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Council for Initiatives
in
Jewish Education

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Council for Initiatives in Jewish Education

To: The CIJE Steering Committee
From: Barry Holtz
April 11, 1994

Total Vision

Draft Two

In the last meeting of the Steering Committee, we discussed the first draft of a long-range plan for the work of CIJE, using the phrase "Total Vision" to describe that plan.

The current draft takes the suggestions offered by the Steering Committee, still using the rhetorical device suggested by Mort that one could think of total vision as the 10 year report of CIJE outlining what it had accomplished, written today instead of in the year 2004.

The CIJE 2004: A 10-Year Report

The CIJE was created by the Commission on Jewish Education in North America in order to implement "on both the local and continental levels" the plan of the Commission "to revitalize Jewish education so that it is capable of performing a pivotal role in the meaningful continuity of the Jewish people." CIJE was given the mandate to "develop comprehensive planning programs and experimental initiatives for the two building blocks . . . to achieve breakthroughs in Jewish education." (A Time to Act)

In the past ten years CIJE has tried to realize its mission through work in a number of different areas described below.

I. CIJE and Local Communities: "From 3 to 23"

When CIJE began, one of its primary innovations was the creation of the concept called "Lead Communities," "local laboratories" in which to discover the educational practices and

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policies that work best." The first years of CIJE's life were very much dominated by spreading the word about Lead Communities, creating criteria for choosing the communities, implementing the selection process and beginning the delicate work of this new experiment with the original three sites, Atlanta, Baltimore and Milwaukee.

Lead Communities were only the beginning of CIJE'S work in local interventions. Over the past decade CIJE has evolved an approach that draws on experiments in general education, such as the Coalition of Essential Schools and the Accelerated Schools Program, while evolving its own unique approach to this area. During this time CIJE has had to balance the challenge of serving as Jewish educational "consultants" to communities, while staying sufficiently distant from the communities so as not to be drawn into the managerial tasks of running a change process. At times this has been difficult, but as time has passed the particular contributions that CIJE can make to a local community as well as the limitations on its involvement have been communicated and negotiated.

One can attribute CIJE's success in this operation to a number of factors: a) Its articulation of those areas in which it does and does not work. In particular CIJE has kept its focus on the two "building blocks" of the original Commission report (building the profession and community mobilization) and it has not involved itself in other areas that communities may need help with. By doing so CIJE has succeeded in keeping the communities focused on the two building blocks; b) By choosing communities which exemplify the three crucial elements of committed Federation director, local lay champions with influence and means, a local professional of high quality in charge of Jewish education, CIJE was able to eliminate certain problematic communities from consideration; c) CIJE's having a first-class staff. d) Effective use of adjunct staff and consultants; e) Ongoing monitoring, evaluation and feedback of its work.

CIJE began with the three original Lead Communities and then moved toward creating an "outer" circle of like-minded communities interested both in hearing about the work of CIJE and using meetings with CIJE as a way of talking about mutual concerns across communities. These meetings included discussion of the issues of research and evaluation, fund-raising and community leadership mobilization as well as analysis of specific educational initiatives in the areas of building the profession.

Various other communities joined as partners in this work. Communities that decided that they wanted to share in the CIJE agenda and receive the CIJE expertise in a more intensive fashion -- as long as they met the CIJE criteria -- could apply to become "affiliated communities" themselves. To be chosen the community had to exhibit the three

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factors mentioned above as well as evidence indicating that the communities have already committed themselves to working on the "building block" agenda. CIJE developed a set of certifying standards to determine if applicant communities were so engaged.

Communities paid a fee to CIJE to be ~~members of the outer circle~~ ^{affiliated communities} and a consulting fee to CIJE to be ~~affiliated communities~~.

II. Building the Profession

One of the two key building blocks of the Commission report was "building the profession," improving the quality and quantity of Jewish educators in both the formal and informal domains. CIJE launched two main thrusts in this effort-- local efforts at building the profession through its work in particular communities (as mentioned above) and a continental effort that tried to attack the problem in a more global fashion.

A. Local Efforts

CIJE began its work in each community with the quantitative and qualitative research work of the Educators Survey. This report which began by looking only at the educators in formal settings was expanded in 1995-96 to include informal educational settings as well because the formal domain only encompasses part of the scope of communal Jewish education.

The reports discovered, among other findings, that most Jewish communities needed a significant upgrade in the skills and knowledge of their educators. Educators had in many cases insufficient Judaic background and pedagogic preparation. In some areas-- such as early childhood education-- the problem centered more on Jewish knowledge. Teachers in this field tended to have good credentials and skills in general education, but they lacked the Jewish knowledge to be able to develop interesting pedagogic activities that would enhance the Jewish dimensions of the educational program. In some areas (such as day schools teachers) the study discovered that teachers lacked pedagogic skills though in many cases they did have sufficient Jewish knowledge.

The study found that in all areas of Jewish education, formal and informal, with the possible exception of early childhood programs, teachers received insufficient opportunities for professional growth through inservice programs.

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In addition the surveys discovered that salary and benefits were a major concern for educators and improvement of salary and benefits would help attract more educators to full time work in Jewish education.

These and other findings led to the creation of a Personnel Action Plan for each affiliated community. CIJE helped each community develop its own particular action plan by working with local educators and Federation lay leaders and professionals. The plan was comprehensive and wide-ranging, and communities with CIJE advice and counsel phased in segments of the plan in an orderly fashion. The Personnel Action Plans were organized around four key areas: inservice education, recruitment, career ladder, and salary and benefits.

Inservice Education

One of the key areas for upgrading personnel throughout the affiliated communities, and in any community interested in improving its Jewish education, has been in the area of inservice education. CIJE began with a set of Leadership Institutes which were open to all affiliated communities since it was clear that improving the quality of educational leadership would underpin all efforts to improve Jewish education throughout the system. The Leadership Institutes took place twice a year and have been done in coordination with major educational institutions. Some have taken place at Vanderbilt University, some at Columbia University Teachers College, etc.

The program was designed for principals of Day Schools and Supplementary Schools and it focused on issues of leadership such as supervision, board relations, goal setting and a variety of other topics to help improve the quality of leadership in these educational institutions. Day School Principals and Supplementary School Principals met together for some sessions and in other sessions they worked on cases which were individualized for their own particular settings. A second Leadership Institute was designed for Early Childhood Directors from Day Schools, Synagogues and Jewish Community Centers. Similar issues were raised and experts in the field of Early Childhood Education, as well as Jewish Education, worked with these Directors to help improve the quality of their educational institutions.

At the same time, a set of leadership seminars took place within communities. These seminars used the results of the Best Practices Project of CIJE and other resources including outside expertise and consultants from the denominations. These leadership seminars were designed for a more intensive and ongoing approach to issues of leadership and there were separate seminars organized for principals of Early Childhood units, of Supplementary Schools and of Day Schools.

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In addition, inservice education took place at not only the level of leadership, but also in an intensive fashion for teachers. A set of differentiated and systematic inservice programs have been designed for Early Childhood teachers, Day School teachers, and Supplementary School teachers. These inservice programs were conducted by a combination of CIJE staff, personnel from the local BJE or the local Jewish College of Jewish Studies as well as national personnel from the training institutions and denominations. Some of the programs focused on pedagogic skills, some focused on subject matter knowledge. There was in addition, a Retreat Program which focused particularly on the experiential dimension of Jewish knowledge and Jewish teaching.

A series of seminars and retreats for the personnel of informal Jewish education have been launched in all of the communities as well. These included seminars and retreats for Youth Group Leaders, Camp personnel and Center workers. In addition, there was a Seminar across all communities for leaders of Israel experience trips.

Another dimension of the inservice program that CIJE has helped design for its communities was a series of mentoring programs for novice teachers. These programs began with the preparation of mentors who could help initiate novices into teaching. Following upon that, the mentoring programs themselves have been launched, both for novice principals and for novice teachers. In addition, CIJE has worked with the local communities to develop peer and expert coaching programs for experienced personnel. This included the preparation of peer coaches, followed by using coaching programs to help improve those principals and teachers who have even a considerable amount of experience.

Finally, CIJE succeeded in placing a number of educators from the Lead Communities in continuing education programs outside of their local cities. Educators attended year-long programs in Israel (which were partially subsidized by the local community), summer study programs in Israel and at universities and seminaries in North America, and degree programs at North American academic institutions.

Recruitment

Aside from inservice education, a second dimension of the Building The Profession improvement in each of the communities centered on recruitment of new personnel into the field. Some of those programs have consisted of leadership programs for teenagers that involved them as counselors, youth group advisers and teaching assistants. Other programs recruited and prepared volunteer teachers for supplementary schools. In these programs

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new populations, such as parents, retirees, public school or private school teachers, were brought into the teaching force and were prepared for work as Jewish educators. A third approach consisted of retooling public or private school teachers for careers in Jewish education particularly in supplementary schools.

The results of CIJE efforts in inservice education and recruitment have been: a) improvement in the quality of teaching and leadership in both formal and informal education in local affiliated communities ; b) greater staff stability and retention of educators in the field. c) greater job satisfaction among educators; d) greater parental satisfaction with their children's experiences in schools and informal programs. These results were determined and measured by the CIJE monitoring, evaluation and feedback teams in consultation with CIJE expert advisers.

Career Ladder

The third area of building the profession that CIJE has been working on has been to develop career ladders for educators. This involved the creation of full-time positions that include teaching, as well as mentoring new teachers and peer coaching. CIJE has helped launch projects to create community teachers-- teachers who teach in more than one institution and therefore can have full-time teaching jobs. Finally the career ladder included creating positions in day schools and in some cases in supplementary schools for curriculum supervisors, master teachers, Judaic studies coordinators and resource room teachers.

Salaries and Benefits

Finally, CIJE has been working with the communities in the area of improving salaries and benefits. Here CIJE has been helping local communities think through creating benefits packages for full-time teachers, develop proportional benefits packages for part-time teachers, work on reduced Day School and camp tuition for teachers in the community, along with other ideas to improve the packages offered to educators. CIJE has helped provide contacts with experts in these areas and has organized work with foundations to think about planning improvements.

The results of these initiatives has been increased job satisfaction, retention of educators in the field and recruitment of new individuals to the field.

B. Continental Initiatives

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At the continental level CIJE has launched a number of initiatives to improve the quality and numbers of Jewish educators. Working with the denominations and the national training institutions, CIJE has advocated for new programs to retool avocational teachers for full-time work, to help prepare doctoral students in Judaic studies for careers in Jewish education and to create "fast track" programs (such as a National Jewish Teachers Project) to deal with the shortage of teachers in the field.

One area that CIJE has focused on has been revitalizing the National Board of License as a means to improve the quality of personnel in Jewish education. Working with the existing organization, CIJE brought in expert consultants from recent national projects in the field of general education to help rethink and reconceptualize the Board of License as a cutting edge initiative in the area of accreditation of educators. Local central agencies in CIJE affiliated communities helped experiment with the new standards and procedures and the results have been an improvement in both the numbers of accredited teachers and the quality of education throughout North America.

CIJE efforts in the Leadership institutes of the affiliated communities led to the creation of the National Center for Jewish Educational Leadership. This Center located at ???? is an institution that works on research in the area of leadership development as well as creating in-the-field programs to enhance Jewish educational leadership in a variety of settings. Through the Center we now have an increased knowledge base about leadership in the different domains of Jewish education-- for informal educators in Centers, for camp directors, for rabbis, for day school principals, for supplementary school principals-- and an ongoing inservice menu of opportunities for leaders to grow in their fields. Programs of the Center have been coordinated with the national denominations and training institutions, as well as taking advantage of expertise in the field of general education where relevant to the Jewish venues.

Another example of a project that CIJE has helped design and find the funding for is a major effort to recruit young people into the field of Jewish education-- involved the following elements: Working first with the Reform movement and then with the other denominations, CIJE developed a program through which Jewish teenagers are recruited by their synagogues, camps and youth programs to become Madrichim -- teachers, youth leaders or camp counselors in training. Through a specially designed program, these Madrichim receive training and initiation into the field of Jewish education. They work in their local institutions and are supervised by the Madrichim Training Institute, as well as by local supervisors in their home institution.

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The names of the Madrichim are placed in a national data bank. When these teenagers graduate from high school and go on to college, Jewish educational institutions near their college are informed that one of the Madrichim will be attending a university nearby. The local rabbi or Center director can make contact with the college student and try to find educational employment for the student during his or her college years. Meanwhile the students attend an ongoing training program including courses, supervision and study visits to Israel.

The "Careers in Jewish Education" performs the dual purpose of providing prepared avocational teachers for local Jewish institutions during the students' college years and inspiring some of the students to enter the field of Jewish education as a lifelong career. In addition the program helps increase the Jewish commitments and involvement of the students during their college years-- and afterwards as well. This program has been launched in coordination with the national denominations, the JCCA and the International Hillel Foundation. The project has been funded by a variety of foundations.

III. Community Mobilization

One of the fundamental building blocks of CIJE as expressed in "A Time to Act" has been mobilizing community support for Jewish education, at both the local and national level. At the local level, CIJE has been involved in helping local leaders and professionals recruit new leadership for Jewish education. This new leadership has been recruited in coordination with the local federation professionals and with intensive work by the CIJE's own Board. Specific programs have been designed to raise the consciousness of local lay leadership about the importance of Jewish education.

One project, for example, has been "adopting" local educational institutions by young leadership in local federations. In this program a local institution such as a communal supplementary high school has served as a setting for local young leadership to discuss the fundamental issues of Jewish education while at the same time, increasing their involvement in the institution. This has given CIJE the opportunity to increase the knowledge and sophistication of local lay leaders about Jewish education.

In addition, CIJE staff and others have been running Best Practices Seminars for local lay leadership which appraises this leadership of the latest work going on in Jewish education and gives these leaders a sense of significant developments in contemporary Jewish education, so that they can make more informed decisions. Moreover, the Goals Project as des-

cribed below in this report, has been involved in the process of community mobilization. The Goals Project engages lay leadership in discussions about the purposes of Jewish education and indeed the purpose and goals of Jewish life in North America. *CIJE*

At the continental level, CIJE has been involved in mobilizing community support for Jewish education in a number of ways. One significant approach has been through its reports to the field, some of which are discussed in the section of this report on dissemination below. For example, CIJE has issued various "Policy papers" on specific issues within the field of Jewish education. The first was a report on the personnel crisis in Jewish education which was based on the research conducted by CIJE in the three Lead Communities and shaped to create a national policy and agenda in the area of building the profession. This report helped dramatize the current weak situation of the Jewish educational profession by pointing out the problems in areas such as Jewish knowledge and financial remuneration in Jewish education, as we have discovered them in our laboratory settings. Through this report CIJE was able to mobilize community support for a significant upgrading of the Jewish education profession.

A second paper of a similar sort was a commissioned report on the economics of contemporary Jewish education which looked at the amount of money currently spent throughout the continent and the way that that money is being utilized. This report made significant recommendations for rethinking the economics of Jewish education and has been a significant topic of discussion amongst the lay leadership of the North American Jewish community. Other reports have also looked at a variety of areas of interest to CIJE including the Israel experience, the goals of Jewish education and developing a research capacity for the field of Jewish education.

IV. Content

A. Best Practices Project

The primary purpose of the Best Practices Project is to document models of excellence in Jewish education-- the "success stories" of the field-- and to use what is learned from documentation to launch educational projects adapted from these models. The project involves two phases of work. First, is the documentation stage. Here examples of best practice are located and reports are written. The second phase consists of "work in the field," the attempt to use these examples of best practice as models of change in the local communities.

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During the past ten years the Best Practices Project has evolved and led to the creation of the Center for the Study of Jewish Education. The Center is located at X university ????. This Center's work has two emphases, documentation and implementation:

Documentation -

This component has been the main business of the Center. It includes:

a) **Current Best Practices:** The documentation, study and analysis of current best practices in Jewish education. Essentially, this has moved forward with the work of the Best Practices Project as it was launched in the early years of CIJE. The Best Practices Project identified nine different areas, the venues in which Jewish education took place: supplementary schools, day schools, early childhood programs, camps and youth groups, college campus, Israel experience, Jewish Community Centers, adult education, community wide programs for improving personnel. Volumes of best practice were put together for each of these areas over the course of the first five years of the project.

However, that work has been expanded as well by seeing the project as an ongoing research project in which the success stories of Jewish education are studied in depth and successive "iterations" of research are performed on each setting.

It also has meant convening conferences and consultations with those doing this research to try to discern patterns and implications of the analysis.

b) **Best Practitioners:** This project has sought to study the people who make best practices possible. The Center has developed a series of "educational biographies and autobiographies," video tapes of practice, studies of the process by which these practitioners have been able to succeed, trying to isolate the factors which led to success.

c) **Best Practices of the past:** Looking at those success stories of the past to see if we can reconstruct what was done and why it succeeded.

d) **The Department of Dreams:** This is the area that includes developing all the ideas in Jewish education that people have written about and never had the means to try. In addition this "department" has commissioned "dreams"-- encouraged people to invent solutions to problems and imagine new directions for Jewish education.

Practical Implications

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The second thrust of the Best Practices Project has been to test out the practical implications of its work. In particular this has meant working closely with the affiliated communities as they try out the ideas discovered by the analysis of best practices, past and present and of dreams for the future. In addition, as described earlier, the Best Practices Project provides material for ongoing study and discussion with lay leadership.

B) The Goals Project

One of the major initiatives launched by CIJE during this period has been the Goals Project. The purpose of the Goals Project was to work with institutions and communities to help develop a sense of direction and purpose for the educational enterprises of the institution or the community. Much of Jewish education has been characterized by a lack of sense of direction and the Goals project has sought to address this difficulty. The Goals Project began with a seminar in Israel for communal leaders and professionals in the summer of 1994. At that session the basic concept of the project and its approach were explored.

Following upon the summer seminar CIJE offered each of the Lead Communities a series of four goals sessions during the course of the next year. At these sessions the concept of goals was discussed and in each session an important future piece of writing related to the issue of goals or a lecture by a speaker was presented to the participants. These sessions were offered to all the institutions in the community. Based on the experience of the goals sessions during that year, a number of institutions in each community chose to be part of a more intensive goals project that was launched over the course of the next five years.

One of the important tasks that CIJE undertook was developing a training program for people who would become the "goals experts" within affiliated communities. CIJE, in conjunction with the Mandel Institute, worked closely with the denominational training institutes in developing a training program for such individuals.

This Coalition of Goals-Oriented Institutions engaged in serious discussions around the issue of goals trying to determine and think about the underlying purpose of their educational institution. The educational institutions were assisted by CIJE-trained staff members and CIJE consultants. These discussions revolved around papers written by the Educated Jew Project of the Mandel Institute in Israel and other relevant papers and presentations.

The leadership of each institution was engaged in these discussions, and following upon this work, the other educators in the institution were involved in deliberations about what would it mean to translate these underlying goals into actual educational practices. To help illustrate this idea the goals project studied various educational institutions (both of the present and the past) looking at those institutions' statements of goals and trying to see the way that those goals were implemented in the life of the educational program through visits or presentations.

