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CIJE correspondence, meetings, planning documents,
and reports. Lead Communities Seminar.
Henry Zucker report for CJENA,
1989; 1993.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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TO: Gail Dorph, Seymour Fox, Adam Gamoran, Annette
Hochstein, Steve Hoffman, Alan Hoffmann, Barry
Holtz, Ann Klein, Shmuel Wygoda

FROM: Ginny Levi

DATE: October 19, 1993

Attached are the minutes of the CIJE Executive Committee and
Board Meetings of August 26.

MINUTES: CIJE LEAD COMMUNITIES SEMINAR - Montreal

DATE OF MEETING: November 16-17, 1993

DATE MINUTES ISSUED: December 3, 1993

PRESENT: Janice Alper, Lauren Azoulai, Chaim Botwinick, Ruth Cohen, Gail Dorph, Genine Fidler, Ellen Goldring, Roberta Goodman, Jane Gellman, Michal Hillman, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Howard Neistein, David Sarnat, William Schatten, Louise Stein, Julie Tammivaara, Virginia Levi, (Sec'y)

COPY TO: Seymour Fox, Darrell Friedman, Annette Hochstein, Adam Gamoran, Morton Mandel, Richard Meyer, Charles Ratner, Ilene Vogelstein, Shmuel Wygoda, Henry Zucker

I. Introductory Remarks

Alan Hoffmann, Executive Director of CIJE, opened the meeting, thanking the Jewish Education Council of Montreal for its hospitality. He introduced Shlomo Shimon, Director of the JEC of Montreal, who welcomed the group and spoke briefly about Jewish education in Montreal.

Alan then reminded the group that at previous meetings we had defined the concept of a partnership between CIJE and the Lead Communities, began to clarify what it means to be a Lead Community, and had taken the first steps toward developing a joint work plan. He noted that we are all learning as we move forward, and that it is important for us to continue to communicate regularly.

Alan noted that each community is now moving toward action with respect to personnel, with the work of the Monitoring, Evaluation & Feedback team as the spring board. The focus of this seminar was to discuss the process of clarifying and moving forward with a personnel action plan. It was anticipated that at the conclusion of the seminar each community would have a clear sense of direction, of the critical issues, and of how CIJE can help the community move forward with respect to personnel.

II. Community Updates

Each community was asked in advance to report on progress in the following areas:

1. Work of the local commission and committees
2. Public events or broader community activities
3. Status of the Educators Survey
4. Other issues of concern to the community

A. Atlanta

Bill Schatten reported the following:

1. With respect to mobilization of the community, Atlanta has established a wall-to-wall coalition which has begun to meet.
2. Atlanta sponsored a major public event on Jewish continuity together with the American Friends of Hebrew University which was attended by approximately 100 people.
3. On November 7, over 200 educators and rabbis attended a symposium on Jewish education. Gail Dorph led a session with principals on the Professional Lives of Jewish Educators. Other events include a discussion of medical ethics in the Talmud for 70 physicians and a series of lectures planned by the JCC for January and February.
4. The Educators Survey was to be completed during the week of the Montreal seminar with a return rate expected to be approximately 90%.
5. Atlanta has identified the following issues and challenges:
 - a. Having re-organized the Bureau of Jewish Education approximately two years ago, the differentiation of roles of this and related organizations is still being clarified.
 - b. The Atlanta JCC is working to enhance its Jewish content and plans to hire a full-time Jewish educator.
 - c. In an effort to enhance teacher training and development, Atlanta is working with Emory University to establish relationships.
 - d. Atlanta is searching for a full-time director of the Commission on Jewish Continuity and looks to CIJE for assistance.
 - e. Atlanta still needs to work out ways to ensure community commitment to Jewish education and increase funding support.
 - f. The Conservative movement recently held a meeting in Atlanta without first consulting with the Commission on Jewish Continuity or CIJE. As a result, the Atlanta Commission's issues were not on the agenda. There should be a way to get the denominational movements working more closely with the Lead Community process.

B. Baltimore

1. The first CIJE committee meeting was held in October. Its composition was broad based. Barry Holtz and Gail Dorph participated. It was apparent that the goals of the committee were not clear to all participants, so smaller meetings have been held since then to help clarify and to plan for the next meeting. A mission statement has been developed and issues with respect to the challenges for personnel and target populations have been identified for discussion at a meeting in December. [Exhibit A]
2. In June, Baltimore completed and published a strategic plan which, among other things, created the Center for the Advancement of Jewish Education as the coordinating body for Jewish education in Baltimore.
3. The Educators Survey had been completed and the data was about to be sent for analysis. The qualitative study of the Lives of Educators was completed and a report was anticipated by the end of January 1994.
4. The primary issue identified by Baltimore is the difficulty they see in identifying comprehensive, continental action which is specific enough for local application.

C. Milwaukee

1. A commission of more than 60 people has met twice since February. This is a broad based group representing lay and professional leaders across ideologies and from both formal and informal education. In addition, there is a steering committee to help manage the commission process and a task force on personnel issues which has met twice.
2. Milwaukee had just completed a strategic planning process with 33 community participants in addition to CIJE representatives. Using a consensus process, they identified and prioritized ten strategies for action, resulting in a list of the top three [Exhibit B] Those three, agreed to by all participants, are (1) building the profession, (2) adolescent education, and (3) funding. This will become the leadership agenda for the next five years.
3. The Educators Survey has been completed and the data analysis received by Milwaukee. Discussion is now under way with regard to distribution and use. It is anticipated that the data will be presented to interested agencies as the basis for discussion of critical issues. It is hoped that lay leaders will participate in the presentation and discussion of the data.

4. Milwaukee identified the following issues of concern:
- a. How to promote the Lead Community project and communicate with the community on concrete issues.
 - b. How can the Educated Jew and goals projects contribute to the community's work?
 - c. How can various community organizations be brought into the process?
 - d. What progress has been made on national funding?
 - e. How can CIJE help link the communities with the denominations?
 - f. Can CIJE help in work with teens?

D. Discussion

The following issues were listed and it was agreed that they would be addressed before the conclusion of the seminar:

1. The relationship of national denominational institutions and the Lead Communities.
2. Promoting and communicating the Lead Community story locally and nationally.
3. Applications of the goals project and Educated Jew project.
4. How to use various local entities to get the buy-in of existing community structures.
5. Progress on national funding issues.
6. How can the Best Practices work help in working with teens, family education and adult education?
7. Progress report on Best Practice projects.
8. Expectations of CIJE toward Lead Community programming and planning.

It was noted that it is clearly time to move toward action and show how this process can help bring about change in the communities. CIJE is convinced that this change will come through community mobilization and building the profession. It was felt that the

three community reports show that community mobilization is proceeding as commissions come together and begin to work toward agreement on a common agenda.

At this stage, the focus of our work should be on personnel as a key to effecting systemic change. The goal of this seminar was to help each community to move toward an action plan for personnel.

III. Projected First Year Outcomes in Personnel

A. "Critical Path"

Barry Holtz began by describing the critical path to developing an individual Lead Community personnel action plan. [Exhibit C]

1. The first step is to complete the data analysis of the Educators Survey. [Exhibit D]

The survey has been administered in all three communities. As the initial analysis is beginning to take place, communities should consider what critical questions they hope to answer with the data. These should be conveyed to Ellen Goldring. In addition to statistical analysis, an integrative report on policy implications of the results will be prepared for each community. It was noted that the policy implications report will serve as an executive summary of the data.

2. Reports discussed [Exhibit E]

The discussion of the data analysis should serve to mobilize community support. While some of the information will be expected, there will be much that comes as a surprise to the community.

By discussing the reports on the Professional Lives of Educators, the Educators Survey, and the policy implications of the two, a community will be in a position to develop a personnel plan and to engage leadership in a discussion on personnel issues in the community.

While discussion and planning is under way, CIJE will work with each Lead Community to develop some preliminary actions which can be taken before an action plan is completed. This was to be discussed later in the seminar.

B. Analytical Potential of Educators Survey

Ellen Goldring described the potential of the Educators Survey. The purpose of the survey is to help each community determine how to move forward in the area of personnel. It should help each community to establish a process for discussing personnel issues.

The first phase in analyzing the survey is to articulate the issues to be used in policy decision making. The second stage is to collect and process information. This is followed by interpreting results for planning and action.

The development of the survey followed a process known as "backward mapping." This describes the process by which community representatives got together to determine in broad strokes what they would like to know about personnel. From this, the survey questions were developed. In this way, the central issues were articulated.

The topics addressed by the educators survey are outlined on Exhibit F, attached. With this general information as background, each community is invited to determine specific questions to which it seeks responses. As the data is analyzed, these responses can be drawn from the survey. Examples of some of the specific questions used by Milwaukee are included in Exhibit F.

In discussion, it was noted that a community can identify additional issues to be looked at in analysis both during and after the initial analysis is undertaken. Following the initial analysis, if a community wishes to get the data discs from the company conducting the analysis, they are available and the communities are encouraged to continue to use the data.

Exercise

Participants were divided into three groups and invited to look at selected findings from the Milwaukee survey. They were asked to answer questions regarding the issues these findings addressed, the meaning of the findings, and their policy implications. This was done in cross community groups to demonstrate a process which might take place in the communities. A copy of the selected findings and questions is attached as Exhibit G.

In the discussion that followed the exercise, it was suggested that presenting the data in a variety of settings will undoubtedly result in many different reactions. It is the job of the leadership team to identify conclusions and begin to act on them.

It was suggested that this work be done in the context of a broader vision of goals for personnel in the community.

For the communities which have not yet received data, it was suggested that it is not too early to begin to identify issues for more detailed analysis. Communities were invited to work with Ellen Goldring to brainstorm what they might like to know. Ellen is also available to help refine questions in consultation with a community.

It was suggested that if a community can agree on a certain intervention based on the results of the survey, it should undertake an educational process to involve leadership, both professional and lay, and encourage buy-in. CIJE will work with a community to develop this educational process.

This exercise was undertaken to do the following:

1. Show how data can be used to generate discussion.
2. Point to mine fields, such as multiple interpretation, which can result from the use of data.
3. Show how to begin to bring "nuggets" of information to particular populations.

The issue of whether to share the data among the communities was raised. The Professional Lives of Educators report has been completed in Atlanta and Milwaukee and is in process in Baltimore. On the basis of the documents now in hand, it appears that these are likely to be reports which could be shared among the three communities. However, it was concluded that no joint decision will be made until the Baltimore report is complete. This matter will be discussed at the next meeting of this group.

On the basis of the first report on the Milwaukee survey, it appears that this, too, is data which could be shared among the communities. However, no decision will be made until each community has had a chance to review its report. It was suggested that Milwaukee might consider sharing certain data that would help Baltimore and Atlanta design questions for analysis. It was concluded that the Milwaukee Steering Committee will discuss this and be in touch with the others, through Ellen.

If and when the communities agree to share the results of both reports, Adam Gamoran and Ellen Goldring would be willing to prepare an inter-community report. This might be useful in disseminating some of our findings beyond the three communities.

IV. Engaging the Community in Discussing Educators Survey and Implications

A. Introductory Remarks

The second stage in moving from the Educators Survey to an action plan is to engage the community in discussion of the reports. Roberta Goodman, field researcher from Milwaukee, was asked to describe her role in Milwaukee in presenting the data from the Professional Lives of Educators.

B. The Milwaukee Experience

The dissemination process in Milwaukee was intended to be an educational one. It began by posing the following questions to small groups:

1. How do people enter the field of Jewish education?
2. Are people satisfied with their work?
3. What do Jewish educators need to do their work?

After considering these questions and developing their own responses, groups were provided an executive summary of the survey along with an introduction to how the survey was formulated and a summary of the qualitative study on the lives of educators. Participants were then asked what surprises they found in the data and what they found that confirmed their views. This led to a discussion of the findings and their interpretations.

In discussion, it was noted that both Atlanta and Baltimore have begun a similar process, even before they have the results of the surveys. It is anticipated that early engagement will help communities be ready to review the data when it arrives.

This interactive, educational experience can serve as the basis for study, conversation, and debate in each community. It is anticipated that we will learn from the process and be able to apply it in other contexts as we move forward.

C. Community Mobilization Exercise

Each community was asked to spend time discussing how it might use the reports which will ensue from the Educators Survey process. These include the quantitative study--the Educators Survey; the qualitative study--the Professional Lives of Educators; and the policy implications report which will synthesize the two.

[Exhibit H]

It was noted that this process was intended as a simulation of what might happen in each of the communities. The step of discussing the reports is a major one to be taken in adopting a personnel plan.

- D. Following is a list of the issues which communities raised as they discussed the use of the reports:
1. What gets disseminated and discussed, and with whom?
 2. Whom do we want to buy in, and for what purpose?
 3. How do we reach large numbers of people--teachers, professional groups, lay leaders and others?
 4. How do we market the results?
 5. Who should be involved in answering these questions?
 6. What is the role of the local commission in this process?
 7. How does the senior educators survey fit into this picture?
 8. Who will facilitate the discussions? What is the role of CIJE staff in this process? Can a core of local people be trained to present the data?

In further discussion of the marketing issues, it was suggested that we might consider marketing the results continentally at the end of this process. Marketing at a local level would help to engage the necessary constituencies and get the conversation going. Getting the communities to address the issue of personnel in terms of the data will raise consciousness and, we hope, mobilize additional support.

V. Preparing a Lead Community Personnel Action Plan

A. Introduction

The meeting resumed Wednesday morning with a reminder that our goal is to move the personnel agenda toward an organized action plan. On Tuesday, the group looked at the process for completing the analysis of data and the discussion of the resulting reports. The next step is to determine how a planning committee might develop an action plan and what action can be taken in the interim.

An outline headed "Planning Committee Prepares Action Plan" was distributed and participants were asked to discuss it in small groups. (Exhibit I)

B. Discussion

The first step in the planning of an action plan is to map current and future situations. The following were identified as additional issues which will not be answered by the Educators Survey:

1. Perceptions of educational leaders.
2. Availability of resources to provide for needs.
3. Demographic trends that impact on the numbers of teachers.
4. Plans currently under way in individual schools to deal with these issues.
5. An inventory of what is now available to teachers in the community.
6. How to access untapped/unidentified human resources.
7. How to access leadership support.

It was suggested that one purpose of this mapping process is to mobilize community support. In addition to the information which can be gathered in this manner, a case can be made for engaging in efforts to upgrade personnel.

It was suggested that much of this is "old news." We are still working with the same people and the same system. In response it was suggested that the first step is to get the current players involved in the process. This should help if a decision is later made to turn the entire process "upside down."

The following conceptual model for CIJE was developed during discussion. Approaches to personnel might be viewed in three distinct streams.

1. Personnel Action Plan:

Taking existing personnel realities and using an action plan to prioritize and improve upon them.

2. Reconfiguring the conception of personnel: Stretching existing realities and building personnel to accomplish these

reconfigured goals. The Hebrew Union College work with five supplementary schools is an example.

3. The Educated Jew and goals projects: What are new models which can be designed to reconceptualize Jewish education?

A question was raised about how communities can establish relationships with funders now. It was suggested that this relates to the need to be able to gain access to local leaders. It was also suggested that CIJE work to engage foundations with the Lead Communities early in the process.

- C. Following the process of mapping, a community will begin to determine appropriate strategies to address the issues raised. Working together, they will lay out options and determine resources available. In this process, it was suggested that CIJE develop an inventory of projects and activities going on outside the Lead Community process which might be of use to the communities. An example is the Hebrew Union College project to reconfigure congregational schools.

In evaluating the action plan as it emerges, participants were reminded to apply the "screens" of content, scope, and quality as described on the second page of Exhibit 1.

It was suggested that each community work toward developing a first "iteration" of an action plan for personnel by July 1994, for implementation which might begin as early as September 1994. One approach would be to take current institutions and stretch them as far as possible. Another is to "turn those institutions totally on their heads." Communities should ask themselves whether, based on our goals, we can achieve them as we are currently functioning.

Participants were reminded to keep the building blocks of community mobilization and building the profession in mind as planning proceeds. Where these intersect with work in the communities, CIJE is prepared to participate.

It was suggested that we consider inviting Isa Aron to a future Lead Communities seminar to share the work Hebrew Union College is doing with congregational schools. This might help to inspire communities to think about Jewish education from a different perspective. As the communities work to develop personnel action plans and begin looking for resources to help with implementation, CIJE will plan to go to the training institutions for their involvement.

VI. Action Before the Action Plan

It was proposed that we consider new initiatives in personnel that could and should happen before an action plan is developed. What can we identify now to help move us toward our goals and give a sense of progress to the communities?

In order to bring about systemic change, it is important to have an impact on the following three groups:

1. Lay leaders
2. Educational leaders
3. Teachers/educators

It was suggested that any action before the plan is developed should target these groups.

Any pre-action plan should pass the screens of content, scope, and quality. It should have goals, be undertaken systematically, and address an issue of concern.

The following list of possible actions before the action plan was generated for the priority groups:

Lay Leaders

- * Best Practice Presentations
- * Goals for Jewish Education
- * Best Practices in Supplementary Schools
- * Congregational Lay Leadership

Education Leaders

- * Senior Educator Program Recruitment (Target one from each LC for 1994)
- * Education Leadership "Course" for Day School Principals (Cross denominational)
- * Best Practice Course-- Supplementary Schools
- * Best Practice Course-- Early Childhood

Teachers

- * Judaica Upgrade of Early Childhood Educators

As an example under lay leaders, a seminar might be developed on goals for Jewish education for a group of lay leaders (possibly also education leaders) from all three communities. They might spend a week to ten days in serious discussion of the Educated Jew project and goals for Jewish education. This may need to be in Israel because of the unique resources available.

The list of possible early action includes programs that CIJE could develop in cooperation with the Lead Communities. This would provide an opportunity to move beyond the planning stage in a relatively short time. It would also provide a means to learn through action. It was suggested that these action items become an agenda for discussions of CIJE staff with the Lead Communities over the next several weeks. While some of the proposed projects require involvement of all three communities, others could be done by a single community.

It was noted that some of the proposed projects are currently under way in some form in one or more of the communities. There may be local experts who could help. For example, both Baltimore and Milwaukee are engaged in working with early childhood educators on Judaic content. Atlanta might wish to undertake this in consultation with the others.

It was suggested that a seminar on the goals project might be offered to up to seven people from each community. Bringing these people together to "translate" the Educated Jew concept into community and local institutional terms should help in development of an action plan.

After some negotiation, it was agreed that each community would decide by January 15 what action it wishes to initiate. This may be from the list presented above, or may be some variation which should then be discussed with CIJE staff for feasibility.

It was agreed that programs for day school directors might also be offered to supplementary school directors. It was also agreed that as CIJE staff visit the communities over the next 6-8 weeks, there will be further discussions about action before the action plan. Once there is a decision on the direction communities wish to take, CIJE will work with the communities to design the programs and determine the costs.

VII. Open Issues Discussed

Issues which were identified throughout the seminar were reviewed and briefly discussed.

A. What is happening with the national denominational institutions?

It was agreed that there should be presentations at future Lead Community seminars by the training institutions, describing their innovative work.

B. What are the expectations of CIJE toward Lead Community programming, projects, and planning?

CIJE expects a personnel action plan, work toward community mobilization, and development of action before the action plan. There

is the expectation that a research component will accompany these actions.

- C. How can various local entities be used to gain the buy-in of existing structures?

This question was left open.

- D. What progress is being made with respect to national funding?

CIJE has been in touch with the Avi Chai Foundation regarding its interest and support for work with day schools. The Cummings Foundation has funded best practice work and is talking with us about support for paraprofessionals for supplementary schools. Meetings have been held with the Lilly Foundation and there is good potential for funding when Lilly resumes its grantmaking activities.

- E. What help can the Best Practice project give in the areas of teen programming, family education, and adult education?

Work on best practices is in process with the JCC Association and on day schools. Conversations have also begun regarding best practices and the college-age student. Nothing has been done specifically in the area of youth and teens. It was suggested that before work could be done on family education, the concept would require further clarification.

- F. How can we promote and communicate the Lead Communities' story on a local and national level?

CIJE is working with a consultant who will submit a proposal for public relations work. At the very least, she would develop a CIJE brochure and write articles for the various Jewish newspapers. It was suggested that she might also help in communication with foundations and funding sources.

VIII. Concluding Remarks

It was suggested that the next Lead Communities seminar be held in Atlanta on March 8 and 9, 1994. We will explore the possibility of convening at noon on Tuesday and concluding in late afternoon on Wednesday with the possibility of some programming which would introduce the group to Atlanta's Jewish community.

The meeting concluded with Alan thanking everyone for their participation and noting that we are now on a track toward action.

ALVIN D. KATZ
CHAIRMAN
DR. CHAIM Y. BOTWINICK
EXECUTIVE DIRECTOR

**COMMITTEE ON THE
LEAD COMMUNITIES PROJECT**

**MISSION STATEMENT
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The purpose of the Committee is to significantly impact and improve the quality of Jewish education through personnel. We recognize the integrity of all individual constituencies, as well as the need for community-wide initiatives.

All programs and initiatives proposed by the Committee will be comprehensive in nature, yet responsive to the unique needs of different constituencies. In addition, each program must include an ongoing monitoring, evaluation and feedback component.

Strategies
November 15, 1993

High school or college age students:

- * We will encourage and enable every Jewish person 13-25 years of age to participate in a(n educational) trip to Israel.

Teens:

- * We will design and market a range of linked formal and informal Jewish educational programs that will engage the energies of teens, including but not limited to:

- Innovative day and/or supplementary high school
- Israel programs
- Camping
- Socializing
- Family Retreats
- Community Service
- Other informal experiences.

D'vrai Torah:

- * We will encourage the practice of presenting D'vrai Torah at all meetings and/or activities organized under community-wide Jewish auspices and observance of Kashrut and the recitation of Motzi and Birkat Hamazon.

Professional Jewish Education:

- * We will further develop the profession of Jewish education by addressing issues such as:

- Recruitment
- Training
- Ongoing Professional Development
- Retention
- Status
- Career ladders
- Standards
- Benefits
- Certification

Lay Leaders:

- * We will raise the level of Jewish knowledge of lay leaders through their ongoing participation in Jewish study.

Funding:

- * We will develop and implement an ongoing process to provide increased funding for Jewish education.

Reaching out to college aged youth:

- * We will develop a strategy that maintains a substantive Jewish connection between Milwaukee and its college aged youth.

Educational institutions evaluations:

- * We will encourage educational institutions to set and evaluating goals for themselves and we will provide resources to assist them in this process.

Adults:

- * We will organize/coordinate and market a structured Adult Jewish Education program from existing programs and new opportunities, that will address individual needs as related to knowledge level, depth of learning and sequence of courses with assistance in course selection for individuals, and recognition for achievement.

Families:

- * We will create opportunities for families to learn and experience Jewish life skills and will develop parallel and integrated programs for parents and children in appropriate settings.

Council for Initiatives in Jewish Education

Projected First Year Outcomes in Personnel

Critical Path to Developing Individual Lead Community Personnel Action Plan

Overview

- I. Data Analysis Completed
- II. Reports Discussed
- III. "Action" before the Action Plan: Pilot Projects
- IV. Planning Committee Prepares Action Plan
- V. Action Plan for Personnel Discussed in Community
- VI. Stages of Implementation



Council for Initiatives in Jewish Education

Projected First Year Outcomes in Personnel

Critical Path to Developing Individual Lead Community Personnel Plan

I. Data Analysis Completed

A. Professional Lives of Educators

B. Educator's Survey

*survey administered

*what are the critical questions we want to have answered

*who will convey them to Ellen

*data analysis returned to communities

C. Report on Policy Implications Received from Ellen and Adam



CIJE: MONITORING, EVALUATION, AND FEEDBACK PROJECTTopics Addressed by the Educator Survey

1. Profiles of Teachers:

A. General Background: Who are the teachers in our community?
(Background section: Q 38-56)

For example: Gender, Jewish affiliation, ritual observance,
income, etc.

B. Training: What is the educational background and training of
the teachers in our community? To what extent are
they formally trained in education and Judaica?

(Q 57-60)

For example: What degrees do they hold? In what subjects?
How many hold teaching certificates?

C. Previous Work Experience: What work experiences do our
teachers have?

(Q 6-11)

For example: How stable is our workforce? (Q 9, 10)
How experienced is our workforce? (Q 11)
What socializing experiences do teachers
have? Do most teachers have experience as
youth group leaders and camp counselors?
(Q 6)

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

D. Present Work Settings: What is the nature of our teachers'
work?

(Q 20-28, 33-35)

For example: How many schools do they teach in?
Are they full time or part time? How many
hours do they work? Would they like to be
full time? Which benefits are available?
Advantages and disadvantages of working in
more than one school?

2. Careers in Jewish Education

A. Recruitment: How are teachers recruited and attracted?

(Q 1, 29, 32, 35, 37)

For example: Why did the teachers first become Jewish
educators? How did they find their positions?
What affected their decision to work at a
particular school?

B. Retention: What are the teachers' future plans?

(Q 2, 61)

II. Reports Discussed

Goals of the discussions:

To shape the personnel plan of the community

To engage the leadership -- lay and professional -- in a discussion about the issues of personnel in the community

A. Professional Lives of Educators

- *what do we want to come out of the discussion?
- *who should lead and organize the discussion?
- *who should the participants be?
- *when?

B. Educator's Survey

- *what do we want to come out of the discussion?
- *who should lead and organize the discussion?
- *who should the participants be?
- *when?

C. Policy Implications Report

- *what do we want to come out of the discussion?
- *who should lead and organize the discussion?
- *who should the participants be?
- *when?

The result of these discussions: policy implications for action plan

3. Professional Development: What are the opportunities for teacher professional development?

(Q 12-19, 30)

For example: To what extent do teachers participate in different types of professional development activities? What is their assessment of these activities? What skills and knowledge would they like to develop further? Who is providing help and support?

