutions--"The Goals Project"

If institutions understand their goals, they're more likely to realize them. Educational institutions have underlying, but often unspoken, visions of what they seek to accomplish. Some places of learning operate according to philosophies that haven't been reviewed or challenged, or even considered, over time. By articulating objectives and hopes, institutions can begin to answer critical questions: Education for what end? What is meant by "meaningful Jewish education?" The perspective they'll gain can energize the decisionmaking process, and ultimately enhance their mission.

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Ongoing analysis and research informs and supports all of the CIJE's efforts. A leader in bringing professional tools of monitoring and evaluation to Jewish education, the CIJE uses cutting-edge techniques to measure its mission. Moving responsively from research to action, the CIJE is guided by research findings.

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Engaged in efforts with communities across North America and with a wide range of communal organizations, training institutions, and the denominational movements, the CIJE is an intermediator, bringing together a new alliance of talented people committed to its agenda of Jewish educational reform. Through this strategic partnership, the CIJE demonstrates what can happen when funding, planning, and leadership coalesce on behalf of Jewish education. Change is not only possible but probable, and the possibilities are compelling.

[back flap] CIJE STAFF

Alan D. Hoffman, Executive Director Barry W. Holtz, Gail Z. Dorph, Virginia Levi, Adam Gamoran, Ellen Goldring, Roberta Goodman, Field Researcher William Robinson, Field Researcher Julie Tammivaara, Field Researcher

SENIOR ADVISORS

Robert Abramson Jack Bieler Barry Chazan David Dubin Joshua Elkin Shulamith Elster Sylvia Ettenberg Sam Fisher Joshua Fishman Darrell D. Friedman Irving Greenberg Gene Greenzweig Robert Hirt Stephen H. Hoffman Richard Joel Martin Kraar Sara Lee Daniel Pekarsky Bernard Reisman Arthur Rotman Jeffrey Schein Alvin Schiff Barry Schrage Stephen D. Solender Eliot Spack Daniel B. Syme Jonathan Woocher

[BOARD LIST?]

[logo]

COUNCIL ON INITIATIVES FOR JEWISH EDUCATION 15 East 26th Street New York, New York 10010-1579 212 532-2360 212 xxx-yyyy (fax)

[mention Cleveland address?]

PAGE 07

Some notes:

1) I wrote the paragraph on the "Goals Project" after a telephone conversation with Danny Pekarsky. He sent me a paragraph he had written for some other context, but the tone was too academic. I told him I would send him a copy of what I wrote, and have done so, but haven't heard back from him yet.

2) If you think the lines on the front cover sound too much like advertising copy, we can do a number of things instead: feature the logo and some graphics alone on the cover; begin the text on the cover; or come up with something different. If we delete it, we can move the lines about Lipset's research to the section "The CIJE Challenge."

3) In terms of length, this is about as long as it should be for the kind of 8-sided fold-out we've been discussing.

4) Another approach is to add some quotes throughout. Here are a few we might consider, possibly scattered throughout the text. (They lend some texture, but I'm not sure they work.)

The aim of education must be the training of independently acting and thinking individuals, who, however, see in the service of the community their highest life problem. --Albert Einstein, Out of My Latest Years, 1936

All your children shall be taught of the Lord, and great shall be the peace of your children. --Isaiah, 54:13

Once a person acquires knowledge, what does he lack? If a person does not acquire knowledge, what does he possess? --Babylonian Talmud, tractate Nedarim

A teacher affects eternity; he can never tell where his influence stops. --Henry Brooks Adams, The Education of Henry Adams, 1907

1

CIJE--Communications Plan (Draft/January 1994)

1. Materials:

Here's a list of materials to think about developing for the CIJE. Some things, like an annual report, will be relevant later on.

* Descriptive Brochure

* Press kit (to include brochure, fact sheets on CLJE projects, bios of staff and lay leaders, relevant articles from magazines or journals)

* Quarterly newsletters (see No. 4)

* Board communications (a "Letter from the Chair" or some sort of "Board Briefings")

* Material for formal presentations by staff and board

* Printed proceeding of meetings (i.e. a paper delivered at a CIJEsponsored conference, or the transcript of a special program)

* Press releases (when appropriate, for specific newsworthy announcements)

* Annual report

* Bibliography (an updated list of relevant books and articles dealing with the issues CIJE is involved with)

Media relations:

To begin, it would be important to develop a continental media list, focusing on reporters with potential interest in the CIJE story, including:

* education writers at general newspapers and magazines

* editors, feature writers, and columnists at Jewish newspapers and magazines

* religion writers at general newspapers and magazines

* writers who cover the "philanthropy beat" at newspapers and magazines

* writers and editors who produce special reports, like "The New York Times Education Supplement."

* writers and editors at trade publications related to education

BRAWARSKY

SANDEE BRAWARSKY

130 West 67th Street New York, New York 10023 (212) 877-8645 FAX (212) 877-6459

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10100

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BRAWARSKY

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Alan D. Hoffman, Executive Director Barry W. Holtz, Gail Z. Dorph, Virginia Levi, Adam Gamoran, Ellen Goldring, Roberta Goodman, Field Researcher William Robinson, Field Researcher Julie Tammivaara, Field Researcher

SENIOR ADVISORS

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COUNCIL ON INITIATIVES FOR JEWISH EDUCATION 15 East 26th Street New York, New York 10010-1579 212 532-2360 212 xxx-yyyy (fax)

[mention Cleveland address?]

PAGE 07

Some notes:

1) I wrote the paragraph on the "Goals Project" after a telephone conversation with Danny Pekarsky. He sent me a paragraph he had written for some other context, but the tone was too academic. I told him I would send him a copy of what I wrote, and have done so, but haven't heard back from him yet.

2) If you think the lines on the front cover sound too much like advertising copy, we can do a number of things instead: feature the logo and some graphics alone on the cover; begin the text on the cover; or come up with something different. If we delete it, we can move the lines about Lipset's research to the section "The CIJE Challenge."

3) In terms of length, this is about as long as it should be for the kind of 8-sided fold-out we've been discussing.

 Another approach is to add some quotes throughout. Here are a few we might consider, possibly scattered throughout the text. (They lend some texture, but I'm not sure they work.)

The aim of education must be the training of independently acting and thinking individuals, who, however, see in the service of the community their highest life problem. --Albert Einstein, Out of My Latest Years, 1936

All your children shall be taught of the Lord, and great shall be the peace of your children. --Isaiah, 54:13

Once a person acquires knowledge, what does he lack? If a person does not acquire knowledge, what does he possess? --Babylonian Talmud, tractate Nedarim

A teacher affects eternity; he can never tell where his influence stops. --Henry Brooks Adams, The Education of Henry Adams, 1907

CIJE--Communications Plan (Draft/January 1994)

1. Materials:

Here's a list of materials to think about developing for the CIJE. Some things, like an annual report, will be relevant later on.

* Descriptive Brochure

* Press kit (to include brochure, fact sheets on CIJE projects, bios of staff and lay leaders, relevant articles from magazines or journals)

* Quarterly newsletters (see No. 4)

* Board communications (a "Letter from the Chair" or some sort of "Board Briefings")

* Material for formal presentations by staff and board

* Printed proceeding of meetings (i.e. a paper delivered at a CIJEsponsored conference, or the transcript of a special program)

* Press releases (when appropriate, for specific newsworthy announcements)

* Annual report

* Bibliography (an updated list of relevant books and articles dealing with the issues CIJE is involved with)

2. Media relations:

To begin, it would be important to develop a continental media list, focusing on reporters with potential interest in the CIJE story, including:

* education writers at general newspapers and magazines

* editors, feature writers, and columnists at Jewish newspapers and magazines

* religion writers at general newspapers and magazines

* writers who cover the "philanthropy beat" at newspapers and magazines

* writers and editors who produce special reports, like "The New York Times Education Supplement."

* writers and editors at trade publications related to education

* writers and editors at education and Jewish studies journals

* other writers/reporters/essayists, both freelance and at various publications, with a special interest in Jewish issues

 editors of publications of Jewish organizations, including the organs of the various movements and training institutions

DRAWARDKY

* Jewish-interest broadcast journalists (radio, television, and cable)

Develop a "word-of-mouth list"--identifying other key figures in North America (who are not necessarily directly involved in the media but are opinion makers) who should receive all press materials.

Keep in touch with individuals on the press list through press releases (when there's something newsworthy to report), occasional meetings with key reporters, editors, editorial boards.

Release research findings to the press in an easy-to-understand format.

Write occasional articles about educational issues for possible syndication in Jewish newspapers, with a CIJE tagline for the author.

Consider inviting members of the local press to the Board Meeting and/or Annual Meeting, or parts of them.

3. Media strategy:

Identify a spokesperson (or several people) to speak for the CIJE.

Anticipate any confusion (i.e. the difference between CIJE and JESNA) the press might have with the CIJE message, and also discuss any potentially controversial issues within the organization to present a unified view to the press, one that keeps the CIJE in the best light. A few "talking points" might be helpful.

At first, try to get the CIJE mentioned in the press in different contexts (i.e. notices about new board members, speeches given in CIJE settings as possible articles or Op Ed pieces, profiles of key participants, news of the board meeting, letters to the editor, etc.) and then, where there is a success story (or the beginnings of one) to be told, pitch more focused articles about the organization.

Again, release press releases and statements when appropriate.

4. Advertising

3

Research the possibility of running issue-oriented public service-type announcements--for free-in the Jewish media, both print and broadcast.

4. Reaching other audiences:

Develop separate quarterly newsletters for:

* Jewish communal leadership--professionals and lay people, highlighting success stories on the community level and news of new ventures, progress reports, etc.

* academics and people involved in the higher levels of Jewish education.

Consider cutreach to rabbis through their publications.



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NEWTPARTNERSHIPS aking it work ALC STORAGE

Four programs that are making a difference

Walks of Life: Career preparation

alks of Life, one of the most interesting and ambitious programs to be launched in the 1993-94 school year, has the potential "for changing the way public education functions in New York City," says Julia Erickson, Associate Commissioner for Public/Private Initiatives in the New York City Department of Employment. "Walks of

Ife will affect every student in the par-ipating schools, from the beginning

of his or her formal education to the erid." According to Dr. Barbara Green, executive director of the Greater New York Hospital Foundation which devaloped Walks of Life, "The big problems are academic performance, employability skills, and students' lack of awareness of jobs and careers. We designed ways of trying to address all of those under one umbrella."

The umbrella is a career preparation program that, when it is fully opera-tional three years from now, will begin in kindergarten and end in 12th gracte. It will introduce atudents to career possibilities in three broad areas - business and management, science and technology, and arts, communications and humanities - and show them the relationship between what they are studying in school and eventual employment. Their academic skills will be enhanced as their teachers learn new ways of teaching that depend on coaching, teamwork and problem-solving rather than on the old "sit-in-yourseat-and-listen" lecture model. Interactions with business people in school and at the work site will teach students what employers expect of them, and in their final two years of high school, each student will combine school with an internship in a New York City business.