At the same time the Goals Project engaged the leadership of the major Jewish denominations and training institutions in an effort to think about goals from the denominational point of view. The denominations and training institutions were challenged to engage with the local institutions involved in the CIJE Goals Project to see if those national institutions could help the local institutions work on the issue of goals. Although the Goals Project began with the three Lead Communities specifically, leaders from other interested communities were also invited to attend and the Goals Project was one of those CIJE initiatives that was offered to the outer circle of CIJE communities and other communities involved in the continental CIJE enterprise.

IV. Research

A) Monitoring, Evaluation and Feedback

One of CIJE's important contributions to the world of Jewish education was the Monitoring, Evaluation and Feedback Project (MEF). During its first years the MEF Project examined the issues of community mobilization in the three Lead Communities, interviewed local educators for reports on the professional lives of educators and conducted the Educators Survey. The MEF Project gave feedback both to the three lead communities and to the CIJE staff about the launch of the lead communities initiative.

During the next years the MEF Project began to explore specific educational institutions within the community evaluating new programs from the point of view of goals and outcomes. In addition, the MEF project surveyed a number of educators and communal leaders as it tried to create a portrait of educational institutional usage within the three Lead Communities. The MEF Project was of considerable interest to the outer ring of CIJE communities and to Jewish education in North America in general. The MEF Project represented a model that CIJE helped launch in a number of different communities throughout the continent. Not only the educators survey and the professional lives of educators but the general approach to evaluation and feedback became a significant example as communities tried to improve Jewish education throughout the continent.

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B) Other Research

CIJE has helped design a large scale strategic plan for research in North American Jewish education through consultations from both Jewish and general education and careful explorations with existing institutions. There are currently a number of ongoing research projects that emerged out of the CIJE efforts and include the founding of four centers devoted to Jewish educational research, one being the Center for the Study of Jewish Education mentioned above in the section on the Best Practices Project. Three other research centers for Jewish education have been established at universities or seminaries-- each taking a different focus.

CIJE has helped foster an appreciation of the importance of research and helped to broker foundations, Jewish education researchers (both in North America and in Israel) and researchers from general education in joint collaborations. These have included projects on teacher knowledge and teacher education, studies of the economics of Jewish education, qualitative studies of Jewish educational work, historical studies of Jewish educational projects, quantitative studies of student achievement and knowledge, and policy studies related to the issues involved in community mobilization.

CIJE was responsible for initiating a long term study of the impact of the changes that it has helped to foster through CIJE local initiatives. That project began with a major research effort aimed at establishing base lines of current Jewish identification and Jewish learning which would allow the results of interventions to be evaluated.

V. Conferences

CIJE has been the catalyst for a series of conferences on important issues related to the field of Jewish education, flowing out of defined needs. These conferences have emerged out of the CIJE's work in the field as well as through the intellectual work of the CIJE staff. These began in 1994 with the conference on "New Work in Supplementary School Education" which brought together people working in this area from a variety of institutions.

This was followed by the conference on "Evaluation and Assessment in the field of Jewish Education" which brought together academic researchers from both Jewish and general education as well as Federation leadership concerned with this problem. "The Religious

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Personality and the Challenge of Education" was a conference co-sponsored by the Lilly Endowment and brought together both Christian and Jewish perspectives and action projects in this area. Following upon this was the conference on "The Economics of Jewish Education" which involved Federations, major foundations and lay leadership. As various topics emerged in the CIJE work, conferences were held both to bring the best wisdom to bear on particular issues and to monitor progress in specific areas. Many of these conferences were co-sponsored with other institutions and organizations.

VI. Publications and Dissemination of Materials

CIJE has fostered the publication of significant materials in Jewish education. These include the reports of the Best Practices Project, the research papers that emerged out of the MEF project, the literature on goals that went hand in hand with the Goals Project, along with the papers commissioned for work in the area of goals (some of this in conjunction with the Mandel Institute in Israel.)

In addition CIJE has produced publications unrelated to the ongoing projects. These include a) the CIJE newsletter which informs the field of its ongoing work, b) the publications of the various CIJE conferences mentioned above, c) a series entitled "Current Issues in Jewish Education" which are the public lectures of the CIJE Board meetings in written form and related materials, and d) the various "Policy papers" mentioned earlier in this report.

These materials have been distributed through the CIJE's own publishing program, through commercial and university publishers and through other national Jewish education organizations-- including JESNA, JCCA and CJF. New technologies such as on-line computer access to materials and CD-ROM publications have also been utilized. Finally CIJE has presented its work at a variety of national conferences both for professionals and lay leaders. These have included the CJF General Assembly, the CAJE conferences and other research gatherings.

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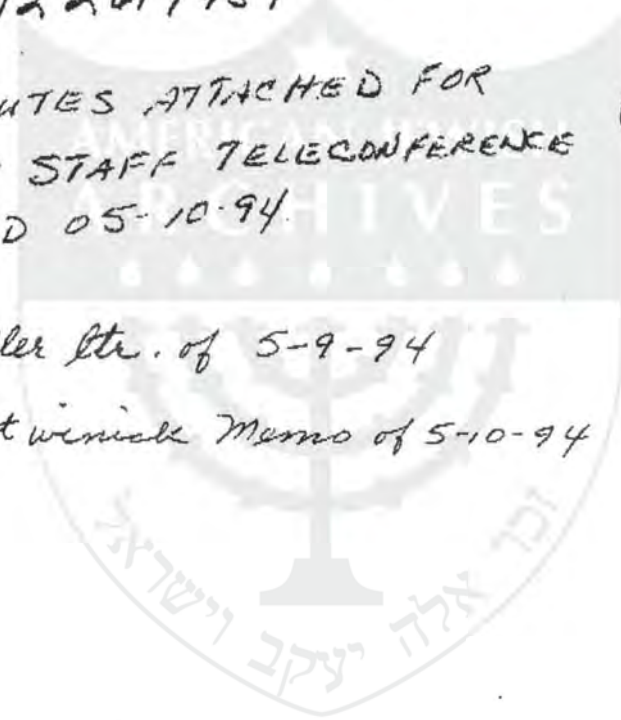
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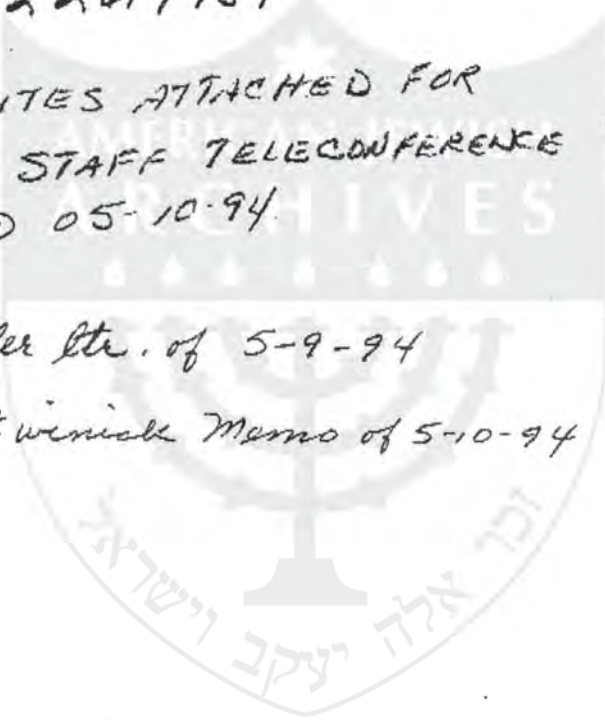
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*MINUTES ATTACHED FOR
CJE STAFF TELECONFERENCE (4pg)
HELD 05-10-94.*

Teller ltr. of 5-9-94 (1pg)

Botwinick Memo of 5-10-94 (1pg)



MINUTES: CIJE STAFF TELECONFERENCE
DATE OF MEETING: May 10, 1994
DATE MINUTES ISSUED: May 12, 1994
PARTICIPANTS: Alan Hoffmann, Barry Holtz,
Virginia Levi (Sec'y)
COPY TO: Morton L. Mandel, Richard Shatten, Gail Dorph

I. Technology Issues

A. Computers

1. Ginny will send a message to Daniel Pekarsky reminding him that the lap top is designated for Roberta's use.
2. Barry has an Apple lap top which he will try to trade with JCCA for supplies or services.
3. Barry will arrange with JCCA to pay half the cost of the phone system upgrade in advance and the remainder upon installation. Ginny will see that JCCA is reimbursed in a timely way.

Assignment

II. Goals Seminar

A. Attendance

We reviewed the list of invitees and responses today and agreed that the following steps will be taken now:

1. Alan will follow up with Barry Shrage and encourage him to send a substitute if he is unable to participate.
2. Barry will follow up with Judith Ginsberg.
3. Ginny will call Bob Hirt.
4. Alan will consider calling David Sarnat and suggesting that Harry Stern and a lay person attend so that the JCC movement is represented.

Assignment

Assignment

Assignment

5. Alan will follow up with Sara Lee about the possibility of Isa Aron attending.
6. Ginny will contact Mark Gurvis to find out who from Cleveland he has asked to attend.
7. Alan will call John Ruskay.
8. Barry will call Rachel Cowan to see whether she would consider attending.
9. Each of us was encouraged to think about additional lay people should be invited to participate.

B. Content

Barry was expecting a conceptual outline from Daniel Pekarsky by May 11th. This should include a day-by-day schedule. Alan will meet with Seymour, Shmuel and Danny Marom next week and would like Daniel's detailed outline. There will then be weekly teleconferences of Alan, Danny, Daniel, Abby and Caroline to keep up with arrangements.

III. Leadership Institute

Assignment

Five Options for how to undertake the Leadership Institute have been considered. At present, the most desirable appears to be to work with Cliff Baden at Harvard. However, there are some open questions about the cost and exactly what it covers. In Gail's absence, Barry will call Baden for clarification.

It was suggested that we may wish to consider asking Susan Shevitz to work with Baden on the content planning.

IV. Plans for October Board Meeting

- A. Ginny reported that of the three dates proposed by MLM, the UJA/Federation is available for only one. Ginny will continue to check all three dates with our Executive Committee and Ginny and Alan will work together to expand our options for meeting space.

Current thinking about the schedule for the two days is as follows:

Day One -

11:00 am to 5:00 pm - Steering Committee (Possibly at CIJE office)

Dinner - Executive Committee

Evening - Meaningful presentation for approximately 120 people

Day Two -

Morning - Committee Meetings (Plan on expanded committees)
Lunch - All Together
Afternoon - Board Meeting

- Assignment B. MLM has agreed that we should invite Bill Schatten to serve on the board and relieve Gerald Cohen of the responsibility, as he has requested. Ginny will prepare the appropriate letters.

We should prepare a letter responding to Matthew Maryles' resignation and MLM will contact Ericka Jesselson to ask her to discuss the appointment of a replacement with Alan.

C. Follow Up to Board Meeting

The minutes have been drafted and submitted to Alan, who will return them to Ginny with his suggestions. Following input from MLM, Ginny will send the minutes out. A cover letter will note that committee members can expect to hear from their chairs under separate cover. This will permit the distribution of summaries of the subcommittee meetings, where appropriate, and other communication where that is preferable.

V. CIJE/CJF

Ginny will arrange for a teleconference of Alan with Steve Hoffman to talk through the next steps on negotiations with CJF. Following that conversation and an agreement on when and where Steve and Alan can next meet, Ginny will make arrangements to include Jon Woocher, Marty Kraar, and Carl Sheingold. Ideally, there should be two four-hour sessions on consecutive days.

VI. Alan's Schedule

During Alan's next visit to the United States, he will want to spend a full day with Daniel Pekarsky on the Goals Seminar and should meet with Chuck Ratner to discuss the Community Mobilization Committee.

VII. Next Telecon

The next staff telecon is scheduled for Wednesday, May 18th, at 10:30 am, Eastern Daylight Time.

that can be achieved when community support is galvanized. The regional conferences recently organized by JESNA — which will culminate in a continental conference — are heightening community awareness of the crucial significance of Jewish education to meaningful Jewish continuity.

The Commission report and follow-up plans will inform all segments of the Jewish community that Jewish education will be undergoing a period of genuine revitalization. It will be given widespread distribution so that Jewish leadership throughout the country will be aware that this plan is not just another symbolic gesture or limited endeavor, but is the initiation of a broadscale effort. The report will be made available to members of the boards of congregations and schools, and to leaders of all Jewish religious, educational, social, and communal organizations.

As the plan developed by the Commission gets under way, a continuing flow of information will keep community leaders apprised of the progress being made. Communications through all appropriate channels will be sustained in the months and years ahead concerning the implementation of the programs.

Seminars and conferences will be organized for community leaders to acquaint them with the many different aspects of the plan that are being carried out. It will be important for them to be aware of the role they can play in helping to build a profession of Jewish education.

The Commission has decided to continue its work, although in a modified format. Its members will be convened by the Council for Initiatives in Jewish Education (CIJE) and will meet once a year. At that time an update will be issued to inform

the Jewish community on the progress of its plan. These reports will also be distributed to important sectors of the Jewish community.

III: ESTABLISHING LEAD COMMUNITIES

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

Local Laboratories for Jewish Education

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

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

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

and benefits of educational personnel; developing new career track opportunities; and increasing the empowerment of educators. Specifically, the following concrete measures have been offered for consideration:

Recruitment

A marketing study will be conducted to identify those segments of the Jewish population in which there are potential candidates for careers in Jewish education, and to determine what motivations or incentives would be most likely to attract gifted people to the field. Thus, for instance, while it is obvious that equitable salary levels are an important motivating factor, there is some evidence that empowering educators to have an increased impact on the lives of students is even more significant.

The marketing study will help determine how to reach the key target groups for recruitment — graduates of day schools, students participating in Jewish camps, college students studying in Judaica departments, students participating in Israel experience programs, and professionals at mid-career who are looking to make career changes.

Based on the results of the marketing study, a recruitment plan will be undertaken. This may involve visits by educational consultants and trained recruiters to the major colleges and universities that have large Jewish populations. It may also include visits to Jewish summer camps, consultations with participants in work/study programs in Israel, and meetings with participants in community center activities.

An important part of the recruitment plan will be spreading

the word through articles, speeches, seminars, and other forms of communications that Jewish education is about to undergo a major transformation. These efforts could help stimulate the interest of potential candidates in key target groups. Promotional materials (newsletters, brochures, videos, etc.) may be produced to maintain a constant flow of information to these groups, thereby creating an awareness of the exciting changes that are taking place in the field.

Developing New Sources of Personnel

Jewish education must build upon the nascent idealism of many young people and attract them to the profession. There is a reservoir of young Jews who are outstanding academics and professionals in the humanities and social sciences who would welcome the opportunity to make a contribution to Jewish life for a few years. Such individuals could be recruited as Fellows of Jewish Education, bringing their expertise to the field of Jewish education in areas such as curriculum, teaching methods, and the media. They will serve as consultants to educators and educational institutions, and will help monitor and evaluate specific programs.

Another source of talent could be outstanding college students who are specializing in Judaica at colleges and universities, or are graduates of day schools and of Hebrew speaking camps. Although they may be heading for careers in law, medicine, or business and are not planning a lifelong career in education, many such students would be attracted to the idea of joining a Jewish Education Corps. This will involve spending several

i.e.

Continental orgs.,
such as JESNA,
JCCA, CEF, and the
denominations

the denominations — will play a critical role, since they will provide the means by which this process can be effected.

The Council will encourage these organizations to develop procedures that will accomplish this objective through published reports, seminars, editorial coverage in the Jewish and general media, on-site visits to Lead Communities by community leaders and educators, and eventually through training programs for community leaders around the country.

As Lead Community programs begin to bear fruit, plans will be developed by the Council to establish new Lead Communities. At the end of the first five years, it is expected that the initial Lead Communities will have matured and developed a momentum of their own towards a continually improving educational system. By that time, another three or four Lead Communities may be added to the plan. These communities will be able to move forward at a more rapid pace, based on what is learned in the first communities.

The process of adding new communities should be a continuing one, so that in time there will be a growing network of active participants in the program. It also may be possible to establish a new category of Lead Communities that will function as associates of the original communities. This program will thus have a ripple effect and, as time goes on, be extended into an increasing number of communities throughout North America.

A TIME TO ACT

*D*uring the two-year process of

working out the details of a blueprint for the future, an underlying question surfaced from time to time as to whether, in the present environment, even the most successful achievement in Jewish education could make a fundamental difference in the outlook of a new generation of Jews.

It was clear that there continues to be a core of deeply committed Jews whose very way of life ensures meaningful Jewish continuity from generation to generation. However, the thrust of the Commission's thinking was directed at the much larger segment of the Jewish population which is finding it increasingly difficult to define its future in terms of Jewish values and behavior.

The commissioners realized that there was no way to guarantee that education is going to resolve this issue for the majority of Jews today. But it is also clear that education is the only means by which this goal can be achieved. The same is true in other fields of human endeavor. Thus, while there is no guarantee that the medical profession will find the cure to all diseases, we know that without effective hospitals, well-trained doctors, and systematic medical research, it is not possible to achieve any progress in health care. Similarly, without effective education-

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TO

BROADWAY COPY

FROM

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APR-05-1994

al institutions, outstanding educators, and the meaningful presentation of the great ideas of the Jewish tradition, it will not be possible to bring about a deepening involvement of Jews with Judaism.

Perhaps the most important question the Commission faced was: How seriously can the Jewish community in North America be committed at this time to such a mission? The commissioners were confident that the blueprint they developed was realistic and could, indeed, provide the foundation for a new era in Jewish education. However, results could only be achieved if there was the will and determination to make an enormous investment of resources and energies in the decades ahead. At the conclusion of their deliberations, the commissioners were convinced that the will is there and that the time to act is now.

As the commissioners evolved their plan for the future, they became increasingly hopeful that a wide range of educational possibilities would arise once the building blocks were firmly established. They foresaw a time when the field would attract some of the most creative Jewish minds of our era, bringing entirely new approaches to education.

One dramatic opportunity for future development discussed during the Commission's meetings is in the area of telecommunications. The success of recent television programs of Jewish content on both public and commercial networks is a clear indication of the vast potential of this new field. The explosion of cable television suggests that one day it may be possible with the flick of a dial to tune in to programs of Jewish music, drama, interviews with Jewish writers and political fig-

ures, and to receive daily programs from Israel. Indeed a new "electronic village," as described by one commissioner, could in the near future enable Jews of all ages to interact with many aspects of their Jewish heritage on a continuing basis.

Many other technological developments — the use of computers, video disk technology, multi-media exhibitions — could provide a framework in which great educators can communicate with vast audiences. This would be particularly significant in regard to that segment of the Jewish population which is not involved in organized Jewish life.

Equally impressive developments may take place in other programmatic areas as the Commission plan gets under way. The infusion of educational institutions such as schools and community centers with new energy, the introduction of new programs for family and adult education, and the expansion of educational programs in other institutions such as museums and libraries will open up new vistas for Jewish education.

The timeliness of this whole endeavor was dramatized by the great upheavals that are taking place on the world stage and in Jewish life — communist dictatorships are being supplanted in Eastern Europe, the U.S. and the U.S.S.R. are moving towards a reduction of armaments and tensions, a great exodus is taking place of Jews from the Soviet Union to Israel.