4. Sentiments About Work as a Jewish Educator: How do the teachers feel about their work?

(Q 3, 4, 5)

For example: What is their level of satisfaction? Do they feel respected by others in their community?

Examples of Specific Questions the Survey Can Address:

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

What is the relationship between a teacher's perception that s/he has a career in Jewish Education (Q 2) and:

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

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

What is the relationship between future career plans (Q 61) and:

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

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

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

What is the relationship between receiving certain benefits (Q 33) and:

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

What is the relationship between seniority at the present school (Q 9) and:

- Q 5 overall satisfaction
- Q 2 perceptions of having a career
- Q 36 working full or part time

The following belongs to the section on Careers-Recruitment:

What is the relationship between having experience in general education (Q 8) and:

- Q 36 working full or part time
- Q 5 job satisfaction
- Q 26 setting
- Q 56 importance of income from Jewish education

Q What is the relationship between educational training (Q 58 or Q 60) and:

- Q 2 perception of having a career
- Q 26 setting
- Q 36 working full time or part time

The following issues pertain to Settings:

What is the relationship between working in a particular setting (Q 26) and:

- Q 22 hours of work
- Q 36 full/part time educator
- Q 5 overall satisfaction scale

The following analyses pertain to the Professional Development section of the report:

What is the relationship between seniority (Q 9) and:

- Q 14 overall helpfulness of workshops
- Q 30 overall help and support received
- Q 16 areas desired for skill development
- Q 17 areas desired to increase knowledge

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

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

Q 26 setting

Q 58 or 60 educational training

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

What is the relationship between level of help and support received (Q 30) and:

Q 26 setting

Q 58 or 60 educational training

What is the relationship between holding a license in Jewish or general education (Q 60) and:

Q 16 areas desired for skill development

Q 17 areas desired for increased knowledge

What is the relationship between setting (Q 26) and:

Q 16 areas desired for skill development

Q 17 areas desired for increased knowledge

Q 12 whether in-service is required



Developing a Personnel Plan for Your CommunityAN EXAMPLE: Using Data about Professional Development of
Jewish EducatorsBackground:

Half of the Jewish educators in Milwaukee (N=92) have at least one degree in education. One third of Milwaukee educators (33.3%, N=61) hold a graduate or professional degree. Over two-fifths (43.8%) have certificates in general education.

Selected Findings:

Milwaukee educators were asked, "How helpful were the workshops that you attended in the past two years in the following areas (Judaic subject matter, Hebrew language, Teaching methods, Classroom management, New curricula, Art/Drama/Music)?"

The results indicated that educators with college and university degrees who majored in any type of education (e.g., curriculum and instruction, reading, special education) are less pleased with the helpfulness of workshops than is the group of Milwaukee educators as a whole. Those with degrees in education rate the workshops as less helpful than other educators.

Next, Milwaukee educators were asked, "In which of the following areas do you feel you would like to develop your skills further?" (They were instructed to check all the areas that interest them). Overall, more teachers are concerned with improving child motivation skills than any other area of skill development. The next most popular skill area is creating materials followed by classroom management, curriculum development, and parental involvement. These results are presented in the following table:

RANK OF SKILL DEVELOPMENT AREAS		
<u>SKILL DEVELOPMENT AREAS</u>		<u>NUMBER</u>
I. CHILD MOTIVATION SKILLS		127
II. CREATING MATERIALS		112
III. MANAGEMENT SKILLS		92
IV. CURRICULUM DEVELOPMENT		90
V. PARENTAL INVOLVEMENT		83
VI. CHILD DEVELOPMENT		69
VII. LESSON PLANNING		56
VIII. COMMUNICATION		55
IX. OTHER (INCLUDING ART)		10

Then, we asked whether teachers in different settings indicate different needs for professional growth. The results indicate that teachers in different settings often have different priorities. For each skill development area in which teachers wish to grow, the total number of teachers interested were reported by their teaching setting. The results are reported in the next table:

% OF TEACHERS DESIRING SKILL DEVELOPMENT BY SETTING

SKILL	SETTING			
	DAY SCHOOL	SUPPLEMENTARY SCHOOL	PRESCHOOL	OTHER
CHILD MOTIVATION	32.8%	36.9%	21.3%	9.0%
CREATING MATERIALS	31.5%	38.9%	25.0%	4.6%
MANAGEMENT	28.9%	40.0%	21.1%	10.0%
CURRICULUM DEVELOPMENT	32.2%	36.8%	23.0%	8.0%
PARENTAL INVOLVEMENT	21.3%	42.5%	27.5%	8.8%
CHILD DEVELOPMENT	35.8%	28.4%	28.4%	7.5%
LESSON PLANNING	25.5%	49.1%	18.2%	7.3%
COMMUNICATION	20.4%	33.3%	29.6%	16.7%
TOTAL POPULATION	32.4%	42.2%	20.5%	5.4%

This table suggests, for example, that supplementary school teachers are highly interested in lesson planning and parental involvement, while communication is relatively more important to those in preschools.

Questions:

- 1) What issues do these findings address?
- 2) What do these findings mean? What do they say?
- 3) What policy implications do these findings have for personnel planning in your community?

Lead Community Seminar -- Exercise II (Tuesday Evening)

Community Mobilization Exercise for Discussing Data

For discussion by community teams:

As you discuss the three different kinds of data reports on personnel which you will have available, think about the following issues for each:

With whom will each of these reports be discussed?

Who will facilitate these discussions (need not be same for every group)?

When will discussion take place?

What will be the results of the discussion?

What will happen to the results? How will they be fed into other discussions held by other groups?

By what mechanism will all these conversations be pulled together--deepened, enriched?

How will communal consensus be reached such that stakeholders feel that they have been part of the process and part of the whole?

(V. Planning Committee Prepares Action Plan

A. Mapping current and future situations:

1. Implications of data analysis reports-- results of Step II above.
(recruitment, pre-and in-service needs, shortages, etc.)
2. Predict future needs with input from local educators
 - * demographic trends
(does community have demographic data, e.g. need for early child ed.?)
 - * retirements
 - * impact of plans of individual institutions in community
(are there plans on the books for expansion of day school into high school, family educator positions in synagogues, new Israel programs)
3. Current and future financial picture
(campaign, community foundation, endowments, grants)

Results = Issues in Personnel that our community needs to address

B. So what are we going to do?

1. What are appropriate strategies to address issues raised by mapping?

- *best practice currently available
- *new ideas to community's issues (e.g. programmatic, structural)

2. Lay out options and resources available

(resources include things like: local, national, international training institutions; denominations; local universities, etc.)

3. Apply "screens" of content, scope and quality to options

scope:

- *does initiative cover major settings and institutions in which all or most of education takes place?
- *will all or most people in the community be touched by the initiative?
- *is the initiative aimed at effecting profound and lasting change?

content:

- *is the initiative substantive, content-filled, thoughtful?
- *is it based in a projection of a vision of Jewish education with a striving toward specified goals?
- *is it reflective of the learnings from "Best Practice"?

quality:

- *can we say that the project is characterized by high standards that can be made explicit and cannot be met by the status quo?
- *does it live up to the goals which have been articulated?
- *does it have a monitoring, evaluation, feedback component built in?

4. Cost out options

5. Feasibility of options

- *resources (human and financial) available
- *demands of scheduling, etc.

6. Prioritize the options

Results: An Action Plan in Personnel for our Community

V. Action Plan for Personnel Discussed in Community

- A. Where will action plan be discussed?
- B. When?
- C. By whom?
- D. Projected outcomes (pilot projects)
- E. Who is responsible to carry the plan out?

VI. Stages of Implementation

- A. Plans
- B. Who provides service?
- C. Funding
- D. Timetable



MINUTES: CIJE STAFF MEETING

DATE OF MEETING: August 19 - 20, 1993

DATE MINUTES ISSUED: October 18, 1993

PRESENT: Gail Z. Dorph, Seymour Fox, Ellen Goldring, Annette R. Hochstein, Alan D. Hoffmann, Barry W. Holtz, Daniel Pekarsky, Shmuel Wygoda, Virginia F. Levi, (Sec'y)

COPY TO: Morton L. Mandel, Ann G. Klein, Adam Gamoran, Henry L. Zucker

I. Introductory Remarks

Alan Hoffmann opened the meeting, outlining his assignment as full-time executive of CIJE for the next three years. He described the assignment as an exciting opportunity to put into practice what he has been teaching. He noted that our challenge is to determine whether, by addressing Jewish education comprehensively and simultaneously, we can really radically alter its direction. He noted his excitement at working with this unique group of people and reminded participants that while the focus of these particular meetings would be primarily work with the Lead Communities, this group is the staff of all of CIJE.

We were reminded that the Lead Community project is one of four recommendations of the Commission and that building the profession, building lay leadership, and establishing a research agenda are at least as important as the Lead Community project. Included in our mandate are such matters as how we will involve the training institutions in building the profession, who will be the lay leaders of the future and how can we encourage them to consider Jewish education a top priority, and how we get people to both conduct and fund research.

ADH noted that with regard to the Lead Communities we have an educational challenge of our own. The people teaching and learning our material are not always "getting it." He noted that a curriculum that does not teach is not a good curriculum. We will have to articulate our mission so that we understand it and others get it. Six months from now, any one of the core staff should be able to lead a seminar on the Lead Community which is effective intellectually, conceptually, and practically. At the same time that this group is learning, we will need to have a way of moving forward with our clients.

It was also noted that we must work within the context of the culture of the Lead Communities and Federation. We have selected Federations as the host institution of the Lead Communities concept. We must understand that the Federation culture is one of consensus building and our work is to engage in major systemic reform. There may ultimately be

some tension between these two approaches and the issue should remain on the staff agenda.

II. The Conception Reconsidered

Seymour Fox reviewed the experiences that led to the CIJE and Lead Communities. He noted that it was felt that the political environment was such in 1987 that the right players working together toward consensus could have an impact on Jewish continuity. A decision was made to work in a partnership between the communal and private communities.

A commission was formed which included a broad representation of the entire North American Jewish community. Each commissioner was interviewed before the first and each subsequent meeting. Out of this process came 23 areas of possible programmatic focus. In order to select among the 23, consultants advised us to distinguish between necessary and sufficient conditions. From this came the concept of the "enabling" versus "programmatic" options. The enabling options are the building blocks which are preconditions to move the programmatic areas forward. Written evaluations of the 23 areas showed that none of the programmatic options could be accomplished without the personnel to undertake them or the support of lay leadership. The following preconditions were identified: community, funding, and personnel.

SF noted that the enabling options had to be approached systemically and in a way that would have ongoing impact. The concept of a "community action site" was developed as a way to test the centrality of the enabling options. This should be a merger of local and national/international forces.

The community action site formulation eventually evolved into the Lead Community concept. There were 23 communities which applied to be Lead Communities and thought was given to working with all 23. It was felt that by beginning in this way, they would gradually have narrowed themselves down to a small and manageable group. In the end, it was decided to complete the selection process which resulted in the selection of three communities.

The model of a Lead Community is to mobilize key lay leadership to undertake a radical approach to Jewish education. This was not intended as minor variations of business as usual. One way to mobilize local lay leaders is to bring them together with CIJE board members.

In discussion, it was noted that the three Lead Communities are moving forward with commissions which thus far have structure but no content. Perhaps the local commissions could use the questions identified in the commission process for evaluation of the 23 options to evaluate their own lists of concerns.

It was suggested that the staff of the Lead Communities have been reluctant to permit CIJE staff and lay people to interact with local lay

people and rabbis for fear that they will lose interest in other community priorities as they commit themselves to Jewish education and to national issues.

It was noted that the Lead Community concept has not yet been implemented. We are very much at the beginning. The first step is to go back and clearly define it. The basic concept of the CIJE was that it should become a mechanism to make innovation happen in the areas of personnel and community through the Lead Communities. A longer term goal is to encourage quality research in Jewish education. It was noted that we need to find ways to work effectively with the Lead Communities. This might include the following:

1. A key member of the CIJE board should lead a discussion of the concept with their community counterparts.
2. Staff should work directly with rabbis and head educators in the communities.
3. There should be a regular process of education of the lay leaders through a series of ongoing seminars.
4. We should develop a game plan for each community.

It was suggested that from the point of view of the Lead Communities, they see CIJE in a variety of ways, such as:

1. A Time to Act recommends the establishment of Lead Communities - places where "things are popping in Jewish education."
2. Our selection as a Lead Community means that we are already a model for others.
3. We have access to a giant consulting group known as CIJE.
4. We want CIJE to help us refine what we want to do. We, the local lay leaders, have been taught to do our own thinking.
5. If we schedule a meeting, of course the CIJE staff will be there.
6. CIJE should be a major resource for us.
7. We are providing CIJE with a laboratory in which to test out their theories regarding the centrality of personnel and community.

It was suggested that we are functioning in a general environment where we are not completely understood. It is our perception that the local Federation leadership is often not interested in moving to major change. We need to change that and get the communities to buy into our vision.

One approach may be to assign local campers (e.g. rabbis and educators) to CIJE staff.

III. Basic Concepts

A. Systemic Reform

The concept of Lead Community is intended to lead to systemic change. The goal is not to solve individual problems, but to take a macro view of personnel and to attempt to have an influence at the level of policy and to design solutions. Local lay leadership is to be mobilized and empowered to have an impact. This is to be accomplished by recruiting top tier people, including one or several "champions" and to raise the quality of people choosing to serve on boards of Jewish educational institutions.

The notion of systemic change implies that dealing with personnel and community jointly will have a greater impact than dealing with either independently.

B. Scope, content and quality

1. Scope - Lead Communities are expected to engage with most of the key institutions in a given community. Most of the people in a community should, over time, be affected. Whether working within a given domain or across a range of domains, a significant proportion of clients should be impacted. (Innovative approaches should be found to encourage institutions to work cooperatively.)
2. Quality - We seek standards of quality that can be made specific and defined and that would not be satisfied with the status quo. The monitoring, evaluation and feedback project is intended to support this concept. We need a way of determining and conveying standards below which we will not go.
3. Content - The content to be dealt with in the Lead Communities is to reflect the work of Best Practices and the goals project. This may be done in terms of programmatic options -- personnel for what?

In discussion, it was suggested that the systemic approach is to create a plan which, over time, encourages more people to have more cumulative experiences which lead to stronger Jewish commitment.

It was suggested that the release of the Best Practice reports one by one may encourage a narrow approach. This might be rectified if each report included an introduction which puts the individual piece into a larger context. It was also suggested that the Best Practices be introduced to the lay leaders and educators of each Lead Community by having Barry discuss each and work with the group to develop an approach. The Best Practice books should be viewed as

a curricular resource for the training of personnel in the Lead Communities.

It was suggested that we need an outline of the ideal Lead Community for our use. We might simulate this by taking one community as an example, laying out all that we know about the community, and developing a sense of what that community could be. This might force us to develop a set of goals.

IV. Working with the Communities

A. Planning and the local commissions

We have made clear the expectation that each community establish a wall-to-wall coalition and each community believes that it has done so. The commission is to be the local mechanism for discussion, policy making and planning. It is here that process and content should come together. It was agreed that Federation would serve as the convener. In addition, CIJE has asked that each community appoint a full time staff person to the project.

We seek the following products from the local commissions:

1. An expression of shared concern and mission for Jewish education
2. A self-study of the Lead Communities' educational systems including:
 - a. The educators survey
 - b. The educational profile
 - c. An organizational profile
 - d. A needs analysis
3. Pilot projects to get an early start
4. A multi-year plan to address personnel (in service-training, recruitment, salaries, training programs, etc.) and community mobilization (including a plan for action and implementation)

It was suggested that we encourage the communities to devote the next year to the issue of personnel. The first step might be to look at what the educators survey means for each community.

Pilot projects may emerge out of discussion of the educators survey or of the Best Practices papers, the self-study, or the needs assessment.

V. Baltimore Meeting

It was suggested that we seek the following outcomes from the Baltimore meeting:

1. The Lead Communities see CIJE as having its act together and having a lot to offer.
2. Communities understand the concept of Lead Community and what CIJE can legitimately expect.
3. It is clear to participants what they are to do when they return home.
4. The concept of partnership is further clarified.
5. Participants see themselves as involved in a learning process and understand that there is a lot more to learn.
6. There is a sense that coming to these meetings is worthwhile.
7. The following next steps are agreed upon:
 - a. The local commission agenda
 - b. The establishment of pilot projects
 - c. Work on goals and visioning
 - d. Personnel will be addressed through the educators survey and analysis, a plan, and early action.

The second day of the planning session was devoted primarily to reviewing and revising the agenda for the Baltimore Lead Communities Seminar. The following points were raised and may be of use as we continue planning the work of CIJE.

1. We should consider the assignment of campers within the Lead Communities.
2. We should consider whether the lay leadership of the Atlanta commission is appropriate for this project.
3. The core staff includes Alan Hoffmann, Barry Holtz, Gail Dorph, Steve Hoffman, Adam Gamoran, Ellen Goldring, Danny Pekarsky and Ginny Levi. Key consultants are Seymour Fox, Annette Hochstein and Shmuel Wygoda. For now this is a Cleveland based operation with a satellite office in New York. The field researchers work for and report to Adam and Ellen.

MINUTES: CIJE/LEAD COMMUNITIES SEMINAR

DATE OF MEETING: August 23 - 24, 1993

DATE MINUTES ISSUED: October 5, 1993

PRESENT: Janice Alper, Lauren Azoulai, Chaim Botwinick, Ruth Cohen, Gail Dorph, Genine Fidler, Seymour Fox, Adam Gamoran, Steve Gelfand, Jane Gellman, Roberta Goodman, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Marshall Levin, Louise Stein, Julie Tammivaara, Ilene Vogelstein, Shmuel Wygoda, Virginia Levi, (Sec'y)

COPY TO: Darrell Friedman, Ellen Goldring, Morton Mandel, Richard Meyer, Charles Ratner, David Sarnat, William Schatten, Henry Zucker

I. Introductory Remarks and Updates

A. Developments in CIJE

Alan Hoffmann opened the meeting, thanking THE ASSOCIATED for its hospitality and the help provided in organizing the meetings.

Alan reported that he has accepted a three year assignment as executive director of CIJE, on loan from the Hebrew University. His decision to accept the position builds on ten years of working on issues in Jewish education in the Diaspora and his academic interest in issues relating to the process of change. The Commission on Jewish Education in North America is the most systematic and serious effort to establish a new strategic vision for Jewish education and Jewish continuity. The recommendations of the Commission provide an exciting opportunity to effect change through the key building blocks identified by the Commission. Alan noted that this is cutting edge work both for general education and Jewish education and that he found the opportunity to participate enticing.

CIJE attempts to get at fundamental issues by building consensus among partners not used to working together. During the next three years, CIJE and the Lead Communities will work together to create the foundations for the future. The Lead Communities process is expected to be a long term effort. He reminded the group that CIJE is committed to the training of personnel, lay leadership mobilization and the establishment of a research agenda for North America, in addition to working with the Lead Communities.

B. The Staff of CIJE

Alan introduced the staff of CIJE, promising a memo detailing the responsibility of each and how they can be reached in the near future.

1. The Core Staff

The core staff includes the following:

Alan Hoffmann - executive director

Barry Holtz - full time as of July 1. Barry will run the Best Practices project and will coordinate the conceptualization and development of pilot projects.

Gail Dorph - will be the first point of reference for the Lead Communities. She will be visiting regularly, on a schedule to be jointly determined.

Ginny Levi - will serve as the mission control, running the office from the primary address in Cleveland.

Adam Gamoran and Ellen Goldring - (part-time) together will direct the monitoring, evaluation and feedback function.

Julie Tammivaara and Roberta Goodman - (full-time) are field researchers working with the MEF project monitoring, evaluating, and providing feedback to the Lead Communities and CIJE.

2. Consultant Team

Steve Hoffman - advising on community process

Seymour Fox - bridge between the Educated Jew project and the goals project

Annette Hochstein - consultant on monitoring, evaluation and feedback

Shmuel Wygoda - will coordinate personnel training in Israel and will continue to work with the training institutions.

Daniel Pekarsky - North American consultant on the goals project

Mr. Hoffmann noted his special thanks to Henry Zucker for his consultation and close direction of the project to this point.

C. Developments in the Lead Communities

Each of the communities was asked for a brief update on the status of their work.

1. Atlanta

- a. A major restructuring of the Bureau of Jewish Education has taken place, resulting in a new organization with a more clearly defined focus. The new director of the Jewish Educational Services, Janice Alper, was introduced.
- b. A search is under way to find staff for the Council for Jewish Continuity.
- c. The educators survey will be administered in October.
- d. The Council for Jewish Continuity is now establishing task forces on the Israel experience, professional development, and Jewish education in the JCC.
- e. An academic symposium with Hebrew University is scheduled on Jewish continuity and Jewish education for October 10, 1993. The main speakers will be Sergio Delapergola and Zev Mankowitz, the new director of the Melton Centre in Jerusalem. The audience will be rabbis, members of day school and congregation education boards, and all educators.

2. Baltimore

- a. A strategic plan was adopted in July. Included in its recommendations were the establishment of the Center for the Advancement of Jewish Education and the Committee on the Lead Communities Project, whose members are presently being identified and appointed.
- b. The educators survey will be administered in early October.
- c. A conference is scheduled for educators in the tri-state area.
- d. Consideration is being given to working with the Senior Educators and Jerusalem Fellows programs for training senior personnel for Baltimore.

3. Milwaukee

- a. The staff and co-chairs of the Commission on Jewish Vision and Continuity serve as a comprehensive team. The organizational structure is in place and task forces are being established.
- b. Milwaukee is working on ways to get committee buy-in to the concept of systemic change.

- c. The educators survey has been administered and is now being analyzed. Senior educators have also been surveyed and the process of analysis has begun.
- d. Two sessions have taken place on visioning as the basis for determining community goals. A commission retreat is scheduled for October, at which time a plan will be developed.
- e. Consultants are being interviewed to help in the area of planning.
- f. A think tank on family education has been established.

D. Discussion

Much of the discussion that followed focused on Milwaukee's work on visioning. It was described as the first step in developing a strategic plan. It was suggested that there are no useful models for how to go about this. The following might characterize a successful visioning process:

1. Excitement and motivation
2. A new perception of what could be done -- moving to a new plane
3. The establishment of long-term goals
4. The beginning of a mission statement

II. Personnel and Community: The Building Blocks of Lead Communities

A. Presentation

Barry Holtz noted that the concept of a Lead Community is complicated, evolving, and lends itself to continuing analysis. While we are learning what a Lead Community is as we proceed, CIJE has a basic concept of what constitutes a Lead Community. The first criterion is that a Lead Community must address the building blocks, to be discussed in this session. The second, that the Lead Community must take a systemic approach; will be discussed in a later session.

The work of the Commission on Jewish Education in North America was reviewed. It was noted that the primary goal was to ensure Jewish continuity through Jewish education. When representatives of the major segments of the Jewish community were asked for ideas on how Jewish education could effectively impact Jewish continuity, the result was an inventory of 23 "programmatic options" including such areas as: improving early childhood education, work with youth groups, media, etc. The Commission was faced with the question of how to select and prioritize among these many important areas. There were powerful advocates for many of these options and no confirming

research that any one of the options could have a greater impact than any other. With this in mind, the Commission searched for issues that might cut across the programmatic options and identified two "enabling options," or building blocks, which must always be present for Jewish education to succeed: building the profession and mobilizing the community.

Building the profession looks at the fundamental key dimension: the people who educate. This includes teachers, principals, camp counselors, leaders of Israel trips, JCC staff, youth group leaders, etc. Without sufficient quality or quantity of trained personnel both in the areas of upper and middle management and on the front lines, Jewish education cannot be successful.

Mobilizing the community points to the need for a core of committed lay leaders to provide the commitment, support, and funding to move the process forward.

A Lead Community must emphasize these two crucial areas. CIJE is prepared to work with the communities on the details of how to move forward. Each community will generate its own approaches to these building blocks.

B. Discussion

Mobilizing the community was further described as a process of coalition building, a "seamless representation" of rabbis, lay leadership of synagogues, and the leaders of community agencies. It is the successful involvement of new lay players, committed to Jewish education, that will determine the ultimate success of Lead Communities.

It was suggested that it is important to reach beyond the Federation system in involving people in the process. Federation can serve as the convener and mobilizer, but should not be a gate keeper. The resulting coalition should bring together partners who have not necessarily worked together in the past. It was suggested that a true coalition should include representatives sent by the agencies, not selected by the convener.

It was noted that establishing a wall-to-wall coalition is only the first step in the process. This must be followed by educating participants to ensure that they represent their constituencies effectively. Once the process gets started, it should become apparent to all aspects of the community that they cannot afford to stay outside of the process. In order for participants to see themselves as agents of change, they must feel empowered through a sense of ownership, an opportunity to make a difference, and an opportunity for personal growth.

C. Break Out Groups

Each community was asked to consider separately the following questions:

Regarding Personnel:

- What are the personnel issues facing our community?
- What data is already available about personnel in our community?
- What processes can we put into place to make use of the results of the professional lives of Jewish educators and the educators survey?

Regarding Mobilizing the Community:

- For a commission to change the climate for Jewish education in a community, it needs to develop elements, such as:

champions for Jewish education
wall-to-wall coalition
advocacy for Jewish education
climate for ferment and debate
increased local funding for Jewish education

What else do you think needs to be added to this list?

- What is and can your commission do to foster this enterprise?

Following are summaries of the community discussions:

1. Baltimore

a. Personnel issues

- (1) The need for coordinated recruitment, placement, salaries, and retention efforts. Baltimore has identified 14 priorities within the area of personnel in their strategic plan and will be working to prioritize them.
- (2) A shortage of personnel by denomination. There are too few Reform educators to meet the Community's needs, resulting in the movement drawing on the resources of the Conservative movement which must, therefore, draw personnel from the Orthodox movement.