Serving all kids

Walks of Life is being plioted in two high schools with their feeder middle and elementary schools - Walton High School in the Bronx and Tilden de. High School in Brocklyn. Both school clusters are overwhelmingly minority with large numbers of bi-lingual students. In any given year, approximately 13,000 students and 800 teachers will participate in the program which, if successlul, will be introduced elsewhere.

Walks of Life is unique in scope and mission. "We are committed to trying to," serve all kids," says Dr. Green. The program incorporates what it calls "building blocks," nationally proven educational initiatives that have never before been integrated with each other. These include Ventures in Education, which addresses academic performance, WAVE, designed to pre-

vent drop-out by teaching employabili-ty skills, and KAPOW, a program that was started in Minneapolis by Grand Metropolitan, parent company of ar teers to teach elementary school students about "the world of work." In addition, Walks of Life is offering mentoring through the New York State and New York City Mentoring Programs. The culminating module of Walks of Life will be a two-year program entail. ing internahipa, career-related research projects and career development workshops that is currently being devel-oped by Perry Davis Associates. According to Mr. Davis, work site experience will teach students responsibility and self-sufficiency. "A high school diploma can mean anything, depend-ing on where you got it," says Mr. Davis, "You have to earn your keep every day when you work. This impos-es a uniform standard of success." -12:5

Industry coalition

The internships as well as other as-pects of Walks of Life will depend on the participation of an industry Coalition that includes most of the major employment bases in New York City, Companies In the coalition have agreed to send some of their employees into the schools to teach classes and to welcome students into melr workplaces for tours, job shadowing and internahips.

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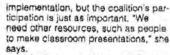
"We're not aaking the Industry Coalition for money," says Dr. Green. Most of the backing for Walks of Life has come from the DeWitt Wallace. Reader's Digest Fund which provided \$257,000 for an 18-month planning period and \$2.7 million for four years of

Through the Fund for New York City Public Education, community-based organizations work with students in the South Bronx.

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In the first year of Walks of Life, she and her staff of three people hope to coordinate almost 1,000 classroom visits and 150 workplace tours.

A realistic picture

The industries are in this because they have the same concerns that we do in the health field," says Dr. Green. Employers find it difficult to recruit qualified people.

Dr. Green believes that many businesses are being attracted to Walks of Life because of "our commitment to addressing employability and academ-ic issues so that the burden doesn't fail on them to do that." Also, she says, businesses can tallor their participation to their resources.

Finally, she notes, businesses like the fact that they are being encouraged to present the students with a realistic picture of employment require-ments both within their companies and their industries.

"Walks of Life is not only about entry-level jobs," she says. "It may be for some kids who decide they want to go directly into the work force, but by- . and-large, what we're trying to communicate to the students is that most of the real opportunities out there will require post-secondary education."

Fund for New York **City Public Education:** Broker and catalyst

ornewhat more than a thousand students in the New York City public school system awaited the opening day of the 1993-94 school year with more than usual enticipation. They had been selected from thousands of applicants to be in the first classes in 10 New Visions schools, widely considered to be among the most exciting experiments in education now happening in New York City.

We hope New Visions will serve as a prototype for schools where students are teally committed and engaged and excited and challenged - and see themselves as having a real future if they pursue their education, says Heather Hollowell, director of community ty relations for Sterling Winthrop, one of the corporate partners in a New Visions school that specializes in science and Each of these schools has a focused

mission, is small in size and represents a collaboration between the public

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NEW PARTNERSHIPS

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school system, private industry, community groups, parents, colleges and universities and other interested parties.

By the fall of 1994, there will be 16 New Visions schools. While most of them will be middle schools and high schools, four will span kindergarten through 12th grade. As each builds up to full capacity over the next lew years, none will ever have a total enrollment of more than 700 students.

Systemwide reform

The moving force behind New Visions, as behind much that is innovative in the New York City schools, is the Fund for New York City Public Education, a nonprofit organization that opened in January 1989 to serve as a catalyst for systemwide reform. Since then, the Fund has channeled \$31 million in private and foundation money into the public school system.

"Our mission is to work with all sectors of the community in collaboration with the public schools," says Beth Lief, executive director. "We act as the " broker and convener, getting people to work more closely and efficiently together and constantly touching base,

he policymakers so that what we public dollars.

One of the Fund's strengths, Ms. Lief remarks is that 'we know everybody in the system, and if we don't know something or someone ourselves. we know who to call."

The Fund may work in one of three ways. New Visions is an example of a major initiative, broadly suggested by the Aaron Dlamond Foundation, but which the Fund conceptualized, developed and implemented in all its details. Early childhood education

Having launched this project, the the Fund is currently engaged in a prototype effort to revamp early childhood education. Working in three schools in Brooklyn and one in Queens, the Fund has restructured classes, introduced mini-new teaching methods and assessment techniques, and provided teachers with new opportunities for professional development. The idea, says Ms. Lief, is "to create high expectations for all children, which means eliminating tracking and including special education children in the classroom. If you can get kids to succeed early. you don't have to deal with drop-out issues 2" and a lot of other issues that plague dar the schools now. It's much easier to the prevent a problem than to fix it." To bring this about, says Ms. Lief, and We negotiated with the school system and with the state to waive all of the state regs that would preclude this, to get money from the city and the state to do it, to get agreement from all the unions, and we went out and got priyate money to launch the program.

Responding to needs In addition to major programs of this sort, the Fund commonly responds to 1



suggestions from a donor or a foundation or even the Chancellor of a perceived need in the school system. It will collaborate on working out a strategy and a program, and administer a project after it is launched. The Chase Active Learning Program is an exam-ple. Since 1991, Chese Menhattan Bank has granted \$10,000 to each of 10 middle schools a year for programs that get students away from traditional teaching formats and involve them in various forms of active learning.

"The design of the project was a cooperative effort," says David Ford, Chase's vice president, philanthropy, but the Fund does most of the work in terms of interacting with the schools. They receive the applications, but we also review them and collaborate with the Fund in revising the program.

A third way that the Fund operates is more passive. Sometimes a donor wants to make a defined gift and asks the Fund to administer the contribution.

Although the Fund has grown more quickly than Ms. Lief ever expected because "it was very much needed in the city." she is quick to point out that the money the Fund invests is dwarfed by the public school system's billions. However, she says, private money offers the needed flexibility to linance innovative programs where there is a risk of failure.

"You want to be able to reflect, to modify," she says, adding, "You can scream and yell forever about what

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Nothing is more important to America's future than the education of our children. That's why Citibank has invested \$20 million in its "Banking on Education" program to improve K-12 education in the United States. As part of that commitment, we've established "Citibank Success Fund Awards" with the Fund for New York City Public Education to recognize outstanding

public school touchers and principals.

terningen in erselskappen in selvers an terningen skoler flagt i Sakta sk We congratulate our 1993 awardees on their commitment to educational excellence.

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NEW PARTNERSHIPS

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should be. The sticky wickel is making it happen. You need a cheerleader and you need that private money.

The Door: Unity High School

I's 6 o'clock at night and The Door Is humming with activity. Scores of teenagers gather in a large, open area known as "center space" before dispersing to other rooms of the build ing, a former warehouse in SoHo, where they may engage in programs inal range from weightlifting to arts and crafts to GED classes to employment counseling. Some are playing ping pong or board games, some, just hanging out with their friends. The cries and laughter of bables mingle with the babble of older voices; The Door's lacilities include a nursery for the children of its teenage members who may also have received pre- and post-natal care in The Door's tree, confidential

ascent health center. lact, all of the services at The Duor are free and confidential. Since i: opened in 1972, it has helped approximately 6,000 young people a year, aged 12 to 21, to overcome daunting mental, physical and emotional problems and to become functioning adults capable of taking care of themselves and contributing to society. The stories differ: Many of The Door's clients are homeless; many have children or have been to jail or have AIDS or live with someone who does or have dropped out of high school or have been the victims of sexual or physical abuse.

Comprehensive services

Although it has been replicated in part both in New York City and elsewhere in the United States and the world, including Australia, several Scandinavian countries, and even in Moscow, no where else can you find exactly what the New York Door offers to any young person who applies for membership: health services, mental health counseling, legal advice, educational and vocational support and

classes in the arts, all in one building becially refurbished for the purpose

d under one administrative structure. Half of the funding for The Door comes from the city, state and lederal governments, the balance from some 80 corporations, foundations, and individuals. Among the corporate sponsors are Time Warner, The Chase Manhattan Bank, Chemical Bank, J.P. Morgan and Morgan Stanley Bill Morgan and worgan sterney bin Sharon, a former social worker who is now a vice president at J.P. Morgan and who serves on The Door's board of directors, is working on establishing a corporate council to encourage even more corporate involvement.

Citibank commitment

A little more than three years ago, Citibank committed \$200,000 a year to Unity, the alternative high school that operates at The Door from 8:30 a.m. to 2:30 p.m. five days a week.

We thought, rather than bringing social services to a school, why not create a school and put it right where social services exist for kids?" says Paul Ostergard, vice president and director of corporate contributions for Citibank

Mr. Ostergard's comment reflects 10 NP

A. Ruoto III of Citibank.

the painful reality that many New York City school children are too sick, troubled, and hungry to learn and that the schools, whether they want to or not, are having to deal with a range of problems that go far beyond academics.

What the Unity High School offers, In Mr. Ostergard's words, is "a small, highly supportive atmosphere for learning.

Most of our students felt terribly anonymous at the city's big, zoned public schools," he adds. "We set this up as a college-bound school for kids who never thought they could go to college." Citibank's money, which is being used by the high school for entichment programs such as trips. creative arts, uniforms and technology, is part of the bank's \$20 million, 10-year commitment to K through 12 education. Of this sum, Citibank is investing just under a million a year in New York City. Because of its favorable experience with Unity High School, Citibank has decided to make a \$200,000 grant to another alternative high school, the Choir Academy in Hariem, to expand computer labs and upgrade the school's science courses.

Hard results

"We want to see every youngster in our programs get into college or gain a job with a future," says Mr. Ostergard. We like to stick with hard results: improved SAT scores, the number of college-admitted and so on. Almost any other way you try to measure K-12 programs, the results can be fudged. As business people, one of the critical

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roles we have to play is to keep insisting that improved performance of stu-dents is what this is all about."

Mr. Ostergard, who is on an advisory board for the Unity High School, is one of many Citibank employees involved with The Door, most of them as mentors and tutors. "If you think you're getting involved just by getting out your checkbook, forget it!" he says.