The Commission's work was not occasioned by any of these historic developments, nor was it immune to their impact. They gave even greater weight to its purpose, for it is the values and learning central to Jewish education that bind our people together.

[back flap]

CIJE SENIOR STAFF

- Alan D. Hoffmann, Executive Director
- Gail Z. Dorph, Senior Education Officer
- Seymour Fox, Consultant
- Adam Gamoran, Consultant
- Ellen Goldring, Consultant
- Roberta Goodman, Field Researcher
- Annette Hochstein, Consultant
- Stephen H. Hoffman, Consultant
- Barry W. Holtz, Senior Education Officer
- Virginia F. Levi, Associate Director
- Daniel Pekarsky, Consultant
- William Robinson, Field Researcher
- Julie Tammivaara, Field Researcher

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Council for Initiatives
in
Jewish Education

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CIJE: A CATALYST FOR CHANGE

Launched 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, CIJE initiates reform by working in partnership with individual communities, local federations, continental organizations, denominational movements, foundations, and educational institutions. 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.

THE CIJE STRATEGIC AGENDA

CIJE 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 rabbis 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 CIJE agenda.

o 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. CIJE's efforts to enhance the Jewish educational profession are multi-pronged. On the local level, 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, and career track opportunities. Simultaneously, CIJE 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.

o Mobilizing community support.

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. 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. CIJE also works to develop a cadre of leaders at the continental level who will be advocates for Jewish education.

PAGE 01

To demonstrate these interrelated principles in concrete ways, CIJE established lead communities--laboratories for change, where CIJE staff works closely with lay and professional leaders. In these cities, CIJE 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. CIJE'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

CIJE sees itself as an architect for reform--planning 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 CIJE's plan, its support projects are the pillars:

o 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, CIJE is furthering the understanding of the components of excellence.

o 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. 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 process of learning, self-reflection, 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.

o Creating a Framework for Educational Research

Ongoing analysis and research informs and supports all of CIJE's efforts. A leader in bringing professional tools of monitoring and evaluation to Jewish education, CIJE is involved with research on two levels: building a comprehensive research agenda for Jewish education

and using cutting-edge techniques to evaluate its ongoing projects in the field. In its work with the lead communities, CIJE moves responsively from research to analysis to action.

CIJE AT WORK: A NEW VISION OF JEWISH EDUCATION

CIJE's staff of experienced educators, including full-time professionals and internationally-renowned consultants, bring the latest thinking in educational philosophy, research, Judaic studies, and community planning to the endeavor of Jewish education.

Engaged in efforts with communities across North America and with a wide range of communal organizations, foundations, universities, and the denominational movements, CIJE is bringing together a new alliance of talented people committed to its agenda of Jewish educational reform. CIJE is forging new connections, developing effective means to join forces towards a common goal. Through its innovative approach and strategic partnerships, CIJE seeks to demonstrate the significant breakthroughs that are possible when funding, planning, and leadership coalesce on behalf of Jewish education.



MINUTES: CIJE STAFF TELECONFERENCE
DATE OF MEETING: May 26, 1994
DATE MINUTES ISSUED: May 27, 1994
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Virginia Levi (Sec'y)
COPY TO: Morton L. Mandel, Richard Shatten

I. Goals Seminar

A. Steinburg Participation

1. There was some discussion about whether Barbara Steinberg should participate in the Goals Seminar if she is unable to find a lay person to join her. Lead Communities have been advised that they must have lay participation. Alan will discuss this with her and strongly encourage her to involve a lay person.
- Assignment 2. With respect to the request for CIJE involvement in a Palm Beach professional development program, it was agreed that Alan will accept the invitation for CIJE staff participation and will suggest that participation of representatives of the Lead Communities include local Federation liaison, as well as bureau directors.

B. Additional Invitations

Ginny will send invitations to Isa Aron and Aryeh Davidson. We still need to consider what their roles will be in the seminar.

Alan will talk with Ze'ev Mankowitz about participation in the seminar by day school heads involved in the Melton Centre program this summer.

II. Leadership Institute

The Leadership Institute needs to be planned in the context of other Fall activities. On the assumption that the Board Meeting will be in early October and with knowledge that the GA is November 16-18 it was agreed to hold the Leadership Institute on October 30 to November 3. The next step is for Gail, Barry and Ellen to meet with Nancy Braude at Harvard to work out a draft of the program and develop a budget. Gail will give the dates to the lead communities along with an estimate of room and board expenses.

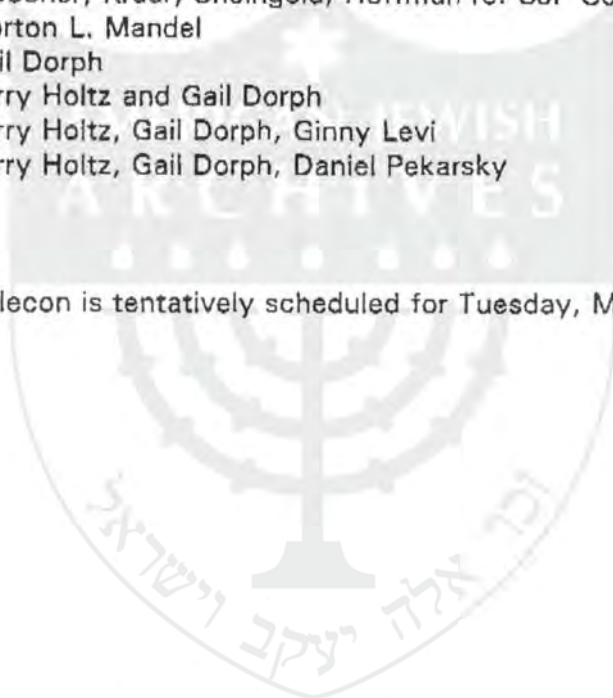
III. **Alan's Schedule**

Alan will come to the United States on Sunday, June 12 and leave on Thursday, June 23. During that time, he will have the following meetings:

- June 13 - Barry Holtz
- June 14 - Atlanta ?
- June 15 - Nessa Rapoport, Richard Shatten, Search Firms; Woocher [Should VFL confirm with JW?]
- June 16 - Woocher, Kraar, Sheingold, Hoffman re. CJF Commission
- June 17 - Morton L. Mandel
- June 19 - Gail Dorph
- June 20 - Barry Holtz and Gail Dorph
- June 21 - Barry Holtz, Gail Dorph, Ginny Levi
- June 22 - Barry Holtz, Gail Dorph, Daniel Pekarsky

IV. **Next Telecon**

The next staff telecon is tentatively scheduled for Tuesday, May 31, 9-11 AM EDT.



MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: May 31, 1994

DATE MINUTES ISSUED: June 2, 1994

PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Virginia Levi (Sec'y)

COPY TO: Morton L. Mandel, Richard Shatten

I. **Minutes and Assignments**

The minutes and assignments of May 26th were reviewed. Alan reported that he had a phone conference scheduled with Barbara Steinberg for later in the day to agree to CIJE participation in the Palm Beach Professional Development Program and to discuss Palm Beach representation at the Goals Seminar.

With respect to Alan's June schedule in the States, we agreed to the following:

- Assignment
- A. We will hold June 14 for a visit to a Lead Community.
 - B. Alan will talk with Nessa Rapoport about possible meetings on June 13 and June 15.
 - C. It was agreed that Alan's meeting with Steve Hoffman, Marty Kraar, Carl Sheingold and Jon Woocher regarding the CJF Commission will occur on June 16 at the Newark airport, 10:00am to 2:15pm. Ginny will contact Jon to request that participants be asked to stay until at least 4:00 pm in case any drafting or last minute work needs to be done. (Marty and Carl will have to leave by 2:15 pm. The others will plan to stay.)

II. **Goals Seminar**

The invitation/attendance list was reviewed and the following comments were made.

- A. Baltimore - We have four people definitely attending, including one lay leader. It is possible that one additional lay leader, Cass Goldstein, may also attend.

CIJE STAFF TECONFERENCE
May 31, 1994

Page 2

Assignment B. Atlanta - At present, there is no one coming from Atlanta. Alan will call David Sarnat and Harry Stern to follow up on invitations. Gail will call Bill Schatten to encourage his participation. In addition, Gail will talk with Janice Alper about the likelihood of Arnie Sidman's participation.

C. Milwaukee - We have six definite participants from Milwaukee. In addition, it is likely that Ina Regosin will also participate. Ginny reported having spoken with Ruth Cohen, who will encourage Ina and others who have not submitted their registration forms to do so now.

It was agreed that Alan will call Jane Gellman to discuss with her the possibility of inviting Milwaukee JCC representatives to participate.

D. Training Institutions

Isa Aron representing HUC and Bob Hirt for Yeshiva University are definitely planning to participate. We are waiting to confirm plans for Barbara Penzner of the Reconstructionist Rabbinical College to attend. Ginny reported that Aryeh Davidson of JTS was having problems with flight arrangements and had asked whether he could participate if he were not available for the final day. Ginny was advised to call Aryeh and encourage him to change his flight, noting that participation in the full seminar is expected. [Later: Aryeh has been informed that the likelihood of his being taken from wait-lists for flights on Friday is extremely slim. He is willing to stay "open," but was doubtful that he would be able to participate in the entire seminar.]

E. Cleveland

We have four professional staff people committed to attending. Mark Gurvis was to talk with his lay leader on June 1. Ray Levi had expressed an interest in participating but was still working on getting a lay leader to join him. Ginny will call Mark to remind him that any community participating must have lay representation and to encourage him to bring lay leaders from the institutions represented by professional participants.

F. Other

John Colman is planning to participate. Barbara Steinberg of Palm Beach is planning to participate and is still seeking a lay person to join her.

Assignment Alan will consider whether some form of Friday night hospitality should be planned for July 8.

CIJE STAFF TECONFERENCE
May 31, 1994

Page 3

III. Leadership Institute

Assignment Gail and Barry will be in Boston on June 1 to meet with Nancy Braude and Cliff Baden of Harvard to work out the details of the Institute. Ellen and Gail will follow up with an additional meeting the week of June 20. Alan will consider joining them on June 20 or 21.

The Institute will be scheduled for the week of October 30.

It was suggested that we consider a way to involve the thirteen Jerusalem Fellows graduates in the Boston area.

IV. October Board Meeting

Assignment Alan reported that the meeting will be scheduled for October 5-6. Ginny will now confirm the space and notify board members to hold the date.

V. Next Steps for Committees

Further thinking should go into planning how the committees will move forward. The current thought is that each should become somewhat independent, with its own work plan, vision, agenda and meetings. The committees should help to move the work of CIJE forward. We may want to rethink committee membership.

At present, the next meeting of the Steering Committee is scheduled for September 23. There was some sense that it might be useful to convene that group sooner, if possible, to discuss the role and operation of committees.

Assignment It was agreed that each committee should send out meeting notes from the April meeting. Barry and Gail will finalize theirs and get them out. Alan will discuss this with Chuck Ratner in Israel next week. Ginny will bring Ellen up to date with what is being planned and encourage her to prepare a brief summary of her committee's discussions.

VI. Miscellaneous

A. There was some discussion as to whether Gail should participate in Baltimore's Machon L'Morim program during the next academic year. She will consider this further and discuss it with Alan.

CIJE STAFF TECONFERENCE
May 31, 1994

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B. Upcoming Conferences

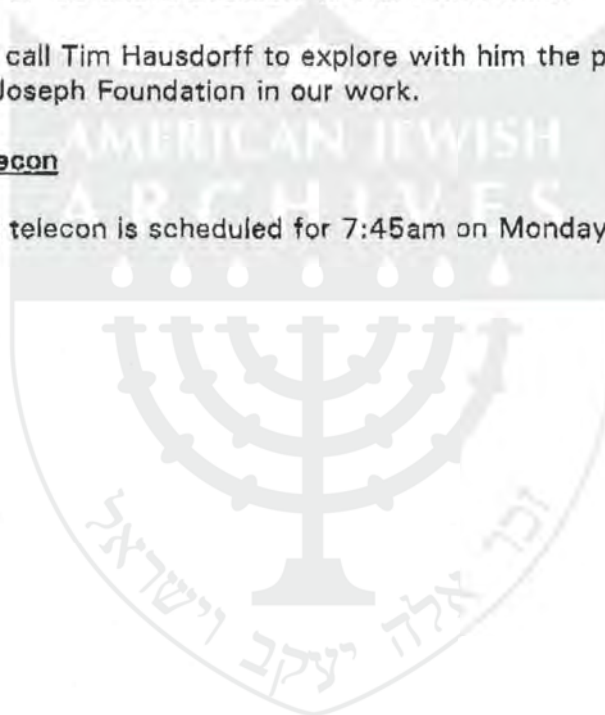
Gail, Barry, Julie and Roberta will all be at the Research Network in Jewish Education Conference in Baltimore. Gail, Barry and Bill will attend the CAJE Conference.

C. Noam Tzion of the Hartman Institute will be in the US during January/February of '95 and is available to work with CIJE.

D. Alan will call Tim Hausdorff to explore with him the possibility of involving the Jim Joseph Foundation in our work.

E. Next Telecon

The next telecon is scheduled for 7:45am on Monday, June 6.



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Council for Initiatives
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Date sent: *12/20* Time sent: No. of Pages (incl. cover): *4*
To: Alan Hoffmann From: Ginny Levi
Organization:
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Ismar Schorsch
David Teutsch
Isadore Twersky
Bennett Yanowitz

Executive Director

Alan Hoffmann

For letterhead - in addition to all
which appears here, we need address,
phone + fax # for NY office.

Maybe just do Cleveland info to left side
(to signify "head office?") and NY info where
Cleveland is now.



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Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

David Teutsch

Isadore Twersky

Bennett Yanowitz

Executive Director

Alan Hoffmann

MEMO TO: CIJE Steering Committee

FROM: Morton L. Mandel *MLM*

DATE: December 20, 1993

SUBJECT: Committee Meeting

I am delighted that you are able to participate in the first meeting of the new CIJE Steering Committee. I see this committee as a key planning body for the work of CIJE. I believe that our discussions on January 4 can be a big step in moving our agenda forward.

Enclosed for your review in advance of the meeting are the following documents:

1. CIJE mission statement drafted August 28, 1990.
2. Minutes of November 16-17 Lead Communities Seminar held in Montreal.
3. Update reports prepared by Gail Dorph on visits to Lead Communities.
4. Agenda for our meeting.

We will meet for a planning session and dinner at 6:00 p.m. on Monday, January 3. This meeting will take place at the Holiday Inn-Lakeside, 1111 Lakeside Avenue. The actual Steering Committee meeting will take place from 9:30 a.m. to 5:00 p.m. on Tuesday, January 4 at the Jewish Community Federation of Cleveland, 1750 Euclid Avenue.

Following the Steering Committee meeting, CIJE staff and consultants will meet briefly with Barry Reis to review travel policy and expense reimbursement procedures.

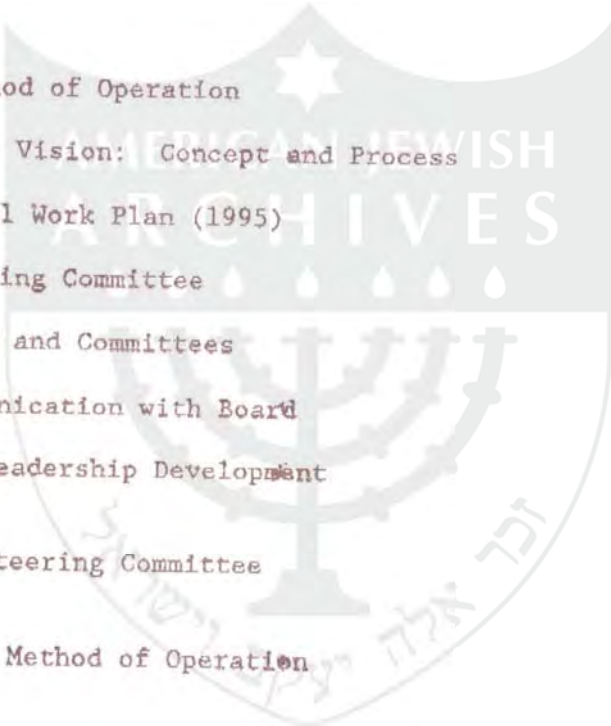
AGENDA

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

STEERING COMMITTEE

JANUARY 4, 1994 - 9:30 A.M. - 5:00 P.M.

Jewish Community Federation of Cleveland
1750 Euclid Avenue

- 
- I. Update
 - II. CIJE Method of Operation
 - A. Total Vision: Concept and Process
 - B. Annual Work Plan (1995)
 - C. Steering Committee
 - D. Board and Committees
 - E. Communication with Board
 - F. Lay Leadership Development
 - III. Role of Steering Committee
 - IV. Committee Method of Operation
 - V. CIJE Mission Statement
 - VI. Communications
 - VII. 1994 Interim Work Plan

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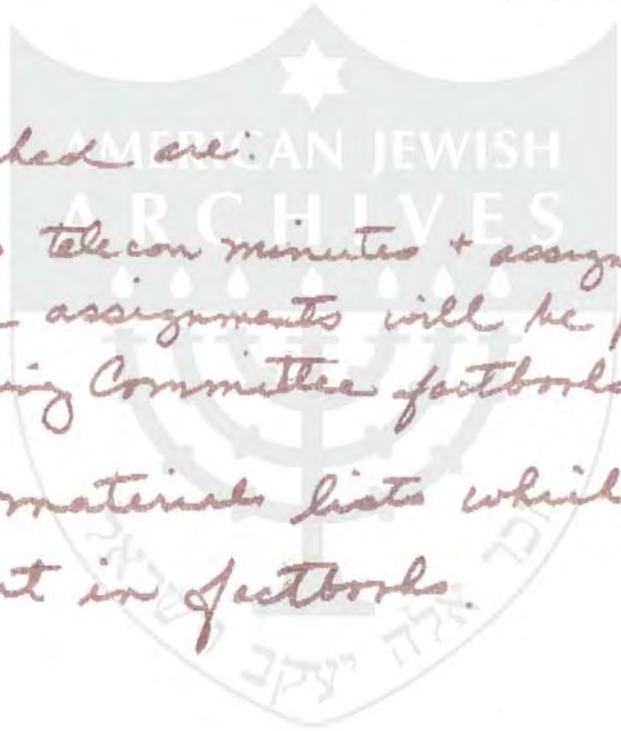
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**Council for Initiatives
in
Jewish Education**

Date sent: *12/21* Time sent: _____ No. of Pages (incl. cover): *17*
To: Alan Hoffmann From: Ginny Levi
Organization: _____
Phone Number: _____ Phone Number: 216-391-1852
Fax Number: _____ Fax Number: 216-391-5430
Comments: _____

Attached are:

- 1. Dec. 20 telecon minutes + assignments.
These assignments will be put in
Steering Committee factbooks.*
- 2. Raw materials lists which will
be put in factbooks.*



MINUTES: CIJE STAFF TELECONFERENCE
DATE OF MEETING: December 20, 1993
DATE MINUTES ISSUED: December 21, 1993
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz,
Virginia Levi (Sec'y)
COPY: Morton L. Mandel

I. The minutes of December 14 were reviewed.

Alan is drafting the 1994 CIJE work plan and plans to send it to the staff group by December 23.