- b. With respect to mobilization of the community, Baltimore listed the following needs:

- (1) To leverage national as well as local funding.
- (2) To create appropriate expectations and communicate them to the community.
- (3) To change the perception of Jewish education, broadening the definition to include informal as well as formal.

2. Atlanta

a. Personnel Issues

- (1) The need to develop minimum standards for Jewish educators.
- (2) The need for formal programs for in-service training in the community.
- (3) Programs for recruitment.
- (4) Compensation - how to determine pay and benefits.
- (5) Personal growth for senior educators.
- (6) Career tracks for personnel.
- (7) More trained personnel for informal education.
- (8) Youth leaders need a sense of mission.
- (9) The need for a resource list and access to people from outside Jewish education.

Atlanta plans to use the educators survey to work with the local commission (CJC) for planning and to advocate within particular areas. They will determine priorities and set a time table for action.

- b. With respect to mobilizing the Community, Atlanta identified the following needs:

- (1) A vision for Jewish education.
- (2) A definition of objectives and desired outcomes.
- (3) Diversified funding.
- (4) A multi-faceted approach.

In the discussion that followed, it was suggested that the educators survey can be used by each community to help with planning and prioritizing and to advocate for particular next steps. It was suggested that plans be made to disseminate the results to participants in the survey as well as to Federation leadership, rabbis, and senior educators in the community. The results should serve as a basis for conversation; it should lead to dialogue and an interactive process.

It was noted that Ruth Cohen has written a memo on the administration of the survey in Milwaukee which should be useful to Atlanta and Baltimore as they administer the survey. It was intended that the survey be the same for all three communities, for comparison purposes, and noted that if either Atlanta or Baltimore wishes to revise the instrument in any way, they should consult with Ruth as well as Adam Gamoran or Ellen Goldring. It was also agreed that any comparative report must be approved by all three communities before it is disseminated.

3. Milwaukee

Milwaukee reported the following summary of their discussion:

- a. Personnel has been identified as a key community priority. Milwaukee is establishing a personnel task force to look at issues of quantity, quality, setting (attraction to a mid-size community) and salary limitations.
- b. Many people find the issues overwhelming to deal with. This is viewed as the realm of the professionals. It involves risk.
- c. The following issues were raised with respect to the use of the results of the surveys of educators.
 - (1) How do you effect change in professional development, yet tie it to clear educational outcomes in the classroom?
 - (2) What kind of professional growth will have an impact?
 - (3) How will the data be used with professionals?
 - (4) How will the data be used in the Lead Community?
 - (5) Are there approaches that are likely to work?
 - (6) How can the data refine our understanding of the personnel issue?
 - (7) How are people approached to participate in this issue?

What kind of strategies can we develop to approach them?

- (8) How do we convince people that this issue is central to systemic change?

d. Next Steps

- (1) Development of a vision of what is possible.
- (2) Deal more practically with the possibility of funding.
- (3) What kind of new roles can be developed for teachers?

e. In order to change the climate for Jewish education in the community, Milwaukee identified the following elements:

- (1) Create a win-win situation. How will people benefit?
- (2) How do we stay focused on our agenda while the constituent entities are carrying out their agendas?
- (3) What is the treatment going to be of potential champions -- who and what?
- (4) How do people get a sense of the excitement of a lead project?
- (5) How do we maintain long-term interest by showing results early in the process?

f. Milwaukee identified the following steps to foster the enterprise:

- (1) The role of Federation must be expanded. How do we capture the lay and professional leadership?
- (2) How can Federations' educating role be enhanced?
- (3) What kind of lay education will be undertaken?
- (4) How do you work in a coalition?
- (5) Developing a common language for "systemic change."

The session concluded by noting that this process has contributed greatly to defining a Lead Community project. It would address these issues and serve as the basis for monitoring, evaluation and feedback. This can provide us with the agenda for the future.

III. The Goals Project

Alan Hoffman introduced this presentation, noting that this is one of the support projects for a systemic approach to our work.

Seymour Fox indicated that the "Educated Jew Project" is under way at the Mandel Institute to deal with the outcomes of Jewish education. Participants include Professors Menachem Brinker, Moshe Greenberg, Michael Rosenak, Israel Sheffler and Isadore Twersky. The work of this group will be published soon and may be of use to the communities in their work on goals. Seymour Fox then distributed and discussed the paper entitled "Goals for Jewish Education in Lead Communities" (enclosed).

In reviewing the paper, he noted that the issue of goals for Jewish education had consciously been set aside by the Commission on Jewish Education in North America in an effort to reach consensus on basic approaches to continuity. It was clear, however, that the Commission's recommendations could not be implemented without being put in the context of the goals of Jewish education. Goals are necessary to introduce change, to have an impact and to evaluate progress.

It was suggested that goals should be developed both institutionally and community wide. They should be adopted with the understanding of willingness to be held accountable for working to attain these goals. It was noted that it is important not to penalize institutions that do not achieve their goals, but to reward those that do attempt to reach them.

CIJE should serve as a catalyst for the establishment of goals. With this in mind, CIJE has been consulting with denominational training institutions, asking them to prepare to work with their movements in the Lead Communities in the process of setting goals. The Educated Jew project could form a basis for consultation with the denominations.

In the discussion that followed it was suggested that a community might begin with a non-threatening conversation to identify goals upon which all could agree. The demographic trend lines serve as a basis for this discussion. It might lead to conversations within the denominations of the community and, from there, to the establishment of discussions with the national, denominational movements.

While it was noted that the climate is right for this discussion, it was also suggested that common community goals will be difficult to reach and that communities may wish to focus first on specific institutions.

It was suggested that communities be encouraged to engage in conversation without expecting to reach consensus. By encouraging constructive discourse, the community could create an environment in which everyone aspires to a higher level. The offer was made that the Mandel Institute would be willing to conduct a colloquium for representatives of the three communities in Israel to discuss in depth the setting of goals.

The discussion concluded by suggesting that the setting of goals may be the third building block for change in Jewish education.

IV. A Systemic Approach To Issues in Jewish Education: Scope, Quality and Content

A. Presentation

Alan Hoffmann introduced Gail Dorph to make this presentation, noting that CIJE's support projects (the goals project, monitoring, evaluation & feedback; and best practices) are part of a systemic approach to change. Gail noted that we usually think either institutionally or programmatically, but that one institutional program cannot have a sufficiently broad impact. Now as we reconceptualize how we look at Jewish education, we should consider the system and what drives it.

CIJE has selected the building blocks (personnel and community mobilization) because they have the potential to impact the entire system. This represents a conceptual and semantic change. We consider it worth the effort both because we know that developing program by program does not work and also that there is an incremental benefit when young people are involved in multiple experiences in Jewish education.

In order to move beyond the approach of working program by program, we have to consider new approaches; we cannot move forward with business as usual. Our goal is to change the entire system. Therefore, to impact the area of personnel, we seek not just staff development, but a look at the broader picture of recruitment, retention, salary and benefits, etc.

As projects are identified which might have systemic impact, they should meet the criteria of scope, content and quality.

1. Scope

a. Quantitative

- (1) Should cover all (or most) settings or institutions where most of the education takes place.
- (2) It should impact most or all of the people.

b. Qualitative

It should be aimed at effecting profound and lasting change.

2. Content

- a. Is it a substantive and thoughtful project?

- b. Is it based on the projection of a vision for Jewish education towards specific goals?
- c. Is it reflective of the learning of a Best Practices project?

3. Quality

A project should be characterized by high standards that can be made explicit and that are not addressed by the status quo. The Best Practices and Monitoring, Evaluation & Feedback Projects ensure that a Lead Community effort is geared toward systemic change and has the potential to be comprehensive and long lasting.

B. Discussion

It was suggested that in this reconceptualization of our approach to Jewish education, the desire to involve a wide range of people and settings might interfere with the focus on content. In response it was suggested that change has no meaning if it does not impact institutions and clients, and that having an impact on only one institution or client group is not systemic. The Lead Community effort should be a coordinating one, with the goal of permeating an entire community.

It was suggested that in light of our awareness that several positive experiences in Jewish education have an exponential impact, a Lead Community project might take a single institution and import programs from other institutions which build on each other. The example was given of a supplementary school that involves its students in camping and an Israel experience.

C. Monitoring, Evaluation and Feedback - a Support Project

Adam Gamoran opened the presentation by asking how we will know if Lead Communities are coming up with new processes and products for Jewish education. He noted that this work begins with the Lead Communities, but is intended to have continental impact. The monitoring, evaluation & feedback project is intended to do the following:

1. Inform us about a particular approach that has been effective, what challenges were overcome, and how it worked.
2. Provide feedback to both the communities and CIJE as the project moves ahead.
3. Encourage reflective practice, i.e. get participants to think and reflect systematically about how the project is going.

It is hoped that this project will result in the Lead Communities becoming evaluation minded, and that evaluation will become a part of

the ongoing process in each community. This should become a community norm.

He noted that the first year of the project has been one of planning. A Time to Act lays out specific desired outcomes. MEF has been monitoring the planning process, both to provide feedback and to establish a basis for similar efforts to be undertaken in other communities in the future.

In this first year, the evaluators have been looking at the following three issues:

1. What is the nature of the professional lives of educators in the community?
2. What is the extent of community involvement?
3. What is the vision for Jewish education?

By beginning early, MEF can monitor the entire process as it unfolds. In that process, a feedback loop has been established through full time field researchers where regular contact with key people in the communities provides ongoing oral and written feedback.

In looking at the professional lives of educators, the field researchers will be providing base line data by writing qualitative reports, evaluating the data of the educators survey and writing about mobilization for change in the first year. These reports should develop a picture which will allow the communities to engage in reflective practice. They should provide a fresh slant, a useful perspective, and documentation of issues about which the communities may or may not already be aware. They will most likely also identify new personnel issues.

CIJE also recommends that each community engage in self-study as a means of determining base line data. The MEF team is available to help. In addition to the educators survey, communities should prepare an organisational profile describing the participants, program components, and finances of institutions that deliver Jewish education.

In the coming year, MEF intends to:

1. Complete the survey on the professional lives of educators.
2. Complete the educators survey.
3. Analyze and interpret these two studies.
4. Submit a first report on mobilization.
5. Work with communities on their profiles.

In the discussion that followed this presentation, it was suggested that CIJE consider providing the communities with training in reflective practice.

A question was raised about plans for dissemination of the information being gathered. It was noted that nothing will be shared without prior approval of the communities, that the project is designed mainly for feedback to the communities, and that the broader issue of dissemination must be addressed in the future. It was noted that with respect to the self-study, MEF can help to identify useful issues for consideration and work with the communities to list organizations and identify top priorities. This first step of the self-study should be followed by a needs analysis. The self-study process is intended to be ongoing and may help communities to adjust or change direction as they proceed.

It was suggested that there is a finite amount of energy for mobilizing the community. At some point, each community will need to agree on a direction and plan to move ahead in that direction. The process of self-study and needs analysis should help to sharpen the focus of the community, but need not narrow the goals.

It was suggested that each community has its own order of priorities -- that each community is in a "different place." Should each wait for the others in order to proceed? Is there a benefit in moving forward together? In response, it was suggested that CIJE participate in the process of prioritization and that communities be prepared to be flexible and adapt to new information as it comes in. Communities were encouraged to share informally so that each is aware of what the others are doing.

It was noted that it is difficult to introduce radical and systemic change. If we can forge a joint understanding among lay leadership and professionals on a local and continental level, we can move beyond business as usual.

This forces us to confront the realities of Federation planning. Lay leaders will tolerate information gathering for a period of time after which they will want to move forward in a concrete way. While communities move forward and identify directions, additional information will be coming in which may suggest modification. MEF needs to respond to this need for modulation.

In order to be as broad based as possible, it is expected that each of the communities will be developing a strategic plan for Jewish education for the next three to five years. This must go beyond personnel and community mobilization to a look at what a community wishes to look like and be. Decisions will have to be made on desired directions in order to facilitate planning. In other words, a community should not limit itself to working only on personnel and community. However, these building blocks are central to moving forward.

V. Funding and Fund Raising

How can CIJE help local communities with funding? It was suggested that communities identify local sources of funding and that CIJE work with them in an effort to encourage their support. It was also suggested that if CIJE were to cultivate relationships with foundations and know their priorities, these might help communities focus their directions. There was a strong feeling, however, that Communities should move forward in planning with the understanding that it is preferable for ideas to attract funding rather than the converse.

The group was reminded that it had been recommended earlier that a development committee be established, to be made up of representatives of CIJE and the local Communities. This group might explore what is available locally as well as continentally. This idea will be pursued.

VI. Work Plan

Gail Dorph and Alan Hoffmann planned to visit each of the three communities during the two weeks following the Baltimore meeting. At that time, individual community work plans to cover a period of three to six months were to be discussed.

The next joint Lead Communities meeting is scheduled to take place prior to the opening of the GA in Montreal. It will begin with an optional lunch on Tuesday, November 16 (meeting to begin promptly at 2:00 PM) and conclude with lunch on Wednesday, November 17. Each community was encouraged to put this meeting on the calendars of professional or lay leaders whom they feel should be present.

Another joint Lead Communities meeting will most likely be scheduled for February. These dates will be proposed shortly.

Gail Dorph will plan to visit each Community at least one time each month for a period of two to three days.

A question was raised about whether the Lead Community representatives should plan to attend all CIJE board meetings in the future. This will be responded to as soon as possible.

VII. Best Practices, Another Support Project

Barry Holtz reminded the group that the Commission on Jewish Education in North America recommended that an inventory of Best Practices be developed. It was felt that identification of Best Practices could help to build our understanding of Jewish education in North America. These Best Practices could serve as "existence proofs." They should help the Lead Communities by serving as models.

To date, a first look has been completed in the areas of supplementary schools and early childhood education. More in depth analysis of these areas will be done in the future.

The Best Practices project identifies high quality programs with significant content which cover a broad scope. It makes a case for personnel as the means of making a difference. It can be helpful in mobilizing the community by showing lay leaders what quality is in Jewish education. Holtz is prepared to work with local lay leaders in this area.

In addition, the project may provide a curriculum for upgrading personnel. For example, we may wish to recommend that the rabbis from best practice programs be invited to Lead Communities to work with local rabbis in areas of mutual interest.

The Best Practices project is intended to identify the best of what now exists. From here, it is hoped that the communities will work with CIJE to move on to new practice.

In the discussion that followed, it was noted that many successful programs depend on personnel and that this might limit the long term usefulness of the best practice studies. However, if the principles of best practices can be extracted and common elements of success can be identified, these can be translated to the communities.

It was noted that the best practice studies require a context. They provide the basis for a curriculum to raise the level of discourse.

VIII. Concluding Remarks

Alan Hoffmann noted that he senses an emerging clarity of purpose and a joint sense of mission coming from these meetings. He stated that we are building on the past and moving very positively into a new period. He concluded by thanking Baltimore for its hospitality and all participants for their serious involvement.

MINUTES: CIJE BOARD MEETING

DATE OF MEETING: August 26, 1993

DATE MINUTES ISSUED: September 23, 1993

ATTENDANCE:

Board Members: Morton Mandel, (Chair), Daniel Bader, Mandell Berman, Charles Bronfman, John Colman, Billie Gold, Thomas Hausdorff, Gershon Kekst, Mark Lainer, Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz, Richard Scheuer, David Teutsch, Isadore Twersky, Bennett Yanowitz

Consultants and Staff: Gail Dorph, Seymour Fox, Adam Gamoran, Annette Hochstein, Stephen H. Hoffman, Alan D. Hoffmann, Barry W. Holtz, Ann G. Klein, Arthur Rotman, Jonathan Woocher, Shmuel Wygoda, Virginia Levi (Sec'y)

Guests: Chaim Botwinick, Robert Hirt, Richard Meyer, David Sarnat, William Schatten, Louise Stein, Paul Steinberg, Ilene Vogelstein

I. Welcome and Progress Report

The chair welcomed all participants in the meeting and introduced three new members of the board -- Billie Gold, President Elect of JESNA; Gershon Kekst, Chairman of the Board of the Jewish Theological Seminary of America; and David Teutsch, new President of the Reconstructionist Rabbinical College. He also welcomed the following guests from the Lead Communities: William Schatten, chair of Atlanta's Council of Jewish Continuity and David Sarnat, Executive of the Atlanta Federation; Ilene Vogelstein, Chair of the Committee of the Lead Community Project in Baltimore, and Chaim Botwinick, Director of Baltimore's Center for the Advancement of Jewish Education; Louise Stein, Co-chair of Milwaukee's Commission on Visions and Initiatives in Jewish Education and Richard Meyer, Executive of the Milwaukee Federation.

The chair expressed his pleasure in introducing Alan Hoffmann, newly appointed executive director of CIJE. Alan has taken a three year leave of absence from his position as director of the Melton Centre for Jewish Education in the Diaspora, of Hebrew University, where he has been since 1980. This is the largest academic training center in Jewish education in the world.

The chair noted his thanks to both Steve Hoffman and Art Rotman for getting CIJE off the ground while retaining their full time responsibilities with their own agencies. He noted his strong sense of optimism regarding the potential for positively impacting Jewish education under the leadership of Alan Hoffmann, as CIJE's first full time professional director.

II. Comments of Executive Director

Alan Hoffmann remarked that he looks forward to working closely with this board, many of whom he knows in other contexts. As a student of the process of change in Jewish education, he looks forward to having a central role in this bold new enterprise. At its heart is the belief that systemic change is possible at both the local and continental levels. By building a new generation of educators and mobilizing top leadership, we can build on the revolutionary climate which has arisen over the last ten years to seriously impact Jewish education.

He noted that the process CIJE has undertaken is a long one. He hopes during the three years of his assignment to lay a strong foundation, and looks to this board for its help and counsel.

A. CIJE has four clear objectives:

1. Build the profession - create a new generation of professionals and leadership for Jewish education.
2. Mobilize community support - bring to Jewish education a new generations of champions.
3. Establish a research agenda and secure funding for that agenda.
4. Establish Lead Communities as laboratories in which to implement reform for Jewish education based on building the profession and mobilizing community support.

B. Staffing

Alan noted that one of the attractions for him is the staff with whom he will work in this venture. He introduced the staff as follows:

1. Core staff

- a. Gail Dorph comes from the position of director of the Fingerhut School of Education at the University of Judaism. She will work full time with CIJE and will be the primary liaison to the Lead Communities.
- b. Barry Holtz has been consulting with CIJE while retaining his position as co-director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary of America. He joins CIJE full time for two years and will

continue to direct the Best Practices project and work with the Lead Communities on the establishment of pilot projects.

- c. Adam Gamoran of the University of Wisconsin and Ellen Goldring of Vanderbilt University co-direct the Monitoring, Evaluation and Feedback project. Working with them are Julie Tammivaara in Baltimore and Roberta Goodman in Milwaukee, serving as full time field researchers. A field researcher for Atlanta is being sought.
- d. Virginia Levi will serve as administrative coordinator from the CIJE head office in Cleveland.

2. Consultants

- a. Seymour Fox - on the issue of vision and goals.
- b. Annette Hochstein - working with the monitoring, evaluation and feedback project.
- c. Steve Hoffman - advising on community development.
- d. Daniel Pekarsky - North American consultant on goals and vision.
- e. Shmuel Wygoda - on training opportunities in Israel

C. Lead Communities Project

Alan noted that a two day meeting in Baltimore had just concluded at which representatives of the three Lead Communities and CIJE had worked together intensively on the content of the project. This followed a similar meeting in May during which structural and process issues were resolved. We have learned that it takes time to understand, absorb and transmit the centrality of the building blocks identified by the Commission: personnel development and community mobilization. He listed the following challenges for CIJE:

- 1. How do we get on the community agenda? Can personnel and community organization be a way to organize local priorities in those communities which already have their own strategic plan for Jewish education?
- 2. We will soon have a diagnostic profile of educators in the Lead Communities. How can these be used to develop a plan for upgrading personnel?
- 3. How can we take the Best Practices documentation and research and translate it into projects in the Lead Communities? Elsewhere?
- 4. How can we help Lead Communities engage in the debate about the goals and outcomes of Jewish education?

educators of those communities: their background, attitudes, motivation, job stability.

3. The monitoring, evaluation and feedback project is well under way with field researchers in place and periodic reporting to the communities.
4. The Best Practices project has completed its first two studies and is working to use the reports to develop pilot projects in the communities.

An August meeting in Baltimore of the Lead Communities and CIJE staff was seen as a turning point for the Lead Community process. The communities have begun to strategize and prioritize, and joint work plans are being developed together with CIJE staff. The shared experience and pain of moving this process forward has led to a sense of mutual trust and partnership. Having been a part of the team that visited prospective Lead Communities and recommended the final selections, Charles noted his sense of the wisdom of selecting these three wonderful communities which are committed to succeeding. He noted that we are now ready to show the world what can happen when all of this comes together.

B. Atlanta Update

The chair then called on Dr. William Schatten, chair of the Atlanta Council for Jewish Continuity, to report on Atlanta's progress. William noted that a planning process resulted in the recommendation to restructure the delivery of Jewish education service in Atlanta. A new organization has been created devoted to serving Jewish educators. Atlanta is now working to develop a program with Emory University for in-service training of Jewish educators.

The Atlanta Federation has undertaken a planning and coordinating role through the Council for Jewish Continuity of which Dr. Schatten is chair. The CJC is broadly representative of the lay and professional community in Atlanta. The CJC's work plan for the year involves teen trips to Israel, continuing professional education, and JCC programming in Jewish education as well as starting a long range planning process. An academic symposium with the Hebrew University on Jewish education is scheduled to take place in October. In addition, Emory University will offer a new masters program in Judaic studies in September 1994. William noted that with CIJE's help, Atlanta will continue on a path of positive change for Jewish education.

Discussion

In the discussion that followed William was asked whether the atmosphere in Atlanta is significantly different from that of a year ago. He noted that there is a sense of excitement in Atlanta as a result of this process. Many new beginnings have occurred including

the appointment of a director of the new Jewish Educational Services. Atlanta is at the point of moving from dream to reality.

Could the changes now occurring in Atlanta have taken place within the old structure? It was suggested that the previous structure was not meeting current community needs. With respect to the Jewish education services, insufficient attention was being given to the educators and educational institutions.

In response to a question about the relationship of the Council for Jewish Continuity and Jewish Educational Services to the Atlanta Federation, it was noted that the CJC is the education desk of the Federation for conceptualizing, planning, and coordinating. Among the activities it coordinates is the work of the JES.

C. Baltimore

The chair introduced Ilene Vogelstein, chair of Baltimore's Committee on the Lead Community Project. She noted that Baltimore had been involved in a number of activities prior to May 1993, when the Lead Communities and CIJE staff met. Before that time Baltimore was engaged in the development of a strategic plan which yielded 53 recommendations, 14 of which relate directly to personnel. Baltimore has also restructured its Center for the Advancement for Jewish Education, whose director staffs the CIJE project. Ilene also enumerated a series of educational initiatives which are in various stages of planning and implementation.

Following the May meeting of Lead Communities and CIJE, Baltimore established its wall-to-wall coalition of lay and professional leaders. It began a process of clarification of goals and procedures. Also following the May meeting, Baltimore participated in the design of the educators survey and began plans for its administration, scheduled for this fall.

For Baltimore, the August 23-24 meeting of Lead Communities with CIJE produced the following results:

- established a sense of team among CIJE and the three communities
- crystallized the concept of CIJE
- helped show how to interface Baltimore strategic plan with CIJE's goals

As a result, Baltimore staff and lay leadership are ready to move forward. In addition, a meeting of Reform rabbis and Jewish educators has been scheduled to discuss CIJE initiatives.

Baltimore sees itself with the following challenges as it moves forward with the CIJE project.

- The community expects that the Baltimore commission has a "pot of gold" ready to fund innovative ideas.
- The need to ensure psychological and systemic change rather than just the implementation of new program initiatives. Baltimore hopes to help its community to look at Jewish education differently.
- Immediately impact comprehensive retraining and professionalization of Jewish educators.
- Need principles and educational goals such as those being identified through the Best Practices project.
- Need to work to include people and organizations from outside the Federation system.

Ilene concluded by noting that Baltimore is very proud to be a Lead Community, is energized and ready to have a significant impact on Jewish education.

Discussion

It was noted that many people in the Lead Communities are aware that they have been selected to be Lead Communities, but beyond a small core, they are not clear on what that means. Communities need to communicate clearly what being a Lead Community is about.

Baltimore is responding to the financial challenge by establishing a Fund for Jewish Education. Milwaukee is working to go beyond the Federation in its search for financial support. It was noted that the mobilization of community support is critical to this funding so that financial resources are redirected to Jewish education. Baltimore agreed and indicated a conscious effort is being made to bring a range of people into the process.

D. Milwaukee

Louise Stein characterized the work of the Milwaukee Lead Community project to date as a tremendous investment of time, planning, learning and a leap of faith. She described Milwaukee as a "living laboratory for systemic change in Jewish education." Milwaukee began by identifying a project director and by raising questions within the community and with CIJE. A broad coalition of 60 community representatives was established and has begun meeting to identify issues and to establish a vision of the ideal Jewish community. It is defined as a community which provides an educating environment, where learning is life long, people are serious about their Judaism, and Jewish values are lived.

Two task forces have been established, one to work on personnel issues and the second to develop a strategic plan. A family education think

tank has been established. The quantitative survey of educators has been completed with an 86% return and analysis of the data is now in process. This will serve as the basis for planning by the personnel task force. In addition, Milwaukee is encouraging individual institutions to establish goals in conjunction with the Best Practice project. The Monitoring, Evaluation and Feedback project is beginning to provide valuable feedback information to the community which can be used to help move the community forward on a strategic plan through its task forces.