Metro Center: Equal educational opportunity

most 40 years after the U.S. Supreme Court discarded the idea that schools could be "separate but equal,* the Metropolitan Center for Urban Education at New York University, dedicated to fostering equal educational opportunities for all students regardless of race, sex, ethnic background or disability, still has plenty to do. In fact, this April, in observance of the fortieth anniversary of Brown v. Board of Education, Metro Center will be among the New York University schools hosting a two-day conference to examine the legacy of this landmark decision and what still lies ahead to implement it fully.

The Center, on the campus of New York University, was founded in the mid 70's at the initiative of Dr. LaMar P. Miller, its executive director and a pro 1.4

tessor of education at NYU. Although it is grounded in New York City and has worked with most of the city's school districts, many of its activities are national in scope.

Metro Center's range is diverse, its depth of experience, vast, "It is an incredible resource," says Peggi Drum, who, as an executive with J.C. Penney. was the first president of Metro Center's Executive Council, a committee of business people who advise the Center on how best to interface with the business community and who held with fundraising.

Working with District 19 An example of Metro Center's scope is its current partnership with Community School District 19 in East New York. Levander Lilly, who is described by Dr. LaRuth Gray, associate director of Metro Center, as "an aggressive, caring superintendent," wanted to raise the achievement levels of the 24,000 elementary and intermediate students in this district, where family incomes are low and many students are recent immigrants to the United States. "We're getting students of all ages coming from the Caribbean countryside Many have never been to school before. says Virginia Mayo, director of ourriculum/instruction research and restructur-

ing for District 19. This year, Matro Center has been working with District 19 on a three-year program that encompasses strategic planning, teacher development, and evaluation "This is a level of help we've not had in the district before." says Ms Mayo

The range of assistance includes administrative training, interns, and Institutes such as one at NYU this past summer which dealt with early child-Nood education. A strategic planning retreat at IBM in Armonk, N.Y. for a dis-trictwide team of parents, teachera, administrators, and school board members formulated a mission statement. for the district.

Corporations have been doing this kind of consensus building for years," says Dr. Gray, who led the strategy sessions along with an IBM facilitator, "but this is relatively new for school systems. You ask tough questions. What is the belief system of this dis-trict? What are its values? You shed away areas where you disagree and move toward agreement."

Supported by executive council

As Metro Center Implements this and other ambiticus programs — including an Equity Assistance Center, an Upward Bound program for dis-abled students and a Teacher Opportunity Corps that trains minority science teachers, - It has the support of an Executive Council of business people. "The Center deals with issues that are critical to the city and the peo-ple who work here," says John Ventura, audit director of Con Edison, who was recently elected to a second term as head of the Council, Mr. Ventura devotes approximately 10 hours a month to Metro Center, "an invest-ment," he says, "that will have a long-(erm payback."

"Metro Center isn't pie-in-the-sky." says Marie Raperto, vice president of The Cantor Concern, and another member of the Executive Council. "It. has proven results." # 132 5.54

Unity High School student Kevin Powell meets weekly with his mentor, vice president Joseph

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

TO: CIJE Gang FROM: Ginny Levi DATE: 2/18/94 SUBJECT: CompuServe Following is some e-mail related info that I thought you might find useful. First, how to reach each other: CIJE NY office (Kathy Bello) 74043,423 Gail Dorph 73321,1217 Adam Gamoran internet:gamoran@ssc.wisc.edu Ellen Goldring internet:goldrieb@ctrvax.vanderbilt.edu Roberta Goodman 73443,3150 [note: not yet using e-mail as of 2/18] Annette Hochstein internet: annette@hujivms.bitnet Alan Hoffmann (while in US) 73321,1220 (while in Israel) internet:alanhof@hujivms.bitnet Barry Holtz 73321,1221 Ginny Levi 73321,1223 Julie Tammivaara 73443,3152 [note: not yet using e-mail as of 2/18] Daniel Pekarsky internet: danpek@macc.wisc.edu Bill Robinson 74104,3335 [note: not yet using e-mail as of 2/18] In order for people on internet to reach a CompuServe address, they have to replace the "," with a "." and follow the ID# with @compuserve.com Following are some useful phone #s: Local CompuServe access (for 1200-2400 baud modems): Atlanta 404-266-7060 Baltimore 410-832-0160 Cleveland 216-781-4135 Madison 608-256-5346 Milwaukee 414-453-5132 New York (Manhattan) 212-888-1020 or 212-608-6021 Other CompuServe numbers: Local number locator 1-800-635-6225 Tech assistance 614-457-8600 or 457-8650, ask for Business Accts, press 3. May also provide tech assistance: 1-800-848-8199.

האוניבו עישוי The Hebrew University of Jerusalem המרכז לחינוך יהודי בתפוצות The Melton Centre ע״ש מלטון for Jewish Education in the Diaspora OCON'S'E nisen 20 61995 : 2' 7 KD :070 'ON 180 an 972-2-322-211 :070 'ON 1 70 IN I DKN NO' SNIFIG CI33 SN' CR: abby Flease gre the attacked alan - le's expecting it. any tanto

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107 Quincy Mail Center Cambridge, MA 02138 February 8, 1994

To whom it may concern,

I am writing to you because I am seeking job or internship opportunities for the coming summer in Israel.

As you can see from the enclosed resumé, I am a junior concentrating in Social Studies at Harvard University. I have a strong background in Hebrew and a broad Jewish education. I attended both Hebrew day school and high school and have traveled to Israel on numerous occasions.

I have a particularly strong interest in psychology and law, but would also greatly enjoy working in fields such as history, political, social, and feminist theory, and sociology. I enjoy working with people, have experience in research in the humanities and in science, and have excellent writing skills.

I would welcome a prompt reply and thank you for your consideration.

Sincerely Robin Kolodny

ROBIN KOLODNY

School Address 107 Quincy Mail Center Cambridge, MA 02138 (617)493-3119 Permanent Address 110 Bleecker St. #24D New York, NY 10012 (212)677-9500

EDUCATION

Harvard University, Cambridge, MA. A.B. with honors in Social Studies expected June 1995. Dean's List all semesters. Significant coursework in political philosophy, social theory, European history, economics, statistics, and psychology.

Newton North High School, Newton, MA. National Merit Letter of Commendation, 1990.

Prozdor Hebrew High School, Brookline, MA. Salutatorian.

WORK EXPERIENCE

Research Assistant, Radcliffe Research Partnership Program. Assisted in the analysis and tabulation of data in psychology research on the infant/mother pair. Fall 1993 - spring 1994.

Intern, Legal Advocacy and Resource Center, Boston, MA. Provided legal information and referrals over the phone. Summer 1993.

Counselor, Camp Ramah, Palmer, MA. Counseled both healthy and special needs children. Coordinated and implemented various educational, social, and athletic events and outings. Managed a program budget of \$1,100. Summer 1992.

Lab Assistant, Dept. of Neurology, New York University Medical School, New York, NY. Assisted in neuro-genetic research. Spring 1992.

Lab Assistant, Dept. of Neurology, Massachusetts General Hospital, Boston, MA. Assisted in neuro-genetic research. Summers 1990, 1991.

Leader of Youth Religious Services, Temple Emanuel, Newton, MA. Fall 1989 - spring 1991.

ACTIVITIES

Editor, The Harvard Crimson, daily student newspaper. Cover the Medical School beat, in addition to general news.

Social service work, Phillips Brooks House, Harvard. Tutor students for the SAT's. Best Buddy for a special needs boy. Serve meals at a Cambridge shelter for the homeless.

Political action. Member of the Harvard-Israel Political Action Committee, an editor of the newsletter.

LANGUAGE SKILLS Near fluency in Hebrew and French.

TRAVEL EXPERIENCE Study and touring in Israel. Summers 1988, 1989. Travel through Europe. Summer 1991.



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Administrator Alien Katzoff

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Vice Presidents Deborah Zuckerman Ada Beth Cutler

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Camp Ramah in New England

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April 30, 1993

Ms. Rachel Yoffe Office of the Consulate General of Israel 1020 Statler Office Building Boston, MA 02116

Dear Ms. Yoffe:

This is to recommend to you Robin Kolodny as a summer intern. She is a veteran Ramah camper with whom I had the pleasure of working during the summer of 1992. She started as a counselor for our 7th graders and was asked to transfer in the middle of the summer into our Tikvah program, a program for our campers with learning and developmental disabilities. She excelled in both of those tasks and displayed a great deal of flexibility in making the change.

She comes from a family that has been deeply involved and committed to the Jewish community, to their synagogue and other Jewish organizations.

I regret that she has chosen not to return to camp but I am encouraged by her choice to seek a position with you. She would make a very worthwhile contribution to the Consulate and it would be a wonderful experience for her.

incer

Rabbi Michael Swarttz Director

MEMORANDUM

TO: Charles Ratner, Steve Hoffman, Alan Hoffmann, Gail Dorph and Adam Gamoran

FROM: Dr. Ruth Cohen

DATE: February 18, 1994

The dinner meeting with Milwaukee lay and professional leadership will be held on:

Wednesday, February 23, 1994, 6:30 p.m. Pandl's in Bayside Restaurant 8852 North Lake Drive (414) 352-7300

I am looking forward to meeting you on February 23.

2/18/94 - ADH

VFL:

MLM told me to expect a call back from Charles Bromman's once ie. the attached, and i heard from Susan in his office today.

She said that Mr. Bronfman is unable to meet with Alan on March 13 -- he has guests that weekend. Mr. Bronfman wonders if it is possible to do this another day over the phone.

If it needs to be in person, Susan said she could look at other dates when Mr. Bronfman is in Florida (he prefers the morning), or maybe this could happen in New York.



BF

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

FAX COVER SHEET

Date sent: 7/28 Time sent: 1:25 p.m. No. of Pages (incl. cover): 3 To: Alan Hoffmann From: Michele Sullum Organization: Phone Number: Phone Number: 212 532 2360 Fax Number: AMERICAN JE Fax Number: 212 532 2646 COMMENTS: Please give these to Alan when he arrives. Thanks Michele JEWISH COMMUNITY CENTER OF MILWAUKEE

620

VFL copy



6255 North Santa Monica Boulevard Milwaukee, Wisconsin 53217 Telephone 414 964 444 Fax 414 964 0922

July 19, 1994

P. UU2

Mr. Alan Hoffman CIJE P. O. Box 94553 Cleveland, OH 44101

Dear Alan:

It was nice spending time with you and the staff of CIJE in Jerusalem last week. I think the issue of developing a vision driven institution regarding Jewish education is a critical issue to the future of Jewish Community Centers. Given the scope of services that we provide, and the large number of people we serve, it is vital that JCCs define their vision and goals in the area of Jewish education. To that end, I found the conference, and the material and information shared, to be very helpful. It is not a simple process for the JCC, but one that we must embark upon and address.