II. New York Office

A. Barry has prepared a memo outlining recommendations and expenses for setting up the New York office. This will be complete as soon as he receives information from the computer consultant, at which point he will send it to Alan for review with MLM.

B. Secretary

Barry reported that the JCGA policy is not to provide benefits for half-time staff. Therefore, the candidates being interviewed have been told that the job includes no benefits.

It was agreed that January 3 is a reasonable time to ask the new person to start. We will plan a day of orientation for the new New York secretary and the new Cleveland secretary during the week of January 10. In the meanwhile, Ginny will send the box of materials which she has been holding to New York.

With respect to computers, it was noted that we have a data base which is currently on a D-base file in Israel. Alan will bring it and plan to install it here. We will have to decide who maintains the file. It can be downloaded to our PCs on a regular basis.

III. Plans for January 3 - 4

A. Agenda

The agenda for the January 4 meeting was discussed and will be discussed further in a telecon at 9 a.m. on Wednesday, December 29. Gail and Barry will call Alan. At that time, they will also schedule a meeting for January 2.

Included in the materials being sent in advance of the meeting is the mission statement drafted by Steve Hoffman in 1990. This will serve as the starting point for the development of a mission statement on January 4.

Assignment

There was some discussion of the raw material pages being prepared for the factbooks. Ginny will review the minutes of November 8 and November 15 and pull out additional items to be added to those sheets.

Alan is scheduled to meet with Esther Leah Ritz on December 21 to discuss plans for the January 4 meeting. He will also talk with her about the MEF meeting which was held in Milwaukee.

IV. Pilot Projects

A. Goals Project

Barry and Gail have talked with Daniel Pekarsky about the development of a summer program on the goals project. Daniel plans to meet in Israel with Seymour Fox and Danny Marom to discuss and plan this further. Alan will talk to Daniel about the possibility of pushing up his trip to Israel to the final week of December. At present, it is scheduled to occur while Alan is in the States.

There is some thought that we might spend a portion of the February 9-10 meeting with representatives of the training institutions and/or denominations to talk about the goals project. This might include a presentation of plans for the summer, an indication that we are moving ahead in this area, and encouragement for the movements to work with us. At that time, we might propose a two-day consultation to take place later in the spring. It is hoped that Daniel will take a leadership role in such a meeting.

B. Leadership Seminar

Gail and Ellen have discussed the possibility of a four-day program (spring or summer?) which would be the jumping off point for a longer, more complex course of study which might be either a degree program or a continuing education program. They will discuss this further. At present, this would be addressed to both day school and supplementary school principals.

C. Implementation of Best Practices

Gail and Barry plan to discuss the development of pilot projects related to the best practices.

D. Senior Educators

Nothing significant has happened in any of the Lead Communities with respect to the identification of people to participate in next year's senior educators program. Alan will talk with Howie Dietcher about the need for him to do some serious recruiting.

Assignment

V. Assignments

It was agreed that we need to reassign campers to our staff, the chairs of the board committees, and people such as Steve Hoffman and Daniel Pekarsky who work closely with us.

Ginny will arrange for a meeting of Sandee Brawarsky with MLM either immediately preceding or at the conclusion of the meeting on January 4.

Ginny will send Alan a list of the items which belong on the new letterhead and he will ask the designer to propose a set-up.

Gail plans to call Lee Hendler and will talk with Chaim Botwinick before doing so.



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Council for Initiatives
in
Jewish Education

Date sent: *1/18* Time sent: No. of Pages (incl. cover): *20*
To: *ARH & SF* From: *Teddy Davis*
Organization:
Phone Number: Phone Number: 216-391-1852
Fax Number: Fax Number: 216-391-5430
Comments:



MINUTES: CIJE Steering Committee
DATE OF MEETING: January 4, 1994
DATE MINUTES ISSUED: January 14, 1994
PRESENT: Morton L. Mandel (Chair), Sandee Brawarsky, John Colman, Gail A. Dorph, Adam Gamoran, Stephen H. Hoffman, Alan D. Hoffmann, Barry Holtz, Daniel Pekarsky, Charles Ratner, Esther Leah Ritz, Richard A. Shatten, Virginia F. Levi (Sec'y)
COPY TO: Seymour Fox, Annette R. Hochstein, Henry L. Zucker

I. Introductory Remarks

Mort Mandel opened the meeting by introducing participants. He thanked those present for agreeing to participate in the work of the Steering Committee and noted that the primary purpose of the committee is to help evaluate ideas, and set priorities. Normally decisions will be made by the board of CIJE.

Members of the Steering Committee will include the chairs of CIJE committees and staff. The group will meet as frequently as is practical and useful.

II. Update

Alan Hoffmann noted that the Steering Committee will be helpful in clarifying goals and methods of reaching them.

He noted that the Commission on Jewish Education in North America completed its work a little more than three years ago. It concluded with a plan to work in the following five areas:

1. Build a profession of Jewish education.
2. Mobilize community support.
3. Develop a research capability.
4. Establish Lead Communities in which to work toward local systemic change.
5. Create the Council for Initiatives in Jewish Education.

During the first year and a half of its existence, CIJE worked to develop and move ahead with the concept of best practices for Jewish education while also building a team for monitoring, evaluation and feedback of the work in Lead Communities. At the same time, a process was developed and followed for selecting the Lead Communities.

Following an initial expression of interest by 45 communities, 23 submitted applications and 3 were selected. A joint meeting of the Lead Communities and CIJE staff in Cleveland in April 1993 clarified the importance of partnership among the communities and CIJE. The next joint meeting, held in August 1993 in Baltimore, focused on the content

of work in the Lead Communities. The most recent meeting, held in November 1993 in Montreal, provided the Lead Communities with a curriculum for taking the results of research on local Jewish education personnel and moving toward a personnel action plan.

In the area of monitoring, evaluation and feedback, we have broken important ground by putting in place a team which can monitor what is happening, evaluate outcomes, and provide feedback to local communities and CIJE. This model shows how research can be used in working for change.

Clearly, CIJE has focused most heavily on the establishment of Lead Communities while the other three recommendations of the Commission have received less attention. In fact, CIJE is about changing Jewish education for all of North America.

As the staff team which was constituted in August 1993 has begun its work in the Lead Communities, the following issues have surfaced:

1. CIJE has chosen the local federation as the home for systemic reform in Jewish education. There is an inherent tension between the federation approach of working through consensus and CIJE goals of reform and radical change. Getting wall-to-wall coalitions to take revolutionary steps presents a significant challenge.
2. CIJE is an intermediary organization. This means that we do not have the same direct control over the change process that a local commission has. For example, CIJE can prepare materials for use by local communities and can recommend their use, suggest bench marks, and set deadlines. However, as an intermediary organization we do not have (nor want) the local clout to implement and follow through. Yet local implementation is a must.
3. The work with the Lead Communities has suggested that the following three variables must be present in order for systemic change in Jewish education to occur in any community:
 - a. A federation executive director who will make betterment of Jewish education a personal priority.
 - b. One or more lay champions on the key leadership team.
 - c. A high caliber local professional driving the educational process.
4. The Commission itself chose to sidestep the issue of goals for Jewish education in order to reach consensus on its recommendations. However, any local community inevitably gets to questions of goals, mission, and vision. Daniel Pekarsky has

agreed to consult with CIJE on goals in conjunction with the Mandel Institute staff's work on the goals project and the Educated Jew project.

CIJE currently faces the following challenges:

1. How can we reenergize the process of deliberation, strategic thinking and planning by lay leaders which worked so effectively during the work of the Commission? Leadership of CIJE needs to be more fully engaged.
2. How should we work for effective dissemination of our progress? Because we have not yet clearly articulated what CIJE is about, we risk becoming pigeon-holed as "the Lead Communities project."
3. How do we move beyond where we are now? How do we extend our involvement with more communities? Thought has been given to using Ted Sizer's concept to establish a "coalition of essential communities."

In the discussion that followed, the following points were made: By working in the Lead Communities we have begun to impact change on a local level. However, building the profession and developing community support requires work on a continental level. We may wish to think about establishing an equivalent to the Jerusalem Fellows and Senior Educators programs in North America, drawing upon the resources of the denominational training institutions and others with appropriate expertise.

Since few communities seem to possess all three of the elements which have been identified as critical, we should determine what incentives could be used to gain the commitment of the local federation executive and appropriate lay champions and to draw the caliber of professional we seek. We should be careful to remember that the three elements we have identified as central to this process appear to be necessary conditions, but are probably not sufficient to accomplish our goal.

At present, research is being directed locally. Should we consider a parallel track with respect to national factors? For example, can we identify factors that could motivate leaders to work for Jewish education?

The relationship of local communities to an intermediary organization might be clarified through written agreements. CIJE does have leverage in the form of expertise which it can provide or not. We will develop the expertise to go into a community, evaluate what is in place, and recommend changes.

If we can identify success in one of the Lead Communities, telling the story will make our process of moving ahead in other communities easier. It was noted that Atlanta, at this point, has opened itself to the idea of intervention and has opened the community thought processes to change.

III. CIJE Method of Operation

A. Total Vision

It was suggested that the Steering Committee consider developing a set of outcomes toward which CIJE might work over a ten year period. These outcomes, which should be revised annually, would serve as the basis for an annual work plan.

In discussion, it was noted that it will be difficult to generate agreement around some outcomes. However, we should be able to identify outcomes with clear consensus. One such outcome might be to attract top people to identified positions in Jewish education. We might identify desired outcomes that fit under these headings: building the profession, improving lay leadership, program and content, and developing a research capability.

Assignment

It was agreed that Alan Hoffmann, together with the staff, will develop a first draft of desired outcomes for review by the Steering Committee at its next meeting.

B. Annual Work Plan

The first annual work plan to be based on a total vision will be for the year 1995. An interim work plan has been prepared for use in 1994.

IV. Role of Steering Committee

The Steering Committee will function as a "think tank" for CIJE. Its role will be different from that of either the Executive Committee or the board. It will meet approximately six times each year and will work to prepare recommendations for presentation to the board.

V. Role of Functional Committees

It is suggested that the operation of CIJE be shifted to four functional committees. Each will have a chair, a vice chair, and members from the CIJE board and will be staffed by CIJE staff and consultants. Each will submit to the Board its own total vision and work plan which, after approval, will become the overall vision and annual plan for CIJE. Each committee will define its role and set its mission.

Following is a list of the committees including proposed responsibilities, chairs, staff people, and related organizations with which each might work.

<u>Committee (and Responsibilities)</u>	<u>Chair</u>	<u>Staff</u>	<u>Related Organizations</u>
1. <u>Building the Profession</u> <ul style="list-style-type: none"> • Recruiting • Career Development • Seniors; Senior Seniors Developed • Pre-service training • Lead Communities 	(MLM)	G. Dorph	Training institutions CAJE
2. <u>Community Development</u> <ul style="list-style-type: none"> • 3-23 • Community support • Foundation networking • Managing relationship with CJF Commission • Lead Communities 	G. Ratner	A. Hoffmann S. Hoffman	CJF JAFI JCCA
3. <u>Content and Program</u> <ul style="list-style-type: none"> • Program development • Best Practices • Goals • Diffusion • Communication • Lead Communities 	J. Colman	B. Holtz (D. Pekarsky)	JESNA, JCCA
4. <u>Research, Monitoring</u> <ul style="list-style-type: none"> • Lead Communities 	E. L. Ritz	A. Gamoran (E. Goldring)	

Steering Committee members were asked to recommend board members for assignment to the various committees. VFL will check the list of people who were originally assigned to a committee on Lead Communities for possible inclusion on the Community Development Committee and will collate suggestions for board membership. MLM and ADH will then recommend assignments to committees.

Each committee will meet in conjunction with the two board meetings to be held each year. Additional independent meetings will be scheduled.

It was suggested that board meetings would be two-day affairs scheduled as follows:

<u>Day One</u>	10 a.m. to 4 p.m. - Steering Committee (or 10 a.m. to 2 p.m.)
	4 p.m. to 6 p.m. - Executive Committee (or 2 p.m. to 6 p.m.)

Day Two 8:30 a.m. to Noon - Committee Meetings

Noon to 4 p.m. - Luncheon and Board Meeting

It was suggested that the two days might include a plenary session during which all four committees, each of which has Lead Community responsibilities, would be provided with an update on the happenings in the Lead Communities.

It was also suggested that the board should grapple with issues rather than simply hear reports. We might bring the issues of one or two of the committees to each board meeting for consideration.

It was suggested that we consider holding two committee meetings at one time, similar to sessions at a conference, so that there could be broader participation of board members.

It was recommended that each two-day board meeting include a Jewish study component. It was also recommended that we continue to invite members of the Commission on Jewish Education in North America and other guests to a segment of the board meeting once every year or two years.

VI. Role of Board

A. Board of Directors

As noted above, we should work to ensure that the board is engaged in discussion of issues. Reports should be sent in writing rather than presented orally at meetings. Staff will be assigned to all Board members to keep them briefed.

One approach might be to begin the board meeting on the evening of day one, following the Executive Committee meeting, with a presentation of general interest which would generate discussion. Commission members would be invited to these presentations. The following morning the committees would meet, followed by a business meeting of the board.

B. Executive Committee

The Executive Committee will include committee chairs, officers, and other carefully selected individuals. It will be responsible for such managerial issues as budget and professional staffing.

VII. Role of Consultants

We have several consultants working with CIJE on a regular basis. These include Adam Camoran and Ellen Goldring on monitoring, evaluation and feedback and Daniel Pekarsky on the goals project. Seymour Fox, Annette Hochstein, and their co-workers at the Mandel Institute are taking on specific content assignments. In addition, Annette Hochstein is working with Adam and Ellen on monitoring, evaluation and feedback.

There was once a recommendation for the creation of a group of CIJE fellows. It was suggested that this would be a good item for consideration by the committee on building the profession.

VIII. Review of the Goals and Educated Jew Projects

It was reported that as the work of the Commission unfolded, it became clear that there was very little literature on the desired outcomes of Jewish education. As a result, the Mandel Institute invited three Judaic scholars to write papers on their own concepts of the outcome of a Jewish education or what is an educated Jew. The participants were Isadore Twersky, Moshe Greenberg, and Menachem Brinker. Each was asked to write from his own point of view. Israel Scheffler, a leading philosopher of general education, was asked to write a similar paper reviewing different conceptions of the educated person. Michael Rosenak was asked to look at this question from the point of view of Jewish education. Seymour Fox was responsible for the entire concept and for conducting the deliberation. These papers were then shared with leading Jewish educators who reflected on what an educational system might look like in order to implement the ideas proposed by each of the original philosophers. The scholars then redrafted their papers on the basis of the work of the educators. Following this process, the papers have undergone at least three iterations. The collected papers will be published with the goal of providing a model for how to deal with the outcomes of Jewish education.

The CIJE goals project will involve itself in trying to help individual institutions and communities to develop goals. This involves differentiating between instrumental and substantive goals and defining the ideal that drives the enterprise. It is a basis for translating vision to practice. Daniel Pekarsky is working with the Mandel Institute on developing a way to present this to North American communities.

After hearing this summary of the two projects, it was suggested that a presentation on the Educated Jew project might be an interesting topic for a board meeting.

IX. CIJE Mission Statement

A mission statement developed for CIJE in 1990 served as the starting point for this discussion.

It was suggested that the following might serve as an introductory paragraph to a mission statement: "The CIJE was created by the Commission on Jewish Education in North America with a highly focused mission that incorporates three major tasks: Building the profession of Jewish education; Mobilizing Community Leadership for Jewish education and Jewish continuity; developing a Research Agenda while at the same time securing funding for Jewish educational research."

A second section of the mission statement might indicate that the mission is to be implemented through the following means, then list the names of the four committees and include a brief paragraph indicating what each hopes to accomplish. It would be the role of each committee

to develop the language to describe its role in accomplishing CIJE's mission. This would be refined at the committee meetings.

The mission statement should also refer to CIJE's desire to engage in a partnership with select communities to demonstrate that innovation can have a lasting impact and to help local communities shape their agendas for Jewish education.

It was suggested that we refer to CIJE as an agent to assist Jewish communities and institutions to provide effective Jewish education. It was also suggested that the mission statement refer to the role of CIJE as intermediary, perhaps using the following language: "One job of CIJE as an intermediary is to facilitate the success of the service delivering institutions. We cause outcomes to occur through advocacy, research, forcing initiatives, energizing, and synergizing. Our outcomes relate to how the service delivering institutions behave."

Assignment Alan will develop a draft mission statement for consideration by the Steering Committee.

X. Lay Leadership Development for Jewish Continuity and CIJE

CIJE needs a board of leaders who are wise, experienced, and willing to work. It is hoped that the committee structure will help to encourage this involvement. In addition to working with our current board members, we should identify new people for board participation. We might identify people to add to committees with the thought of eventually naming some of them to the board. At the same time, we should develop a means of rotating non-participants off the board. We should have a set of by-laws to help facilitate this rotation.

With respect to lay leadership beyond the CIJE board, it was noted that there are many people involved in local commissions on Jewish education. We may wish to consider holding a national conference for these people or for a select sub-group.

XI. CJF Commission

Reference was made to the CJF North American Commission on Jewish Identity and Continuity. Steve Hoffman and Alan Hoffmann will continue to monitor the relationship of the CJF Commission to CIJE.

XII. Communications with all Publics

The following publics were identified as groups with whom CIJE should be communicating:

A. Lay Leadership

- members of the CIJE board
- people on local continuity commissions
- other national lay leaders
- others

- B. Jewish Educators
 - leaders of institutions (local and national)
 - central agency personnel
- C. Opinionmakers/Centers of Influence
- D. Existing Publications
 - JCC Circle
 - JESNA's Agenda

(We might submit an occasional article)
- E. Academics/Intellectuals/Professors of Jewish Studies
- F. Congregations and Rabbis
- G. Training Institutions

We may wish to develop different kinds of publications for these different publics. One suggestion was to produce a newsletter which invites feedback from the readers. Initially, we have engaged Sandee Brawarsky to work with us on the development of a brochure to describe CIJE.

XIII. 1994 Interim Workplan

Alan Hoffmann circulated a first draft of a 1994 interim workplan for review. He noted that as the work of CIJE has grown from a primary focus on the Lead Communities to more extensive work with other communities and the establishment of CIJE as a national identity, the redeployment of staff to accomplish these goals has not yet been determined.

Assignment

Alan will rework the draft workplan and will send it to Steering Committee members in February.

XIV. Future Meeting Dates

The following dates were set for future meetings of the Steering Committee:

- Tuesday, March 15 (in Cleveland)
- Wednesday, April 20 (in New York--in conjunction with a board meeting on April 21)
- Friday, September 23 (in New York)
- Wednesday, October 19 (in New York--in conjunction with board meeting on October 20)

IV. Issues in Processing CIJE Expenses

During the January meeting of the CIJE staff in Cleveland, BR met with the staff to discuss any open issues or suggestions in processing CIJE expenses. They offered several recommendations for improving the process. Following discussion, the Philanthropic Finance/Administration Committee suggests that the following modifications be made:

A. When submitting telephone bills, CIJE employees and consultants should identify personal calls only, assuming the others are business calls. ADH will decide if field researchers should install a separate line for their CIJE activities. If so, these bills would be submitted as business expenditures.