Milwaukee looks forward to forging ahead, working with the new staff of CIJE, sharing the common language forged at the recent seminar of Lead Communities. Louise concluded by thanking the Milwaukee Federation for its support, CIJE for its responsiveness and support as Milwaukee began this undertaking, and a deep appreciation to the Helen Bader Foundation for funding the project director to help move this process forward.

Discussion

The board was reminded that the denominational institutions of higher Jewish learning were involved in the work of the Commission and are represented on this board. They have been asked to prepare to work with their constituencies in the Lead Communities and to respond to requests from the communities for support.

It was noted that a substantial portion of the Jewish population is not actively involved with the institutions that make up the Jewish communal system. Has thought been given to reaching these people? It was noted that a number of Federations are working more closely with synagogues than they have in the past as a means of reaching out more broadly.

E. Conclusion

Charles Ratner indicated his belief that the Lead Community Selection Committee did a wonderful job, as evidenced by today's presentations. He continued, noting that Cleveland's experience with the identification of funding shows how important it is to dream these dreams.

Cleveland began by establishing a broad-based coalition which was asked to design a program without regard to funding. Over a period of three years, the process of "dreaming" moved ahead, involving a wide range of the community. Following the submission of a report, work began on the establishment of a funding coalition. Initially, this involved the Federation Endowment Fund and three private families for a total of 4 million dollars. Four years later, in a second round, 8 million dollars were committed for the next four year period. This involves the decision of the Federation to change how it funds Jewish education and the inclusion of an additional six families supporting the effort.

Moral of the story: If you put an exciting program in place, it will draw financial support. He noted that what is happening in the three communities is so worth while that it has to work.

The chair thanked the presenters, noting that after his working twelve years on behalf of Jewish education, these reports today proved that it was all worthwhile.

IV. Monitoring, Evaluation and Feedback Project

A. Introductory Remarks

Esther Leah Ritz, chair of the Monitoring, Evaluation and Feedback Committee, was asked to introduce this presentation. In doing so, she noted that the consultants working with CIJE from the University of Wisconsin epitomize the high quality people involved in the world of general education who are being attracted to Jewish education by the CIJE. She introduced Dr. Adam Gamoran, Professor of Sociology at the University of Wisconsin since 1984. He is interested in tracking in public education and has just returned from a year in Edinburgh, Scotland where he had been working on a Fulbright scholarship.

B. Project Update

Adam Gamoran asked: How will we know whether Lead Communities are successful in creating change? How will we understand the barriers and how they are surmounted?

We need an evaluation project in order to create useful knowledge -- to disseminate the learning of this experiment. We also need evaluation to provide the individual communities and CIJE with feedback as well as to facilitate reflective practice within the Lead Communities. We are asking the communities to take the time to think systematically about what they are doing so that we can always be finetuning and improving on our work. It is our hope that this process of constant review and revision will become a norm in the Jewish community.

During the past year, as the Lead Communities were selected and established, the MEF project was involved in documenting the process of engaging the communities. This first year was one which focused more on community dynamics than on education.

A field researcher was assigned to each community. Their job, initially, was to document the extent and nature of community mobilization for Jewish education, to characterize the lives of Jewish educators in the communities, and to determine the visions and goals of the communities for Jewish education. Working with the communities, they developed and began to implement interview protocols to study the lives of Jewish educators in the communities. They also developed a survey of educators which is now being administered and the results analyzed. In addition, they are providing the

communities with a fresh perspective and the interpretation of an outsider as they move forward with the project and are keeping CIJE informed of what they are learning.

In looking at the characteristics of Jewish educators, the researchers have been conducting interviews to provide a sense of how people feel about their work. They are now preparing in depth analysis of these interviews which will result in a written report of their findings. The reports will be policy oriented, their purpose to help the communities determine future directions.

For example, the qualitative study is showing that substantial numbers of Jewish educators have had little or no formal training. While communities offer a wide range of professional development experiences, these are often sporadic and the likelihood of attracting the untrained educators is uncertain. These two findings, viewed together, raise the concern that many educators are getting neither pre-service nor in-service training.

During the year ahead the Monitoring, Evaluation and Feedback project plans to:

1. Continue ongoing monitoring and feedback. Specifically, the plan is to document the process of articulation of goals and to develop measures by which the process can be assessed; to monitor the progress in establishing broad-based community coalitions for Jewish education; and, having established a base line on the lives of educators, to evaluate change.
2. Become more deeply involved in the process of community self-study.
The researchers will work with the communities to develop profiles, looking at the institutions for information on the participants, program components, supporting resources, and sources of financial support. This should lead, over time, to needs analyses and market surveys.
3. Seek assessment instruments for use in measuring outcomes.

Adam noted that the project will be successful if each Lead Community comes to realize the centrality of evaluation in its work.

Discussion

When asked whether base-line interviews have been conducted with members of the wall-to-wall coalitions, Adam noted that some interviews had been conducted. However, interest has been raised in the ripple effect of people's involvement with the coalition, i.e. the extent to which they are taking our ideas back to their home agencies. This has not been studied but should be in the future.

It was reported that there will be an evaluation component of each project in the communities which is clearly identified as a "Lead Community project." Early in the process, the emphasis was on monitoring and evaluation. As the field researchers have moved forward, their role has changed to some extent from observing only to becoming somewhat involved in the community process. It was noted that now that CIJE staff is in place, the role of the field researchers will return primarily to that of observer.

Esther Leah Ritz concluded by noting her hope that this process will help us develop the capacity for long term studies of the impact of our work.

V. Best Practices Project

A. Introductory Remarks

John Colman, chair of the Best Practices committee was asked to introduce this presentation. He noted that we are lucky to have Dr. Barry Holtz directing the Best Practices Project, on leave from his position as co-director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary of America. He described Barry as a man of broad scope, skepticism, and the modesty of a trained clinician. He referred to the July 13 written update on the Best Practices project (included in materials circulated to the Board) as a good review of the complexities of the project. The method that has been developed of continuous analysis, feedback and application is vital to the work of CIJE.

B. Project Update

In light of the day's focus on the Lead Community enterprise, Barry indicated his intention to look at the relationship of the Best Practices project to the Lead Communities. He noted that the Best Practices project is a means of establishing a research base by documenting success stories in Jewish education. At the same time, the project is intended to introduce new ideas (best practice) into Jewish educational practice. The project is intended to establish standards of quality.

The project has identified nine areas for study in Jewish education. The first volume on Best Practices in Supplementary Schools was completed in January, 1993. A second study on Best Practices in Early Childhood Education has just been completed and was available at the meeting. Each of these studies will be rewritten in greater depth in the future. At the same time, work is progressing on a volume on best practices in Jewish community centers, being prepared in close cooperation with the JCC Association. Work is also under way on a volume on best practices in day schools, being developed in conjunction with the denominations and JESNA.

Following is a sample of some of the findings in the early childhood volume:

1. There is an explosion of programs in this area and a tremendous strain on the system. There is no area where the issue of personnel shortage is more acute than this. In fact, a significant number of teachers are non-Jewish.
2. The best practice sites identified are at least as good as any early childhood programs in North America. There is evidence that they are having an impact on the Jewish commitment of families.
3. There is better supervision in early childhood programs than in any other area of Jewish education. This is attributable to licensing requirements.
4. Training is a serious issue in early childhood programs. Many of the teachers have no Judaic training and many others have no education training.
5. Early childhood programs provide us with a "window of opportunity" with families. Typically there is significant interaction with families at this level and many of the good programs see provision of family education as their responsibility. The rate of continuation with day school education is high.

Barry concluded by noting that there is no plan to take any of the best practices and "drop" them into a community. However, they provide an excellent curriculum for thinking through the change process.

VI. Concluding Comments

The chair introduced Rabbi Isadore Twersky to conclude the meeting with a D'var Torah. He began by responding to a question posed by Charles Ratner earlier in the meeting about a source for the concept of leveraging. He noted that this might be traced to Hillel, the Elder, about whom it is said, "He loved all people and brought them close to Torah." This is interpreted as drawing people together at the fountain of Torah, where they have an opportunity to leverage each other's support.

He noted that in the discussion about the work of Lead Communities, reference had been made to bringing in the people on the perimeter. He paraphrased Franz Rosenzweig, who wrote that we need to "let the center radiate out to the periphery."

Rabbi Twersky noted that there has indeed been remarkable change in the sociological setting, atmosphere or attitude. He suggested that rather than aiming solely for "change," we should seek improvement, intensification, and implementation as key ideas guiding CIJE work.

In his D'Var Torah, he likened Jewish education to a seed that keeps growing, burgeoning, and budding. As a seed grows long after planting, Torah study continues to instruct and direct intellectually and experientially long after the conclusion of the formal instruction. He noted that the vision of CIJE is to help provide a Jewish education which will continue to resonate, to stimulate and sensitize youngsters and adults to contemplate the poetry and pageantry of our tradition. The vision, ultimately, is to continue to preserve our people as proud committed Jews.

VII. Adjournment

The chair thanked Rabbi Twersky and the meeting was adjourned at 4:00 P.M.



MINUTES: CIJE Executive Committee

DATE OF MEETING: August 26, 1993

DATE MINUTES ISSUED: September 22, 1993

PRESENT:

Committee Members: Morton Mandel (Chair), Mandell Berman, Charles Bronfman, John Colman, Mark Lainer, Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz

Consultants and Staff: Seymour Fox, Annette Hochstein, Stephen Hoffman, Alan Hoffmann, Virginia Levi (Sec'y)

I. Introductory Remarks

The chair opened the meeting by expressing the regrets of Charles Goodman, Neil Greenbaum, David Hirschhorn and Lester Pollack for their inability to be present. He wished Mr. Hirschhorn a speedy recovery from his recent surgery.

Mr. Mandel expressed his pleasure at now having a full-time executive of the highest quality. He noted that Alan Hoffmann has taken a three-year leave from Hebrew University to direct the work of CIJE, effective August 15. He noted that Alan's acceptance of this appointment serves to validate the work of the Commission and he reported that one of the major tasks Alan Hoffmann will undertake is to identify his successor during his three year term.

The chair then expressed his gratitude to Seymour Fox, Annette Hochstein, Steve Hoffman, Art Rotman and the many people who have worked to bring CIJE along, in the absence of a full-time executive. He also expressed his gratitude to Shulamith Elster for two years of service to CIJE and reported that she has taken a position as Professor of Jewish Education at Baltimore Hebrew University. She will continue to have contact with CIJE in that capacity.

The chair concluded his remarks, noting that with a staff now in place, CIJE has the "engine" to move our efforts ahead.

II. Progress Report

The chair then turned to Annette Hochstein for a report on progress since the February meeting. She noted that two major challenges had been raised at the last board meeting:

First: Since the creation of CIJE, first Steve Hoffman then Art Rotman guided the work of the organization, while continuing in their full-time positions. CIJE clearly needed a full-time professional head.

Alan Hoffmann has now accepted the top position.

Second: Concern had been raised about the slow progress in the Lead

Communities. Since February much progress has been made.

1. CIJE staff visited each of the Lead Communities several times between February and August, working with local lay and professional leaders to move planning forward, and to begin laying concrete groundwork.
2. Two meetings between CIJE professional staff and representatives of all three Lead Communities were held during the six-month period. During the first meeting, agreement was reached on methods of working together and lines of communication. This has resulted in a much smoother process. The second meeting focused on content, and resulted in a much better understanding of directions and mutual goals.
3. Within the Lead Communities the following has been accomplished:
 - a. A wall-to-wall coalition of lay and professional leaders has been or is being established in each community. These have begun meeting in Atlanta and Milwaukee and the first meeting of the Baltimore group was scheduled for September.
 - b. CIJE has recommended that each community appoint a staff person to the project on a full-time basis. Milwaukee has done so, Baltimore has given a current staff person responsibility for the project on a part-time basis, and Atlanta is searching for a person to staff the project.
 - c. All three communities have begun to identify issues, and project visions.
 - d. CIJE is working with Reform, Orthodox and Conservative denominational training institutions on how they can help their constituencies in the Lead Communities.
 - e. Both quantitative and qualitative surveys of personnel have been designed. They have already been administered in Milwaukee and are scheduled in Atlanta and Baltimore. They should provide a complete picture of the current personnel situation in each community, and allow each to plan for its most pressing needs. Among the preliminary findings are the following:
 - (1) A very high proportion of Jewish educators has not visited Israel.
 - (2) The Jewish educators as a group are, in some communities, a more stable work force than previously thought. Their needs can thus be addressed more easily because of that stability.

As a result of the work of the past six months, the agendas of the Lead Communities are taking shape. Local leadership is

beginning to be mobilized for Jewish education. In addition, the communities are in the process of determining steps to take to improve the quality of their personnel.

Discussion

In the discussion that followed Esther Leah Ritz reported having met with Adam Gamoran, director of the Monitoring, Evaluation and Feedback Project. The project has begun to gather baseline data and documentation in each community. It looks at what is presently happening, and how the educational process works. This will help us understand and evaluate the process from its inception. Esther Leah noted that a field researcher has been placed in each of the communities and that the documentation of this start-up phase is complete. She suggested that the monitoring process serves as an "audit trail" and that we are building into each Lead Community the capacity for self-evaluation, through the feedback we can provide them.

A question was raised about the impact of the current recession on fundraising in the Lead Communities. It was suggested that a good idea will attract support, and that this has happened in Milwaukee. In times like this, communities have to make a decision about how to spend current dollars more effectively.

In response to a question about how people in the communities are reacting to outside intervention, it was reported that this is a joint learning process. There is a core of people in each community with a clear interest and desire to work closely with CIJE. We continue to work with that core to transmit the goals and standards of CIJE to a broader base of community members.

It was noted that we are breaking new ground on how a continental entity with a strong point of view can have impact at the local level. By agreeing to become Lead Communities, they have agreed to "buy in" to CIJE's idea of how they should operate. While the communities initially expected CIJE to come to them with "a pot of gold," despite frequent indications to the contrary, they are becoming clearer on CIJE's role in contributing expertise and a concept. The communities now understand and accept the centrality of the building blocks identified by the Commission: community mobilization and personnel. These will be among the top priorities in their strategic plans.

A question was raised about what denominational training institutions can do for CIJE. It was reported that they are being asked to provide improved training opportunities to meet the needs of educators currently in the Lead Communities. In addition to the training institutions of the movements, general universities can also be tapped. For example, Atlanta is working with Emory University to engage talented, interested faculty in the process. It was also suggested that the involvement of the movements goes beyond the training institutions to the other central educational organizations of each movement.

It was suggested that as new Lead Communities are identified, it would be useful to involve lay and professional leaders from the initial Lead Communities in order to help smooth the process.

III. Preliminary Review of Plans for 1993-94

Alan Hoffmann began his remarks by noting that his work with CIJE is a direct continuation of his work at the Melton Centre for Jewish Education in the Diaspora, of Hebrew University. Much of his work at the Melton Centre has related to the process of effecting change on an institutional basis. He looks forward to the opportunity to think about change for Jewish continuity through Jewish education on an even larger scale.

He also noted that the work of CIJE is being closely watched by those concerned with Jewish continuity in other parts of the world. What happens in North America will have a significant impact on what happens elsewhere in the world.

Alan noted that he begins his assignment with CIJE with a major asset: its highly competent staff. He introduced the members of the core staff as follows:

- A. Barry Holtz, who has been working with CIJE on a part-time basis, has now joined full-time. He will continue his work on best practices, in addition to other assignments, particularly supervising the introduction of pilot projects in Lead Communities.
- B. Gail Dorph has come from the University of Judaism, where she has been in the forefront of teacher training. She will be working closely with the Lead Communities.
- C. Adam Gamoran of the University of Wisconsin and Ellen Goldring of Vanderbilt University are coordinating the Monitoring, Evaluation and Feedback Project. Working with them are field researchers Roberta Goodman in Milwaukee and Julie Tammivaara in Baltimore. A new field researcher is being sought for Atlanta.
- D. Virginia Levi serves as the point of contact and "mission control" for the enterprise.

A second ring of staff includes the following consultants:

- E. Seymour Fox, working on visions and goals.
- F. Annette Hochstein, working with the Monitoring, Evaluation and Feedback Project.
- G. Steve Hoffman, working with community process.
- H. Daniel Pekarsky, helping communities and institutions to set goals and visions.
- I. Shmuel Wygoda, on personnel development.

Work Plan for CIJE

CIJE is much more than the Lead Communities Project. Its major objectives are the following:

is at the moment provided by the Mandel Associated Foundations. With Alan Hoffmann in place, a major undertaking will be to attract broad support.

We are happy with the broad acceptance of the centrality of Jewish education. CIJE now has the task of convincing the communities to "put their money where their mouths are." We need to figure out how to tap the funding that we know is there.

It was noted that we spent two generations trying to make Jewish youngsters more American. Now we are working to make our American children more Jewish. There is emotional resistance to be overcome.

V. The CRB Foundation's Israel Experience Program

Charles Bronfman reported that a new consortium has been formed with CJF and UJA and that four communities have been selected to serve as pilots. The CRB Foundation is providing financial support for the staffing of this project with emphasis on marketing. Communities are asked to fund the actual trips. A cooperative venture with the Joint Authority for Jewish Zionist Education is providing funding for educational encounters in Israel between Israeli and Diaspora youth.

A research project with the Melton Centre has been designed to evaluate the impact of trips to Israel. The results are now being evaluated. It appears that many trips lack a certain emotional element which this project hopes to fill by recruiting Israeli youngsters to participate with North American students on Israel trips.

VI. Adjournment

The meeting was adjourned at 12:00 noon.

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Council for Initiatives
in
Jewish Education

Date sent: Time sent:

No. of Pages (incl. cover): 33

To: September 20, 1993
Alan D. Hoffmann
Organization:

From:
Mary Esther Block

Phone Number:

Phone Number:

Fax Number:
011972 2 619 951

Fax Number:
216-391-5430

Comments:

Attached please find agenda for tomorrow's telecon, a memo to community leaders, still in draft form, assignments, this week's WHERE WE ARE schedule, and copy of MLM's recent slide presentation (you said you'd get a set to SF and AH.)

Also, David Sarnat information.

David Sarnat's direct office number	(404) 870-1608
" " direct fax number	(404) 881-4027
" " home phone number	(404) 491-1415

MEB

If there are any problems receiving
this transmission, please call:
216-391-1852

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

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

Assignment

I. Communications

- | | |
|--|-----|
| A. Bi-weekly newsletter: who submits what, when | ADH |
| B. Status of search for periodic newsletter writer | BWH |
| C. Should we establish a relationship with JTA? How? | ADH |

II. Status of search for office space BWH

III. Funding issues

- | | |
|--|-----|
| A. How to handle request from Baltimore for \$30,000 | VFL |
| B. Next steps with Lilly Foundation | ADH |
| C. Next steps with Jim Joseph | ADH |

IV. What do we mean when we offer the Lead Communities support from institutions of higher Jewish learning and the denominations? ADH

Do we know? Do the institutions? Do the communities?
Next steps - Reform movement.

V. Status reports on communities GZD

- | | |
|-----------------------------------|--|
| A. Atlanta; goals for GZD visit | |
| B. Baltimore | |
| C. Milwaukee; goals for GZD visit | |

VI. Calendar

- | | |
|-----------------------------|--|
| A. Mon., Nov. 8 - Cleveland | |
| 7:30 - 9:00 | GZD, SHH, ADH, BWH, VFL, MLM, (HLZ?) |
| 9:00 - 3:30 | GZD, SHH, ADH, BWH, VFL |
| 3:30 - 5:00 | Management Committee: SHH, ADH, VFL, BR, HLZ, (SDN?) |
| 5:00 - ? | ADH, MLM |

- B. Tues., Nov. 9 - Milwaukee
GZD, ADH, BWH to spend day in Milwaukee, including evening with task force. Maybe ask DP to join.
- C. Wed., Nov. 10 - Milwaukee
All day staff meeting to include GZD, AG, EG, ADH, BWH, VFL, DP
- D. G.A., Nov. 16 - 19
1. Lead Community Seminar: 11/16 (optional lunch) - 11/17 lunch
2. CIJE presentation(s)
- E. National Calendar of Events and Our Presence
- VII. Israel Agenda ADH
[Random order]
- A. From 3 to 23
- B. Attainable lead community goals by April board meeting
- C. The community of educators and CIJE
- D. Establishment (rejuvenation) and use of professional advisory group
- E. Lead community rabbis and broader groups of rabbis
- F. Summer 1994 - for pros and lay people
- G. Denominations
- H. GA: Lead community seminar
- I. Pilot projects
- VIII. Review of upcoming travel plans ADH
- IX. Other issues Team
- X. Future telecons VFL
Wed., Sept. 29, 10:30 am (EDT)
Wed., Oct. 6, 10:00 am "
Thurs., Oct. 14, 3:00 pm "
Can we set aside Wed. at 9:00 am (or 8:30) for future telecons?
- XI. Review current assignments VFL

TO: Lead Community Leadership

FROM: Alan D. Hoffmann

DATE: September 20, 1993

SUBJECT: CIJE Staff and Consultants

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

I. Core Staff

A. Alan D. Hoffmann - Executive Director

P. O. Box 94553

Cleveland, OH 44101

Phone: 216-391-1852

FAX: 216 391-5430

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

B. Gail Dorph - Project Officer

*588 West End Ave.

Apt. 2A

New York, NY 10024

Phone: 212-769-0725

FAX: Not yet in place

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

C. Barry Holtz - Program Officer

*299 Riverside Drive, 4B

New York, NY 10025

Phone: 212-864-3529

FAX: 212-864-6622

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

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

D. Ginny Levi - CIJE Coordinator

P. O. Box 94553

Cleveland, OH 44101

Phone: 216-391-1852

FAX: 216-391-5430

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

E. Adam Gamoran - Director, Monitoring, Evaluation & Feedback Project

University of Wisconsin

2444 Social Science Building

Madison, WI 53706

Phone: 608-263-7829

FAX: 608-263-6448

Adam will work with Ellen Goldring to direct the work of the field researchers, and will continue to design instruments to help us understand both process and outcomes in the Lead Communities and to inform CIJE and the broader community of the results.

F. Ellen Goldring - Co-Director, Monitoring, Evaluation & Feedback
Project

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

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

G. Roberta Goodman

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

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

H. Julie Tamnivaara

58 Penny Lane
Baltimore, MD 21209
Phone: 410-653-4648
FAX: 410-653-3727

Julie serves as the field researcher for Baltimore and works with the MEF team.

II. Consultants

A. Steve Hoffman - Executive Director

Jewish Community Federation of Cleveland

1750 Euclid Ave.

Cleveland, OH 44115

Phone: 216-566-9200

FAX: 216-861-1230

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

B. Seymour Fox - President

Mandel Institute for the Advanced

Study & Development of Jewish Education

8 Hovevei Zion Street

Jerusalem 92226 Israel

Phone: 0119722 662-832

FAX: 0119722 619-951

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

C. Annette Hochstain - Director

Mandel Institute for the Advanced

Study & Development of Jewish Education

8 Hovevei Zion Street

Jerusalem 92226 Israel

Phone: 0119722 662-832

FAX: 0119722 619-951

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

D. Daniel Pekarsky

26D University Houses

Madison, WI 53705

Phone: 608-233-4044

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

E. Shmuel Wygoda

10 Yehoshafat Street

Jerusalem 93152 Israel

Phone: 0119722 617-418

FAX: 0119722 619-951

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

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

cc: Morton L. Mandel



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

I. Communications

A. Bi-weekly Newsletter

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

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

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

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

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

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

It was suggested that one person who is familiar with our work could do all of this effectively as an "in house" writer. It was also

suggested that we consider starting slowly, but that we move forward with this process.

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

B. JTA and other sources of information

Assignment

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

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

C. Memo to Lead Communities on CIJE staff and consultants

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

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

II. Search for Office Space

Barry reported that there are currently three possible options:

A. American Jewish Committee

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

B. JCCA

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

Assignment

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

C. UJA/Federation

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

III. Funding Issues

A. Baltimore Request

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

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

B. Lilly Foundation

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

C. Jim Joseph Foundation

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

IV. Relationship to Institutions of Higher Learning

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

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

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

assignment

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

assignment

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

assignment

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

V. Status Reports on Communities

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

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

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

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

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

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

VI. Calendar

A. Monday, November 8

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

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

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

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

5:00 - ? ADH, MLM

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

B. Milwaukee

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

C. The GA

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

Assignment

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

VII. Israel Agenda

It was agreed that this will be an item for discussion on the next telecon. Ginny will take the nine topics already listed and add those provided by Barry and those which appear in these minutes,

including a discussion on what is a reasonable outcome for each of the Lead Communities over the next 3, 6, and 9 months.

VIII. Travel Plans

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

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

IX. Other Issues

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

X. Future Telecons

Future telecons are scheduled as follows:

Wednesday, September 29, 10:00 AM

Wednesday, October 6, 10:00 AM

Thursday, October 14, 3:00 PM

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

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Council for Initiatives
in
Jewish Education

Date sent: Time sent: No. of Pages (incl. cover): **26**
To: September 27, 1993 From:
Alan D. Hoffmann Ginny Levi
Organization:
Phone Number: Phone Number:
Fax Number: Fax Number:
011972 2 619 951 216-391-5430
Comments:

Alan,

Here is the agenda for the upcoming telecon. Also attached are the minutes and assignments from the last telecon. Included is a fax from Theresa Ruud, and memos from BH and Art Naparstek regarding Lilly Foundation.

re Samet dates

Chaim Botwinick called to say he received your message and will get back to you with proposed meetings in the 10/31 - 11/3 time frame within 10 days.