I will follow up with both Eddie Abramson and Roberta Goodman. But I also wanted to ask you to continue to think about anybody else that you think might be appropriate for the position in case it doesn't work out with either of them. There is a particular issue related to Roberta in that our experience with Tzivia strongly suggests that it is preferable to have someone who lives in the Milwaukee community.

I assume that the next steps in both the day and resident camp process that we discussed will be addressed by you and Barry Chazan. I would be delighted to talk to any of the Executives of the communities that you and Barry select or feel should participate in this process. I would also suggest that even as we work towards a meeting of the Executives, the Camp Directors and the Judaic Educators sometime in late October, that we still might want to take advantage of the fact that the Executives of the four or five agencies will most likely be in New York for the JCCA Board meetings in October. That might give us a chance to just get together and do some thinking, brainstorming and directions and goal settings.

I do agree with Barry that whatever we decide, it is going to be dependent upon the CIJE and

the JCCA working together to get sufficient staff to help the agencies involved address the issue

I look forward to hearing from you regarding the next steps. Hopefully, when you are next in

Bab Richer Purvnent

Warren Blumentbal FICE PECIDENT Eric Bullein Vice Paradest

Terry Goodman Vict Provport Mark Jubettree

VICE PRESIDENT MORTLYN Pole

VICE PALSIDENT

VILE PERSIDENT

James Zucher Vice Prevuest

Jerold Perlatein Naturati

Lawrence Freschl Terasurce

Lawrence Rabin Outerasting

Jay R. Roth Esteemve Vice Parsuent

Affiliated with the JGCA of North America, Mitwaukee Jewish Rederation, Inc., United Tay of Greater Mitwaukee CAMPUS JCC

Barry Chazan

Regards. Jay B Roth Executive Vice President

of Judaic education and the camping environment.

Milwaukee we can get together. Thanks for everything.

CIMU INTERTIETU

ADH/MLM AGENDA

- 1. CJF Commission
- 2. GA
- 3. Search Firm
- 4. Steering Committee Meeting

-

- Cleveland participation - Dan Polster

Atlanta - Nessa - Bernie Marcus

6. Erica Jesselson

- 7. C.I.J.E. Calendar
- 8. Arnold Greenberg, Lynne Kroll
- 9. Next call

	Council fo	r Initiatives	
	in		
	Invited 1	- 4	
	Jewish	Education	
Date sent: 2,	/18/94 Time sent:	No. of Pages (incl. cover):	
STE	L DORPH	From: TEDDY DAVIS	
Phone Numbe	ALAN HOFFMANN-01/972	Phone Number: 216-391-1852	
Fax Number:		Fax Number: 216-391-5430	
Comments:			
CONFERENC	TE CALL ON SUNDAY PEPPI	ARY 20 IS CONFIRMED TO BE HELD AT:	
	2:30 PM	ARI 20 IS CONFIRMED TO BE HELD AT:	
SUBJECT	WILL BE: PLAN FOR FEBR	UARY 23 MILWAUKEE MEETING	
APPROXIM	MATE TIME OF CALL: 30	- 45 MINUTES	
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	Council for Initiatives in Jewish Education	
Date sent: 2/18	/94 Time sent:	No of Pages (incl. powerly
To: Organization:	C. Ratner / S. Hoffman / A. Hoffmann	No. of Pages (incl. cover): 23 From: Ginny Levi/Teddy Davis
Phone Number:	G. Dorph- A. Gamoran- R. Goodman/	Phone Number: 216-391-1852
Fax Number;		Fax Number: 216-391-5430
Comments:	RE: MILWAUKEE TRIP	
	SEE American	TH COHEN, MILWAUKEE FEDERATION
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		- 173
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MEMORANDUM

TO: Charles Ratner, Steve Hoffman, Alan Hoffmann, Gail Dorph and Adam Gamoran

FROM: Dr. Ruth Cohen

DATE: February 18, 1994

The dinner meeting with Milwaukee lay and professional leadership will be held on:

Wednesday, February 23, 1994, 6:30 p.m. Pandl's in Bayside Restaurant 8852 North Lake Drive (414) 352-7300

I am looking forward to meeting you on February 23.

1EL:332 2040

P. UU1

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

FAX COVER SHEET

Date sent: 2/17 Time sent:

To: Alan Haffmann

Organization: CATE

Phone Number.

ix Number:

COMMENTS:

No. of Pages (incl. cover): 2

From: Gail Darph

Phone Number: 212 532 2360

Fax Number: 212 532 2646

For your information.

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P. 002 Payee _: Rabhi Stuart Seltzer Date 2-16-94 page 5 of 5 Payee ID# (If U.S. citizen) If no, indicate country of citizenship . Payment Address Chizuk Aniero Religious School 8100 Stevenson Rd Balhnone, HD 21208 Consultant to be used by (entity, project) _CITE Brief summary of project DV esentation in Alanta Consultation (ca) Commentes Desired Starting Date Har 8 Desired Completion Date Mar 8, 1994 Person responsible for overseeing consultant's activities Alan Hoffmanns Suggested fee arrangement: \$500 \$ Amount 500 per Har 8 Prequency of payment _____ Tax withholding required? _____ yes ____ no Country Terms/Limitations Payor Is on-going bill required? _____ yes ____ no How often? ____ Any current or prior assignments with use (1) comments we will also need to provide antravel at Allante Hidtom Wyndham fr [costing 3/8 Submitted by Date Knowledge Center Approval Date Financial Approval Date Operations Approval Date MAF Approval Date 'MAF / 4/93

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

FAX COVER SHEET

Date sent: 2/15 Time sent: 12:00

To: Alan Hoffmann

Organization: CATE

Phone Number:

Fax Number: 011 - 9722 619-951

COMMENTS:

No. of Pages (incl. cover): 2

From: Barry Haltz

Phone Number: 212 532 2360

Fax Number: 212 532 2646

He should talk about this.



February 7, 1994

A private, family foundation since 1937

Dr. Barry Holtz Council for Initiatives in Jewish Education P.O. Box 94553 Cleveland, Ohio 44101

IVIUI MA

Dear Barry:

Thanks for your letter about the possibility of continuing conversation between your colleagues and those of us who are working on issues of education and formation through the Lilly Endowment.

The possibility of convening an expanded conversation about our mutual interests continues to be an intriguing one. This spring is probably too soon for us, however. The group with which Alan met is working on a diagnostic paper that will be finished next fall, and it is unlikely that they would wish to divert their attention from that task this spring. Moreover, a larger planning process within the Religion Division is underway, and our conversation with you would be more fruitful after that has been completed. I suggest that we touch bases again during the summer months.

The portion of the Council's work that seemed most interesting to my colleagues was the development of normative statements about what it means to be an educated Jew, and the means by which you used those statements to generate critical reflection on Jewish education. Are there any of these papers, or any reports on the outcomes of this process which you can share? This might help us to think ahead to the next step in our conversation with one another. When a full draft of our diagnostic paper is complete, we will also be happy to send that to you.

Best wishes as you continue in your important work. I look forward to continuing our conversation.

Very sincerely,

Craig Dy

Vice President, Religion

CD/vjp

cc: Dorothy C. Bass

2801 North Metidian Street Post Office Box 88068 Indianapolis, Indiana 46204 (317) 924-5471 Fax: (317) 926-4431

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Council for Initiatives	
in	
Jewish Edu	cation
Jewish Luu	cation
Date sent: 2/10 Time sent: 8:20 AM	No. of Pages (incl. cover): 1
To: Abby	From: Teddy
Organization:	
Phone Number:	Phone Number: 216-391-1852
Fax Number:	Fax Number: 216–391–5430
Comments:	
AMERICAN	
Please let me know via fax if you me this morning. I want to make so that now that the Milwaukee trip ha go on to the next appointments. I also want to confirm that Alan we Columbus on Thursday, February 24; I will be calling Renee today.	ire. Also, please let Alan know as been confirmed by Gail and wil all be flying from Milwaukee to 12:00 - 4:00 PM with Renee Levin
To make sure Alan knows that Mark (Friday, 2/25, but can on the same of Barry Reis, would Alan perfer to ha Please get back to me as soon as po	lay at 9:30 AM. Before I call ave lunch (12:30) with Barry Reis
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ADAM GAMORAN			
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Dra Safrin 2/4/94

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PREMIER INDUSTRIAL CORP. EXHIBIT A page 2 of 2

REQUEST FOR OVERNIGHT ACCOMMODATIONS CLEVELAND (Please complete one form for each person)

Council for Initiatives in Jewish Education Mandel Associated Foundations Jewish Community Federation 1750 Euclid Avenue Cleveland, Ohio 44115

DA	ATE: February 10, 1994
Please reserve the following room(s) at the SHE	RATON CLEVELAND CENTRE HOTEL, Cleveland, OH.
Day and Date of Arrival Thursday, Feb. 24	Approximate time
Dav and Date of Departure Friday, Feb. 25	
Double Room(s)	
Single Room(s) Single	
Name(s) of Guests Alan D. Hoffmann	IVES
Purpose of Visit: X Meeting Name of Meeting CIJE Other	Location Premier
In order to assure pick-up at airport by free C	ourtesy Van, please complete the following:
Arrival: Flight	Time
pkins International Airport	Burke Lakefront
NOTE: If you do not have arrival information, upon arrival at airport.	advise traveler to use hotel courtesy phone
Request made by: Teddy Davis, Ext. 2423	NAME

All reservations are "guaranteed arrival." It is the responsibility of the person NOTE: requesting the reservation to cancel.

Room charges for foundation guests should be billed to: Mandel Associated Foundations and sent to the MAF at the Jewish Community Federation, 1750 Euclid Avenue, Cleveland, Ohio 44115. Incidental expenses such as telephone and meal charges should be billed to the guest's credit card.

MAF 202

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	Council for In	itiatives	
	in		
	Jewish Edu	cation	
	Date sent: 2/10/94 Time sent: 4:20 pm	No. of Pages (incl. cover): 4	
1	To: Abby	From: Teddy	
	Organization:		
	Phone Number:	Phone Number: 216-391-1852	
	Fax Number:	Fax Number: 216-391-5430	
1	Comments:		
1	Abby: AMERICA		
	Attached are confirmed appointments	for Alan, I will need to know	
	from you, his flight arrangements an	d if there are any changes to his	
	plans for the rest of the month of February.		
	Since Ginny is out of town until Mon	day, I would appreciate your getting	
	back to me via fax as soon as possib	le.	
	Place note that on Surday, Tab. 27		
	Please note that on Sunday, Feb. 27 I was not to make these plans, ther detail time for each listed, I will	efore, if you know or have a more	
	Our weather has been Brrrrr!!! BUT,	no snow, yet!	
	Alan, I thought it would be a good	since this is my first time at bat for thing to have(if you give/send me)a n him, i.e., what type of room, smoking, etc., etc., thanks again.	
	Teddy		
	P.S. Looking over Alan's plans, pl of March 1 through March 6.	ease fill me in for the dates	

ALAN D. HOFFMAN

ITINERARY

The following appointments have been CONFIRMED. Need to know when and time of reschedule meeting with Yale Roe (originally set for Friday, Feb. 25)

WEDNESDAY, FEBRUARY 23 - ISRAEL/MILWAUKEE

* 6:30/7:00 pm

Milwaukee Jewish Federation Group 1360 North Prospect Ave. Milwaukee, WI 53202 Phone: 414-271-8338 Fax: 414-271-7081

Meeting with: Ruth Cohen Jane Gellman Richard Meyer Howard Neistein Louise Stein

CIJE Group: Alan Hoffmann Cail Dorph Steve Hoffman * Adam Gamoran Chuck Ratner

* Note: Confirmed with Steve Hoffman. Steve will call Chuck Ratner. Exact time of meeting TBD.