Assignment

B. BR will contact AT&T to arrange for phone calls to be sorted by phone number rather than by date.

C. In response to the comments that CIJE meal allowances were inadequate, ADH will recommend a more "realistic" meal allowance.

Assignment

D. Another issue of concern was that travelers are unable to submit a bill for payment of airline tickets until after the trip is completed. It is recommended that we reimburse them as soon as they have to pay their credit card bills. We will develop a procedure for logging and tracking these trips so we can ensure that we are reimbursed for a canceled trip. Once this is in place, we will reimburse travelers immediately after they've been billed for airline tickets.

Assignment

E. PTM will revise the travel expense statement form to provide more space for listing meals and entertainment. Less space is needed for automobile mileage, etc.

Assignment

F. VFL will investigate a question from one CIJE traveler about charging all back-to-back tickets on a CIJE credit card. Once the issue is clarified, we will review our policy.

V. Payment and Reimbursement Procedures for CIJE Expenses

A. The following people will send all standard travel expense forms directly to the Jewish Community Federation (Mitzi Gruber, Julie Tammivaara, Roberta Goldman, Bill Robinson, Adam Gamoran, Ellen Goldring, Barry Holtz, Gail Dorph, Alan Hoffmann, Dan Pekarsky).

B. In addition, standard bills from CompuServ and AT&T will be sent directly to the JCF for payment.

C. All Holiday Inn bills will come to the CIJE administrative office (Cleveland) for review and approval.

FAX

Council for Initiatives in Jewish Education

Date: February 2, 1994

To: Alan Hoffmann

From: Barry Holtz

at Fax number: 212-864-6622

Number of pages (including this one): 3

Re:

Lecture at the board meeting



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

February 1, 1994

To: Alan
From: Barry
Re: The Board Meeting "Lecture"

In our recent discussions, we talked about the possibility of a major lecture or presentation on the evening preceding the Board meeting in April. Such a lecture would be open to the Board and selected others, similar to the so-called "open meeting" of the Board in the past-- members of the Senior Advisers, former Commissioners, selected "friends of Jewish education," and people from the "3 to 23 communities".

Seymour Martin Lipset presented a talk at such a meeting two years ago and it was the feeling of many that such a lecture served an important purpose. This lecture should be a chance to deal with a topic related to Jewish education on a high level. It should be a serious talk and should help raise the visibility of the CIJE as well-- we should arrange to publish these annual talks and distribute them widely. (There are university lectures that work in a similar fashion-- distributed widely through certain mailing lists.)

We discussed a number of names as possible speakers for now and the future. For this year our thought was to go with two speakers who could both deal with a similar topic, but from different perspectives. The recommendations were: Professor Arnold Eisen, a Jewish philosopher and sociologist of religion at Stanford and Professor Henry Rosovsky, the former Dean of Arts and Sciences at Harvard. Eisen is a dynamic and inspirational speaker and a well-known Judaica scholar; Rosovsky is one of the most distinguished university administrators in North America, the former acting president of Harvard and a committed Jew. (He is, by the way, on the Board of the Wexner Foundation.) Hence we would have both the perspective of a Judaica scholar at a leading university and a Jew who is an academic leader at another leading university.

What I describe below is one option. I thought, after talking with Gail today, that such an approach may be more appealing to our audience than something that focused more on the university's role in Jewish education. But we could also develop other approaches. Let me know what you think.

**Issues in Jewish Education #1:
The University Today and The Formation of Jewish Identity**

Jewish young people today attend universities in numbers that are almost astounding. Previous generations may have been barred from attending universities either by economic

Holtz--2

circumstances or by actual discrimination and antisemitism. But in our time things have changed dramatically. Seymour Martin Lipset, in a paper commissioned by the Mandel Institute, has pointed out the significance of the high percentage of Jews who attend college in North America. In addition the growth of Jewish studies as an academic discipline has been remarkable as well.

In many ways all this is a great achievement and opportunity for North American Jews. But students attending universities are confronted with difficulties as well. Issues of identity formation go hand in hand with the university years; the multicultural university environment creates challenges of both intellectual and personal dimensions. How students respond to those challenges may shape their future lives as Jews.

Our two speakers will try to examine the contemporary university and issues of Jewish identity formation. What is the experience of university life today for Jewish students? In what directions is university life moving? What is the appropriate role of the Jewish community vis a vis the university? How might Jewish educational activities be reexamined in the light of issues such as ethnicity and multiculturalism?

Each speaker will address these issue for about 20 minutes. Following their presentations they will react to one another and to questions from the audience.

Other names for the future: Jonathan Sacks; Donna Shalala; Leon Wieseltier; Ted Sizer; Vartan Gregorian; Amnon Rubenstein; Diane Ravitch; Carol Gilligan; (are these last two problematic from the Jewish point of view?); Michael Sovern; Robert Bellah; Amitai Etzioni; Deborah Lipstadt.

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**Council for Initiatives
in
Jewish Education**

Date sent: *2/11/94* Time sent:

No. of Pages (incl. cover): *9*

To: *ADH*

From: *Teddy Davis*

Organization:

Phone Number:

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Comments:



MINUTES: CIJE STAFF TELECONFERENCE
DATE OF MEETING: February 1, 1994
DATE MINUTES ISSUED: February 4, 1994
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz, Virginia Levi
COPY TO: Morton L. Mandel, Richard Shatten

I. The minutes and assignments of January 18 were reviewed.

II. New York Office Set-Up

- Assignment
- A. It was reported that the computers are in and partially set up. Barry ordered a set of CompuServe for the office, and Ginny is to arrange to get an account for the office. Barry noted that the staff will need some training on the use of Windows and the network being installed.
 - B. It was agreed that if Kathy is unable to get to work, she is to call Barry or, if he is out of town, Gail. If neither is available, she will call Ginny in Cleveland. Whoever is contacted will E-mail the other staff to notify them of Kathy's absence.
 - C. The telephone system is generally working, with some fine tuning still to be done. Barry will arrange to route Alan's voice-mail to Kathy so that she can relay messages to him when he is away.
 - D. It was agreed that when CIJE meetings occur in New York, Kathy is to be available to provide support. She will also take the lead, working with Ginny, on New York logistics.

III. Plans for MEF and Goals Meeting - February 10-11, 1994

A. MEF

This meeting will begin at 9:00 on Thursday, February 10, at the CIJE office in New York. The time from 9 - 5 will be spent on MEF. Adam and Annette are preparing an agenda. We believe it will focus on the following issues:

1. Status of community reports
2. Mobilization reports
3. 1994 work plan; the role of the field researchers

It was agreed that Ginny would E-mail to Adam our understanding that he is preparing the agenda and will take it to the meeting. She will also ask him to distribute the following documents to meeting participants in advance:

1. Newest draft of Educators Survey and Executive Summary - if ready in time
2. Milwaukee mobilization report (with comments, if Adam feels this is appropriate)
3. Baltimore mobilization report
4. Outline of '93-'94 MEF work plan

Assignment

Gail will see that several copies of the Milwaukee data are available at the meeting.

Alan indicated that he has suggested the establishment of an MEF advisory committee to meet three times per year for planning and evaluation of the quality of the work of the MEF team relative its annual work plan.

During the day on February 10, phone calls will be made to Alan at 2:00 PM and 4:30 PM to provide him with an update and summary on the discussion. These calls will be placed to Alan at home.

B. Goals Session

The discussion on goals will convene at 7:00 PM at Gail's apartment. Dan Pekarsky and Seymour Fox are working on an agenda. Alan will follow up with them to confirm its completion. Ginny will check with Dan to determine what materials are to be sent in advance. Alan will call at 10:00 PM for an update.

It was suggested that Seymour, Annette, Gail, Barry and Ginny meet for an hour at the conclusions of the meetings on Friday.

IV. Lead Communities Seminar - Atlanta

A staff meeting is scheduled to take place at the Wyndham Hotel at 7:00 PM on Monday, March 7, and to reconvene the next morning. Optional visits to Jewish institutions in Atlanta are being offered for the morning of March 8. The group will gather for lunch at 12:30 and convene for meetings at 2:00 PM. Ginny has prepared a memo notifying people of the schedule and locations of various events. It was noted that the field researchers need more information on what is happening within CIJE.

The agenda is not yet set, but Gail has the input of each of the communities. It appears that the afternoon session will focus on goals. The evening may be used for participants to get to know one another and

to express their concerns and identify issues they are facing. We will ask Steve Hoffman to lead a discussion on processing reports with communities.

Discussion focused on the possibility of a session Wednesday morning on the supplementary school. Isa Aton might provide a report on the work Hebrew Union College is doing to "reconfigure the congregational school." It was suggested that she provide a general overview and that we ask one of the writers of a Best Practice report and a principal of a Best Practice school to join Isa on a panel to discuss specifics. Gail and Barry will work further on this.

Assignment

Assignment

Alan will talk with David Sarnat about the possibility of additional lay participation from Atlanta, and with all three execs about who will represent their communities. He will suggest to Rick Meyer that Ina Regosin be invited.

It was noted that Adam is not available to come to either the Atlanta meeting or the steering committee meeting the following week. Alan will try to persuade Ellen Goldring to do both.

V. CIJE Steering Committee - Cleveland - March 14-15

As noted previously, the CIJE staff will meet for dinner at the Holiday Inn on Monday, March 14. The group will meet with Mort Mandel on Tuesday, March 15, from 7:30 - 9:00 AM at Premier. The steering committee meeting will be at the Jewish Community Federation from 9:30 AM - 4:30 PM.

The agenda remains as previously proposed:

- A. Minutes and assignments
- B. CIJE report for the year 2004 - first draft (BH)
- C. Break-out groups to include committee chairs and their assigned staff people
- D. 1994 work plan - second draft
- E. Plans for board meeting
- F. Other - TBD

Adam is unable to attend this meeting and it is not clear whether Ellen will be there. Alan will consider asking Adam to talk with Esther Leah Ritz in advance of the meeting in place of the break-out groups planned for March 15.

Barry reminded us that he must leave by 2:45.

VI. Board Meeting - New York - April 20-21

The plan for Wednesday, April 20, is as follows:

- 11:00 AM - 5:00 PM - Steering Committee - CIJE Offices
- 6:00 PM - Executive Committee Dinner - UJA Federation
- 8:15 PM - Opening Session for Board & Guests, including Commissioners - UJA Federation

Assignment Barry is preparing a memo suggesting a high level dialogue on the role of the university in Jewish education and the future of the Jews, which might be presented by Arnie Eisen and Henry Rosofsky for the opening session. He will send the memo to Alan, who will discuss it with Seymour Fox and Mort Mandel.

It was suggested that, in addition to board members, we invite the following to the evening session: Senior policy advisors, lay and professional leaders from the lead communities, lay and professional leaders from communities we are considering working with in the near future.

Plans for Thursday, April 21, are as follows:

9:00 AM	Study session for board and guests
9:45 AM	Committees meet
12:30 PM	Lunch
2:00 - 4:00 PM	Board meeting

Assignment Several possible leaders for the morning study session were proposed. Barry will consider the recommendations and submit a proposal to Alan.

The issue of location for this meeting remains open. Barry will try to resolve the matter of the availability of space at Columbia University for the day. An alternative may be the Harvard or Princeton Club. It was agreed that the issue of location must be resolved as quickly as possible.

VII. We have a proposal from Ellen Goldring to hold the Principals' Institute at Vanderbilt in April. Before accepting this proposal, Gail was asked to look into possible alternatives, at least for comparison and possibly for use. So far, it does not appear that the right connection can be made with Harvard. Alan suggested that Gail call Barbara Neufeld to see if she can be helpful. Gail had a call in to Pearl Kane at Columbia Teachers College and will report on the outcome.

Assignment

VIII. The next telecon was scheduled for Monday, February 7, at 9:00 am EST.

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Council for Initiatives
in
Jewish Education

Date sent: 2/9

Time sent: 11:15

No. of Pages (incl. cover): ~~11~~ 10

To: ADH

From: Teddy Davis

Organization:

Phone Number:

Phone Number: 216-391-1852

Fax Number:

Fax Number: 216-391-5430

Comments:

- Attachments
- 1- Telecon minutes
 - 1- ATLANTA Hotel Reservations

ALAN - I JUST HEARD FROM MARK GURVIS -
He CANNOT DO LUNCH ON 25/Feb. However,
he CAN make a 9:30 AM, Here AT our
OFFICE, ON The Same Day.

ABBY: RE: LOGO - 1. POSITIVE
2. FLAT

Hope this helps you. Teddy

MINUTES: CIJE STAFF TELECONFERENCE
DATE OF MEETING: February 7, 1994
DATE MINUTES ISSUED: February 9, 1994
PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz, Virginia Levi
COPY TO: Morton L. Mandel, Richard Shatten

I. The minutes and assignments of February 1 were reviewed.

II. New York Office

A. Computers - All computers are in with the exception of Gail's laptop. After that arrives, the network will be set up. Ginny has arranged for a CompuServe account, but there seems to be some difficulty accessing it. She will follow up.

Assignment

B. Barry will talk with Julie Tammivaara and Roberta Goodman about how to use CompuServe.

C. It was reported that the phone system is working as well as it can unless we wish to recommend an upgrade.

III. Plans for MEF and Goals Meeting - February 10-11, 1994

Alan has been in touch with Annette and Adam, who are working on the agenda. Gail has also sent Adam a message asking for guidance to help her in chairing that portion of the meeting. Ginny will follow up with Adam on materials for distribution in advance of the meeting.

Materials for the goals session of the meeting are now available and Ginny will distribute them.

We confirmed that the group will call Alan at 2:00 PM and 4:30 PM on Thursday, February 10, and that Alan will call Gail's home at 10:00 PM on Thursday for a report on the goals session.

IV. Lead Communities Seminar - Atlanta, March 7-9, 1994

1. The staff meeting will begin at 7:00 PM on March 7, as previously announced. We will develop an agenda for that meeting following the MEF and Goals sessions in New York.

2. The basic schedule of the seminar is as originally planned. Gail and Barry are still working to finalize the agenda. At present it is as follows:

VI. Board Meeting - New York - April 20-21

The tentative schedule for the two days is as follows:

Wednesday, April 20

11:00 AM - 5:00 PM - Steering Committee - CIJE Offices
 6:00 PM - Executive Committee Dinner - UJA Federation
 8:15 PM - Opening Session for Board & Guests, including
 - Commissioners - UJA Federation

Thursday, April 21

9:00 AM - Study Session for board and guests
 9:45 AM - Committees meet
 12:30 PM - Lunch
 2:00 - 4:00 PM - Board meeting

Ginny will give Seymour Fox a copy of Barry Holtz's memo on the opening session and ask Seymour if Alan might call him on the morning of February 8 to discuss this.

Once a speaker for the evening session has been selected, we will work on plans for the study session on the morning of the 21st. It appears that the best model would be for the evening speaker to lead the study session the next morning. An alternative might be for one of the Judaic professionals on the board to lead the morning session and to ask a board lay member to do the D'var Torah at the conclusion of the day.

It was reported that the issue of location for the meeting on April 21 is not yet resolved. Ginny and Barry will continue to work on this.

VII. Principals' Institute

Gail has been trying to get information on alternatives to the Vanderbilt proposal, for the purpose of comparing costs as well as broadening our options. It appears that Columbia could work with us on this but that the person we wish to work with, Pearl Kane, is not available to lead it. Gail will talk with Barbara Neufeld of Harvard. Once we have an idea of what is available there, it was agreed that we should make a quick decision on whether to proceed and, if so, with which option. We won't know the degree of community interest until we can provide them with such details as date, time, location, and cost.

Gail and Alan will discuss this on February 9. Gail will prepare a memo on the options once she has spoken with Barbara Neufeld.

VIII. Milwaukee

assignment Alan, Gail and Steve Hoffman had a telecon with Milwaukee on February 3 to discuss how to introduce the policy report to the community. Gail

will to talk with Ruth Cohen about possible times and dates for a meeting of a CIJE group with a Milwaukee group.

IX. The next telecon was scheduled for Monday, February 14, at 2:00 PM, EST.



3/17/94

DECISIONS FROM CIJE STAFF TEAM MEETING OF MARCH 7, 1994, ATLANTA

Attendance: Gail Dorph, Ellen Goldring, Roberta Goodman, Alan Hoffmann, Barry Holtz, Virginia Levi, Bill Robinson, Julie Tammivaara

- A. We will consider reprinting the covers of the Best Practices books to deemphasize the Lead Communities project.
- B. Should we monitor Cleveland's process as they conduct the Educators Survey?
- C. Gail's Lead Community reports should go to the entire MEF team as well as to the CIJE Steering Committee.
- D. It is important for the field researchers to know when core staff will be in the Lead Communities. The Cleveland office will see that Alan's, Gail's and Barry's schedules are forwarded to the field researchers.
- E. At some point in the future we should discuss the feedback function of the field researchers. It was noted that for now the investment of time and energy in feedback is useful, but it may not be in the future.
- F. We should think again about the concept of a line of credit for utilization of CIJE staff time by Lead Communities.
- G. An issue for consideration by the MEF Advisory Committee is an informal educator survey.
- H. Is there a relationship between the personnel action plan, the goals project, and institutional profiles?

FAX

Council for Initiatives in Jewish Education

Date: March 23, 1994

To: Ginny, Alan, Gail

From: Barry Holtz

at Fax number: 212-864-6622

Number of pages (including this one):

Re: Materials for board meeting

I am sending here the current form of my agenda and "memorandum" for the Board meeting. Please note that John Colman has just received this version and I don't have his feedback yet. I asked John if he thought that there should be a cover letter from him to the committee members that goes along with the agenda and memo.

I will try to send this file by e-mail also!

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

Council for Initiatives in Jewish Education

Memorandum

CIJE Board Committee on Content and Program

Definition and Purposes

The Committee on Content and Program will deal with the contents, methods and evaluation of the educational program areas of the CIJE work. In specific the Committee will address two major CIJE projects currently underway, the Best Practices Project and the Goals Project. As the CIJE extends its scope, other projects concerning educational program will also become part of the Committee's focus. The Committee will serve as the forum to discuss the progress of these projects and explore significant issues that emerge from the work.

The meetings of the Committee will serve three purposes: a) to inform the members of the Committee about the CIJE efforts in these areas, increasing the knowledge of Committee members; b) to gain advice from the Committee members about issues of policy and priority; c) to suggest new project areas for CIJE exploration.

The Best Practices Project is an effort to document exemplary models of Jewish educational work and to use these examples for improving the quality of Jewish education in the field. The project is directed by Dr. Barry Holtz (Jewish Theological Seminary of America).

The Goals project is an effort to foster an understanding of the critical role that Vision, Goals and Objectives play in Jewish education and to collaborate with local communities to translate these leadership qualities into communal practice. The project is directed by Dr. Daniel Pekarsky (University of Wisconsin).