Ginny

G

If there are any problems receiving
this transmission, please call:
216-391-1852

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

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

Assignment

- | | |
|---------------------------------|-----|
| Minutes of 9/21 | VFL |
| Assignments of 9/21 | VFL |
| Israel Agenda
[Random order] | ADH |
-
- A. From 3 to 23
 - B. Attainable lead community goals by April board meeting
 - C. The community of educators and CIJE
 - D. Establishment (rejuvenation) and use of professional advisory group
 - E. Lead community rabbis and broader groups of rabbis
 - F. Summer 1994 - for pros and lay people
 - G. Denominations
 - H. GA: Lead community seminar
 - I. Pilot projects
 - J. Content of Lilly/CIJE colloquium
 - K. Planning with institutions of higher Jewish learning
 - L. Reasonable outcomes for Lead Communities over 3, 6, 9 months
 - M. Should BH write a "vision" of LCs ala The Future is History: what would/could the LCs look like if it worked?
 - N. Ideas to deal with recruitment of educators
 - O. Ideas to deal with upgrading/in-service of educators
 - P. Ideas to deal with compensation of educators
 - Q. Ideas for helping with strategic planning: Can we use 12/13/88 criteria for prog. options in working with LC commissions?
 - R. A LC project: how is "quality" judged in advance?

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

- | | |
|------------------------------------|------|
| IV. Community Updates | GZD |
| V. Review of upcoming travel plans | ADH |
| VI. Other issues | Team |
| VII. Future telecons | VFL |

Wed., Oct. 6, 10:00 am (Earlier?)

Thurs., Oct. 14, 3:00 pm

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

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Council for Initiatives
in
Jewish Education

Date sent: 10/18 Time sent:

No. of Pages (incl. cover):

To:

Alan D. Hoffmann

From:

Mary Esther
Flock

Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

Comments:

Susan Crown's office has
stated that the only time that she
has available to meet with you
during November 3-4 is 10:30 AM
on November 3. Should we
schedule it?

If there are any problems receiving
this transmission, please call:
216-391-1852

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Council for Initiatives
in
Jewish Education

Date sent:

10/18

Time sent:

No. of Pages (incl. cover):

2

To:

Alan D. Hoffmann

From:

M&B

Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

Comments:



If there are any problems receiving
this transmission, please call:
216-391-1852

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cleveland, Ohio 44101

Phone: (216) 391-1852 • Fax: (216) 391-5430

Chair

Morton Mandel

Vice Chairs

Charles Goodman

Neil Greenbaum

Matthew Maryles

Lester Pollack

September 28, 1993

Honorary Chair

Max Fisher

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Bronfman

Gerald Cohen

John Colman

Maurice Corson

Susan Crown

Irwin Field

Alfred Gottschalk

Arthur Green

Thomas Hausdorff

David Hirschhorn

Henry Koschitzky

Mark Lainer

Norman Lamm

Norman Lipoff

Seymour Martin Lipset

Florence Melton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

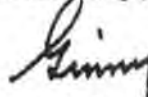
Dr. Adam Gamoran
University of Wisconsin-
Madison
Social Science Building
1180 Observatory Drive
Madison, Wisconsin 53706

Dear Adam:

Would you please ask Claire Rottenberg to send the computer, transcriber, and fax machine purchased for her work with the MEF project to me at 4500 Euclid Avenue, Cleveland, Ohio 44103. She may want to take them to a commercial mailing company to ensure that they are safely packaged. We will be happy to reimburse her for any expenses incurred.

Thank you very much.

Cordially,


Virginia F. Levi

bcc:ADH

Per Adam, Claire is still
doing work for CIE. Adam
planned to have her hand
equipment over to new person.

10/6

Council for Initiatives
in
Jewish Education

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Date sent:

Time sent:

No. of Pages (incl. cover):

To: October 25, 1993
Alan D. Hoffmann

From:

Mary Esther Block

Organization:

Phone Number:

Phone Number:

Fax Number:
011972 2 619 951

Fax Number:

216-391-5430

Comments:

Mr. Hoffmann,

Isa Aron called today. She would like a phone appointment on Tuesday, November 2 at 12 Noon. I told her you would be in Baltimore on that day but that I thought that time was open. Please confirm.

MEB

If there are any problems receiving
this transmission, please call:
216-391-1852

Council for Initiatives
in
Jewish Education

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Date sent: Time sent:

No. of Pages (incl. cover): 6

To: October 27, 1993
Caroline Biran
Organization:

From: Mary Esther Block

Phone Number:

Phone Number:

Fax Number:
0119722 619 951

Fax Number:
216-391-5430

Comments:

Caroline:

Please fill in the needed information if you have it and fax back to me. Anything you can add or correct will help. I will continue working on it.

Thanks for all your help.

MEB

If there are any problems receiving
this transmission, please call:
216-391-1852

ADH November Schedule

Confirmation #

Sunday, October 31

2 PM Arrival

Mayflower Hotel1806330

15 Central Park West 61st St.

New York, NY 10023

Phone: 212-265-0060

FAX: 212-265-0227

Dinner w/GD and BH

Place:

Monday, November 1

Train to Baltimore

Doubletree Inn101552

4 West University Pkwy

Baltimore, MD 21218

Phone: 410-235-5400

FAX: 410-235-9572

10:30 AM Dietcher?

12:00 Noon Botwinick

Place:?

4 - 6 PM Meeting w/Sara Lee

Baltimore Airport Hotel?

7:00 PM Zayman

Place:?

Tuesday, November 2

12:00 Noon Phone appointment w/Isa Aron?

2:00 PM Darrell Friedman

Place:

Wednesday, November 3

10:15 AM Principals Counsel

Place:?

American Flight # 1123 Leaving Baltimore 1:10 PM

Arriving Chicago 2:15 PM

O'Hare Airport Hilton195084374

Airport Drive
Chicago, IL
Phone: 312-686-8000
FAX: 312-601-2873

3:30 PM John Colman
Place: Jewish Federation Building

Thursday, November 4

8 AM meeting w/Maynard Wishner
Place: Hotel Suite

American Flight # 630 Leaving Chicago 10:25 AM
Arriving Indianapolis 12:23 PM

Lilly Foundation - Time?
Place:?

US Air Flight # 1942 Leaving Indianapolis 7:45 PM
Arriving NY/LAG 9:35 PM

Mayflower Hotel5801472

15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Friday, November 5

10:00 AM Rosele
Place:?

12:00 Noon Geffen & Chazan
Place:?

2 - 3:30 PM John Ruskay
Place:

Saturday, November 6

Sunday, November 7

Continental Flight # 235 leaving NY 5:20 PM
Arriving Cleveland 7:01 PM

Holiday Inn Lakeside63071156

1111 Lakeside Ave.
Cleveland, OH 44114
Phone: 216-241-5400
FAX: 216-241-1831

8:00 PM Staff Meeting

Monday, November 8

CIJE/Cleveland

7:30 - 9 AM Staff, MLM, SHH & HLZ

9 AM - 3:30 PM Staff & SHH

3:30 - 5:30 PM Mgmt Com'tee

5:00 - 7 MLM

Tuesday, November 9

CIJE/Cleveland

8:30 - 10:00 AM Ratner, GD, BH & GL

10:30 AM CIJE & JCF Staff

12:30 PM Richard Shatten

US Air Flight # 1578 leaving Cleveland 6:40 PM
Arriving NY/LAG 8:09 PM

Wednesday, November 10

Mayflower Hotel5388044

15 Central Park West 61st St.

New York, NY 10023

Phone: 212-265-0060

FAX: 212-265-0227

8 - 10 AM Matthew Maryles
Place:?

10:30 AM - 4 PM CJF Comm'sn

Thursday, November 11

10:00 AM Jonathan Woocher
Place:?12:00 Noon Eliot Spack
Place:?2:00 PM Rachel Cowan
Place:?5:00 PM Tim Hausdorff
Place:?Northwest Flight # 549 Leaving NY/LAG 8:35 PM
Arriving Detroit Metro 10:34 PM

Bell Tower Hotel 21050
 300 South Thayer
 Ann Arbor, MI 48104
 Phone: 313-769-3010
 FAX: 313-769-4339

Friday, November 12 11:00 AM B. Berman

D. Cohen?

Saturday, November 13 Northwest Flight 580 leaving Detroit Metro 8:20 PM
 Arriving Milwaukee 8:29 PM

Residence Inn
 7275 North Port Washington Road
 Milwaukee, WI 53217
 Phone: 414-352-0070
 FAX: 414-352-3743

Sunday, November 14 9:00 AM - 2 PM Staff Meeting

2 - 5 PM Str. Plng. Retreat

5:30 - 10:00 PM Staff Meeting

Monday, November 15 Str. Plng. Retreat

US Air Flight 1011 Leaving Milwaukee 6:15 PM
 Arriving Montreal 10:37 PM

Le Centre Sheraton
 120 Rene Levesque Blvd. West
 Montreal, Quebec H3B2L7
 Phone: 514-878-2000
 FAX: 514-878-3958

Tuesday, November 16 AM Staff Meeting

Noon - 10 PM LC Seminar

Wednesday, November 17 8 AM - 2 PM LC Seminar

Thursday, November 18 10:00 AM Ratner Session

2:30 PM C. Bronfman
 Place: 1170 Peel Street, 8th Floor

7:30 PM Rabin/MLM
 Place:

Friday, November 19 7 - 8 AM LC Breakfast
8 - 9:45 AM What Works
2 - 3:45 PM Continuity Commissions

Saturday, November 20 Air Canada Flight # 752 leaving Montreal 7:15 PM
Arriving NY/LAG 8:33 PM

Mayflower Hotel 5000729
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Sunday, November 21 Continental Flight # 725 leaving Newark 6:55 AM
Arriving Cleveland 8:31 AM

MLM

Delta Flight 783 leaving Cleveland 7:55 PM
Arriving Atlanta 9:35 PM

Sunday, November 21 Wyndham Midtown Hotel WA223363
10th & Peachtree St.
Atlanta, GA 30309
Phone: 404-873-4800
FAX: 404-870-1530

Monday, November 22

Tuesday, November 23 Delta Flight # 187 leaving Atlanta 7:22 PM
Arriving NY/LAG 9:25 PM

Mayflower Hotel 4993952
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Wednesday, November 24 Transworld Flight # 884 leaving NY/Kennedy 8:20 PM
Arriving Tel Aviv 1:45 PM

FAX

Council for Initiatives in Jewish Education

Date: October 26, 1993

To: Alan Hoffmann

From: Barry Holtz

at Fax number: 212-864-6622

Number of pages (including this one): 1

Re:

Alan,

check your bitnets. you should have two from me. maybe you could give me a call at Melton tomorrow in the afternoon (NY time)-- not urgent, but I'd like to check in with you.

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

Valparaiso University



The Valparaíso Project on the Education and Formation of People in Faith

24 Huegli Hall

Telephone: 219-464-5034

FAX: 219-464-5496

Valparaiso, Indiana
46383

October 27, 1993

FACSIMILE TRANSMISSION

To : Dr. Alan Hoffman FAX # 9722619951
Council on Initiatives
in Jewish Education

From : Dr. Dorothy C. Bass
Valparaiso University

Message:

I have sent you a bitnet message. Please let me know if you do NOT receive it.

Warm regards.

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Council for Initiatives
in
Jewish Education

Date sent: 10/28 Time sent:

No. of Pages (incl. cover): 7

To: Caroline

From: MEB

Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

Comments:

Here is the latest schedule
for A.D.H.

Denny is back.....
Hurray!

If there are any problems receiving
this transmission, please call:
216-391-1852

MEP

ADH November Schedule

Confirmation #

Sunday, October 31

2 PM Arrival/NY Kennedy
TWA Flight # 885Mayflower Hotel180633015 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-02277:00 PM Dinner meeting w/GD and BH
Place:

Monday, November 1

Train to Baltimore

Doubletree Inn1015524 West University Pkwy
Baltimore, MD 21218
Phone: 410-235-5400
FAX: 410-235-557210:30 AM meeting w/Dietcher - Botwinick
THE ASSOCIATED
101 West Mount Royal Ave.
Baltimore, MD 21201
Phone: 410-727-4828
FAX: 410-752-117712:00 Noon meeting w/Botwinick
THE ASSOCIATED
101 West Mount Royal Ave.
Baltimore, MD 21201
Phone: 410-727-4828
FAX: 410-752-11774 - 6 PM meeting w/Sara Lee
Guest Quarters Suites Hotel (directly adjacent to
Baltimore-Washington Airport)
1300 Concourse Drive
Linthicum, MD
Phone: 410-850-07477:00 PM Zayman
Place:?

Tuesday, November 2 12:00 Noon Phone appointment w/Isa Aron?
2:00 PM Darrell Friedman
Place:

Wednesday, November 3 10:15 AM Principals Counsel
Place:?
American Flight # 1123 Leaving Baltimore 1:10 PM
Arriving Chicago 2:15 PM
O'Hare Airport Hilton 195084374
Airport Drive
Chicago, IL
Phone: 312-606-8000
FAX: 312-601-2873
3:30 PM John Colman
Place: Jewish Federation Building

Thursday, November 4 8 AM meeting w/Maynard Wishner
Place: Hotel Suite
American Flight # 630 Leaving Chicago 10:25 AM
Arriving Indianapolis 12:23 PM
Lilly Foundation - Time?
Place:?
US Air Flight # 1942 Leaving Indianapolis 7:45 PM
Arriving NY/LaG 9:35 PM
Mayflower Hotel 5801472
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Friday, November 5 10:00 AM Seymour Rosele
Place:?
12:00 Noon Geffen & Chazan
Heschel School
270 West 89th Street
New York, NY
Phone: 212-595-7087
FAX: 212-595-7090
2 - 3:30 PM John Ruskay
Place:
3:30 - 4:30 PM Look at office space?

Saturday, November 6 Mayflower Hotel 5801472
 15 Central Park West 61st St.
 New York, NY 10023
 Phone: 212-265-0060
 FAX: 212-265-0227

Sunday, November 7 Continental Flight # 235 leaving NY 5:20 PM
 Arriving Cleveland 7:01 PM

Holiday Inn Lakeside 63071156
 111 Lakeside Ave.
 Cleveland, OH 44114
 Phone: 216-241-5400
 FAX: 216-241-1831

8:00 PM Staff Meeting

Monday, November 8 CIJE/Cleveland
 4500 Euclid Ave.
 Cleveland, OH 44103
 Phone: 216-391-1852
 FAX: 216-391-3430

7:30 - 9 AM Staff, MLM, SHH & HLZ

9 AM - 3:30 PM Staff & SHH

3:30 - 5:30 PM Mgmt Com'tee

5:00 - ? MLM

Tuesday, November 9 CIJE/Cleveland
 4500 Euclid Ave.
 Cleveland, OH 44103
 Phone: 216-391-1852
 FAX: 216-391-3430

8:30 - 10:00 AM Ratner, GD, BH & GL

10:30 AM CIJE & JCF Staff

12:30 PM Richard Shatten

US Air Flight # 1578 leaving Cleveland 6:40 PM
 Arriving NY/LAG 8:09 PM

Wednesday, November 10 Mayflower Hotel 5388044
 15 Central Park West 61st St.
 New York, NY 10023
 Phone: 212-265-0060
 FAX: 212-265-0227

8 - 10 AM Matthew Maryles
Place:?

10:30 AM - 4 PM CJF Comm'sn

7:00 PM Dinner meeting w/BH & GD
Place:?

Thursday, November 11

10:00 AM Jonathan Woocher
Place:?

12:00 Noon Eliot Spack
Place:?

2:00 PM Rachel Cowan
Place:?

5:00 PM Tim Hausdorff
Place:?

Northwest Flight # 549 Leaving NY/LaG 8:35 PM
Arriving Detroit Metro 10:34 PM

Bell Tower Hotel
300 South Thayer
Ann Arbor, MI 48104
Phone: 313-769-3010
FAX: 313-769-4339

21050

Friday, November 12

11:00 AM B. Berman

D. Cohen?

Saturday, November 13

Northwest Flight 580 leaving Detroit Metro 8:20 PM
Arriving Milwaukee 8:29 PM

Residence Inn
7275 North Port Washington Road
Milwaukee, WI 53217
Phone: 414-352-0070
FAX: 414-352-3743

Sunday, November 14

9:00 AM - 2 PM Staff Meeting

2 - 5 PM Str. Plng. Retreat

5:30 - 10:00 PM Staff Meeting

Monday, November 15

Str. Plng. Retreat

US Air Flight 1011 Leaving Milwaukee 6:15 PM
Arriving Montreal 10:37 PM

Le Centre Sheraton
120 Rene Levesque Blvd. West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3958

Tuesday, November 16 AM Staff Meeting

1:00 PM - 10:30 PM LC Seminar
JEC Federation Building Room 200
5151 Cote St. Catharine Road
Montreal, Quebec
Phone: 514-345-2610

Wednesday, November 17 8 AM - 2 PM LC Seminar

Thursday, November 18 7 AM breakfast meeting w/Avraham Burg
& Avraham Infeld

Le Centre Sheraton
120 Rene Levesque Blvd. West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3958

10:00 AM Rather Session

2:30 PM C. Bronfman
Place: 1170 Peel Street, 8th Floor

7:30 PM Rabia/MLM
Place:

Friday, November 19 7 - 8 AM LC Breakfast

8 - 9:45 AM What Works

2 - 3:45 PM Continuity Commissions

Saturday, November 20 Air Canada Flight # 752 leaving Montreal 7:15 PM
Arriving NY/LAG 8:33 PM

Mayflower Hotel 5000729
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Sunday, November 21 Continental Flight # 725 leaving Newark 6:55 AM
Arriving Cleveland 8:31 AM

MLM

Delta Flight 783 leaving Cleveland 7:55 PM
Arriving Atlanta 9:35 PM

Sunday, November 21 Wyndham Midtown Hotel WA223363
10th & Peachtree St.
Atlanta, GA 30309
Phone: 404-873-4800
FAX: 404-870-1530

Monday, November 22

Tuesday, November 23 Delta Flight # 187 leaving Atlanta 7:22 PM
Arriving NY/LaG 9:25 PM

Mayflower Hotel 4993952
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Wednesday, November 24 Transworld Flight # 884 leaving NY/Kennedy 8:20 PM
Arriving Tel Aviv 1:45 PM

OR

EL AL flight #008 leaving NY/Kennedy 10:30 PM
Arriving Tel Aviv 3:50 PM

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Council for Initiatives
in
Jewish Education

Date sent:

Time sent:

No. of Pages (incl. cover):

7

To: November 8, 1993
Caroline Biran

From: Mary Esther Block

Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

0119722 619 951

216-391-5430

Comments:

Caroline:

Enclosed is a copy of ADH's latest schedule.

MEB

If there are any problems receiving
this transmission, please call:
216-391-1852

ADH November Schedule

November 8, 1993

Confirmation #

Monday, November 8

CIJE/Cleveland
4500 Euclid Ave.
Cleveland, OH 44103
Phone: 216-391-1852
FAX: 216-391-5430

7:30 - 9 AM	Staff, MLM, SHH & HLZ
9 AM - 11:00 AM	Staff & SHH
11:00 - 3:30 PM	Staff
3:30 - 5:00 PM	Management Committee
5:00 - ?	MLM

Holiday Inn Lakeside
1111 Lakeside Ave.
Cleveland, OH 44114
Phone: 216-241-5400
FAX: 216-241-1831

63071156

Tuesday, November 9

Jewish Community Federation
1750 Euclid Ave.
Cleveland, OH 44115
Phone: 216-566-9200
FAX: 216-861-1230

8:30 - 10:00 AM	Meeting w/ C. Ratner, GD, BH, GL, & ADH Room 204 Jewish Community Federation 1750 Euclid Ave. Cleveland, OH 44115 Phone: 216-566-9200 FAX: 216-861-1230
-----------------	---

10:30 AM Meeting w/CIJF & JCF Staff - D. Blain, M. Gurvis, S. Hoffman, G. Dorph, A. Hoffmann, G. Levi, B. Holtz
Room 204
Jewish Community Federation
1750 Euclid Ave.
Cleveland, OH 44115
Phone: 216-566-9200
FAX: 216-861-1230

12:30 PM Richard Shatten
Meet at Premier

2:00 PM Telecon - AG, EG, ARH & ADH - What 's the agenda?

3:00 PM Meeting w/Stu Neidus

6:40 PM US Air Flight # 1578 leaving Cleveland
Arriving NY/LAG 8:09 PM

Mayflower Hotel 5388044
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-263-0060
FAX: 212-265-0227

Wednesday, November 10

10:30 AM - 4:00 PM CJF Commission
UJA/Federation
130 East 59th Street
New York, NY 10022
Phone: 212-980-1000
FAX: 212-888-7538

5:30 PM Meeting w/Mel Merians
Union of American Hebrew Congregations
838 Fifth Ave.
(9th Floor)
New York, NY 10021
Phone: 212-249-0100
FAX: 212-570-0895

7:00 PM Dinner meeting w/BH & GD
Place:?

Thursday, November 11

10:00 AM

Meeting w/Jonathan Woocher
JESNA
730 Broadway
New York, NY 10003
Phone: 212-529-2000
FAX: 212-529-2009

12:00 Noon

Meeting w/Eliot Spack
CAJE
261 West 35th Street
New York, NY 10001
Phone: 212-268-4210
FAX: 212-268-4214

2:00 PM

Meeting w/Rachel Cowan
The Nathan Cummings Foundation
1926 Broadway
New York, NY 10023
Phone: 212-787-7300

3:15 - 4:00 PM

Meeting w/John Ruskay
UJA/Federation
130 East 59th Street
New York, NY 10022
Phone: 212-980-1000
FAX: 212-888-7538

4:15 PM

Meeting w/Daniel Bader
Waldorf Astoria Hotel
301 Park Ave.
New York, NY 10022
Phone: 212-355-3000 (hotel)
FAX: 212-872-7272

6:15 PM

Meeting w/Tim Hausdorff
Waldorf Astoria Hotel
Peacock Alley Lounge (off the lobby)
Phone: 212-355-3000 (hotel)
Phone: 201-599-0674 (Tim Hausdorff)
FAX: 718-258-0933

Northwest Flight # 549 Leaving NY/LaG 8:35 PM
Arriving Detroit Metro 10:34 PM

Bell Tower Hotel
300 South Thayer
Ann Arbor, MI 48104
Phone: 313-769-3010
FAX: 313-769-4339

21050

Friday, November 12

11:00 AM

Meeting w/B. Berman
29100 Northwestern Highway
(Corner of Northwestern Hwy and Franklin Road)
Southfield, MI 48304
Phone: 313-353-8390
FAX: 313-353-3520

David Cohen?

Saturday, November 13

Northwest Flight 580 leaving Detroit Metro 8:20 PM
Arriving Milwaukee 8:29 PM

Residence Inn
7275 North Port Washington Road
Milwaukee, WI 53217
Phone: 414-352-0070
FAX: 414-352-3743

Sunday, November 14

9:00 AM - 2:00 PM

Staff Meeting

2 - 5:00 PM

Str. Plng. Retreat

5:30 - 10:00 PM

Staff Meeting

Monday, November 15

Str. Plng. Retreat

US Air Flight 1011 Leaving Milwaukee 6:15 PM
Arriving Montreal 10:37 PM

Le Centre Sheraton
120 Rene Levesque Blvd. West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3958

Tuesday, November 16

? AM

Staff Meeting

1 - 10:30 PM

LC Seminar
JEC Federation Building Room 200
5151 Cote St. Catherine Road
Montreal, Quebec
Phone: 514-343-2610

Wednesday, November 17

8:00 AM - 2:00 PM LC Seminar

2:30 - 4:00 PM Meeting w/David Sarnat & Barry Chazan
Hotel Suite
Le Centre Sheraton
120 Rene Levesque Blvd. West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3058

Thursday, November 18

7:00 AM Breakfast meeting w/Avraham Burg
& Avraham Infeld
Le Centre Sheraton
120 Rene Levesque Blvd. West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3058

10:00 AM Ratner Session

1:30 PM Betsy Katz
CRB Foundation
1170 Peel Street, 8th Floor

2:30 PM C. Bronfman
CRB Foundation
1170 Peel Street, 8th Floor

7:30 PM Rabin/MLM
Place:

Friday, November 19

7 - 8:00 AM LC Breakfast

8 - 9:45 AM What Works

2 - 3:45 PM Continuity Commissions

Saturday, November 20

Air Canada Flight # 752 leaving Montreal 7:15 PM
Arriving NY/LAG 8:33 PM

Mayflower Hotel 5000729
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0127

Sunday, November 21

Continental Flight # 725 leaving Newark 6:55 AM
Arriving Cleveland 8:31 AM

MLM

Delta Flight 783 leaving Cleveland 7:55 PM
Arriving Atlanta 9:35 PM

Sunday, November 21

Wyndham Midtown Hotel WA223363
10th & Peachtree St.
Atlanta, GA 30309
Phone: 404-873-4800
FAX: 404-870-1530

Monday, November 22

Tuesday, November 23

Delta Flight # 187 leaving Atlanta 7:22 PM
Arriving NY/LAG 9:25 PM

Mayflower Hotel 4993952
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Wednesday, November 24

Transworld Flight # 884 leaving NY/Kennedy 8:20 PM
Arriving Tel Aviv 1:45 PM

OR

EL AL flight #008 leaving NY/Kennedy 10:30 PM
Arriving Tel Aviv 3:50 PM

MINUTES: CIJE STAFF TELECONFERENCE
DATE OF MEETING: September 29, 1993
DATE MINUTES ISSUED: October 1, 1993
PRESENT: Gail Dorph, Alan Hoffmann, Barry Holtz, Virginia Levi
COPY TO: Morton L. Mandel

I. The minutes of September 21 were reviewed and served as the basis for discussion of the following issues.

II. Invitation to Lead Communities seminar

A letter has been prepared, inviting the Lead Communities to participate in the November 16 - 17 seminar and asking for their suggestions for the agenda. It was agreed that the staff should consider who from each community we feel should attend. This will be discussed at the next telecon and assignments will be made for follow-up phone calls.