? Who makes hotel reservations in Milwaukee? - Also, need to know flight arrivals and departures. ?? Which hotel in Milwaukee?

THURSDAY, FEBRUARY 24 - MILWAUKEE/COLUMBUS - NEED FLGT INFORMATION

12:00 - 4:00 pm Renee Levine 7 Stonegate Village Drive Columbus, OH 43212 PH: 614-486-1141 (Home) Will be in Columbus one week prior to Feb. 24 817-738-7424 Ft, Worth, Texas

Renee could pick you up at the Columbus airport, however, needs to know your flight schedule. She also said your meeting could be at the airport or anywhere you choose.

DEPART COLUMBUS TO CLEVELAND (Time?)

HOTEL - CLEVELAND: SHERATON CLEVELAND CITY CENTRE 777 St. Clair Avenue Cleveland, OH 44114 Ph: 216-771-7600 Fax: 216-771-5129

(See attached Registration Form, fill in and return ASAP to Teddy)

FRIDAY, FEBRUARY 25	- COLUMBUS/CLEVELAND/NEW YORK	C - NEED FLGT INFORMATION
8:00 - 9:00 am	Breakfast Meeting at Sheraton City Centre	Chuck Ratner Ph: 216-267-1200 Fax: 216-267-3925
9:30 - 10:30 am	Premier Office	Mark Gurvis Ph: 216-371-0046
10:30 - 11:30 am	Premier Office	Richard Shatten Ph: 216-391-8300, Ext. 2414
11:30 - 12:30 am	Premier Office	Stu Neidus Ph: 216-391-8300, Ext. 2444
12:30 - 1:30 pm	Lunch Barry will pick you up at Premier office	Barry Reis Ph: 216-566-9200
DEPART CLE TO NEW YOR	K. LATE ARRIVAL GTD. AT MAY	TFLOWER HOTEL - CONF. # 1792
SATURDAY, FEBRUARY 20	5 - NEW YORK	
	Mayflower Hotel 15 Central Park West New York, NY 10023	Ph: 216-265-0060 Fax: 216-265-5098
SUNDAY, FEBRUARY 27	- NEW YORK - Mayflower Hotel	
9:30 am - 2:00 pm	Meeting	M.L. Mandel
	Dinner/Tea?	B. Gold or E. Jesselson
MONDAY, FEBRUARY 28	- New York - Mayflower Hotel	
9:30 am - 2:00 pm	CIJE Office Ph: 212-532-2360 Fax: 532-2646	CIJE Staff & Seymour Rossel
3:00 - ? pm	CIJE Office	CIJE Staff & John Woocher & Staff

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

FAX COVER SHEET

Date sent: 7/29/94	Time sent:	10:20 a.m.	No. of Pages (incl. cover): 5
To: Alan Hoffmann			From: Michele Sullum
Organization:			
Phone Number:			Phone Number: 212 532 2360
Fax Number:			Fax Number: 212 532 2646
COMMENTS:			
1. Here is your memo. I s	ent copies to	all the approp	riate people.

2. Messages: Sally Weiskopf-Bock called. She sent you a CV and was wondering what your thoughts were about it. I told her you were in Israel and she said you could call her when you returned to the States. I'm keeping her name and number in the file of stuff for you when you get back.

MEMO

TO: BARRY HOLTZ, GAIL DORPH, VIRGINIA LEVI, NESSA RAPPAPORT FROM: ALAN HOFFMANN RE: My trip to Atlanta: July 27, 1994

I spent today in Atlanta where I had a series of issues which I wanted to discuss with the various people with whom I met:

1. the Goals Project and Atlanta

2. the Harvard Leadership Institute

3. the JCC camp project which emanated from the goals seminar in Jerusalem

4. the development of a Senior Educator's cabinet for Atlanta

5. how to process the educator's survey

6. an orientation for Dr. Steve Chervin

7. the \$30,000 which Atlanta is requesting from C.I.J.E.

During my day in Atlanta I had 5 different meetings. I shall report briefly on each of them individually.

1. David Samat -

A. I discussed with Sarnat the issue of the \$30,000 which they are requesting from the C.I.J.E. He is drafting a letter to us in which he is detailing the financial commitments which the Atlanta Federation have made over the past year with respect to Jewish Education, and particularly the new commitments which they have made by establishing two new full-time positions (one in the JCC and one in the Federation). The \$30,000 grant from the C.I.J.E. is seen as seed money for 1 year to convince the Atlanta leadership of the importance of creating these positions (VFL to follow up).

B. Samat raised with me the plans for the building of a new community in Atlanta. He asked me to join a team of consultants which would consist of Cheryl Finkel, Steve Chervin, and someone from Emery who would work together with the lay group in developing some of the issues which need to be looked at in the process of conceptualizing this new school. The outcome of the process would be the beginning of a search, towards the end of the coming year, for a principal for the new high school.
C. He discussed with me an idea which we have discussed over the past few months of Atlanta sponsoring a joint "peace corps" composed of teams of Israeli army graduates and Atlantan college graduates who would work in pairs in Jewish communities which need help throughout the world. I had referred him to the JDC and this project is now beginning to take shape through the JDC in New York and with Alan Gill in Jerusalem, and Atlanta is going to be the first pilot community to work on this project.
D. I discussed with him the emerging role of Steve Chervin and shared with Samat the notion of developing a senior educator's "cabinet" which would consist of Chervin, Debbie Goldstein, the new principals of the Greenfield Academy (Buzzy) and the Torah

1

Day School and the new educational *shelicha* to the community, Cheryl Finkel, and the head of the Jewish Education Services organization (Janice Alper). Sarnat was very enthusiastic about this notion as a think tank and a strategic planning group for Atlanta which would be a kind of professional advisory committee to Steve Chervin and also would be a planning counterpart for the CIJE.

2. Lunch with Samat, Bill Schatten, and Steve Chervin -

A. Steve Chervin just received his doctorate from Stanford University and is now Dr. Steve Chervin.

B. I waxed expansively on the Goals Seminar and managed to get Bill Schatten quite engaged in a conversation about the comparison of Har Etz Zion and the Elul programs. They are still adamant that it would have been a bad idea to go to the Goals Seminar but I think now begin to appreciate the importance of what the Goals Seminar could do in developing vision-driven institutions. My sense is that they would like to join in the process of developing vision-driven institutions and the way we have spelled it out, maybe without having participated in a core goals seminar. This is something we are going to have to discuss between ourselves and Pekarsky and then later with Chervin. (VFL to send Sarnat, Schatten, and Chervin a complete set of Goals Seminar materials). C. I discussed the issue of the Harvard Educational Leadership Seminar and spelled out the funding formula which Gail had given to me at 5 a.m. in the morning: \$140 from the JES, \$240 per person from the CJC, and the flight to be paid by the individual and their school. Nobody seemed to have any problems with that but it is clear that this formula had only been discussed by Bill Schatten and Gail and had not been taken any further in the community. I made it clear that this issue is not ours to deal with but theirs to deal with, and they need to proceed with it as soon as Steve Chervin begins his job on the 1st of August.

D. I discussed with them a strategy for how to take the educator's survey once it is ready and strategize its introduction into the community so that it could have maximum effect and be a lever for the maximum amount of community engagement with the issues of Jewish education - particularly with the issues of personnel. We decided to follow the model which we are now developing for Baltimore, which is: as soon as the document is ready, Gail and I, together with David Sarnat, Bill Schatten, and Steve Chervin would meet to review the document very carefully and then develop a plan for how it will be introduced into the community, taking into account all the different constituencies in the community and the funding and programmatic outcomes which we want to see achieved. This has to be borne in mind over the next couple of weeks (GZD to follow up).

3. Dr. Steve Chervin -

A. We discussed the Goals Seminar and I agreed to send him the entire set of materials and not the summarized set of materials from the Goals Seminar (VFL to follow up with one of the 30 sets).

B. I discussed with Steve Chervin the notion of the senior educator's cabinet which Dave Sarnat and I had covered earlier and he was enthusiastic, and I hope that this is actually

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going to come about in the near future.

C. I emphasized the importance of making a full day of orientation for Steve Chervin to the work of the CIJE so that he has an opportunity to meet with all of our staff. We fixed the 22nd of September as that day and all of our staff (VFL excluded) should keep that day open in their calendars. He will come in the previous night to New York, and will spend the entire Thursday with us.

E. I discussed Lauren Azulai's role with Steve, and it is clear that they have not defined what her role will be. She is going to go down to 3/4 time and she is anxious, he tells me, to work only in the continuity area and not in the general planning area of the Federation, but I think that Dave Sarnat has not yet given her a final answer to this request. By the way, Lauren was out of town on vacation today, so I think that I avoided insulting her by not having let her know that I was coming to town.

4. David Sarnat -

Dave Sarnat and I had a second conversation which I think is extremely important and points at a direction for our work, and particularly for Nessa's work. As we talked about the problems of his bringing somebody's key lay leadership into the area of Jewish education he expressed to me his frustration at having approached Bernie Marcus who is probably the largest contributor, or certainly the wealthiest member of the community (700 million dollars of assets), interesting him in the Jewish Continuity agenda. According to Sarnat, when he had a private meeting with Bernie Marcus a few weeks ago with the avowed aim of interesting him in Jewish Continuity "as soon as he hear the word Jewish education, his eyes rolled to the back of his head and he lost interest!" David Sarnat believes that, contrary to his feelings of several months ago, we are going to have serious problems in engaging the key leadership in Atlanta in this issue. He now believes that Mort Mandel is suis generis and that we cannot extrapolate from Mort's biography for leaders of similar calibre but who have different makeup. The implications of all of this are that we are going to have to take a very serious look at this problem which resonates to my own sense that our agenda does not automatically engage the leaders whom we are particularly interested in engaging. I and Dave Sarnat are interested in taking Bernie Marcus and another couple of leaders of this calibre as a case study in order to try and work out how exactly we will be able to make them "champions" of Jewish education. I suggested to Dave Sarnat that Nessa and I spend some time with him at the quarterly of the CJF and I was most interested in Tuesday the 31st of August, although the meeting could also be on the 30th (VFL: in a week or two, could you please check with Sarnat's office and see whether you can make a time for me to meet with him at the quarterly together with his new president for an hour and a separate meeting with Dave Sarnat, and Nessa, and me for an hour and a half in order to talk about this particular issue.