Possible Activities of the Committee

Best Practices Project

The Committee will:

- a) Review reports of the findings of the Best Practices Project
- b) Hear the best practices researchers describe their work
- c) Hear best practices practitioners discuss their educational programs
- d) Visit selected best practices sites

Following these inputs, the Committee will:

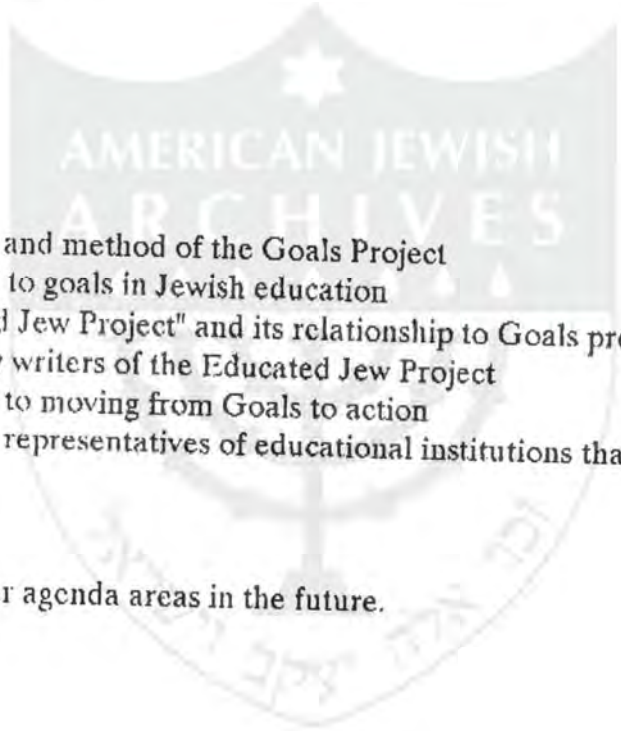
- a) Evaluate issues arising the the documentation of best practices (e.g. how should they be documented? what models currently exist, if any, for documentation, etc.)
- b) Discuss issues that relate to the implementation of best practices to new settings (questions of "replication", educational projects that emerge out of best practices work, etc.)
- c) Discuss "new practices" that deal with similar issues
- d) Discuss of other possible expansions of the Best Practices Project: evaluation of "best practitioners"; project on best practices of the past; compilation of biographies of leaders from best practices sites, etc.

The Goals Project

The Committee will:

- a) Learn about the aims and method of the Goals Project
- b) Discuss issues related to goals in Jewish education
- c) Explore the "Educated Jew Project" and its relationship to Goals project
- d) Hear presentations by writers of the Educated Jew Project
- e) Discuss issues related to moving from Goals to action
- f) Hear presentations by representatives of educational institutions that are characterized by "vision-drivenness"
- g) Visit such institutions

See Appendix A for other agenda areas in the future.



MEMO TO: Alan D. Hoffmann

FROM: Richard A. Shatten *RS*

DATE: March 29, 1994

SUBJECT: CIJE Budget

Enclosed are the following:

1. Budget and actual for calendar year 1994 CIJE.
2. Template for future budgets.

The actual budget figures for the first three months of the year are of limited value. They are cash statements and do not reflect travel consumed but not reimbursed. They also do not include any compensation to you. The raw material for the report is a set of reports prepared by Barry Reis.

The template is included as information only. This is the format used by the Mandel Institute. I would like to get CIJE into the same format (not hard to do).

The budget forecast was built up line by line.

For personnel and consultants I used the actual compensation, actual benefits and actual consulting rates -- all annualized for calendar year 1994.

Meetings is all travel related expenses. It is based on the past nine month average plus an arbitrary \$2000 per month to reflect the mid-year staff additions and the July trip to Israel for the goals project.

The remaining lines were a monthly rate based on the first three months average or an informed guess by Ginny and Richard.

Equipment is a guess -- you may have a better number.

I put nothing in for public relations since that is still under discussion.

For this draft I did not develop separate budgets for MEF and Best Practices although with a bit of work we can do this.

Rather than take the time to construct detailed schedules I thought a useful first step would be for you to review the draft, mark it up with questions and comments. It would help me if I could have your comments before our April 18 meeting so I can give you a more realistic forecast at that time.

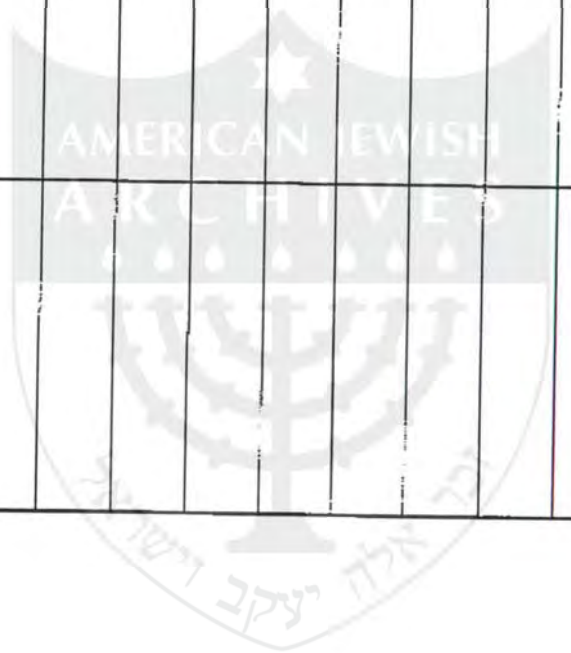
EXPENSE TREND REPORT

CLJE
DECEMBER, 1993
DOLLARS ON THOUSANDS!

Report No.:
Date Prepared:

1.01
03/28/94

CALENDAR YEAR (1)	Salaries (2)	Consume. (3)	Research/ Consult. (4)	Harvard Project (5)	Travel Outside Israel (6)	Travel Inside Israel (7)	Reference Library (8)	Telecom. (9)	Rent Utilities Maint. (10)	Office Supplies (11)	Printing Public. (12)	Equip. Maint. (13)	Prof. Fees (14)	Board Meeting Exp. (15)	Other Local Meeting (16)	Public Relations (17)	Recruit. (18)	Misc. (19)	Pres. Reserve (20)	Capital Budget (21)	MAF Site (22)	Lawyers Fees (23)	Direct (24)	New Offices (24)	Total (25)
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1992																									
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Council for Initiatives
in
Jewish Education

Date sent: 3/31

Time sent:

No. of Pages (incl. cover): 7

To: ADH

From: Ginny

Organization:

Phone Number:

Phone Number: 216-391-1852

Fax Number:

Fax Number: 216-391-5430

Comments:



C. Schedule of the day

8:30 am - 9:30 am	Executive committee meeting Staff participation will be limited to as small a number of staff people as possible.
9:30 am - 10:00 am	Board members gather
10:00 am - 11:00 am	Study session - Barry Kosmin
11:15 am - 1:15 pm	Committee meetings (with box lunches)
1:30 pm - 3:30 pm	Board meeting
3:45 pm - 4:30 pm	Debrief

The agenda of the Board meeting remains as follows:

- | | |
|--|-------------------------|
| 1. Introductory remarks | MLM |
| 2. Committee reports & discussion | |
| 3. Director's report | ADH |
| 4. (Alan will talk with Seymour about whether it would be appropriate to honor David Hirschhorn and ask him to introduce the session on Goals) | |
| 5. Introduction to presentation on Goals Project | D. Hirschhorn ? |
| 6. Presentation on Goals Project | D. Pekarsky |
| 7. D'var Torah | D. Teutsch (has agreed) |

Ginny will go to New York on April 4 to review the space at CUNY and, with Barry, decide on the location of the various sessions. Following that trip, a memo will be sent to Board members notifying them of the location of the meetings and where to report for the first meeting of the day. The memo will include reference to the Kosmin presentation.

D. Materials

1. The following materials will be mailed to Board members prior to the meeting:
 - a) Transmittal letter from MLM
 - b) Director's report

Assignment

- c) Memorandum from appropriate committee chair including background information and agenda of the committee session
 - d) Any committee specific enclosures, as appropriate
 - e) Minutes of the previous Board meeting
2. The following materials will be placed in the fact books to be distributed at the meeting:
- a) Table of contents
 - b) Background papers and agendas of all committees
 - c) CIJE brochure
 - d) Minutes of previous Board meeting
 - e) Lists of current Board members, staff and consultants
 - f) Papers on the Critical Path and Action Before the Action Plan
 - g) Minutes of the three most recent lead community consultations
 - h) Agenda of the entire day

IV. Preparation of Materials

A. Director's report

Assignment

Alan is in the process of drafting a Director's report. A draft should be ready for review by the staff by April 3.

B. Committee documents

Assignment

Each committee staff person should complete work on committee documents in direct consultation with the appropriate chair. We will not try to have each conform to the same format for this meeting. Each committee staff person will provide Ginny with the text to be included in the packet of mailings.

C. Schedule for April 20

Staff will meet with MLM at 9:00 am at the CIJE office. This will be followed at 11:00 by the Steering Committee meeting. At the next telecon, we should outline the agendas for these two meetings.

V. Survey Data

A. Milwaukee

Our concerns about the release (leaking?) of Milwaukee's data has been raised with Adam. It is Adam's view that CIJE is bound not to release the data, but that it belongs to the community, which is free to release it. We should, therefore, not share the Milwaukee report with Baltimore and Atlanta as the starting point for their reports. In fact, their reports may take a different form, in which case the use of the Milwaukee report might be limiting.

The Atlanta data will be delivered this week. The Atlanta report will be completed by August. We encourage Steve Charvin to August delivery advantage, as that will be very to the time he Atlanta.

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V. Leadership Institute

A. Center for Educational Leadership

Gail reported having contacted the Center for Educational Leadership in Raleigh. This is a company which can tailor leadership seminars to specific clients and their goals. They use their own staff as well as adjunct faculty. The fee is high: \$2400 per staff person per day plus travel and expenses. They are in the business of leadership training and would take a program to any site we choose.

B. Columbia University

Pearl Kane of Columbia could design a program and find the appropriate people. We have heard excellent reviews of her own work. She would be interested in developing an academic program in conjunction with a training institution for the awarding of academic credit. Both of these are points in favor of her approach. However, she does not start with a "basic package."

C. Harvard

Gail was to talk with someone from Harvard about their program following the telecon.

D. Timetable

It was agreed that in order to hold a leadership institute in October, we should have selected a "vendor" and begun planning by the end of April. Alan, Barry and Gail agreed to discuss this further on April 4 at 4:00 pm.

VI. Next Telecon

The next staff telecon is scheduled for Tuesday, April 5, at 8:30 am Eastern Daylight Time.

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Council for Initiatives
in
Jewish Education

Date sent: 12/27 Time sent:

No. of Pages (incl. cover): 15

To: Alan D. Hoffmann

From: Ginny Levi

Organization:
CLJE/Israel Office

Phone Number:
216-391-1852

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011972 2 617 418

Fax Number:
216-391-5430

Fax Number:
011972 2 619 951

Comments:



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DEC 21 1993



North American Commission on Jewish Identity and Continuity

MEMORANDUM

Chairman
Marvin Lender

Vice Chairman
Shoshana S. Cardin

Professional Staff:
Dr. Jonathan S. Woocher
Dr. Carl Sheingold
Norbert Fruehauf

TO: Members of the North American Commission on Jewish Identity and Continuity

FROM: Marvin Lender and Shoshana S. Cardin

DATE: December 17, 1993

SUBJECT: Plans for Commission Meeting on January 12

Preparations for the next stages in the work of the North American Commission on Jewish Identity and Continuity are proceeding well, and we would like to bring you up to date on the plans for our January 12 meeting.

As you know, a key element in our work plan has been the formation of smaller groups, involving Commission members and others, to formulate strategies and recommendations for action in several areas central to the overall continuity agenda. These groups will work at Commission meetings and between meetings for a number of months, with the assistance of staff and outside consultants, to pull together the best current thinking about how to promote continuity and to identify new initiatives, especially at the continental level, which the Commission can stimulate and/or assist. The discussions at our November meeting were very helpful in identifying issues and arenas for potential action that these working groups can address in greater depth.

Acompanying this memo is a description of the working group process we will launch on January 12. As you will note, we plan to have a working group for each of four major areas where we hope the Commission will be able to have an impact:

1. **Promoting Jewish growth:** strategies for enhancing Jewish identity
2. **Engaging diverse populations:** strategies for reaching and involving Jews outside the intensely affiliated core
3. **Strengthening institutions and building communal cooperation:** strategies for helping institutions achieve their full potential
4. **Creating continental partnerships:** strategies for promoting cooperative action to address continental issues

We will devote the major portion of our January 12 meeting to initial meetings of the four working groups. Our primary objective for that day will be to identify

and prioritize specific issues within these broad areas for the working groups to focus upon over the next several months.

In order to prepare for this meeting, we need your help in two areas:

1. We are asking you to select in advance the working group(s) in which you would be most interested in participating. Please indicate your first and second choices on the enclosed reply sheet. We will do our best to place everyone in the group of his/her choice, but we also want to try to ensure an appropriate mix and balance within each group.
2. We have suggested in the accompanying document a number of sub-areas (i.e., specific strategies) on which the working groups might wish to focus initially. Please review these and give some thought to which one or ones you believe are of the highest priority for the Commission to address. Also, if you have additional suggestions for sub-areas that you believe should be considered by the Working Groups on the 12th, please indicate these in section II of the reply sheet.

Please select a working group even if you will not be able to attend the January 12 meeting. Please mail or fax your reply sheets to us no later than December 27.

A reminder: Our meeting on January 12, scheduled from 10:30 am to 4:00 pm, will be held at the Hebrew Union College building, 1 W. 4th Street (just west of Broadway), in New York. We have also scheduled a pre-meeting briefing at 9:30 am for Commission members who were unable to attend the November meeting. If you have not already done so, please indicate whether you will be attending on the 12th in section III on the reply sheet.

We look forward to seeing you on January 12 and to productive work together on that day and over the months ahead.



North American Commission on Jewish Identity and Continuity

COMMISSION WORKING GROUPS: PLAN OF ACTIVITIES

Chairman
Marvin Lender

Vice Chairman
Shoshana S. Cardin

Professional Staff:
Dr. Jonathan S. Woocher
Dr. Carl Sheingold
Norbert Fruehauf

I. ROLE OF THE WORKING GROUPS

The Working Groups will be the Commission's primary vehicles for formulating recommendations designed to promote and enhance collective action on behalf of Jewish continuity. The Working Groups will identify specific areas in which new initiatives are needed and can be of value, and, based on current best thinking and practice in these areas, recommend to the Commission steps which it and the institutions represented on it can take to further current efforts in identity- and community-building and to launch new endeavors. The Commission will receive, deliberate on, and, where agreed to, endorse and seek to implement these recommendations.

II. AREAS OF ACTIVITY

There will be four working groups, each dealing with one of the key elements of the overall continuity agenda identified in the Framing Strategies for the Commission's work:

1. Promoting Jewish growth: strategies for enhancing Jewish identity
2. Engaging diverse populations: strategies for reaching and involving Jews outside the intensely affiliated core
3. Strengthening institutions and building communal cooperation: strategies for helping institutions achieve their full potential
4. Creating continental partnerships: strategies for promoting cooperative action to address continental issues

Within these broad areas, each working group will select specific strategies (sub-areas) for detailed attention. Specific strategies that might be selected include:

Area: Promoting Jewish growth: strategies for enhancing Jewish identity

Strategies:

1. expanding and intensifying participation in formal and informal Jewish education
2. strengthening the family as a setting and resource for identity development
3. working with teenagers as a focus for Jewish identity development
4. strengthening adult knowledgeability and commitment through Jewish learning

5. building face-to-face communities as a strategy for identity development
6. strengthening Jewish identity through organizational participation
7. enhancing spirituality and religious commitment
8. transforming "consumers" into "participants": strategies for building a sense of community and responsibility

Area: Engaging diverse populations: strategies for reaching and involving Jews outside the intensely affiliated core

Strategies:

1. "outreach" strategies: effective ways of reaching the non-involved
2. "inreach" strategies: effective ways of activating the marginally involved
3. marketing Jewish identity: understanding our "customers," defining our "product," making the "sale"
4. utilizing mass media and new technologies to reach marginal Jews
5. developing multiple access points to organized Jewish life: culture, politics, spirituality. . .

Area: Strengthening institutions and building communal cooperation: strategies for helping institutions achieve their full potential

Strategies:

1. bridging the "two cultures": developing a shared language and agenda among synagogues and federations
2. "capacity building": stimulating and supporting institutional renewal
3. personnel development as a vehicle for strengthening institutions
4. leadership education as a vehicle for strengthening institutions and institutional collaboration
5. rethinking funding patterns and priorities
6. planning with, not for: developing collaborative models of community planning

Area: Creating continental partnerships: strategies for promoting cooperative action to address continental issues

Strategies:

1. sharing what we know: developing mechanisms for expanding inter-institutional communication and information dissemination
2. strengthening linkages between foundations and our institutional systems
3. keeping track of "lost" Jews: cooperating to counteract the effects of mobility
4. making Jewish commitment affordable: dealing with the cost of Jewish living
5. developing professional and volunteer leadership for the 21st century
6. The Commission and beyond: toward a continental planning process?

III. WORKING GROUP PROCESS

Each Group will have a chairperson and a staff person to guide and facilitate the work process. In addition, each group will have access to a consultant(s) to assist it in gathering information and formulating recommendations.

The Working Groups will be charged by the Commission to:

1. select specific sub-areas (strategies) to focus on within the framework of the broad agenda areas they are addressing;
2. investigate current "best thinking" and "best practice" in their chosen area(s);
3. set goals and objectives for new or intensified action, especially at the continental level, in their area(s);
4. recommend specific steps to be undertaken by continental institutions, individually and in concert (and by local institutions where appropriate), in order to realize these objectives; and
5. recommend specific steps that can be undertaken by the Commission to promote and assist action in these areas.

The target date for completing this work is January 1995. To carry out their assignments, the Working Groups will

- a) meet face-to-face every few months and hold teleconferences as needed in between these meetings;
- b) receive and review papers and other background materials prepared/assembled by staff and special consultants; and
- c) receive input from forums and town meetings sponsored by the Commission at various sites around the continent.



North American Commission on Jewish Identity and Continuity

Chairman
Marvin Lender

Vice Chairman
Shoshana S. Cardin

Professional Staff:
Dr. Jonathan S. Woocher
Dr. Carl Sheingold
Norbert Fruehauf

REPLY SHEET

Please return by mail or fax to Jonathan Woocher by December 27.