III. Communications

A. Bi-weekly reports

It was agreed that there will be one report prior to the Israel staff seminar. This will most likely be distributed on October 15. Gail will provide Ginny with summaries of the various Lead Community visits by October 6.

B. Barry reported having spoken with Nessa Rappoport, who is very interested in our work but unavailable to assist. She suggested, and the group concurred, that it is important to have one person familiar with CIJE to serve as our "voice." She suggested Sandy Brawarsky, whom Barry knows and believes is a good alternative. He has approached her and learned that she is interested, but has a number of questions. Barry will ask her to submit a letter outlining what she thinks the job would entail and listing her questions. We will plan to arrange for her to meet with Alan in November.

Assignment

IV. Search for office space

Barry met with Bob Fisher at JCCA on September 28 for a tour of possible CIJE office space. There are two suites on the ninth floor which might meet our needs, and for which the cost is comparable to that at UJA/Federation. These would need to be furnished and wired for

our use. There are three individual offices and a secretarial bay available on the tenth floor. These offices are furnished and wired for telephones. The cost would be \$810 per month.

After discussion, it was concluded that the ninth floor suites do not meet our needs as a permanent CIJE base, but that the tenth floor space sounds like a good transitional option.

Assignment

The UJA/Federation remains a good possibility for an eventual CIJE base of operation. Barry will call Steve Hoffman and ask him to call Steve Solender to arrange for Barry to view alternative spaces at UJA/Federation.

The American Jewish Committee does not seem like a viable option.

V.

Funding issues

A. Baltimore request

Assignment

Alan has attempted to reach Chaim Botwinick and has left a message for him indicating that we require a proposal to clarify the intended use of the \$30,000 grant. Ginny will follow-up with Chaim to clarify this and remind him that Milwaukee used the funds, in part, to support the analysis of the educators survey.

Ginny will call Ellen Goldring and ask her to be in touch with Lauren Azoulay about how Atlanta can contract for data analysis. [Done: Ellen will put Lauren in direct contact with the firm.]

B. Lilly Foundation

Alan is drafting a letter to Craig Dykstra as a follow-up to the meeting last month and to pursue the suggestion for a colloquium. He feels that Seymour Fox and others from the Mandel Institute should be involved in the colloquium, so is waiting for dates from Seymour in April or May. He plans to complete the letter by October 8.

C. Jim Joseph Foundation

When Ginny has Alan's schedule in the States, she will work with Tim Hausdorff to arrange a meeting with Alan, Gail and Barry. We should remember to involve Ellen in the planning for this meeting.

Assignment

Gail will consider how Alan should plan to use time in the Lead Communities during his next visit. This will be a topic for the discussion at the next telecon.

VI. Relationship to Institutions of Higher Learning

- Assignment A. The "ALOHA group" has a meeting on November 14 - 15, not October 31 - November 1 as we previously thought. It seems that those November dates would be better used in Milwaukee. Ginny will let Sara Lee know that Alan cannot attend on those dates and will try to find another meeting time while she is in the East.
- B. Meeting with Hebrew Union College

Assignment There was further discussion on whether CIJE should be represented at an HUC meeting on November 21 to 22 to discuss progress on the MAF grant. It was agreed that Barry will talk with Isa Aron about the content and anticipated outcomes in order to determine whether it is appropriate for us to be represented. It was agreed that CIJE should be kept informed and that if this is an important meeting, we should be represented. However, we will not plan to attend simply to be visible.

VII. Calendar

A. Cleveland - November 7 - 9

The staff will meet in Cleveland on the evening of November 7. The specific time will depend on when people can arrive. We will aim for a starting time between 7 and 8 PM.

The schedule for Monday, November 8 is as previously presented.

There are three meetings to be scheduled for Tuesday, November 9.

- Assignment 1. Barry will call Chuck Ratner to schedule a meeting for 1-1/2 hours with Alan, Gail, and Barry, to bring him up to date on Lead Communities.
- Assignment 2. Ginny will arrange a meeting of Steve Hoffman, Mark Gurvis, and Daniel Blaine with Alan, Gail, Barry and Ginny to discuss Cleveland's desire to use CIJE materials.
- Assignment 3. Ginny will arrange a meeting for Alan with Richard Shatten.

B. Milwaukee - November 14 - 15

Milwaukee will be holding a strategic planning retreat on these dates. We will plan to hold an all day staff meeting on Sunday, November 14, to include Alan, Gail, Barry, Ginny, Adam, Ellen, Daniel, (Roberta and Julie?). Some of this group will leave the staff meeting to join the strategic planning retreat for the opening 1 - 2 hours on Sunday. That group will join the retreat for the day on the 15th and will leave for Montreal from Milwaukee. Others will be free to leave Milwaukee on Sunday evening.

VIII. Israel Agenda

Assignment Alan will work to mesh the general agenda which he has proposed with the list of specific topics that have been identified. This will be discussed at the next telecon.

Assignment Gail will let Alan know when on October 15 and 16 she is available to meet with him.

IX. Assignments

It was suggested that each of the staff members review all of the assignment sheets and let Ginny know which assignments have been completed. We need to reassign those which are assigned to people no longer centrally involved, determine what to do with camper assignments, and figure out a way to move forward with these assignments.

X. Travel Plans

Gail has tentative plans to be in Baltimore on Tuesday, October 5.

IX. Future Telecons

Future telecons are scheduled as follows:

Wednesday, October 6 - 9:00 AM

Thursday, October 14 - 3:00 PM

Following the staff seminar in Israel, we will consider holding future telecons on Monday mornings.

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

VI. Community Updates

CZD

VII. Review of upcoming travel plans

ADH

VIII. Other issues

Team

IX. Future telecons

VFL

Thurs., Oct. 14, 3:00 pm



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Council for Initiatives
in
Jewish Education

Date sent:

Time sent:

No. of Pages (incl. cover):

7

To: November 9, 1993
Caroline Biran

From: Mary Esther Block

Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

0119722 619 951

216-391-5430

Comments:

Caroline:

I am sorry I had to put you on hold when you called this morning. I was in the middle of a phone crisis!

Enclosed is a copy of ADH's latest schedule. He does not know what flight he will be taking to Milwaukee. I should know by the end of the week and I will let you know. He is not going to Detroit. I will let you know if that changes.

MEB

If there are any problems receiving
this transmission, please call:
216-391-1852

Confirmation #Tuesday, November 9Holiday Inn Lakeside63071156

1111 Lakeside Ave.
Cleveland, OH 44114
Phone: 216-241-5100
FAX: 216-241-1831

Jewish Community Federation
1750 Euclid Ave.
Cleveland, OH 44115
Phone: 216-566-9200
FAX: 216-861-1230

8:30 - 10:00 AM

Meeting w/ C. Ratner, CD, BH, GL, & ADH
Room 204
Jewish Community Federation
1750 Euclid Ave.
Cleveland, OH 44115
Phone: 216-566-9200
FAX: 216-861-1230

10:30 AM

Meeting w/CIJM & JCF Staff - D. Blain, M. Gurvis, S.
Hoffman, G. Dorph, A. Hoffmann, G. Levi, B. Holtz
Room 204
Jewish Community Federation
1750 Euclid Ave.
Cleveland, OH 44115
Phone: 216-566-9200
FAX: 216-861-1230

12:30 PM

Richard Shatten
Meet at Premier

2:00 PM

Telecon - AG, EG, ARH & ADH - What 's the agenda?

3:00 PM

Meeting w/Stu Neidus

6:40 PM

US Air Flight # 1578 leaving Cleveland

8:09 PM

Arrive NY/LaG

Mayflower Hotel5388044

15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Wednesday, November 10

10:30 AM - 4:00 PM CJF Commission
UJA/Federation
130 East 59th Street
New York, NY 10022
Phone: 212-980-1000
FAX: 212-888-7538

5:30 PM Meeting w/Mel Merians
Union of American Hebrew Congregations
838 Fifth Ave.
(9th Floor)
New York, NY 10021
Phone: 212-249-0100
FAX: 212-570-0895

7:00 PM Dinner meeting w/BH & GD
Place:?

Thursday, November 11

10:00 AM Meeting w/Jonathan Woocher
JESNA
730 Broadway
New York, NY 10003
Phone: 212-529-2000
FAX: 212-529-2009

12:00 Noon Meeting w/Eliot Spack
CAJE
261 West 35th Street
New York, NY 10001
Phone: 212-268-4210
FAX: 212-268-4214

2:00 PM Meeting w/Rachal Cowan
The Nathan Cummings Foundation
1926 Broadway
New York, NY 10023
Phone: 212-787-7300

3:15 - 4:00 PM Meeting w/John Ruskay
UJA/Federation
130 East 59th Street
New York, NY 10022
Phone: 212-980-1000
FAX: 212-888-7538

4:15 PM

Meeting w/Daniel Bader
Waldorf Astoria Hotel
301 Park Ave.
New York, NY 10022
Phone: 212-355-3000 (hotel)
FAX: 212-872-7272

6:15 PM

Meeting w/Tim Hausdorff
Waldorf Astoria Hotel
Peacock Alley Lounge (off the lobby)
Phone: 212-355-3000 (hotel)
Phone: 201-599-0674 (Tim Hausdorff)
FAX: 718-258-0933

Friday, November 12

9:00 AM

Meeting w/B. Barman
Harvard Club Lobby
27 West 44th Street
(Between 5th & 6th Ave.)
New York, NY
Phone: 212-840-6600
FAX: 212-827-1255

11:00 AM

Meeting w/Art Rotman, Bob Fisher & Barry Holtz
JCCA
15 East 26th Street
New York, NY 10010
Phone: 212-531-4949
FAX: 212-481-4174

3:00 PM

Meeting w/William Robinson
Mayflower Hotel
Mayflower Hotel
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Saturday, November 13

* Flight to Milwaukee TBD

Residence Inn
7275 North Port Washington Road
Milwaukee, WI 53217
Phone: 414-352-0070
FAX: 414-352-3743

Sunday, November 14

9:00 AM - 2:00 PM Staff Meeting
2 - 5:00 PM Str. Plng. Retreat
5:30 - 10:00 PM Staff Meeting

Monday, November 15

Str. Plng. Retreat
PM Drive to Chicago w/BH & GD

Holiday Inn
5300 West Touhy Ave.
Chicago, IL
(off of I-94 Touhy West Exit)
Phone: 708-679-8900

Tuesday, November 16

7:10 AM American Airline # 734 to Montreal
10:07 AM Arrive Montreal

Le Centre Sheraton
120 Rene Levesque Blvd, West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3958

1 - 10:30 PM LC Seminar
JEC Federation Building Room 200
5151 Cote St. Catherine Road
Montreal, Quebec
Phone: 514-345-2610

Wednesday, November 17

8:00 AM - 2:00 PM LC Seminar
2:30 - 4:00 PM Meeting w/David Sarnat & Barry Chazan
Hotel Lobby
Le Centre Sheraton
120 Rene Levesque Blvd, West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3958

Thursday, November 18

7:00 AM Breakfast meeting w/Avraham Burg
& Avraham Infeld
Le Centre Sheraton
120 Rene Levesque Blvd. West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3958

10:00 AM Ratner Session

1:30 PM Betsy Katz
CRB Foundation
1170 Peel Street, 8th Floor

2:30 PM C. Bronfman
CRB Foundation
1170 Peel Street, 8th Floor

7:30 PM Rabin/MLM
Place:

Friday, November 19

7 - 8:00 AM LC Breakfast

8 - 9:45 AM What Works

2 - 3:45 PM Continuity Commissions

Saturday, November 20

Air Canada Flight # 752 leaving Montreal 7:15 PM
Arriving NY/LAG 8:33 PM

Mayflower Hotel 5000729
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Sunday, November 21

Continental Flight # 725 leaving Newark 6:55 AM
Arriving Cleveland 8:31 AM

MLM

Delta Flight 783 leaving Cleveland 7:55 PM
Arriving Atlanta 9:35 PM

Sunday, November 21

Wyndham Midtown Hotel
10th & Peachtree St.
Atlanta, GA 30309
Phone: 404-873-4800
FAX: 404-870-1930

WA223363

Monday, November 22

Tuesday, November 23

Delta Flight # 187 leaving Atlanta 7:22 PM
Arriving NY/La 9:25 PM

Mayflower Hotel 4993952
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Wednesday, November 24

Transworld Flight # 884 leaving NY/Kennedy 8:20 PM
Arriving Tel Aviv 1:45 PM

OR

EL AL flight #008 leaving NY/Kennedy 10:30 PM
Arriving Tel Aviv 3:50 PM

Tel: 972-2-662832

Fax: 972-2-662837

*M. Pl. for Caroline &
and Lorraine bill to
Cleveland.*

Facsimile Transmission

To: Ginny Levi Date: November 9, 1993
 From: Caroline Bizon No. Pages: 1
 Fax Number: _____

Dear Ginny,

Could you please transmit to Alan Hoffmann the following messages (I'll try to get him at the hotel but I prefer you try too because it is important):

1. Prof. Fox would like Alan to call him tonight at his home between 9:00-10:30 PM (Israeli time). *Caroline & I spoke about your previous telecon appointment. She'll see if before 9 or after 10:30 might work. [can't reach SF, but left word that you'd try to call at 8:45 PM 10/45.]*
2. Re the fax we have forwarded yesterday concerning the Schocken Institute, they are waiting for an answer as soon as possible. Could he contact me on this?

Thanks,

Caroline

P.S. I have sent the Armenian thing we did before you left only today. It was ready only two days ago. I have sent it by mail in a small box to the address you gave me. Inform me as soon as you'll receive it.

Caroline asked:

What account should the Lorraine be paid from? It could be paid from a Mandel Institute dollar amount. Or should Cleveland pay? The bill for the 3 of us is ~ \$2400.

[Send to Cleveland]

Council for Initiatives
in
Jewish Education

Date sent: November 12, 1993 Time sent:

No. of Pages (incl. cover): /

To: Carolina Biran

From:

Mary Esther Block

Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

Comments: 0119722-619 051

216-391-5430

Carolina:

The fax number for the Mayflower Hotel on the schedule I faxed to you this morning is incorrect! The correct fax number is 212-265-5098.

MEB

If there are any problems receiving
this transmission, please call:

216-391-1852

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ADH November Schedule

November 12, 1993

Confirmation #

Friday, November 12

9:00 AM

Meeting w/B. Berman
Harvard Club Lobby
27 West 44th Street
(Between 5th & 6th Ave.)
New York, NY
Phone: 212-840-6600
FAX: 212-827-1255

11:00 AM

Meeting w/Art Rotman, Bob Fisher & Barry Holtz
JCCA
13 East 26th Street
New York, NY 10010
Phone: 212-512-4949
FAX: 212-481-4174

3:00 PM

Meeting w/William Robinson
Mayflower Hotel
Mayflower Hotel
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-0227

Saturday, November 13

* Flight to Milwaukee TBD

Residence Inn
7275 North Port Washington Road
Milwaukee, WI 53217
Phone: 414-352-0070
FAX: 414-352-3743

Sunday, November 14

9:00 AM - 2:00 PM Staff Meeting

2 - 5:00 PM Str. Ping. Retreat

5:30 - 10:00 PM Staff Meeting

Monday, November 15

TED

Str. Plng. Retreat

Arrive Montréal 7

Tuesday, November 16

Le Centre Sheraton

120 Rene Levesque Blvd. West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3958

1 - 10:30 PM

LC Seminar
JEC Federation Building Room 200
5151 Cote St. Catherine Road
Montreal, Quebec
Phone: 514-345-2610

Wednesday, November 17

8:00 AM - 2:00 PM

LC Seminar

2:30 - 4:00 PM

Meeting w/David Sarnat & Barry Chazan
Hotel Lobby
Le Centre Sheraton
120 Rene Levesque Blvd. West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3958

Thursday, November 18

7:00 AM

Breakfast meeting w/Avraham Burg
& Avraham Infeld
Le Centre Sheraton
120 Rene Levesque Blvd. West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3958

10:00 AM

Ratner Session

1:30 PM

Betsy Katz
CRB Foundation
1170 Peel Street, 8th Floor

2:30 PM

C. Bronfman
CRB Foundation
1170 Peel Street, 8th Floor

7:30 PM

Rabin/MLM
Place:

Friday, November 19

7 - 8:00 AM

LC Breakfast

8 - 9:45 AM

What Works

2 - 3:45 PM

Continuity Commissions

To Detroit?

Bell Tower Hotel
300 South Thayer
Ann Arbor, MI 48104
Phone: 313-769-3010
FAX: 313-769-4339

21050

Saturday, November 20

Bell Tower Hotel
300 South Thayer
Ann Arbor, MI 48104
Phone: 313-769-3010
FAX: 313-769-4339

21050

Sunday, November 21

To New York?

Continental Flight-# 725 leaving Newark 6:55 AM
Arriving Cleveland 8:31 AM

MLM

Delta Flight 783 leaving Cleveland 7:55 PM
Arriving Atlanta 9:35 PM

Sunday, November 21

Wyndham Midtown Hotel
10th & Peachtree St.
Atlanta, GA 30309
Phone: 404-873-4800
FAX: 404-870-1530

WA223363

Monday, November 22

Tuesday, November 23

Delta Flight # 187 leaving Atlanta 7:22 PM
Arriving NY/LAG 9:25 PM

Mayflower Hotel

4993952

15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-8227

Wednesday, November 24

Transworld Flight # 884 leaving NY/Kennedy 8:20 PM
Arriving Tel Aviv 1:45 PM

OR

EL AL flight #008 leaving NY/Kennedy 10:30 PM
Arriving Tel Aviv 3:50 PM

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Council for Initiatives
in
Jewish Education

Date sent: 11/12 Time sent:
To: Caroline Biran

No. of Pages (incl. cover):

From: MEB

Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

Comments:

Note from Shanny -

If there are any problems receiving
this transmission, please call:
216-391-1852

Tel: 972-2-663832

Fax: 972-2-663837

*M. Pk. for Dr. Caroline &
and Jerome Hill to
Cleveland.*

Facsimile Transmission

To: Ginny Levi Date: November 3, 1993
 From: Caroline Bizon No. Pages: 1
 Fax Number: _____

Dear Ginny,

Could you please transmit to Alan Hoffmann the following messages (I'll try to get him at the hotel but I prefer you try too because it is important):

1. Prof. Fox would like Alan to call him tonight at his home between 9:00-10:30 PM (Israeli time). *Caroline + I spoke about your previous telcom appointment. She'll see if before 9 or after 10:30 might work. [Can't reach SF, but left word that you'd try to call at 8:45 or 10:45.]*
2. Re the fax we have forwarded yesterday concerning the Schoken Institute, they are waiting for an answer as soon as possible. Could he contact me on this?

Thanks,

Caroline


P.S. I have sent the Armenian thing we did before you left only today. It was ready only two days ago. I have sent it by mail in a small box to the address you gave me. Inform me as soon as you'll receive it.

Caroline asked:

What account should the Jerome be paid from? It could be paid from a Mandel Institute dollar amount. Or should Cleveland pay? The bill for the 3 of us is ~ \$2400.

[Send to Cleveland]

MEMO TO: Annette Hochstein
FROM: Ginny Levi
DATE: November 12, 1993



Michael and Caroline Oppenheimer plan to be in Jerusalem on February 6-28. Michael is the rabbi at Suburban Temple and Mort, who is subsidizing the visit, has asked that they be introduced to the Mandel Institute. In addition, to the extent it is possible, I wonder if you could help them with arrangements in Jerusalem. The purpose of their visit is to get to know Jerusalem.

In addition to spending some time at the Mandel Institute, learning about what you do and about the SEL, it occurred to me that the following would be useful and of interest:

1. They would love to see the Roman Gate and get Yitzak Yaakovy's perspective on the Old City.
2. The sort of tour that was arranged for Stu and me at the Israel Museum would be welcome.
3. They are interested in Yad Vashem and I am sure Elly Dlin would be happy to be helpful.
4. I thought perhaps someone at Melitz could help introduce them to Jerusalem beyond the tourist's perspective.
5. I know it's not Jerusalem, but if you could hook them up with someone at Beth Hatefutsoth, this also would be appreciated.

I know that you and Seymour plan to be in the states for much of February. I hope that there will be some time when you overlap in Jerusalem. In any case, might you designate a contact person at the Mandel Institute whom they could call when they arrive to discuss their visit? They will be staying at Lev Yerushalayim.

Thanks a lot for your help. I look forward to hearing from you.

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Council for Initiatives
in
Jewish Education

Date sent: November 18, 1993
To: Caroline Biran
Organization:
Phone Number:
Fax Number: 0119722 619 951
Comments:

No. of Pages (incl. cover): 3
From: Mary Esther Block
Phone Number:
Fax Number: 216-391-5430

Caroline:
Please find attached most recent copy of ADH's schedule.
MEB



If there are any problems receiving
this transmission, please call:
216-391-1852

ADH November Schedule

November 18, 1993

Confirmation #

Thursday, November 18

7:00 AM Breakfast meeting w/Avraham Burg
& Avraham Infeld
Le Centre Sheraton
120 Rene Levesque Blvd. West
Montreal, Quebec H3B2L7
Phone: 514-878-2000
FAX: 514-878-3958

10:00 AM Ratner Session

7:30 PM Rabin/MLM
Place:

Friday, November 19

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8 - 9:45 AM What Works
2 - 3:45 PM Continuity Commissions
To Detroit

Bell Tower Hotel
300 South Thayer
Ann Arbor, MI 48104
Phone: 313-769-3010
FAX: 313-769-4339

21050

Saturday, November 20

Bell Tower Hotel
300 South Thayer
Ann Arbor, MI 48104
Phone: 313-769-3010
FAX: 313-769-4339

21050

Sunday, November 21

To Cleveland

Continental Flight # 725 leaving Newark 6:55 AM
Arriving Cleveland 8:15 AM

9:00 AM - 4 PM

MLM
17250 Parkland Drive
Shaker Hts., OH 44120
216-295-1133

4:00 PM - 6:30 PM

VFL
3124 Chadbourne Road
Shaker Hts., OH 44120
216-752-3124

Delta Flight 783 leaving Cleveland 7:55 PM
Arriving Atlanta 9:35 PM

Sunday, November 21

Wyndham Midtown Hotel
10th & Peachtree St.
Atlanta, GA 30309
Phone: 404-873-4800
FAX: 404-870-1530

WA223363

Monday, November 22

Atlanta

Tuesday, November 23

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Mayflower Hotel
15 Central Park West 61st St.
New York, NY 10023
Phone: 212-265-0060
FAX: 212-265-5098

4993952

Wednesday, November 24

Transworld Flight # 884 leaving NY/Kennedy 8:20 PM
Arriving Tel Aviv 1:45 PM

OR

EL AL flight #008 leaving NY/Kennedy 10:30 PM
Arriving Tel Aviv 3:50 PM



Central Agency for Jewish Education

הסתגות המרכזית לחינוך יהודי

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November 19, 1992

Dr. Alan Hoffman
Melton Centre
School of Education in the Diaspora
Hebrew University
Mt. Scopus Campus
Jerusalem, Israel

Dear Alan:

We were most pleased to have the opportunity to meet with you during your short but intensive visit here in the South Florida community. I am certain that the time you spent with the directors of each of the central agencies in our community will bear good fruit in the months and years ahead.

Your concept of relating the Senior Educator Program to planning in each community to select those individuals who will not only benefit themselves by participation in the program, but will also fill the gaps in the need for professional leadership in the community is an extremely sound and valuable one. It moves participation in the program from being a question of who is available and qualified to a process in which a community begins focusing its attention on its needs and the approaches to fulfill those needs.

Gene Greenzweig has already called for a total Central Agency staff meeting with your proposal high on the agenda. Meanwhile, I am beginning to develop, with my colleagues, the type of grid that you suggested so that we can begin the long range planning of stimulating the participation of the proper individuals in the program.

In addition, I want to follow up with the concept of a Melton Mini-School program for early childhood teachers. Obviously, elements have to be added that would be uniquely directed to such teachers, but the need for intensifying the Judaic background of early childhood educators is now paramount.

I am still not sure if I will be in Israel with the BDF Program at the end of December, but in any case, let's stay in close touch

[....continued next page...]



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20 NOVEMBER 1992

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Council for Initiatives
in
Jewish Education

Date sent: 11/30/93 Time sent: 4:20 p.m.

No. of Pages (incl. cover): 6

To: Alan Hoffmann

From: Ginny Levi

Organization:

Phone Number:

Phone Number:
(216) 391-1852

Fax Number:
0119722 619 951

Fax Number:
(216) 391-5430

Comments:



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Many This is a CAJE new proposal - please keep and copy for me to Israel

H

1993 CAJE LEADERSHIP KALLAH CHALLENGE: A FORUM FOR EDUCATIONAL CHANGE

Report submitted by Kyla Epstein and Jeffrey Lasday

Introduction

The goals and content of this year's Leadership Kallah were very different than previous leadership kallah. The goal of past leadership kallah was to prepare kallah participants for CAJE leadership roles. The goal of this year's Leadership Kallah shifted from a focus on preparing future CAJE leadership to focusing on empowering Jewish educational leaders to work as effective change agents within their communities.

The arena of Jewish education is undergoing dramatic and rapid change. Many of these changes are taking place without the full participation of Jewish educators. Additionally, it is questionable as to the extent to which we are ready and capable as Jewish educators to fully participate as effective change agents and vision-setters throughout North America. It is evident that there is no one agent within communities to facilitate the participation of educators in their communities. Therefore, it was perceived that CAJE, as a coalition of Jewish Educational Life, has a role by which to respond to this pressing situation.