5. Dr. Harry Stern and Dave Sarnat -

A. I met with Harry Stern and with Dave Sarnat and reviewed the conversations that I had had in Jerusalem with Laurie, the new *shelicha* to Atlanta whom I had selected on behalf

of Atlanta and with Debbie Goldstein who is going to be the new educator in the JCC. They are particularly interested in an orientation program for Debbie Goldstein and I had originally thought that Tzivia would be her mentor. I'm a little concerned about whether Tzivia, having burnt her bridges with the JCC in Milwaukee, is now somebody who is acceptable to the system as the mentor.

B. Harry Stern is extremely interested in joining with J. Roth in a project on "raising the Jewish temperature" of the camp in Atlanta. I reported on the meeting at the Goals Seminar which Barry and I had with Harry Stern and with the lay leadership of Milwaukee and Harry would very much like to see us move in that direction.
C. Harry would also be very interested in working with us on some kind of pilot project in early childhood, and in both of these areas he sees Debbie Goldstein as taking an important role.

6. Cheryl Finkel -

I had a long conversation with Cheryl Finkel from the Epstein School which was a continuation of the conversation which we had had in Jerusalem twice over the last month. Cheryl is particularly interested in the work that we are doing in helping schools to be vision-driven, and originally she had wanted me to meet during this visit to Atlanta with some members of her board to tell them about the work that we're doing. As she only returned at the beginning of this week, she found that the school had many other pressing issues and she was not ready to convene that meeting. However, they are planning a board retreat for Wednesday the 12th of October in which they want to talk about the whole issue of leadership - both lay and professional leadership - for the school, and they wondered whether we would be prepared to both participate and lead that discussion in the Epstein School. I think that this is something that we need to put into the hopper for our own discussions and into our calendar.

(dictated, and typed without A.D.H.'s editing)

in Jewish Education Date sent: 2/10/94 Time sent: 9:00 AM No. of Pages (incl. cow To: ABBY From: TEDDY Organization: Phone Number: Phone Number: 216-4 Fax Number: Fax Number: 216-391 Comments: Alan's appointments for Friday, February 25: CONFIRMED: Chuck Ratner - PH: 216-267-1200 FAX: 216-267-3925 I've confirmed with Margaret, Chuck's Secretary Alan has an: 8:00 AM - 9:00 AM Breakfast Meeting with 9:30/45 AM - 10:30/45: Mark Gurvis (216)	2
Date sent: 2/10/94 Time sent: 9:00 AM No. of Pages (incl. cov To: ABBY From: TEDDY Organization: Phone Number: Phone Number: 216	2
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9:30/45 AM - 10:30/45: Mark Gurvis (216)	retary, that
	g with C. Rati
here at Premier.	
For your information. Effective February 13, Premier h	
hotel contract for the SHERATON CLEVELAND CITY CENTRE H See Attached. This information will give you and Alan information needed.	
Please get back to me if you know of any changes.	

PREMIER INDUSTRIAL CORPORATION

BULLETIN #898

TO: ALL MANAGERS

February 8, 1994

SUBJECT: ACCOMMODATIONS FOR VISITORS TO CLEVELAND

A new contract for overnight accommodations for visitors to our Cleveland facilities has been completed.

Effective February 13, 1994, all overnight guests visiting Cleveland (including our Warrensville Heights facility) will be accommodated at the Sheraton Cleveland City Centre Hotel, 777 St. Clair Avenue, in downtown Cleveland.

Attached is a fact sheet of information about the Sheraton City Centre.

Please share this bulletin with any individual(s) in your area who handles overnight accommodations for Cleveland visitors.

If at any time a problem occurs in connection with reservations or any other matter related to the Sheraton City Centre, please call Bert Drobnic (Ext. 2331) and she will be happy to assist you.

Michael H. Of

MICHAEL G. O'BRIEN -- Assistant Vice President Corporate Administrative Services <u>SHERATON CLEVELAND CITY CENTRE HOTEL</u> 777 St. Clair Avenue Cleveland, Ohio 44114 Telephone: (216) 771-7600 (800) 321-1090 Fax: (216) 771-5129

LOCATION

124

The Sheraton City Centre is located in downtown Cleveland on St. Clair Avenue near East 6th Street.

ROOM RATE

\$44.00 plus tax -- single \$47.00 plus tax -- double

RESERVATIONS

As in the past, all reservations for overnight accommodations in Cleveland are only to be made through our receptionist in the Executive Lobby, Building #6. Use Form #72271 for this purpose. In an emergency situation, when time is insufficient to permit written instructions, you may phone our receptionist at Ext. 2331, and send a written confirmation to the receptionist afterward.

TRANSPORTATION

Complimentary van service will be provided between the airport, the Sheraton City Centre and to and from our Cleveland facilities. Vans operate on a flexible schedule as well as an on-call basis. All requests for this service must be made through our receptionist in the Executive Lobby (Ext. 2331).

The Sheraton City Centre will have a schedule of all travelers arriving at Hopkins Airport. All van pick-ups will be at <u>Exit 2</u>. If it is necessary to call the Sheraton from Hopkins Airport, you may do so by calling 1-800-321-1090.

MEALS

The hours of operation for the Sheraton City Centre food and beverage outlets are as follows:

The City Centre Grill Restaurant offers breakfast, lunch and dinner. Service starts at 6:30 a.m. and ends at 11:00 p.m.

Room service is available from 6:30 a.m. until 11:00 p.m.

The lounge is open until 1:00 a.m. and light snacks are available.

The Galleria is located one-half block south of the hotel. Several fast food restaurants and many shops are located in the building. By pre-arrangement, van service will be available to other downtown restaurants.

ACTIVITIES

A fitness center is available on the premises and is complimentary. Shopping malls and movie theaters are also near this locale. The Sheraton City Centre will provide van service to these locations (based on availability). Each guest will need to make arrangements for this type of van service directly with the front desk.

PREMIER INDUSTRIAL CORP. EXHIBIT A page 2 of 2

REQUEST FOR OVERNIGHT ACCOMMODATIONS CLEVELAND (Please complete one form for each person)

Council for Initiatives in Jewish Education Mandel Associated Foundations Jewish Community Federation 1750 Euclid Avenue Cleveland, Ohio 44115

	DATE:
Please reserve the following room(s) at the	ne SHERATON CLEVELAND CENTRE HOTEL, Cleveland, OH.
Day and Date of Arrival	Approximate time
Day and Date of Departure	
uble Room(s)	
Single Room(s)	SAME THE STATE
Name(s) of Guests	HIVES
Purpose of Visit:	
Meeting Name of Meeting	Location
Other	
In order to assure pick-up at airport by f	free Courtesy Van, please complete the following:
Arrival: Flight	Time
Hopkins International Airport	Burke Lakefront
NOTE: If you do not have arrival informat upon arrival at airport.	tion, advise traveler to use hotel courtesy phone
Request made by:	
	NAME

NOTE: All reservations are "guaranteed arrival." It is the responsibility of the person requesting the reservation to cancel.

Room charges for foundation guests should be billed to: Mandel Associated Foundations and sent to the MAF at the Jewish Community Federation, 1750 Euclid Avenue, Cleveland, Ohio 44115. Incidental expenses such as telephone and meal charges should be billed to the guest's credit card.

Council for Initiatives in F **Jewish Education** А No. of Pages (incl. cover): Date sent: X Time sent: From: Teddy To: Hbby Organization: С Phone Number: 216-391-1852 Phone Number: 0 Fax Number: 216-391-5430 Fax Number: Attached is the Signed Prinking Authorization form nucled for the Logs. Dan also sending, takay, to Juluation for immediate payment. V Comments: F R S н E E Т

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Submitted by Mart	D. La Thuan Date 2/8/94.
Submitted by Man Alan D. Ho Knowledge Center Approvel	Date 2/10/94
ALAU D. NO	loffmano VP.
Knowledge Center Approval	P. M. 5745 Date 2/10/94 MANAA



FAX TRANSMITTAL

Date:

February 10, 1994

To:

Abby Pitkowsky

Company:

CIJE.

h partment:

From:

AMERICAN JEWISE

Lisa Hiller, Operations Manager

Total pages including this cover sheet: ____

Comments:

Mr. Bader would be delighted to have dinner with Alan Hoffmann on Thursday, February 17, but he will not be able to meet him until 8 p.m. Please let us know if there is any problem. He will be staying at the Sheraton Plaza in the event you'd like to reach him there. Or, you can call me prior to our departure to confirm. We won't be leaving until Monday afternoon (our time).

Thank you.

Lisa

Sender's FAX number is 414-224-1441. If any problems occur with this fax transmission, please call 414-224-6464

777 Fast Wisconsin Avenue Suite 3275 Milwaukee, Wisconsin 53202 Tel 414-224-6464 • Fax 414-224-1411 Return to Teddy (Via Fax) Every Thursday before 5:00 PM - 216-391-5430

215-215

YAN TOTAL BACE NOT

WHERE WE ARE

Week of Sunday, Feb. 13, - Saturday, Feb. 19, 1994

New York Phone: 212-532-2360	Israel: 00119722- 617-418		Cleve Phone: 216-391-1852	
	Gail Dorph	Alan Hoffmann	Barry Holtz	Ginny Levi
Monday (date) Happy Valentine's Day 2/14/94	New York	Israel	New York	Cleveland
Tuesday (date) 2/15/94	New York	Israel	New York	Cleveland
Wednesday 2/16/94	New York	Israel	New York	Cleveland
Thursday (date) 2/17/94	New York	Israel	New York	Cleveland
Friday (date) 2/18/94	New York	Israel	New York	Cleveland
2/18/94				

LEAD COMMUNITIES SEMINAR

MARCH 8-9, 1994

WYDHAM HOTEL - ATLANTA, GA

HOTEL RESERVATIONS - 10 ROOMS RESERVED FOR ARRIVAL NITES OF 7/MARCH

	NAME OF GUEST	IN	OUT
1.	Virginia Levi	Mon. March 7	Wed. March 9 (non-smoke)
2.	Barry Holtz	Mon. March 7	Wed. March 9 (non-smoke)
3.	Roberta Goodman	Mon. March 7	Wed. March 9 (non-smoke)
4.	Gail Dorph	Mon. March 7	Wed, March 9 (non-smoke)
5.	Alan Hoffman	Mon. March 7	Wed. March 9 (non-smoke)
6. *	Ellen Goldring	Mon. March 7	Wed. March 9 (non-smoke)
7.	Stevel Hoffman	Mon. March 7	Wed. March 9 (non-smoke)
8.	Julie Tamminaara	Mon. March 7	Wed, March 9 (non-smoke)
9. *	Daniel Pekarsky	Mon. March 7 ? Late Arrv.	Tue. March 8 (non-smoke)
10. *	Adam Gamoran	Mon, March 7	Wed. March 9 (non-smoke)

7 ROOMS RESERVED FOR ARRIVAL NITES OF 8/MARCH

NAME OF GUEST	IN	OUT
1. Carol Engal	Tue. March 8	Wed, March 9
2. Isa Aaron	Tue. March 8	Wed. March 9
3. * Daniel Pekarsky	Tue, March 8 ? Arv: early AM	Tue. March 9

* Note:

Dan Pekarsky is not sure at this time if he will be arriving late on Monday March 7 or early on Tuesday, March 8. He will let me know as time draws nearer.