Name (Please print)

I. SELECTION OF WORKING GROUP

Please indicate your first and second choices:

- Promoting Jewish growth: strategies for enhancing Jewish identity
- Engaging diverse populations: strategies for reaching and involving Jews outside the intensely affiliated core
- Strengthening institutions and building communal cooperation: strategies for helping institutions achieve their full potential
- Creating continental partnerships: strategies for promoting cooperative action to address continental issues

II. SUGGESTIONS FOR SUB-AREAS (STRATEGIES) FOR WORKING GROUP CONSIDERATION

1. Promoting Jewish growth: strategies for enhancing Jewish identity

2. Engaging diverse populations: strategies for reaching and involving Jews outside the intensely affiliated core

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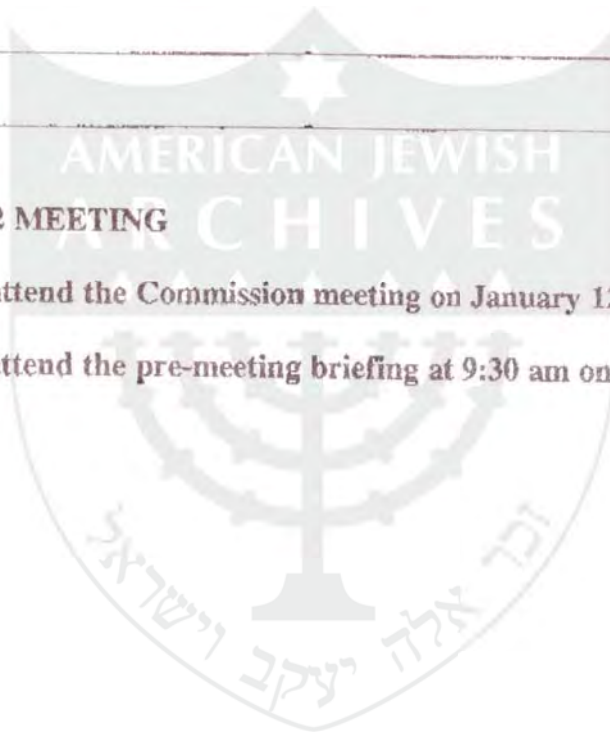
3. **Strengthening institutions and building communal cooperation: strategies for helping institutions achieve their full potential**

4. **Creating continental partnerships: strategies for promoting cooperative action to address continental issues**

III. **JANUARY 12 MEETING**

I will attend the Commission meeting on January 12.

I will attend the pre-meeting briefing at 9:30 am on January 12.





North American Commission on Jewish Identity and Continuity

MEETING OF NOVEMBER 10, 1993
SUMMARY

Chairman
Marvin Lender

Vice Chairman
Shoshana S. Cardin

Professional Staff:
Dr. Jonathan S. Woocher
Dr. Carl Sheingold
Norbert Fruehauf

I. Introductory Remarks - Marvin Lender

Marvin Lender opened the meeting by thanking the participants and the UJA-Federation for serving as the host. He noted that this was an historic moment, bringing together for the first time a group of this breadth and calibre to deal with the theme of Jewish continuity. The meeting is the beginning of a process that will be ongoing, even as the players and institutions change over time.

The Commission is a recognition of the overall challenge of Jewish continuity. Anxiety and concern about the Jewish future are nearly universal among North American Jewish leadership today. We need to reverse the negative trends, to understand why we have a problem and decide how we can impact on North American Jews.

The Commission is only one part of this process. Many communities are already involved in continuity initiatives, as are a number of national institutions and systems. The Commission is a new kind of coalition designed to build on existing efforts: to accentuate the positive in what is happening today and to serve as a catalyst and resource for new ventures. The Commission will cross traditional boundaries in its work. There is great strength around the table. If we use it wisely, communities will listen to what we have to say. We need to identify the tough issues, develop strategies of response, and create the partnerships to implement these. There is no one answer that will solve all our problems.

Role remodeling is an important part of what the Commission can do. Hence we will begin each meeting with a D'var Torah.

Mr. Lender asked each of the participants to introduce him or herself, and then introduced Dr. Norman Lamm, President of Yeshiva University, to deliver the D'var Torah.

II. D'var Torah - Dr. Norman Lamm

We are coming up to Kislev and Hanukkah, one of two post-Biblical holidays, together with Purim. Hanukkah is celebrated by additional prayers and the kindling of lights; Purim is celebrated by a festive meal, gifts, and charity to the poor. Why are the two holidays celebrated so differently?

An answer may be found by looking at the purposes of our enemies on each occasion. Haman wanted the physical genocide of Jews; the Greek Syrians wanted to destroy Judaism - to take away our religion. Our response is in keeping with these intentions. We celebrate Purim physically; Hanukkah, we celebrate more spiritually. The candles and prayers indicate our spiritual survival.

The Hanukkah battle had two elements: external and internal. We celebrate two miracles. The first is the miracle of the war, the weak defeating the strong. The second is the miracle of the rededication of the Temple, the miracle of the oil. This recognizes the spiritual component of the struggle and is part of the civil war of loyalty to the Jewish traditions between the Hasidim and the Hellenizers.

None of this is only history. We have lived through the Shoah, our Purim experience, and came out limping and scarred. We have also had our Hanukkah experience in the efforts of the Communists to destroy us as a people and tradition.

We now have our own spiritual battle here: Can we persuade ourselves to sacrifice for our tradition, and the next generation to continue it?

We are losing this battle. Most American Jews don't care as we do. We need to fight with love, ideas, persuasion and education, returning to the spiritual sources of Judaism. This struggle won't be decided by our studies or Commissions unless these rekindle the spirit of Judaism - Tzedakah, T'filah, Shabbat, ritual and social justice. We must reverse what the enemy tried: to make us forget Torah and violate the commandments. This means Jewish learning for all. Torah is what has enabled us to survive. We need a rededication to Jewish education - everything else must sense that end.

In the Hanukkah blessings we say: God did miracles in those days at this season. We need to perform the miracles not in those days, but now.

III. The Commission's Agenda: Marvin Lender and Shoshana S. Cardin

Marvin Lender echoed the emphasis on spirituality - reaching the neshama of Jews. We can't do this by Commissions alone, nor only by education for young people. The Commission will try to be focused, and to do what this group can do best.

Mr. Lender described the planning process that preceded the initial Commission meeting. We have worked for almost a year to try to lay the proper groundwork. A small advisory group met on several occasions, which expanded into a Steering Committee. This Committee developed the agenda and materials for today's meeting.

The Commission will have about eighty-five members. Much of the work will be done in smaller groups, but the key policy decisions and directions will come from the Commission as a whole. The Commission has representatives of virtually all the major national Jewish

institutions who have Jewish continuity as a high priority. In addition, there are individuals who are involved in Jewish continuity in various roles and settings. We have tried to achieve some balance in terms of gender, age, background, etc.

The Council of Jewish Federations (CJF) is the convener, but not the owner of the process. Staffing will be provided by CJF and by JESNA.

Two documents have been prepared to set a framework and give direction to the Commission's activities: "Framing Strategies" and "The Work of the Commission." These are working documents which will be reviewed in the course of the day and modified as we go along.

Mr. Lender introduced Shoshana S. Cardin to review the "Framing Strategies" document.

Mrs. Cardin outlined key points in the "Framing Strategies":

1. Our goal is to make Judaism more central in the lives of Jews.
2. Today, two major sets of institutions -- the synagogue community and the federated system -- are addressing this concern, but coming from different angles. We must seek to bridge this dichotomy.
3. It is necessary to develop a continental approach to the challenge of Jewish continuity.
4. We need to redirect our focus and resources if we are to meet this challenge.
5. This includes changing priorities. Business as usual won't do.
6. We need a different rhetoric and to restructure communally if we are to work effectively.
7. The Commission and its members must be catalysts. We must give a clarion call to action.
8. We have to be multi-faceted and flexible in our response. The Commission can contribute by serving as a setting for dialogue; by offering models and guidelines; by promoting exchange of information; by encouraging new thinking; and by providing a venue for exploring new coalitions for continental action.
9. The key is to work together. We must set aside turf and ego.

Mrs. Cardin introduced three members of the Commission -- Rabbi David Teutsch, Richard Joel, and Daniel Shapiro -- who had been asked to present perspectives on the issues facing the Commission and on the Commission's role in addressing these.

Rabbi Teutsch offered ten observations and principles that he suggested should guide the Commission:

1. Continuity and identity have a community context, but what is the "community" that is most relevant? Jews acquire meaning in their lives primarily from micro-communities, not "the community" as an abstraction. How will we create and nurture the many micro-communities that Jews need to have as points of entry?
2. There are many routes into Jewish belonging, none of which can reach a majority of Jews on its own. We need, therefore, to think about multiple doors and how to get people to walk through another door once they have found one. We need multiple

- paths toward growth.
3. We want to propel people toward the center, where Judaism becomes central in their lives. But there are many such centers. Outreach and inreach need to be connected, and institutions must be able to move people the next steps toward the center.
 4. We need to be both maximalist and pluralist, intense and rich, in what we offer.
 5. We can't do this with existing organizational patterns. There is too much duplication, and not the right combinations of expertise.
 6. We need new professional roles as well.
 7. We need a new partnership between the federations and synagogues, not one where one side has Torah and the other kemash (money).
 8. We need new leaders and role models who emphasize the Jewish components of decision making and are looking for transcendent meaning in their own lives. We also need to change our language - e.g., by using Hebrew more extensively.
 9. We need radically changed funding priorities.
 10. The Commission will have to do more than just jawbone about this. This is an emergency. Jewish continuity isn't really highest on the agenda today. We can't wait.

Richard Joel focused his comments on the role of the Commission. He suggested that the Commission needs to look forward and see itself as at a turning point. The Commission needs to build a model for the future - not to be efficient managers of the decline of the Jewish community, but to create an imbalance that will lead to action.

We should not treat this as an emergency, but should think in revolutionary terms. Hope and aspiration are key - what do we do? We must create a new culture and language that will provide purposeful change and create a space for change.

We need to proclaim the transcendent element in our goal: "a Jewish life worth living." We want not to be witnesses, but architects designing a positive Jewish strategy for the future. We need to put much of the baggage of the past behind us.

The Commission should provide a safe environment for hard questions. We need to be willing to share our secrets, and not relate to one another as competitors. Partnerships work, if we give them a chance. We are one people, but many audiences. Therefore, we must promote many pathways. Continuity is not about what our children do. It is about our walking. If we are walking toward the summit, our children will follow.

Daniel Shapiro commented on two issues not dealt with extensively in the "Framing Strategies" document:

1. The document refers to the "need to create the desire for enhanced Jewishness" in some Jews, but does not elaborate. In reality, most Jews don't care deeply about Jewish continuity. The document doesn't address intermarriage, e.g., which is a symptom of the basic problem, perhaps because of the sensitivity of the issue. The lack of vitality in the Jewish experiences that our young people have contributes to

this sense of indifference. The Commission should come to grips with this issue in some way. We need an articulated commitment to outreach for people with the potential to become Jewishly engaged - including the intermarried.

2. The Commission will need to be a forceful advocate. This means reexamining priorities and raising additional resources. The resources being allocated today for Jewish continuity are inadequate. The Commission must exercise an influence on this.

Mrs. Cardin invited additional comments from the presenters and other members of the Commission. Among the points and suggestions made were the following:

- We should look at our assumptions: Is it true that most Jews don't care, or that they don't know what to care about? Many Jews have not made a negative decision about Judaism; they just have not been triggered to decide positively.
- There is a thirst among people. We have a great opportunity: people want to understand what it means to be Jewish.
- There is a thirst among leadership, but not beyond. We face fierce competition from America.
- The thirst is for community and meaning, but are we going to be able to fulfill the thirst? Often, we don't see these in the Jewish community.
- How alienated are American Jews? The proportion balanced on the edge is fairly large. We need to touch Jews in the right way. If could get even 25% of the Jews who pass through our institutions to have a serious Jewish intellectual experience, this could make a major difference.
- There are multiple doors to a serious Jewishness. We need to be careful in trying to develop a common language.
- We should focus on getting Jews into the synagogue, since this is where we can have the greatest impact on them.
- We must, however, remember that institutions are the means, not the end.
- We need to hear where people are. There are Jews who have needs that we aren't meeting.
- The Commission shouldn't become starry eyed about either the community or itself. Some losses virtually inevitable. But, we can create models that people will want to come to. Can we transform institutions to create exciting models?
- We should be even broader in our perspective. There are trends in the American population as a whole that we must attend to: E.g., 1) Ethnic diversity holds opportunity as well as challenge for us. 2) We're in a period of limited economic opportunity, which undermines the American dream. We must look at those who have never tried our product.
- We have serious contact with a very small percentage of Jewish young people between Bar Mitzvah and marriage. The positive implication is that we have an enormous pool of youth to reach with our services. If we pump dollars into existing successful programs, we might have great results. There is an openness, but we're not offering

much to them (educators have to spend too much time raising money). Is leadership prepared to change funding priorities?

- Family needs to be a focus. People are doing things as families.
- There is expertise to draw upon. The National Jewish Outreach Project, e.g., has helped 65,000 Jews learn Hebrew reading, and 45,000 take a crash course in Judaism. These programs are based on a few key principles: 1) There is a crisis; we have only 10-15 years to reach marginal Jews. So we need a revolutionary response that thinks in terms of reaching masses. 2) The programs are cost effective. 3) We must mobilize the committed to serve as volunteer outreach workers. 4) We must emphasize positive, joyous Jewish experiences. The answer for families is Shabbat.
- The federation and synagogue as the two axes of Jewish life may be time-bound. How we organize ourselves to do this is an important question. We may need new types of orienting structures, and recognize the many already there, e.g., Hillel, havurot. Orientation comes from serious Jewish learning and celebration. We must focus on what we're trying to deliver, not on preserving the elements of the delivery system.
- Youth programs have been highly successful. How do we get more young people to do this? Synagogues have some ideas, but need more money to do it, e.g., providing automatic membership in youth groups and good professionals.
- We need to focus on several things: 1) Replication is very difficult. 2) The challenge is to find new resources - what will it take to back up the commitment with money? 3) We need to model the potential that institutions can change with money. 4) Can we have every institution look hard at itself and seek to change?
- The Commission members need to be activists ourselves. Look at the example of the CJF learning sessions at the General Assembly in 1992 in New York. The Commission members have to make a pledge to learning, culture, and celebration.
- We know how to make Judaism alive for young people. The problem is organizational commitment and change. Most of the people we're trying to reach have rejected synagogues and Federations for themselves. We have to go to new forums, not just the old ones. We need to find and listen to the uncommitted.
- What would be success? What would such a Jew look like? Existential questions must precede programmatic.

Mrs. Cardin concluded the discussion by re-emphasizing that all members of the Commission must be activists in the process if we are to succeed.

IV. The Commission's Work - Marvin Lender

As a prelude to the afternoon session, which took place primarily in small discussion groups, Marvin Lender reviewed the three main projects envisioned for the Commission:

- 1) To identify the critical issues impacting upon the prospects for Jewish continuity; to prioritize these, share knowledge, and develop strategies for deal with these issues.

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FROM:

NAME: Steve Hoffman	Jewish Community Federation 1750 Euclid Avenue Cleveland, OH 44115 Phone: 216/566-9200 Fax: 216/566-9084
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אפריל 1994

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FROM: JONATHAN WOOCHEER - 212-529-2009

DATE: MAY 6, 1994

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North American Commission on Jewish Identity and Continuity

Chairman
Marvin Lender

Vice Chairman
Shoshana S. Cardin

Professional Staff:
Dr. Jonathan S. Woocher
Dr. Carl Sheingold
Norbert Frushauf

MEMORANDUM

TO: Working group chairs and facilitators

cc.: Marvin Lender, Shoshana S. Cardin, Marty Kraar, Carl Sheingold,
Norbert Frushauf, Peter Szanton, Gerry Showstack

FROM: Jonathan Woocher

DATE: May 6, 1994

SUBJECT: Attached status reports

In order to help us organize for the next phase of the Commission's work, I've prepared the attached draft summaries of the status of each working group's progress based on my notes from our April meetings and the other notes that I've received thus far. Obviously, the discussions were far richer than these reports reflect, but, hopefully, I've captured the central thrusts of each group and what needs to be worked on in order to continue the progress.

Not unexpectedly, the different groups seem to be at somewhat different places in their work, but each group clearly needs additional information and a number of areas of overlapping and/or common interest are also beginning to appear. We are ready to deploy some additional staff support and to engage consultants if and where needed to work on some of the tasks identified by the groups, but since our resources are modest, it is critical that we use them as planfully as possible.

I would appreciate your reviewing these reports and phoning or faxing me with any corrections or additions. I would then like to schedule a call with each chair-facilitator team to work out details on how to move forward.

We are having some problems finding a date for a collective meeting, since June 9 proves difficult or impossible for a number of you. We'll explore some alternatives at this end and get back to you.

In the interim, thanks once again for the time and energy you are devoting to this work.

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WORKING GROUP 1: PROMOTING JEWISH GROWTH**FOCUS/GOAL:** Three target populations:

1. families (from marriage onward)
2. youth
3. adult "seekers"

Objective: maximizing their Jewish growth and connection to the Jewish community

**POSSIBLE
OUTCOMES:**

1. identifying the elements of effective growth experiences and propagating these more broadly (i.e., to wider population segments and in additional programs)
2. developing new role patterns for lay people and professionals working together – mobilizing the committed community and using professionals as catalysts and networkers for lay activism
3. endorsing the continuing priority of those activities (e.g., formal schooling) which promote ongoing growth (i.e., an overall strategy involving both formational and transformational experiences)
4. specific areas for action, including:
 - a. intervention strategies to help Jewish family formation at the point of marriage
 - b. greater use of technology (e.g., computer networks)
 - c. development of program banks, networking, dissemination
 - d. evaluation

WORK PLAN:

Three sub-groups continue to work to establish priorities and recommendations in their areas

NEXT STEPS:

1. further analysis of "effective experiences" (what makes them work? how could they be expanded / replicated?)
2. exploration of strategies for activating lay populations and enhancing their sense of responsibility

WORKING GROUP 2: ENGAGING DIVERSE POPULATIONS

FOCUS/GOAL: Target population: young adults (between campus and family)

Objective: More young people expressing an active Jewish identity (in one or more ways) and associating with other Jews

**POSSIBLE
OUTCOMES:**

1. a profile of the target population in its diversity -- who are they? what motivates them, generally and Jewishly? what are the barriers to Jewish self-expression? etc.
2. broader utilization and marketing of existing effective vehicles for engaging this population
3. expanded discussion and a new language in the community for engaging this population -- making real space for them
4. specific recommendations regarding promising strategies

WORK PLAN:

1. identify and prioritize the populations we are seeking to engage - describe the diversity along several dimensions (e.g., cohort characteristics vs. life-cycle characteristics; uninterested vs. unaware)
2. inventory -- who is doing what in this arena?
3. research -- draw on existing studies or research underway
4. advocacy to encourage new thinking, language, discussion
5. develop priority recommendations for action

NEXT STEPS:

1. compile existing information -- cull existing research
2. meeting with knowledgeable people

WORKING GROUP 3: STRENGTHENING INSTITUTIONS AND BUILDING COMMUNAL COOPERATION

- FOCUS/GOAL:**
1. to strengthen the capacity of institutions to serve as effective settings for Jewish learning and for Jewish identity formation and its public and private expression
 2. coalition-building as a means of accomplishing this and of creating a more vital Jewish community

POSSIBLE OUTCOMES:

1. endorsement and dissemination of information, models, and analysis to support local initiatives aimed at these goals, including:
 - a. local leadership development and training
 - b. collaboration of professionals across categories
 - c. fostering respect between lay leaders and professionals
 - d. increased funding from federations and foundations for such initiatives
2. promoting institutional self-assessment, capacity growth, and renewal, through
 - a. informed advocacy
 - b. creating self-assessment criteria and materials
 - c. providing facilitators to aid institutions in this work
3. encouraging national institutions (including Commission constituents) to support these goals through
 - a. developing a common vision
 - b. encouraging local initiatives
 - c. producing effective professional leaders
 - d. identifying, assessing the reasons for, and implementing solutions for critical areas of professional leadership shortage
4. reducing the barriers to achieving these goals through
 - a. research and experimentation re identity formation, etc.
 - b. efforts to develop shared values and vocabulary while increasing appreciation for diversity
 - c. increasing funding from individuals, foundations, and federations, which will require closing the gap between foundation, institutional, and communal priorities

WORK PLAN:

1. information gathering - what is already happening? what has been learned? is there literature on these issues?
2. maintaining active communication among the working group members
3. coordinating the group's agenda and recommendations with the other working groups

4. preparing a progress report

NEXT STEPS:

1. circulate summary of the April meeting for comments
2. obtain answers to key questions, including by polling group members for their knowledge



WORKING GROUP 4: CREATING CONTINENTAL PARTNERSHIPS

- FOCUS/GOAL:**
1. strengthening advocacy and mobilization on behalf of Jewish continuity
 2. strengthening professional development
 3. enhancing the community's research and evaluation capabilities
 4. expanding networking and information dissemination, including replication/adaptation of effective models
 5. promoting ongoing continental collaboration in the area of continuity planning

POSSIBLE OUTCOMES:

1. advocacy:
 - a. identification of target audiences for advocacy efforts
 - b. assessment of effective approaches for reaching these audiences
2. professional development
 - a. analysis of the current situation re training, e.g., is the problem primarily one of supply or demand (lack of candidates or lack of places to train)?
 - b. creative new approaches to recruitment
 - c. analysis of potential models for recruitment, training, and retention drawn from general education (e.g., Teach America, paraprofessionals, etc.)
 - d. Commission statement / recommendation re communal funding of training / students in denominational institutions (e.g., a continental scholarship fund)
3. research and evaluation
 - a. statement on the importance of research and evaluation
 - b. identification of a cadre of potential Jewish education researchers
4. networking and information dissemination
 - a. a "case statement" and analysis on the potential uses of networking
5. ongoing continental collaboration on planning
 - a. a model for a Jewish "think tank"
 - b. a plan for a series of national technical resource centers or programs working in various areas of continuity activity (like, e.g., the Whizla Center in family education) -- in what areas would these be useful? how might they work?