Purpose

Together with colleagues from diverse backgrounds representing many communities within North America, Challenge: A Forum for Educational Change intended to:

- 1) develop within educational leaders a greater awareness of what is changing within the sphere of Jewish communal life as related to Jewish education and why.
- 2) empower leaders to bring that awareness back to their local communities.
- 3) present an empowering model which could be adapted by leaders to reach out to other educators and
- 4) encourage educational leaders to take proactive and active roles within the changing milieu of Jewish education.

Based on participant evaluations the Leadership Kallah proved to be a high quality leadership program that provided educational leaders with an intense, very positive learning experience. The impact of the program on the participants as educational leaders can only be judged through future follow up. Follow up recommendations are included in the report.

This report will discuss and review the following areas: recruitment, the program, logistics, and recommendations.

(over)

Participants were also given two assignments (questions) to think about and prepare for the kallah:

- 1) What is your story? What influenced you to be the Jewish educator that you are today? Identify a formative experience that brought you to a career in Jewish education. Also, identify a transformative Jewish experience that you have helped provide.
- 2) What are the burning Jewish educational issues that are being discussed and debated in your community? Focus on two particular issues and be prepared to share them with the group.

Thursday

6:00pm Wine and Cheese Reception

The reception provided an informal forum for participants to meet, shmooze, hear an orientation to the kallah and receive kallah program notebooks. Notebooks included:

Texts for Chevruta Study Sessions

Session I

Pirke Avot 4:1, 2, 6, 7, and 15
6:1, 2

Rambam's Commentary on Sanhedrin Chapter 10

Mishneh Torah, Hilchot De'ot 4:23

Ordinances of the Jewish Community Council of Castile Spain (15th century)

Session II

Genesis Chapter 1,2, 8:21-9:17, 12:1-3, 17:1-9

Talmud, Yerushalmi, Nedarim 9:4

Session III

Shemot 18

Mishneh Torah: Judges, Sanhedrin Chapter 2

Exodus Rabbah, Yitro 27:9

Articles:

"What we know about changing Jewish schools or Surf. Don't Pitch" by Susan Shevitz.

Excerpts from "Changing Jewish Life: Service Delivery and Planning in the 1990's" edited by Lawrence Steinberg, Gary Tobin and Sylvia Fishman.

"A Model for Progressive planning in the Jewish Community" by Jack Ukeles.

"From Sacred Survival to Holy Community: Toward a new Federation-Synagogue Relationship" by Barry Shrage.

Excerpt from "When They are Grown They Will Not Depart: Jewish Education and Jewish Behavior of American Adults" by Sylvia Fishman and Alec Goldstein.

"Jewish Education News"

"Perspectives" CLAL Thesis by Irving Greenberg

(over)

12:30 Lunch

1:45 Perceptions on Jewish Education
facilitated by Kyla Epstein and Jeff Lasday

Participants were divided into four groups to think about and discuss how Jewish educators were perceived by different populations within the Jewish community. Each group was given the assignment of developing a list of six characteristics that Jewish educators would use to describe Jewish educators. Once this task was completed, each group continued the exercise by developing lists for how:

- rabbis would characterize Jewish educators
- lay people would characterize Jewish educators
- federation people would characterize Jewish educators

As lists were completed they were displayed on a wall, grouped together by focus population. After the task was completed, the four groups came together as one body to analyze the lists.

Lists were reviewed by population group (i.e. How did Jewish educators perceive Jewish educators) first, characteristics that were common to all four lists were compiled on a sheet of paper on the wall. Then there was a review of the characteristics that were in conflict (i.e. professional - untrained). Then, conflicting characteristics were also written down. The above procedure was repeated for each of the three remaining population groups (rabbis, lay people, federation).

The concluding portion of this session compared and contrasted the different perceptions as Jewish educators that we had created for our focus populations. A discussion was held on why these contrasting perceptions existed and what we could do to influence how Jewish educators are perceived in the community.

3:00 Moshe Rabenu: Model for Jewish Educational Leadership presented by Alan Weiner

Alan presented the concept of leader as servant through comparing Moses as leader with Robert K. Greenleaf's hypothesis of Servant Leadership as portrayed by Leo the servant in Herman Hesse's Journey to the East.

Shabbat

3:00 Chevruta Study II

Followed the same format as Chevruta Study I.

Texts for Chevruta Study II:

Genesis Chapter 1,2, 8:21-9:17, 12:1-3, 17:1-9

Talmud, Yerushalmi, Nedarim 9:4

4:15 Power and Politics in Jewish Education presented by Yitz Greenberg

Yitz presented an overview of CLAL's central thesis (vision) on the Jewish world today, the evolution of the Jews place in the world from powerlessness to power, and where Jewish educators fit into this world view.

that had emerged from the previous session on "Burning Communal Issues". Each group chose to work on one of the three issues, so that each issue was covered by one of the groups. Using force field theory, each group created a list of advancers, positive forces that the issue had going for it.

Each group then created a list of detractors, forces that inhibit positive action on the issue. After each group developed their list of advancers and detractors for their issue, the three groups came together as a whole to share their groups findings.

12:30 Lunch

1:45 Strategies for Change: Next Steps
facilitated by Kyla Epstein, Stu Kelman, Jeff Lasday
Participants were provided with time on their own to think about the issue that they had worked on in the morning and develop a list of actions (goals) that they would work on back in their own communities to advance / improve the issue. Participants then came back together as a group to share their individual action plans and goals.

The discussion then moved to examining the question of how CAJE could be of help to participants in their local communities in dealing with their issue. Suggestions for what CAJE could do for participants included:

- 1) Convening one day focus groups at the conference.
- 2) Creating retreats.
- 3) Advanced study sessions during the conference.
- 4) Daily chevruta study during the conference.
- 5) Providing a meeting forum of BJE and JCC personnel.
- 6) Source for literature and articles that deal with the issues discussed.
- 7) Maintain the group
 - A. Document the process in which the group has participated.
 - B. Reconvene the group.
 - C. Have the group set up issues for others.
 - D. Go back to communities to "wake up others".
- 8) Have the group meet together again
 - A. Plan a year long process.
 - B. Focus on one of the participants communities.
 - C. Develop and explore the literature for that community.
 - D. Go into that community, meet with the players, offer the Jewish education leaders in that community an opportunity to meet and learn with the group.

4:00 Wrap Up and Evaluations
facilitated by Stu Kelman and Barbara Streisand.

Stu played a Barbara Streisand tape for the group that provided an excellent sense of what being a Jewish educator is. As part of a two fold evaluation process participants were asked to A) Complete a worksheet that asked participants to compose a letter to someone in their community about what they had gained from the Leadership Kallah experience and B) Complete an evaluation form that evaluated the different kallah components. It was decided that the group would get together one more time during the conference to discuss next steps.

(over)

We want to express our appreciation to Stu Keiman for his wonderful insight, wise counsel and thought provoking sessions. We also wish to thank the CAJE Board for their support for this program. We hope that the CAJE Board will support the extension of this program through the year as outlined in our recommendations.

B'shalom,

Kyla Epstein

Jeffrey Lasday



FAX

Council for Initiatives in Jewish Education

Date: November 30, 1993

To: alan

From: Barry Holtz

at Fax number: 212-864-6622

Number of pages (including this one): 2

Re:

Here is the letter for Greenbaum.

Check your e-mail for big news.



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

November 30, 1993

Rabbi Michael Greenbaum
Jewish Theological Seminary
3080 Broadway
New York,
NY 10027

Dear Rabbi Greenbaum,

As you know, the CIJE has been paying the Seminary for the use of Barry Holtz's office during the last few months. We appreciate your assistance in this matter, but it is now clear to us that as the CIJE has grown, it will be necessary to open a New York branch office that can accommodate our expanding staff.

We have therefore secured our own space and as of December 15, 1993 we will no longer be in need of Barry's space at the Seminary.

Thank you for your help.

Best wishes,

Alan Hoffmann





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

DATE: November 30, 1993

TO: Allan Hoffman
Shelly Dorph

FROM:

Total number of pages, including this page _____

Special Instructions:

Dear Allan and Nadia:

First a message to Nadia. While we have met briefly only once I thought that since your husband and my wife have spent so much time together lately on planes, hotels, meetings, etc. that when I am in Israel we should get to meet. I will be at the Moriah from December 6 through the 13th and do look forward to getting to know you.

Message to Allen. In spite of the fact that I plan to spend the major portion of my time with your wife, I would like to set up a meeting with you to talk about Ramah and some of the projects we are working on. I don't know that they have direct relationship to Mandel's work, but they may have a relationship to the Melton Center in Israel and it would be helpful to have your input. I will be in Israel from the 6th of December in the evening through the 13th and will call you when I get in. In the meantime, the Ramah office in Israel is handling my schedule.

I hope you had an absolutely enjoyable vacation with your family upon return from the Big Apple and the Western Friendly Skies.

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Council for Initiatives
in
Jewish Education

Date sent: 11/15 Time sent:
To: Annette Hochstein
Organization: Seymour Fox

No. of Pages (incl. cover): 10

From: Mary Estan
Bloch

Phone Number:

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MINUTES: CIJE STEERING COMMITTEE
(In formation)

DATE OF MEETING: November 7-8, 1993

DATE MINUTES ISSUED: November 12, 1993

These minutes reflect the deliberations which took place at a series of meetings in Cleveland on November 7-8, 1993. Participants varied from one segment to the next. Those participating in some or all of the deliberations include: Gail Z. Dorph, Stephen H. Hoffman, Alan D. Hoffmann, Barry W. Holtz, Virginia F. Levi, Morton L. Mandel, Henry L. Zucker.

I. Concerns and Issues Stemming from Work in Lead Communities

Gail Dorph, Barry Holtz and Alan Hoffmann were asked to reflect on their work with the Lead Communities during the past ten weeks and to list issues or concerns which they believe CIJE should consider. These issues became the backdrop for much of the discussion.

- A. What can we do to move the Lead Communities faster? Are we at risk if we do not move more quickly? How does this impact the lay community? Educators? Others?

Discussion on this set of questions suggested that CIJE has a certain set of expectations which may not be clear to the communities and which may have changed over time. The same is true of the communities' expectations of CIJE. It was suggested that many people believe in the importance of quick success, but noted that if there is clarity of goals and process, it is more important to do our best than to move hastily. As the CIJE process becomes more clear, it will generate local support.

- B. How does the CIJE staff generate enough time for planning?
- C. How do we move beyond the Lead Communities to our broader agenda: building the profession, community mobilization, setting a research agenda?

It was noted that many people perceive CIJE's agenda as limited to work in the three Lead Communities.

- D. How does CIJE staff make time for thinking and follow-through?

- E. There are concerns about the atmosphere/climate in which CIJE is working. This refers to the decision to work through Federations which, in many communities, have either no relationship or a poor relationship with educators, synagogues, national movements, etc.
- F. How do we get the CIJE story out within the Lead Community and to other selected targets? Who are the various targets?

It was noted that the CIJE staff finds itself asked to explain CIJE many times over in each community. The level of understanding of our work remains low.

- G. How do we appropriately involve future Jewish educators and rabbis who are now in training?
- H. What are the ways in which intermediaries can function optimally?
- I. How do we operate effectively with a CIJE staff which is not deeply experienced in community organization?
- J. What are the things which we clearly do and don't do?

In an initial discussion of the issues, it was noted that CIJE's ultimate goal is to bring about systemic change. As we proceed with work in the Lead Communities, we should consider redefining the process and how it meshes with desired outcomes.

- K. It was noted that in order for CIJE to be able to work effectively with a community, the following conditions must be present or cultivated:

1. A committed Federation executive
2. A high profile, powerful lay champion
3. A quality full-time educator to staff the process

II. CIJE Method of Operation

Discussion then turned to how CIJE should function to clarify and achieve our goals.

A. Total Vision

We should begin work now to develop a vision of measurable outcomes we hope to achieve over the next ten years. This will be constantly reviewed and revised. It will guide us as we set priorities.

B. Annual Work Plan

What do we want to have accomplished by the end of 1994? The work plan must fit within the total vision as well as be based on our capacity. It should indicate who is to do what, by when.

Because the total vision is in the early stages of formation, the 1994 work plan will be something of a compromise.

C. Steering Committee

In addition to a Board and Executive Committee, we should establish a Steering Committee which will meet regularly as the core management unit of CIJE. Its composition will include the chair of CIJE and well as the chairs of board committees. It was suggested that the four core staff members serve on the steering committee along with the following consultants: Adam Gamoran, Steve Hoffman, Daniel Pekarsky and Henry Zucker.

The steering committee will be the core planning entity of CIJE. It will be responsible for strategic planning and management. Actual tactics will be managed at the staff level.

D. Committees of the Board

It was suggested that the way to engage board members more deeply in our work is to activate board committees. Every member of the board would be assigned to a committee which would be staffed by CIJE staff or consultants. Each committee should develop a total vision and work plan which contribute to the overall vision and work plan of CIJE.

Board meetings would be two-day affairs scheduled as follows:

Day One 10 a.m. to 4 p.m. - Steering Committee

4 p.m. to 6 p.m. - Executive Committee

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

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

In order to reflect the current "full vision" of CIJE, it was suggested that the committees be configured in the following way:

<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)	GZD (D. Pekarsky)	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	ADH (SHM)	CJF JAFI ?
3. <u>Content and Program</u> <ul style="list-style-type: none"> • Program development • Best Practices • Goals • Diffusion • Communication • Lead Communities 	J. Colman	BWH (D. Pekarsky)	JESNA, JCCA
4. <u>Research, Monitoring</u> <ul style="list-style-type: none"> • Lead Communities 	E. L. Ritz	A. Gamoran (E. Goldring)	

E. Campers

It was suggested that the process used with the Commission of staying in touch with members between meetings helped to ensure involvement and buy-in. It may be that committee staff members should serve as counselors to the members of their committees.

F. Two Lay Minyanim

It was suggested that we establish a goal of creating two core groups of approximately ten people each (not mutually exclusive) to

include board members who are particularly committed and willing to be active, as well as wealthy individuals willing to fund CIJE. It was noted that this will require a careful process of cultivation and may involve additions to the board.

The discussion that followed reflected an excitement over this new approach to the work of CIJE. It was noted that the time of staff members will have to be carefully allocated in order to accomplish the work necessary to move the committees forward while maintaining contact, probably on a less intense level, with the Lead Communities.

With respect to our work in Atlanta, Baltimore and Milwaukee, it was suggested that if the necessary conditions of a committed Federation executive, appropriate lay champion, and quality full-time educator are not present to our satisfaction, we should work with the communities to develop them. It was noted that the Lead Community concept is going to be CIJE's "signature" over the short term and that if we can succeed in one of the three, we could consider ourselves successful. In the long run, our ability to show what does not work will be as critical as showing what does.

It was concluded that our relationship with the three Lead Communities, as well as other communities, should remain on our agenda in the months ahead.

III. Operationalizing the Proposed Method of Operation

Discussion during the next segment of the meetings focused on brainstorming how to move forward with this new concept.

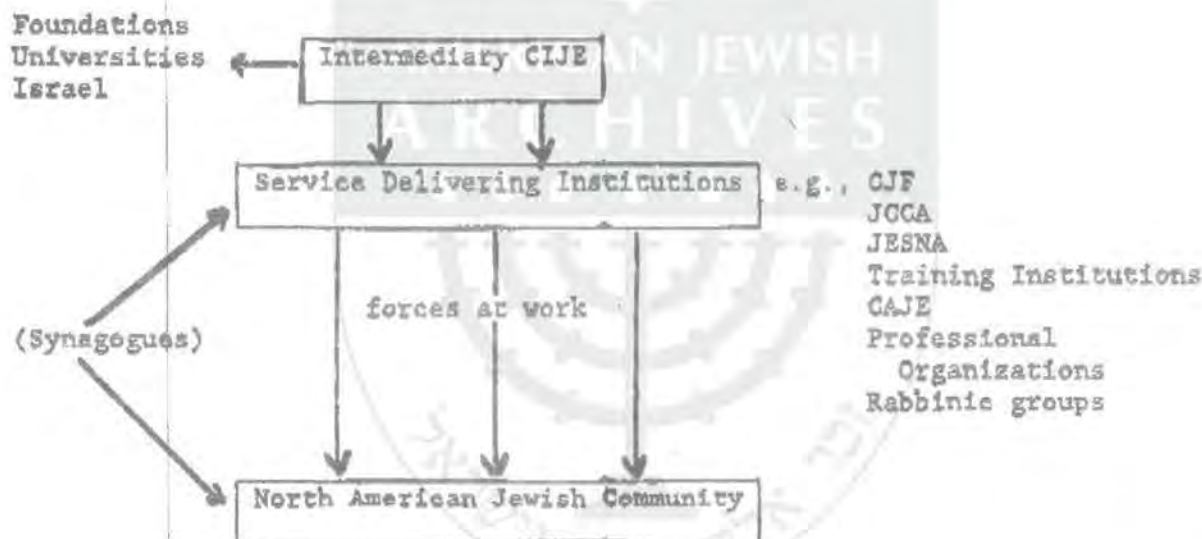
A. What is the role of the committees in developing CIJE's total vision?

One approach to this is that the Steering Committee might prepare a first draft of a total vision, subdivided into the responsibilities of the individual committees, and that the committees could react to this. A second approach would be to ask the committees to develop a first draft for review and discussion by the Steering Committee. In either case, a draft of a total vision would eventually be presented to the board for its consideration and approval.

It was suggested that the mission statement drafted by Steve Hoffman at the inception of CIJE might serve as a starting point for a vision. A first meeting of the Steering Committee was tentatively scheduled for January 4 in Cleveland, at which point we should have a first draft of a vision for review.

Discussion then turned to the question of whether the vision should reflect outcomes we desire for the North American Jewish community or the outcomes to be sought for CIJE. It was suggested that the CIJE vision might be limited to institutional interventions or might reflect personal outcomes. If the latter, we would have to grapple with the wide range of personal outcomes represented by our board. The ultimate question seems to be "a total vision according to whom?"

When MLM joined the group later in the day, he suggested that we focus on the mission or outcomes for CIJE as an intermediary organization. The following chart illustrates this concept:



The 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. Our mission is related to the North American Jewish community to the extent that we impact a service delivering institution which, in turn, brings about change in the community.

It was suggested that we develop a definitive group of service delivering institutions with which we envision working and that this list be prioritized.

It was suggested that we are focusing our efforts on existing organizations which, in many cases, have not been effective. When

interventions do not fit neatly into the existing organizations, we may wish to consider causing other organizations to be formed. Another role may be to help change existing organizations.

This approach leads to the conclusion that our staff should play the role of advisor rather than that of service deliverer. If we or an organization identify an unmet need, our role should be to identify people who can meet that need.

IV. 1994 Dates

A series of dates was proposed for meetings in 1994. Alan will call John Colman, Chuck Ratner, and Esther Leah Ritz to invite them to serve on the Steering Committee and to give them the dates. Alan will also think further about staffing of the committees.

It was suggested that we establish a planning team for each committee comprised of the chair, two vice-chairs, and the staff person. This group would work together to plan the agenda for the committee.

The following time-table was proposed:

Assignment

A. By November 21, ADH will prepare a proposed list of board member assignments to committees.

Assignment

B. December, Alan will work to get the committee chairs on board.

C. January 4, first Steering Committee meeting in Cleveland - Discuss the mission and structure of committees.

D. January - April, each committee planning group will meet to prepare for a first committee meeting in April. Their goal is to be ready to work with the committee on a mission statement, first steps toward a total vision, and an annual plan.

E. March 16, second meeting of Steering Committee - Cleveland.

F. April 20-21, Board meeting.

April 20: 10 a.m. - 4 p.m. - Steering Committee
4 p.m. - 6 p.m. - Executive Committee

April 21: 8:30 a.m. - Noon - Committee Meetings
Noon - 4 p.m. - Lunch and Board Meeting

G. June 2, Steering Committee - New York

H. September 23, Steering Committee - New York

I. October 19 - 20, Board Meeting

J. November 21, Steering Committee - Cleveland

Assignment

It was agreed that Alan would manage the camper system with Steering Committee members. VFL will check board meeting dates with the list of critical participants.

Assignment

In preparation for the January 4 Steering Committee meeting, Alan will prepare a 1994 work plan. A tentative agenda of the January 4 meeting follows:

1. Presentation on need to have total vision: discuss concept and process.
2. Present first draft of 1994 work plan.
3. Discuss definition of CIJE: relationship of Steering Committee to committees.
4. Review and discuss the committee process.





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

72090 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 11/12/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare a proposed list of board member assignments to committees.		ADH	11/7/93	11/21/93	
2.	Check board meeting dates with the list of critical participants.		VFL	11/7/93	11/30/93	
3.	Work to get the committee chairs on board.		ADH	11/7/93	12/20/93	
4.	Draft a 1994 work plan in preparation for the January 4 Steering Committee meeting.		ADH	11/7/93	12/20/93	

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Council for Initiatives
in
Jewish Education

Date sent: 11/30/93

Time sent: 4:20 p.m.

No. of Pages (incl. cover):

5

To: Alan Hoffmann

From:

Ginny Levi

Organization:

Phone Number:

Phone Number:

(216) 391-1852

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Comments:



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216-391-1852

Recruitment

The recruitment process began in December with a decision by the CAJE Board to focus on participant selection from the following cities: Chicago, Baltimore, Atlanta, Milwaukee, Los Angeles, Philadelphia, Miami, Denver, Detroit, Cleveland, Boston, Seattle, New York, and St. Louis. These cities were perceived either as cities undergoing communal reconstructing of Jewish education or as cities where CAJE wished to establish stronger links with educational leaders. An initial list was developed of 43 names from these communities. This list was divided into first choice participants and second choice participants. Selection was based on:

- 1) geographic location:
a priority was given to Lead Communities, and to recruiting pairs of participants from the same city.
- 2) experience:
a priority was given to proven mid career level educational leaders who had potential for larger leadership roles.

The budget allowed for up to fourteen participants, two kallah leaders and one scholar-in-residence.

Recruitment letters were mailed in March. Several first choice candidates were unable to attend the kallah because they were not attending the CAJE conference (though two kallah participants attended just for the kallah experience and not for the CAJE conference). A few potential first choice candidates wavered for a long time between choosing to attend or not attend, and in the end not attending. In the end there were 11 participants from the following communities:

Atlanta	(2)	Miami	(2)
Cleveland	(1)	Los Angeles	(1)
Chicago	(1)	Seattle	(1)
Denver	(2)	Dallas	(1)

The Program Pre-Kallah

Prior to the program participants received a packet of readings which included the following articles:

"Tzimtzum: A Mystic Model for Contemporary Leadership" by Eugene Borowitz.

"Theology and Community" by Arnold Eisen.

"In the Spirit of Jewish Education" by Joshua Heschel.

"The Restructuring Conundrum" by David Schlucker

8:00pm Who Are We?

In an informal discussion participants introduced themselves to the group through answering the following two questions which they had been asked to think about:

- 1) What is your story? What influenced you to be the Jewish educator that you are today? Identify a formative experience that brought you to a career in Jewish education
- 2) Identify a transformative Jewish experience that you have helped to provide.

Friday

9:00am Chevuta Study I

Texts for Chevuta Study I:

Pirke Avot 4:1, 2, 6, 7, and 15, 6:1, 2

Rambam's Commentary on Sanhedrin Chapter 10

Mishneh Torah, Hilchot De'ot 4:23

Ordinances of the Jewish Community Council of Castile Spain (15th century)

Participants were divided into small groups of 3 or 4 for text study. A study guide of questions for the texts was provided along with a proviso that the guide be seen as a jumping off point and trigger for study. Each group had the choice to decide which text or texts from the overall selection on which to focus. Saturday's and Sunday's Chevuta Sessions followed the same format. Text selections focused on issues of leadership and on Jewish education. Feedback from participants indicated that they very much enjoyed the opportunity to study text with colleagues, and that the text selections and study questions were very stimulating. The chevuta experience was described by one participant as "a gift".

10:15 "The State of the State of Jewish Community and Jewish Education in North America: Presentation and Dialogue" presented by Stu Kelman

Stu's presentation focused on the following issues:

- a) Who are we as a Jewish community in 1993?
How have we changed in the past 20 years?
- b) How is the organized Jewish community reacting to those changes and trends?
- c) How are Jewish educational agencies/organizations reacting?
- d) How are those bodies reacting to the general community's reaction?
How is the Jewish community responding to the educational community?
- e) Set-up question: What roles are Jewish educators taking and being given in this process?

The goal of this session was to provide participants with a common background of current trends in the American Jewish community and in Jewish education.

Sunday

9:00

Chevruta Study III

Followed the same format as Chevruta Study I

Texts for Chevruta Study III:

Shemot 18

Mishneh Torah: Jndgas. Sanhedrin Chapter 2

Exodus Rabbah, Yitro 27:9

10:15

Sharing: Burning Communal Issues for Jewish Education

facilitated by Kyla Epstein and Jeffrey Lasday

During this session participants had the opportunity to focus on the burning issues that they had been asked to think about in the pre-kallah orientation letter. Participants "Burning Issues" were listed on a flip chart. These burning issues included:

- Politically motivated Jewish communal decision making
- Communal Jewish educational programs at the expense of ideological needs of particular institutions
- Over centralization (monopoly by the Federation)
- Accreditation of schools and teachers
- Lack of a competent pool of teachers (high expectations, low pay)
- Public perceptions of supplementary school
- Day school vs. supplementary school
- Federation interference
- Lack of thoughtfulness/planning on part of Jewish educators with regards to communal issues
- Role of Federation in developing/implementing Jewish education agenda
- More day school funding
- Sharing increasingly limited resources
- Collaboration (and the lack thereof) on the part of agencies and institutions
- Interfaith families
- The environment

After reviewing these issues the group selected the following three issues on which to focus its energy:

- Jewish Education and the Federation
- Teacher Training
- Long Term Planning

11:45

Strategies for Change: Force Field Theory

facilitated by Kyla Epstein and Jeffrey Lasday

Continuing the focus on issues in Jewish education, participants were divided into three groups to discuss the priority issues of:

- Jewish Education and the Federation
- Teacher Training
- Long Term Planning

Wednesday

6:30 Next Steps Meeting

The group decided that it wanted to continue as a group. Each of the groups that were working on the issues of Federation, teacher training and long range planning would continue their work. There was consensus that the group would like to meet again for a Saturday evening through Monday evening retreat in one of the participants communities (possibly Atlanta) in February or March. At this retreat the discussions on Jewish educational leadership would be continued. The community would be used as a case study on how a particular community deals with issues in Jewish education. While in the community the group would present a program for the community's educational leadership.