Sent fax to Julie, Ellen, and Adam informing them of hotel reservations. I asked Adam to please get in touch with me as I could not reach him on the phone regarding these reservations. I will also fax to ADH.

9/FEBRUARY

Adam Gamoran called me today to tell me he will not be attending the Atlanta Seminar.



PREMIER INDUSTRIAL CORPORATION

- □ ASSIGNMENTS
- □ ACTIVE PROJECTS

CIJE STAFF TELECONFERENCE

FUNCTION

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

RAW MATERIAL	FUNCTION CIJE STAFF TELECONFERENCE							
FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIV	DORPH AS	SIGNMENT	S				
3850 (REV. 1/29) PRINTED IN U.S.A.	And the second				DATE 2/7/94			
DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE		
			GD	2/1/94	2/7/94			
			GD	2/7/94	2/9/94			
		W15	GD	2/1/94	2/10/94			
With BH, develop agenda for Communities seminar.	next Lead	VE	GD	2/1/94	2/11/94			
and Carol Ingall on suppleme	entary school	11	GD	2/7/94	2/11/94			
Prepare memo detailing what should present at meeting.	Steve Hoffman	1	GD	2/7/94	2/11/94			
		tin/	GD	1/18/94	3/1/94			
Work with Milwaukee to plan teacher's institute at Melit	a summer z (Melton),	Y.	GD	12/1/93	6/15/94			
	Call Barbara Neufeld to disc ship training options at Har Call Ruth Cohen for possible and dates for meeting of CLJ Milwaukee group. Make available several copie Milwaukee data analysis for MEF meeting. With BH, develop agenda for Communities seminar. With BH, discuss who might j and Carol Ingall on suppleme panel and submit proposal to Prepare memo detailing what should present at meeting. Contact Mort Mandel for prei discussion of committee goal March 15. Work with Milwaukee to plan	Call Barbara Neufeld to discuss leader- ship training options at Harvard. Call Ruth Cohen for possible times and dates for meeting of CIJE group with Milwaukee group. Make available several copies of the Milwaukee data analysis for the Milwaukee data analysis for the MEF meeting. With BH, develop agenda for next Lead Communities seminar. With BH, discuss who might join Isa Aron and Carol Ingall on supplementary school panel and submit proposal to ADH. Prepare memo detailing what Steve Hoffman should present at meeting. Contact Mort Mandel for preliminary discussion of committee goals prior to	Call Barbara Neufeld to discuss leader- ship training options at Harvard. Call Ruth Cohen for possible times and dates for meeting of CIJE group with Milwaukee group. Make available several copies of the Milwaukee data analysis for the MEF meeting. With BH, develop agenda for next Lead Communities seminar. With BH, discuss who might join Isa Aron and Carol Ingall on supplementary school panel and submit proposal to ADH. Prepare memo detailing what Steve Hoffman should present at meeting. Contact Mort Mandel for preliminary discussion of committee goals prior to March 15. Work with Milwaukee to plan a summer	Description Description DESCRIPTION PRIORITY ASSIGNED TO (NUTLAS) DESCRIPTION PRIORITY ASSIGNED TO (NUTLAS) Call Barbara Neufeld to discuss leader- ship training options at Harvard. GD Call Ruth Cohen for possible times and dates for meeting of CIJE group with Milwaukee group. GD Make available several copies of the Milwaukee data analysis for the MEF meeting. GD With BH, develop agenda for next Lead Communities seminar. GD With BH, discuss who might join Isa Aron and Carol Ingall on supplementary school panel and submit proposal to ADH. GD Prepare memo detailing what Steve Hoffman should present at meeting. GD Contact Mort Mandel for preliminary discussion of committee goals prior to March 15. GD	Description DORPH ASSIGNMENTS ORIGINATOR/PROJECT LEADER VFL I DESCRIPTION PRIORITY ASSIGNED (INITIALS) DATE STAFTED Call Barbara Neufeld to discuss leader- ship training options at Harvard. GD 2/1/94 Call Ruth Cohen for possible times and dates for meeting of CIJE group with Milwaukee group. GD 2/7/94 Make available several copies of the MIFF meeting. GD 2/1/94 With BH, develop agenda for next Lead Communities seminar. GD 2/1/94 With EH, discuss who might join Isa Aron and Carol Ingall on supplementary school panel and submit proposal to ADH. GD 2/7/94 Prepare memo detailing what Steve Hoffman should present at meeting. GD 2/7/94 GD Work with Milwaukee to plan a summer GD 1/18/94 1/18/94	DORPH ASSIGNMENTSORIGINATOR/PROJECT LEADERUFLDATE 2/7/9DESCRIPTIONPRIORITYASSIGNED TO (INTALS)DATE 2/7/9DESCRIPTIONPRIORITYASSIGNED TO TO (INTALS)DATE 2/7/94Call Barbara Neufeld to discuss leader- ship training options at Harvard.GD2/1/942/1/942/7/942/7/942/7/942/7/942/7/942/7/942/7/942/7/942/1/942/1/942/1/942/1/942/1/942/7/942/7/942/1/942		

	PREMIER	INDUSTRIAL	CORPORATION	
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2/7/94

□ ASSIGNMENTS

RAW MATERIAL

□ ACTIVE PROJECTS

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

□ FUNCTIONAL SCHEDULE

FUNCTION

SUBJECT/OBJECTIVE

ORIGINATOR/PROJECT LEADER VFL

A. HOFFMANN ASSIGNMENTS DATE

CIJE STAFF TELECONFERENCE

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
					1	
1.	Talk with the 3 federation exec representation at the March sem		ADH	2/1/94	2/10/94	
2.	Talk with Chuck Ratner about me we'd like him to attend.	etings	ADH	1/18/94	2/11/94	
3.	Ask Steve Hoffman to lead sessi	.on.	ADH	2/7/94	2/11/94	
4.	Submit suggested committee assi to committee chairs for their p		ADH	1/18/94	2/11/94	
5.	Talk with Julie Tammivarra and Goodman about how to use Compus		ADH	2/1/94	2/11/94	
6.	Redraft 1994 work plan and send Steering Committee members.	i to	ADH	1/4/94	2/20/94	
7.	Work with lead communities on recruiting senior educators.		ADH	1/4/94	3/1/94	
8.	Contact Chuck Ratner for prelim discussion of committee goals p to March 15.		ADH	1/18/94	3/1/94	
9.	Develop descriptive brochure fo CIJE.	or	ADH	9/21/93	3/15/94	

PREMIER INDUSTRIAL CORPORATION

□ ASSIGNMENTS

ACTIVE PROJECTS

□ FUNCTIONAL SCHEDULE

RAW MATERIAL

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

FUNCTION

CIJE STAFF TELECONFERENCE

HOLTZ ASSIGNMENTS

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

JECT/OBJECTIVE

ORIGINATOR/PROJECT LEADE	R VFL

-	1	ONGINATOR/FROSECT	LEADER	VFL		DATE 2/1	/94
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With GD discuss who might joi Aron and Carol Ingall on the and submit proposal to ADH.	n Isa panel		BH	2/7/94	2/11/94	
2.	With GD develop agenda for Ma Lead Communities Seminar.	irch		BH	2/1/94	2/11/94	
3.	Contact John Colman for preli discussion of committee goals March 15.	minary prior to		вн	1/18/94	3/1/94	
4.	Prepare draft of CIJE desired year outcomes for review by S Committee.	l ten teering		ВН	1/4/94	3/1/94	
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PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MARUAL POLICY NO. 3.5 FOR GUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

□ ACTIVE PROJECTS

RAW MATERIAL

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

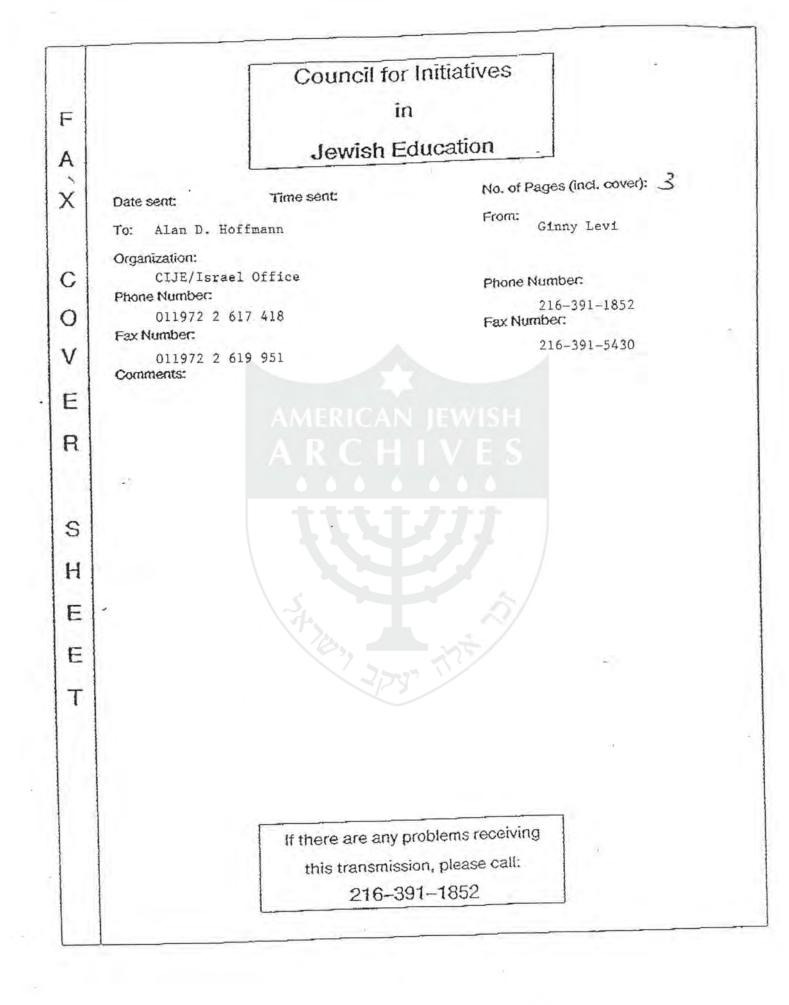
FUNCTION CIJE STAFF TELECONFERENCE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 2/7/94