WORK PLAN:

1. assign various areas of investigation to staff, working group members, volunteer experts, or institutions represented on the Commission for information-gathering and analysis (see below)

NEXT STEPS:

2. for examples of initial areas)
develop recommendations based on these analyses
1. identify potential "volunteer experts"
2. look at Teach America program as possible model for Jewish Teacher Corps. [Ron Wolfson]
3. draft statement re funding of denominationally sponsored institutions [David Sacks]
4. prepare precis of current work of CIJE, Wexner Foundation, CAJE, others re professional development
5. inventory of potential Jewish education researchers
6. report on current networking initiatives



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in
Jewish Education

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*Program Report and
Upcoming Activities.*



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North American Commission on Jewish Identity and Continuity

MAY 23 1994

Chairman
Marvin Lender

Vice Chairman
Shoshana S. Cardin

Professional Staff:
Dr. Jonathan S. Woocher
Dr. Carl Sheingold
Norbert Fruehauf

MEMORANDUM

TO: Members of the Commission

FROM: Marvin Lender and Shoshana S. Cardin

DATE: May 20, 1994

SUBJECT: Progress Report and Upcoming Activities

We're pleased to report that the Commission is now beginning to hit its stride and that we anticipate an acceleration of activity over the next few months leading to an interim public presentation of our progress next November (the Commission's first anniversary).

Our Commission meeting on April 25 and, especially, the extensive sessions held by the working groups surrounding that meeting have produced a clear and focused agenda for the next stages in the Commission's work. Enclosed are a summary of the Commission meeting and status reports on each of the four working groups.

As we had anticipated, the primary need emanating from these meetings is for a systematic information gathering process, geared to the areas identified by the working groups as their primary foci of concern. We will be undertaking this information gathering, guided by the working groups and utilizing Commission members, staff, consultants, and organizational resources of institutions represented on the Commission, over the next several months. Looking at the breadth of the agenda identified by the working groups, it is clear that we will not be able to undertake everything (e.g., original research) at once. However, we believe that it will be possible to pull together by the end of the summer a great deal of what the groups are seeking in order to formulate initial recommendations and action plans. This is our target timetable.

In the interim, we plan to convene the Commission during the summer in order to deal with several other items we have identified in the past as important elements of our work. One of these is the place of Israel, both with respect to the continuity agenda in general and the work of the Commission in particular. A second is fostering mutual awareness and exploring possibilities for expanded cooperation among various major continuity initiatives already underway at the continental level

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-- including activities of the religious movements, other organizations represented on the Commission, and Jewish foundations. Several coalitions and consortia are already functioning, including the Council for Initiatives in Jewish Education (CIJE) and the consortium on the Israel experience led by the CRB Foundation, whose work is central to the Commission's objectives.

We are proposing to hold a Commission meeting to deal with these agenda items on **Tuesday, July 26**, from 10:30 am to 4:00 pm. To make this a bit more convenient for those who must come in from outside New York, we are looking into arranging this meeting as a "fly-in" at a Newark Airport hotel. **To help us in our planning, please return the enclosed reply sheet indicating whether you plan on attending the July 26 meeting and if you prefer a Newark Airport or Manhattan site to the Commission office no later than Tuesday, May 31.**

In addition to this full Commission meeting, each working group will be scheduling its own meetings (whether by conference call or face-to-face) to move forward with its agenda.

From the outset of the Commission's work, we have recognized that advocacy on behalf of Jewish continuity to key institutional actors would be one of the Commission's primary responsibilities. For this reason, we believe that we should take advantage of the General Assembly of the Council of Jewish Federations next November 14-19 in Denver, Colorado to present a public progress report on the Commission's work. In fact, our plan is to be a highly visible presence at the GA. We are working with CJF to identify a time for the Commission to meet during the week of the General Assembly (by which time we expect to have several recommendations coming from the working groups upon which to act). In addition, the GA program sessions dealing with Jewish identity and continuity will be organized around the themes of our working groups. We will use these as opportunities to engage the broad array of local and continental leaders from within and beyond the federation system who attend the GA in dialogues about our concerns and ideas.

As you can see, there is much work for us to do, but also great prospects for the Commission to begin to have an impact during the coming six months. We will need and be seeking the active involvement of every Commission member as we make the move from issues to action. As always, please feel free to communicate with us and with the Commission staff with your ideas, suggestions, and concerns.

We look forward to seeing you on July 26 to continue our work together.



North American Commission on Jewish Identity and Continuity

COMMISSION MEETING — APRIL 25, 1994

MEETING SUMMARY

Chairman
Marvin Lender

Vice Chairman
Shoshana S. Cardin

Professional Staff:
Dr. Jonathan S. Woocher
Dr. Carl Sheingold
Norbert Fruehauf

I. Welcome and introduction

Shoshana S. Cardin, Vice Chairman of the Commission, opened the meeting and read a letter from Marvin Lender, Chairman, expressing his regret at being unable to be present due to his participation in the special solidarity mission to Israel in the wake of terrorist attacks on Israeli citizens. Mrs. Cardin welcomed a number of new members of the Commission and urged all Commission members to share information about activities of their organizations to promote Jewish identity and continuity.

II. D'var Torah

Professor Joe Reimer of Brandeis University delivered the D'var Torah. He cited a comment of Prof. Hilary Putnam on the linkage among several verses in Parashat Kedoshim (Lev. 19:16-18). We might read these verses as follows: If we can control the impulse for talebearing by appropriately criticizing our neighbors when called for (*hochachah*), then we can deal with our own potential for hatred and truly love our neighbors as ourselves.

Prof. Reimer noted that loving one's neighbor *as oneself* itself involves the potential for jealousy and sets up a tension. We on the Commission are in this relationship to one another to some extent, and we should not deny this entirely. We should understand that the love comes from balancing our work together with the recognition that we will sometimes disagree. We can handle this tension and work for the common good.

III. Reports from Commission Working Groups

Three of the four Commission working groups met prior to the Commission meeting (the fourth met following this meeting). They reported on their progress as follows:

1. Group 1: Promoting Jewish Growth

The group focused initially on identifying the experiences that promote change in us and catalyze Jewish growth. It recognized the tension between focusing on so-called "transformative" experiences and on the ongoing process of growth that may link and undergird these experiences.

The group posed three key questions:

- 1) How can we replicate the most potent experiences so that more Jews take advantage of and are touched by them?
- 2) What are the obstacles preventing the wider propagation of these experiences?
- 3) What additional knowledge do we need in order to identify and replicate these experiences?

The group decided to focus on three target populations: families; adolescent youth; and adult "seekers" (individuals looking for and open to Jewish growth opportunities).

In its next stages, the group will seek to expand its understanding of "effectiveness" in promoting Jewish growth (where are we effective? what are the elements of success?) and of how to activate a sense of responsibility in the lay population.

2. Group 3: Strengthening Institutions and Building Communal Cooperation

The group developed a statement of its goal: To strengthen the capacity of institutions to serve as effective settings for Jewish learning and for Jewish identity formation and its public and private expression. Coalition-building is a means of accomplishing this and of creating a more vital Jewish community.

The group emphasized the role of local initiatives and the need both to document what is already occurring and to promote such initiatives. It identified key components of success, including: developing a true partnership process, leadership training and development, professional collaboration, and increased funding.

At the continental level, the group urged activity to encourage local initiatives, including developing a shared vocabulary and vision and the preparation of lay and professional leaders. The group also focused on the barriers which often prevent initiatives at the local and continental levels.

Finally, the group discussed how to encourage and assist institutions to carry out their own processes of self-examination, capacity-building, and renewal, including through advocacy, creation of appropriate materials, and provision of facilitators.

The group will continue its work through ongoing communication among its members, investigation of several key questions, coordination with the other groups, and preparation of a progress report.

3. Group 4: Creating Continental Partnerships

This group reported on the first part of its meeting (the second taking place after the Commission). In its initial working session, the group identified the five areas on which it would focus as components of a continental agenda:

Mr. Szanton urged that the Commission recognize that the situation that called it into being is not a problem to be solved, but a condition to be lived with – hopefully for a long time. We must build up the learning for how to do this.

The Commission's goal must be to produce effects, not just a report. It can do this by preparing a *persuasive* report, that tells needed truths in a convincing way; by ongoing advocacy; and by keeping score on the progress being made through assessment and development of a continental evaluative capacity.

V. Updating our Self-portrait: New Insights from the National Jewish Population Survey

Mrs. Cardin introduced Dr. Barry Kosmin, Director of Research for the Council of Jewish Federations and of the North American Jewish Data Bank at CUNY, and primary researcher for the 1990 National Jewish Population Survey.

Dr. Kosmin reported on the continuing analysis of the survey results by a number of scholars which are broadening and deepening our understanding of the American Jewish populace. He highlighted several key findings and issues that expand on the portrait widely presented in the American Jewish media.

- The age distribution of American Jews is far from uniform. There is, e.g., a "missing generation" now in their fifties. There is also a bulge in the population of young children today (a baby boom echo effect), but among whom the proportion identified by their parents as "Jewish by religion" is lower than in the past. These young children are now "up for grabs," and whether we get them on tracks of Jewish identification and involvement may be a key for the future.
- Patterns of affiliation differ greatly by age cohort. Overall, about 50% may be considered "joiners," but the percentages vary quite considerably, with younger Jews typically less involved than older ones. On some attitudinal measures of Jewishness there is relative consistency across age cohorts (e.g., high percentages at all ages say that their Jewishness is important to them), but there is a fall-off from older to younger Jews both in affiliation and in the extent to which social relationships are primarily with other Jews. The latter has profound implications for the rates of intermarriage. Overall, there is a complexity of behavior across cohorts.
- The societal context for Jewishness is important. This shows up in regional variations, where Jews appear to follow general characteristics (e.g., Westerners are less religious) as well specifically Jewish patterns of variation.

VI. Next Steps

Mrs. Cardin announced that working group materials will be shared with all the Commission

members as they are developed. We will try to schedule a Commission meeting over the summer, probably in July, to deal with a variety of issues on the full Commission's agenda. The fall meeting will be held in Denver, CO, during the week of the CJF General Assembly (November 13-19). Our objective is to put the Commission's work clearly in front of the delegates to the GA as part of the Commission's advocacy role. The specific date for the meeting will be announced as soon as possible.

Mrs. Cardin thanked the members of the Commission and expressed her conviction that we are coming together as a group and beginning to exemplify the phrase: *Yachad shivtei Yisrael*.





North American Commission on Jewish Identity and Continuity

Chairman
Marvin Lender

Vice Chairman
Shoshana S. Cardin

Professional Staff:
Dr. Jonathan S. Woocher
Dr. Carl Sheingold
Norbert Fruehauf

TO: Ruth Rubinstein
Fax: (212) 529-5842

I will _____ I will not _____ attend the Commission meeting on July 26, 1994 from 10:30 am to 4:00 pm.

Please indicate your preference regarding location:

_____ I prefer a fly-in meeting at Newark Airport

_____ I prefer a site in Manhattan

NAME: _____

**IMPORTANT: PLEASE REPLY BY FAX BY TUESDAY, MAY 31.
THANK YOU.**

July26.rep

WORKING GROUP 1: PROMOTING JEWISH GROWTH

- FOCUS/GOAL:** Three target populations:
1. families (from marriage onward)
 2. youth
 3. adult "seekers"

Objective: maximizing their Jewish growth and connection to the Jewish community

POSSIBLE OUTCOMES:

1. identifying the elements of effective growth experiences and propagating these more broadly (i.e., to wider population segments and in additional programs)
2. developing new role patterns for lay people and professionals working together -- mobilizing the committed community and using professionals as catalysts and networkers for lay activism
3. endorsing the continuing priority of those activities (e.g., formal schooling) which promote ongoing growth (i.e., an overall strategy involving both formational and transformational experiences)
4. specific areas for action, including:
 - a. intervention strategies to help Jewish family formation at the point of marriage
 - b. greater use of technology (e.g., computer networks)
 - c. development of program banks, networking, dissemination
 - d. evaluation

WORK PLAN: Three sub-groups continue to work to establish priorities and recommendations in their areas

- NEXT STEPS:**
1. further analysis of "effective experiences" (what makes them work? how could they be expanded / replicated?)
 2. exploration of strategies for activating lay populations and enhancing their sense of responsibility

WORKING GROUP 2: ENGAGING DIVERSE POPULATIONS

FOCUS/GOAL: Target population: young adults (between campus and family)

Objective: More young people expressing an active Jewish identity (in one or more ways) and associating with other Jews

POSSIBLE OUTCOMES:

1. a profile of the target population in its diversity -- who are they? what motivates them, generally and Jewishly? what are the barriers to Jewish self-expression? etc.
2. broader utilization and marketing of existing effective vehicles for engaging this population
3. expanded discussion and a new language in the community for engaging this population -- making real space for them
4. specific recommendations regarding promising strategies

WORK PLAN:

1. identify and prioritize the populations we are seeking to engage - describe the diversity along several dimensions (e.g., cohort characteristics vs. life-cycle characteristics; uninterested vs. unaware)
2. inventory -- who is doing what in this arena?
3. research -- draw on existing studies or research underway
4. advocacy to encourage new thinking, language, discussion
5. develop priority recommendations for action

NEXT STEPS:

1. compile existing information -- cull existing research
2. meeting with knowledgeable people

WORKING GROUP 3: STRENGTHENING INSTITUTIONS AND BUILDING COMMUNAL COOPERATION

- FOCUS/GOAL:**
1. to strengthen the capacity of institutions to serve as effective settings for Jewish learning and for Jewish identity formation and its public and private expression
 2. coalition-building as a means of accomplishing this and of creating a more vital Jewish community

- POSSIBLE OUTCOMES:**
1. endorsement and dissemination of information, models, and analysis to support local initiatives aimed at these goals, including:
 - a. local leadership development and training
 - b. collaboration of professionals across categories
 - c. fostering respect between lay leaders and professionals
 - d. increased funding from federations and foundations for such initiatives
 2. promoting institutional self-assessment, capacity growth, and renewal, through
 - a. informed advocacy
 - b. creating self-assessment criteria and materials
 - c. providing facilitators to aid institutions in this work
 3. encouraging national institutions (including Commission constituents) to support these goals through
 - a. developing a common vision
 - b. encouraging local initiatives
 - c. producing effective professional leaders
 - d. identifying, assessing the reasons for, and implementing solutions for critical areas of professional leadership shortage
 4. reducing the barriers to achieving these goals through
 - a. research and experimentation re identity formation, etc.
 - b. efforts to develop shared values and vocabulary while increasing appreciation for diversity
 - c. increasing funding from individuals, foundations, and federations, which will require closing the gap between foundation, institutional, and communal priorities

- WORK PLAN:**
1. information gathering – what is already happening? what has been learned? is there literature on these issues?
 2. maintaining active communication among the working group members
 3. coordinating the group's agenda and recommendations with the other working groups

WORKING GROUP 4: CREATING CONTINENTAL PARTNERSHIPS

- FOCUS/GOAL:**
1. strengthening advocacy and mobilization on behalf of Jewish continuity
 2. strengthening professional development
 3. enhancing the community's research and evaluation capabilities
 4. expanding networking and information dissemination, including replication/adaptation of effective models
 5. promoting ongoing continental collaboration in the area of continuity planning

**POSSIBLE
OUTCOMES:**

1. advocacy:
 - a. identification of target audiences for advocacy efforts
 - b. assessment of effective approaches for reaching these audiences
2. professional development
 - a. analysis of the current situation re training, e.g., is the problem primarily one of supply or demand (lack of candidates or lack of places to train)?
 - b. creative new approaches to recruitment
 - c. analysis of potential models for recruitment, training, and retention drawn from general education (e.g., Teach America, paraprofessionals, etc.)
 - d. Commission statement / recommendation re communal funding of training / students in denominational institutions (e.g., a continental scholarship fund)
3. research and evaluation
 - a. statement on the importance of research and evaluation
 - b. identification of a cadre of potential Jewish education researchers
4. networking and information dissemination
 - a. a "case statement" and analysis on the potential uses of networking
5. ongoing continental collaboration on planning
 - a. a model for a Jewish "think tank"
 - b. a plan for a series of national technical resource centers or programs working in various areas of continuity activity (like, e.g., the Whizin Center in family education) -- in what areas would these be useful? how might they work?

WORK PLAN:

1. assign various areas of investigation to staff, working group members, volunteer experts, or institutions represented on the Commission for information-gathering and analysis (see below)

NEXT STEPS:

2. for examples of initial areas)
develop recommendations based on these analyses
1. identify potential "volunteer experts"
2. look at Teach America program as possible model for Jewish Teacher Corps [Ron Wolfson]
3. draft statement re funding of denominationally sponsored institutions [David Sacks]
4. prepare precis of current work of CLJE, Wexner Foundation, CAJE, others re professional development
5. inventory of potential Jewish education researchers
6. report on current networking initiatives