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Submit suggested board committee assignments to MLM & SHH for their reactions.		VFL	1/18/94	2/11/94	
2.	Draft invitation letter to April board meeting.		VFL	1/18/94	2/15/94	
3.	Arrange for printing of CIJE letterhead and business cards.		VFL	1/18/94	2/25/94	
	AMERICAN J A R C H I		H			
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TUESDAY MARCH 1, 1994

8 am REGISTRATION OPENS

8-9 am CONTINENTAL BREAKFAST

9 am

PTENARY V: Reimagining Our Future: Building Bridges and Sbaking Other Hands

ELI EVANS, Revson Foundation, MONERATOR HENRY LOUIS GATES, Jr., Chair, Afro-American Studies Department, Harvard University

ř

MARGOT STERN STROM, Founder and executive director, Facing History and Ourselves National Foundation

10:30 am BREAK

10:45 am- WORKSHOPS IV: 12:15 pm Philanthropic Strategies for Partnership

> • Education MARGOT STERN STROM

· Building Coalitions

· Intra-Religious Cooperation

• Interreligious Dialogue CHRIS LEIGHTON, Institute for Christian/Jewish Studies

12:30 pm REGISTRATION CLOSES

12:30-BUSINESS MEETING & CLOSING LUNCHEON 2:30 pm Reimagining the Future of the Jewish Funders Network



OUR JEWISH FUTURE

The Jewish Funders Network Annual Conference 1994

February 27 - March 1, 1994 · Baltimore

Registration Information Space is limited, so register early by completing the form on the next page. (Registration fees are 50% refundable before February 4 and not refundable after that date.) Registrations received after February 4 must include a \$100 late fee per person. PAYMENT MUST ACCOMPANY REGISTRATION.

Meals Full conference registration includes continental breakfast each day, lunches and dinners; coffee breaks and receptions. One-day registration includes meals for that day. Kosher meals or special dietary requirements on request.

Lodging The conference will be held at the Doubletree Inn at The Colonnade, Baltimore. Special conference rates are available until January 27, 1994: \$75 per night, single or \$85 per double. Room reservations must be made directly with the hotel. Complete the hotel reservation form (on page 10) and return in the preprinted envelope enclosed with this brochure for your convenience.

Travel Reservations If you do not have a travel agent, Maria Youseff at Forum Travel, 1-800-888-4099 will arrange the lowest available airfare from your location. Let her know you are with the Jewish Funders Network.

Childcare Childcare will be arranged if requested by February 4. Costs will be shared by those using the service.*

*PLEASE INDICATE SPECIAL REQUESTS ON REGISTRATION FORM.

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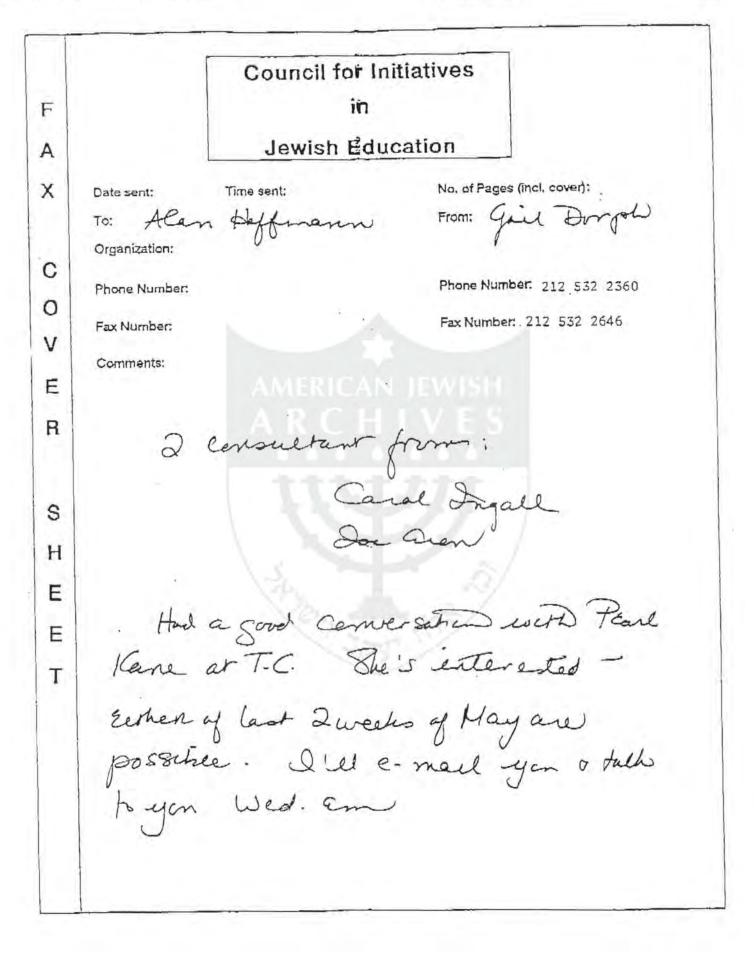
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3 U N	илт Гцыкнакт 27, 1994	Момр	AY FEBRICARY 28, 199
9 am	RECISTRATION OPENS	8 am	REGISTRATION OPENS
10 am-	PRESESSION: MECHANICS OF GRANTMAKING	8-9 am	CONTINENTAL BREAKPAST
1 pm	(PREREGISTRATION FOR LUNCH REQUIRED)	9-10:30 an	
1:30- 3 pm	OPENING PLENARY: Reimagining Our American Jewish Future: Can American Jewish Philanthropy Make a Difference?	f	• Sustaining the Peace Process STEVE RISKIN, Foundation consultant
	SHQSHANA CARDIN, Executive Chair, National Jewish	*	· Post-Peace Priorities of Israel
	Center for Learning and Leadership	2	• Israeli and Palestinian Economic Development
	RABBI JOEL H. ZAIMAN, Senfor Rabbi, Chizuk Amuno Congregation, Baltimore		GEÓRGE B. HESS, Jr., Vice president, The Joseph Meyerhoff Fund
2-2	LEONARD FRIN, Founder, MAXON, former editor, Moment		• Creation of a Civil Society in Israel and the Territories
	GARY TOBIN, Director, Maurice and Marilyn Cohen		MARY ANN STEIN, Moriah Fund
	Center for Modern Jewish Studies, Brandeis University	4 m	• The Role of Women in the Peace Process REENA BURNARDS, The Dialogue Project Between
pm	BREAR	10:30 am	Ainerican Jewish and Polostinian Women BREAK
5	WORKSHOPS I: Funding Ideas and Strategies	10:45 am-	PLENARY III: Intergenerational
pm.	to Make the Future Happen	12:15-pm	Philanthropy: How Do We (cate a -Future Together?
	• Institutional Life: Do Existing Organizations Still Deserve Funding? SIDNEY SHAPIRO, Trio Foundation, MODERATOR	IN TEMP	DEBBY HERSHMAN, Executive director, JCC of the Upper Wost Side, MODERATOR
die 1	· Jewish Religious Life: Inreach or Outreach?		LEE M. HENDLER, The Children of Harvey & Lyn Meyerhoff Philanthropic Fund
1	RABBI JOEL H. ZAIMAN		HARVEY M. MEYERHOFF, Philanthropist
·	• Secular and Cultural Judaism		BUFFIT LINCH
/ Vapo	• Jewish Education	- 3:15 pm	PLENARY IV: The Future of American Jewish Commitment to Social Justice: Are We Advancing or Retreating?
24	• Who-An We?: Research About Jewish Funders. GARY TOBIN		RABBI RACHEL COWAN, The Nathan Commings Foundation, MODERATOR
-6 pm		. 5	MICHAEL LERNER, Editor, Tikkun Magazino, PRESENTER
par -	BREAK REGISTRATION CLOSHS	1	DIANA AVIV, Director, Washington Action Office,
2ª m	Dinner Reception	• <u>*</u> 5220	MARLENE PROVIDER, Executive director, Jowish
:45 pm	PLENARY II: Reimagining a New Israel and Middle East: Implications for	3:30-	Fund for Justice, RESPONDENT
	American Jewish Philantbropy	4:30 рт	Domestic Issues We Are Funding
	TOM SMERLING, Project Nishma, MODERATOR		SIMULTANEOUS WORKSHOPS TO RE DETERMINED BY YOUR CHOICES. SHE REGISTRATION FORM.
	PROFESSOR YAIR HERSCHFELD, University of Haifa, Initiated and conducted the secret negotiations with	5 pm	REGISTRATION CLOSES
÷.	the PLO in Oslo Sept 1992 through August 1993	5-10 pm	Dinner and Tour to the U.S. Holocaust
•	MUSTAFA BARGHOUTHI, Founder and Chainnan of the Union of Pelestinian Medical Relief Committees		Memorial Museum
30 pm	DESSERT		

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Schedule

	STEVE RISKIN, Foundation consultant	
2	· Post-Peace Priorities of Israel	
	· Israeli and Palestinian Economic	
	Development GEORGE B. HESS, Jr., Vice president, The Joseph Meyerhoff Fund	
	• Creation of a Civil Society in Israel and the Territories MARY ANN STEIN, Moriah Fund	4
1-1	• The Role of Women in the Peace Process REENA BERNARDS, The Dialogue Project Between American Jewish and Palostinian Women	
30 am	BREAK	
45 am-	PLENARY III: Intergenerationel	
15.pm	Philanthropy: How Do We (eate a -Future Together?	
973	DEBBY HERSHMAN, Executive director, JCC of the Upper West Side, MODERATOR	
-	LEE M. HENDLER, The Children of Harvey & Lyn Meyerhoff Philanthropic Fund	
· · 2	HARVEY M. MEYERHOFF, Philanthropist	
50 pm	- BUPFET LUNCH	1
5- 5.pm	PLENARY IV: The Future of American Jewish Commitment to Social Justice: Are We Advancing or Retreating?	
	RABBI RACHEL COWAN, The Nathan Commings Foundation, Moderator	
	MICHAEL LERNER, Editor, Tikkun Magazine, PRESENTER	
4	DIANA AVIV, Director, Washington Action Office, Council of Jewish Federations, RESPONDENT	- 1
9	MARLENE PROVIZER, Executive director, Jowish Fund for Justice, RESPONDENT	
)_ pm	WORKSHOPS 111- Domestic Issues We Are Funding Simultaneous Workshops to be determined by Your choices. She registration form.	
2	REGISTRATION CLOSES	
pm	Dinner and Tour to the U.S. Holocaust Memorial Museum	

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