Logistics

We were very fortunate that most of our activities took place in a beautiful versatile well furnished, air conditioned room that provided a beautiful view of the campus. We had tables and comfortable chairs and couches that we were able to arrange and rearrange at will. Trinity food services did a nice job with food arrangements. We did however have miscommunication with the CAIE office as far as need for support materials (markers, flip chart) for which we had to forage.

Recommendations

- 1) The Leadership Kallah should continue next year and follow a similar format as this years. The focus of the kallah should be on empowering Jewish educational leaders to work as change agents.
- 2) Recruitment should focus on selecting teams of participants from a particular community. Participants from a community should come from different educational settings. (JCC, BJE, day school, congregational school).
- 3) We should focus recruitment on cities that were originally targeted for recruitment this year, but from which no one was able to participate (Milwaukee, Boston, Baltimore).
- 4) Recruitment should continue to focus on mid level Jewish educational leaders who have a potential for larger leadership roles.
- 5) The Leadership Kallah should schedule a few sessions during the actual conference to expand on the pre-conference program.
- 6) The Leadership Kallah should be budgeted for 15 participants (3 member teams from 5 communities) 2 leaders, 1 scholar-in-residence. (Total of 18 people)
- 7) The Leadership Kallah should serve as a spring board for a group of Jewish educational leaders to continue studying together during the course of the year following the kallah.
- 8) Either the Leadership Kallah or the Empowerment Committee budget should include funds that would enable the group to network and get together for a retreat in one of the participants communities during the year.

Council for Initiatives
in
Jewish Education

Date sent: 12/1/93 Time sent: 3:50^{5:20} p.m. No. of Pages (incl. cover): 7
To: Alan Hoffmann From: Ginny Levi
Organization:
Phone Number: Phone Number:
(216) 391-1852
Fax Number: Fax Number:
0119722 619 951 (216) 391-5430
Comments:

Alan -

I'm faxing you the agreement from JCCA.
I think this requires your genuine signature.
I've drafted a memo re computers which Joan
will type tomorrow. Maybe you should see
that before we finalize this.

Also attached - the Bialik DS letter and
2 samples of responses. If you want to
mark up 1 or the other & fax back, I'll
take care of sending it out.

Ginny

If there are any problems receiving
this transmission, please call:

216-391-1852

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Jewish Community Centers Association/NA

15 East 26th Street, New York, NY 10010-1579
Telephone (212) 532-4949 Fax (212) 481-4174

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November 29, 1993

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

FAX 216-3915430
TOTAL - 3 PAGES

Dear Alan:

This will confirm plans for the staff of the CIJE to move to the 10th floor at our present location 15 East 26th Street, New York, NY 10010 as of January 1, 1994. We are pleased that the leaders of CIJE have elected to move in with the JCC Association.

1. Effective December 15, 1993, you will occupy Rooms No's. 1008 & 1010.

As we discussed, all attempts will be made to have the 3rd room ready for your use by the end of December 1993. The secretarial station is close to this 3rd office and will also be ready for your use at that time.

Rent will become effective for all space as of January 1, 1994 and your staff can move in to room 1008 & 1010 as of this date. The rooms are ready, except for your own phone and fax lines.

2. Your office space on the 10th floor consists of approximately 452 [gross] square feet @ \$23 per square foot, for a total of \$11,086 per annum. In addition, one secretarial station at \$1,800 - per year will be provided. Thus, the monthly rent of \$1,074 is to be paid on the first of each month, without demand, effective January 1, 1994.

This rent includes all charges, for common area space, cleaning, carpeting, utilities, trash removal, etc.

We will require a security deposit equal to two months rent [\$2,148] upon signing of this agreement.

3. Rent is subject to be adjusted each year, as our utilities, real estate taxes, etc. are increased. The \$23 per square foot [all inclusive rate] will be firm through June 1994 in conjunction with the New York City tax year July 1st and the CPI clause in our master lease.
4. We would each be required to give a six-month notice in case of termination, for whatever reason. Our lease is for fifteen years, thus we are assured of some permanency at our present location, through February 28, 2008.
5. The use of our conference rooms on the 10th floor are available during working days and must be cleared through our in-house calendar located at the switchboard desk. We have four meeting rooms, thus providing your agency with more choices as to the size and availability of space.
6. Your staff may elect to use our duplicating and mailing equipment and we will bill you accordingly. Franklin James, the Production Supervisor, should be contacted for further information.
7. Moving to 15 East 26th Street will be at your own expense.

Depending on the amount of furniture, equipment, supplies, etc. you will be moving and the time period for the move, the building management may impose an elevator service charge for the rear service elevators of \$55 per hour during business hours and double that rate if the move is after working hours.

Your moving time and date need to be confirmed with Diane Rogoff, our Office Manager, or me. Should you have any questions, please call.
8. You are responsible for moving and installing your own phone, fax & computers in the offices your staff will occupy. You will be able to use our phone & fax lines until your own lines are installed.
9. In addition to the 9th and 10th floors, we have also leased approximately 2,500 square feet in the basement for storage and archives. Seven small private rooms [about 9 x 9] have been built for individual agency use at \$125 per month. Should you require additional storage space and if one of these rooms is still available, we would be pleased to accommodate your needs.

10. As a sub-tenant of JCC Association please provide "Certificate of Liability and Compensation Insurance Statement" naming Cushman & Wakefield, Inc. as agents, HAT Real Estate II, L.P. as owner and JCC Association as Landlord. These papers are needed to meet the legal obligations of our master lease, and the stipulations of our insurance policy.
11. Should you need additional furniture JCC Association will make every attempt to provide you with same, if it is available. This is not part of the lease agreement and is done as a courtesy, using only the furniture that JCC Association is not now utilizing.
12. As we discussed, Barry Holtz will be the CIJE point man responsible for ordering all of your initial start up installations, moving and day to day operational contact with our agency.

I trust we have covered all matters, but if not, please call and we will try and address same. We will consider this letter as our formal agreement and your signature at the bottom will constitute your acceptance on behalf of CIJE. Please return a signed copy for our files along with a check to cover your security deposit of \$2,148. Good luck in all your future endeavors.

Sincerely,

Robert Fischer, Assistant
Executive Director

Accepted on behalf of CIJE
Alan Hoffman, Exec Director of CIJE

DATE

cc: Franklin James
Nathan Mandel
Stanley Morrow
Barry Holtz
Diane Rogoff
Art Rotman



Bialik Hebrew Day School

בית ספר יומי על שם ח. נ. ביאליק טאג שול

12 Viewmount Ave., Toronto, Ont. M6B 1T3 Tel. (416) 783-3346, Fax (416) 785-8287

Genny

This is the original
Please send me a
copy to home we
need to formulate
a polite negative
response

November 18, 1993
4 Kislev, 5754

Dr. Allen Hoffman, Executive Director
The Mandel Foundation
Cleveland

Dear Allen,

As a result of our discussions over the summer, enclosed please find our proposal for the MECHANECH PROGRAM.

I believe the proposal speaks for itself. It encompasses the notion of informal education in a formal setting and focuses on the child as whole and on Jewish values and Israel.

I hope you will find the Proposal interesting and meaningful to merit a consideration for financial support by the Mandel Foundation.

We shall be happy to invite Mr. Mandel, you and anyone else from the Mandel foundation to come and visit our school, or conversely, we shall be more than happy to make a presentation in Cleveland.

Sincerely yours,

Uri Korin

Dr. Uri Korin
Principal

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Barry Waltman

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Senior Division
Coordinator

Jerry Weinberg

Preschool Coordinator
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The Joseph and Florence Mandel Foundation
4500 EUCLID AVENUE
CLEVELAND, OHIO 44103

April 8, 1992

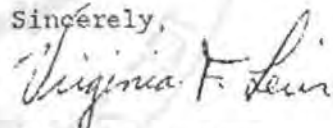
Dear Rabbi Steinman:

Careful consideration has been given to your letter of March 13 in which you request support for P'TACH.

The Joseph and Florence Mandel Foundation receives a great number of worthy requests for support and we find that we cannot support them all. Grants are generally limited to the Cleveland metropolitan area or to projects which focus on national Jewish issues. We are therefore unable to respond favorably to your request for support.

Best wishes for success in finding the funding that you seek.

Sincerely,



Virginia F. Levi
Program Director

Rabbi Scott Steinman
Principal
P'TACH
4445 Old Court Road
Baltimore, MD 21208

November 22, 1993

Dr. Shlomo Sharan
12 Oppenheimer Street
Ramat Aviv, Tel Aviv
Israel

Dear Dr. Sharan:

Thank you for your letter of October 28 to Shulamith Elster telling us about your proposal for improving classroom instruction in Jewish schools in the United States. It sounds like an interesting project.

The Council for Initiatives in Jewish Education is deeply involved in its own agenda and is not a funding agency. We wish you success in your work.

Sincerely,

Alan Hoffmann
Executive Director



November 1993

SPECIAL EDITION THE MONTRÉAL GENERAL ASSEMBLY FORUM

A Note to Readers:

This special edition of *Newsbriefs* contains summaries of a cross section of the Forums presented at the 62nd CJF General Assembly, held in Montréal from November 16 - 21. The next issue of *Newsbriefs* will include comprehensive coverage of the GA, including the address of Prime Minister Yitzhak Rabin of Israel.

FEDERATIONS RESPOND TO NEW CHALLENGES:

• *Israel-Diaspora Relations*

Mutual caring is the goal and pragmatic, yet visionary leadership is the vital dimension that must be sought out in the new era of Israel-Diaspora relationships, said Avraham Burg, a Member of Israel's Knesset, at a Thursday morning Forum.

To fail to achieve this goal would be failure not only of the present, but a failure of the past as well, he said.

This new world of Israel-Diaspora relations, based not on an Israel threatened by war but on the potential of an Israel at peace, has been developing for some time, but it was the "earthquake for American Jewry," which occurred on the White House lawn when Yitzhak Rabin shook hands with Yasir Arafat, which made clear that new relationships will have to be forged on every level, said CJF Past President Shoshana S. Cardin.

The key role of involving our children in developing the new ties was emphasized by both Burg and CJF Vice President Daniel S. Shapiro of New York. Using the personal experiences of his own children, Shapiro told how meaningful and intense exposure to life in Israel through "Jewish Experience" programming leaves a love of Israel and a connection that lasts forever. He also saw a changing role for the Jewish Agency for Israel which would allow for new initiatives between Israel and the Diaspora.

• *Financial Resource Development*

The concept of Financial Resource Development as a state of the art concept, evolving to meet today's challenges and based on the premise that the annual campaign is only one element of the package, was illustrated at a Thursday morning Forum by CJF Assistant Treasurer Miriam A. Schneirov of Philadelphia and by Donald P. Kent, CJF's Director of Planned Giving and Foundation Relations and Jan Rothschild Sachs, Associate Director of Planning and Resource Development.

They defined Financial Resource Development as the efficient harnessing of maximum financial resources from expanded and more diversified sources through an integrated development and planning process and management structure. They emphasized, however, that while being an integrated structure it must be flexible enough to respond to opportunities and to cope with setbacks.

In small discussion groups, participants explored newly developed approaches: the Perpetual Annual Campaign Endowment (PACE), Lion of Judah Endowments for Women's Divisions, Major Donor Cultivation, Outreach/New Gifts, Donor Research and Data Base Management, Donor Recognition, and Golden Givers.

Additional information on each of these techniques is available from the CJF departments responsible for the session.

• *Jewish Continuity: Strategic Issues and Community Planning*

One year after CJF and the Federations committed themselves to develop strategies to ensure Jewish continuity, communities — from the smallest to the largest — are wrestling with ideas and are securing funding for creative programming in this most crucial area. The Thursday morning Forum chaired by Marvin Lender of New Haven provided both an update on the North American Commission on Jewish Continuity and Identity, which he also chairs, and food for thought.

"The issue is not the survival of the Jewish people but whether we survive as Jews," according to Charles Ratner, President of the Jewish Education Center of Cleveland. "For centuries, physical survival has been most important to Jews as a people. Now we have an ability to move beyond the physical. Saving Jews and saving Judaism have become our twin goals. As the Israelis say: 'Ain Breira,' we have no choice and we cannot desist from beginning."

In Cleveland, Ratner told the audience, two successive four-year plans have allocated more than \$12 million to "The Fund for a Jewish Future," the community's Commission for Jewish Continuity. Programs are being developed with an emphasis on Jewish education in the home and in the synagogue, he said. For instance, the Fund has trained and installed family-education counselors throughout Cleveland synagogues.

There, as in Chicago and throughout the U.S. and Canada, Federations and synagogues are forming partnerships for the tasks ahead. "Our agenda must be to give equal weight to God, Torah and community," said Rabbi Peter Knobel, the President of the Chicago Board of Rabbis and the Forum's other keynote speaker.

"This is an ongoing process," Lender declared. "Our job is to reverse the trends of the CJF population study. Jewish leadership is being called upon to do great things."

Building Jewish Community in Multi-Cultural Societies

The Canadian and U.S. Jewish communities occupy very different social, economic, and psychological spaces within their respective societies, and face vastly different challenges as the 20th century draws to a close, said Professor Irving Abella, President of

"Our task is central in reminding people of the benefits of immigration and it is the Federations' task to mobilize everyone to this cause," said San Francisco's Feinstein. "*Pidyon Shvaim* (Redeeming the Captive) and *Pikuach Nefesh* (Saving a Soul) are two of the oldest mitzvot we perform."

Utilization of Human Resources — Meeting the Challenge of the Dramatic Findings From the CJF Survey on the Role of Women in Federation

A dramatic, sometimes critical and sometimes optimistic evaluation of the current role of women in both volunteer and professional positions in the Federation system made it clear that there have been substantial gains, but much must still take place before women and men will be equal in the power structure.

The Thursday afternoon session, chaired by CJF Research Department Chair Dr. Conrad Giles of Detroit, dealt with the findings of CJF's recent survey on women's roles in the Federations.

"There's good news and there's bad news," stated Sue Stevens, the newly retired Director of the CJF Women's Division. "We've made progress but are nowhere near equality."

The role of women as financial contributors was emphasized by Nancy Lipoff of Miami, Chair of CJF's Women's Division and CJF Vice President, who declared that "people, especially women, give money to those organizations that they feel part of."

Barriers to advancement have broken down for Cindy Chazan, Executive Director of the Hartford Jewish Federation, the first woman to hold the role of chief professional officer of a Large Intermediate Federation. She disclosed that contrary to the way she has been quoted in the press, she has had excellent support from male mentors and supporters and never found that an Old Boys' network blocked her advancement.

Susan Weidman-Schneider, Editor of *Lilith Magazine*, underscored that "Jewish women are the best educated on the continent...the most sought-after group to sit on boards of cultural, educational, and communications organizations...yet the Jewish community tends to ghettoize women's concerns and women experts."

New Visions for Serving Jewish University Students

"New visions" for Jewish students on campus will be very different from past practices, experts made clear at the Thursday afternoon session.

Speakers included Richard Joel, International Director of Hillel, marketing specialist Stuart Himmelfarb, and Michael Rukin, Chairman of the CJF Task Force on Jewish University Student Services.

According to Rukin, "Federation systems have to become more welcoming and embracing to the Jewish student agenda. They must serve as the umbrella infrastructure — the provider. On a funding level the effort must increase and on a programming level Federations must foster opportunities for involvement in the decision-making process for both graduate and undergraduate students." Most importantly, he said, Federations must offer subsidies for students to participate in "The Israel Experience."

Marketing as a Tool for Human and Financial Resource Development

Marketing in the context of Jewish community development is not about selling cereal or soap, but it does require the same set of tools, according to participants at a Thursday afternoon Forum.

"Marketing is defined by the application," said moderator Stuart Himmelfarb of New York. "In our context it means the way we connect — with volunteer donors, agencies and beneficiaries of our services."

But theory can only go so far.

"There is no mystique about marketing," said Sidne Good of Cleveland. "It's doing what makes sense."

He presented three examples of recent marketing campaigns, focusing on campaign, endowment giving and agencies. In each, he illustrated the importance of establishing an overall vision and content. All relied on strategic research and making the message meaningful to each target market.

To illustrate, he described the success of the recently-created Herzl Society, a campaign division which caters to donors in the \$5,000-\$10,000 range and which provides year-round programming not necessarily related to campaign, but aimed at connecting younger members and their families to Israel and their communities.

Susan Milberg of MetroWest NJ described the creation of a new marketing program, developed with the expertise of an outside marketing consultant. It relies heavily on the concept that marketing must speak differently to different markets, which she broke down into two sets: the older, established, connected, over-50 donor; and younger, family-oriented, "short-on-time-but-wants-to-make-a-difference" donor.

The Forum summarized the importance of using basic marketing tools while injecting an element of passion to meet one of the hardest marketing challenge: motivating a community to take responsibility and participate in its future.

The Condition of Sephardi Communities: The Sephardi Experience in Three Major Centers — Canada, Morocco and Israel

In a session conducted in French and moderated by Steven Drysdale, Executive Vice President of the Montréal Federation CJA, representatives of the three Moroccan communities, including Montréal's, compare and contrasted their respective situations.

In Montréal, for example, following large migration from Morocco in 1956-58 and again in 1966, the Sephardic population was faced with a significant dilemma: integrate in the existing community or preserve its Sephardic and French-speaking cultural heritage.

The Montréal Sephardic community chose to establish its own education, religious and recreational institutions, which are constituents of the *Communauté Sépharade de Québec*, and thereby affiliated with the Federation. Challenges face the community, however, requiring effort on the part of agency professionals and others, particularly to increase the involvement of youth.

Federations and Synagogues: Partners in Building Jewish Continuity

A panel of experts, chaired by CJF Associate Secretary David G. Sacks of New York, agreed that a new relationship between synagogues and the Federations is necessary to make the growing efforts on behalf of Jewish identity and continuity a success. There must be a balance between Jewish values and dollars, they agreed, and cooperation, mutual respect and trust are the keys to success.

Canadian Jewish Congress, and Dr. Jonathan Sarna of Brandeis University, at the Wednesday evening Forum.

Prof. Abella emphasized the Canadian Jewish community's long history, its cohesiveness, and its distinctiveness from the larger Jewish communities of the United States. Decrying what he described as the "calumny that Canadian Jews are simply one generation behind their American cousins," he outlined the unique social and historical forces which have served to create the fourth largest Jewish community in the Diaspora.

Ironically, according to Prof. Abella, it is the very weakness of Canadian nationalism which has led, in part, to the success of Canadian Jewry. "The fact that there is no single Canadian people or culture," he claims, "makes it easier for minority groups such as Jews to maintain a separate identity and even a separate culture to grow and to flourish. Where everyone is a hyphenated Canadian, Jews do not stand out from others when they include the Jewish as well as the Canadian element in their identity."

The situation in the United States is vastly different, according to Dr. Sarna. In a culture which always placed great emphasis on individualism and assimilation, the tension between being true to one's American, Jewish, and individual identities was always in the forefront of the American Jewish experience. Currently, Jews have achieved "insider" status in American society. Paradoxically, it is this very success which threatens Jewish continuity in America.

Building Economic Bridges With Israel — The New Era

With the prospects for peace in the Middle East looming large, Israel is about to embark on the realization of its potential as one of the world's economic leaders, according to experts at a Thursday afternoon session. Dan Propper, President of the Manufacturers' Association of Israel, stated that the time has never been riper for investors, who are already reaping widespread benefits.

Over 75 percent of investors have attained gross profits of more than 10 percent and an astounding 41 percent have reached more than 30 percent of gross profits, he said. "This shows how great the potential is, especially in the high-tech field." He pointed to the number of people visiting Israel from countries which, in the past, "were just names and addresses."

Giora Meyuhas, Israel's New York-based Economic Minister to North America, addressed the concerns that Israel's bureaucracy is difficult to deal with. Other nations, he said, have much more stringent bureaucracies. And positive factors such as the excellent caliber of workers in Israel make it a preferred site for investment.

Our Changing Communities: Impact on Planning and Resource Development

The old Jewish neighborhood no longer exists; low synagogue affiliation, declining levels of philanthropy and membership in community organizations demand a new structure and ideology when planning for the future. Such was the consensus at a Thursday afternoon Forum.

"Gone are the pressures that once kept us together," said moderator Richard Spiegel of Minneapolis, citing assimilation as one of the biggest challenges facing community leaders today.

But assimilation is no accident, said Dr. Gary Tobin of Brandeis University. It was the deliberate goal of two generations of American Jews intent on acceptance and being part of the mainstream. And, he said, where it used to be external threats and internal security which unified the community, the opposite is now true.

Accepting these changes dramatically affects planning and the way we raise money, added Tobin. The answer lies not in new programs but in a new language which recreates ideologies and structures and recognizes the multiplicity of our communities.

Penny Blumenstein of Detroit presented a Financial Resource Development plan which reflects a distinct change in the way "we raise money, the way we raise Jews, and how we are perceived in the community."

Recognizing that people have to care before they can give, it attempts to bridge the gap between Federation and donors and to broaden the client base by making agencies multiple campaign centers — thereby reducing independent appeals and increasing agency-related endowments.

For Ami Nahshon of Greater East Bay, CA, planning continuously focuses on one mission — to build a community capable of sustaining Jewish life. His community addressed Financial Resource Development through lay leadership education and a reintegration of religious and secular elements which brought Jewish practices into the Federation environment.

Jewish Identity and Continuity: Personal and Family Dimensions

In order for Jewish continuity efforts to succeed, Jewish agencies and institutions must learn to impact more effectively on Jews as individuals, concluded the speakers at a Thursday afternoon Forum.

The consensus was that the family is one of the most important places for Jewish identity to be formed, that parents and grandparents are among the most important transmitters of Jewish values and the synagogues must be the nurturers of Jewish life and identity.

Communities must understand the social and psychological dynamics of Jewish identity to engage a larger number of Jews. One of the issues, however, is that the dynamics are becoming more complex due to the emergence of marginal families. The realignment of family roles is a profound fact affecting Jewish life today.

Speakers included Dr. Ron Wolfson of Los Angeles, Harlene Appelman of Detroit, Joyce Goldstein of MetroWest NJ and Dr. Rela M. Geffen of Philadelphia.

Jewish Communal Responsibilities for Soviet Refugees in the Post-Cold War Era

In an emotional address, Shoshana S. Cardin, CJF Past President, called upon American Jewry to sustain its energy in the rescue and resettlement of Jews from the former Soviet Union. "We cannot be tired because it's 1993 and they have been coming for 15-20 years. We have to have the patience to deal with the trauma of movement; we have to recognize that responsibility; we bring them here not only to save their bodies, but to save their souls. And you and I are transformed by the reinvigoration of Jewish society."

Cardin was one of the key speakers in a Thursday afternoon Forum chaired by Donald H. Tranin, of Kansas City, the Chairman of the CJF Refugee Resettlement Committee. Also on the podium were Martin A. Wenick, Executive Vice President of HIAS, and Wayne Feinstein, Executive Vice President of the Jewish Community Federation of San Francisco, the Peninsula, Marin and Sonoma Counties.

In an update on conditions in the Newly Independent States (NIS) of the former Soviet Union, HIAS' Wenick explained that there is political instability and economic chaos in all states. As a result, "Anti-Semitism is on the rise in fertile soil. We have seen this trend for many years, but it is especially acute right now," he said.

The panel acknowledged that in the U.S., current anti-immigrant sentiments could potentially damage our ability to bring Jews from the NIS to this country.

The Thursday afternoon session broke into small groups to consider a variety of issues including:

- Who speaks for the synagogues?
- The centrality of the synagogue, particularly for Jewish education;
- How Federations can help devise plans to encourage synagogue membership;
- In a Federation synagogue partnership, who will raise the money and who will allocate the money?
- How do Federations and synagogues reach all Jewish families, not only the 18 percent who are standard nuclear families?
- How do synagogues and Federations retain youth?
- How do they combat the problems of intermarriage?
- Outreach to new immigrants as an essential ingredient to promoting continuity.

Panelists included Rabbi Alan L. Cohen of Kansas City, Rabbi Daniel B. Syme of New York, Dr. Cecile B. Jordan of San Diego, Jane Gellman of Milwaukee, Michael Rukin of Boston, Connie Hinitz of Cincinnati and Dr. Jack Wertheimer of New York.

The Peace Process: An Update

Successful peace negotiations with Syria might be concluded within a matter of a few months, according to Israel's Deputy Foreign Minister Yossi Beilin, who addressed Friday morning's Forum. Beilin was a key participant in the secret Oslo talks that led to the Declaration of Principles with the PLO.

Beilin took the audience behind the scenes in the talks and explained that the idea behind them was to have a back channel to the PLO, the real Palestinian decision-makers in the peace process.

Beilin declared that "the settlements in Israel will not determine the future boundaries of Israel, neither on the West Bank, nor the Gaza Strip or the Golan Heights, but the responsibility for those people, for their future, for their well-being and their security" rests squarely with the Government of Israel. He added that peace "will be tested by violence" and that if the PLO cannot control the violence the interim agreement is reversible.

Following the briefing by Beilin, a panel discussion took place focusing on the U.S.-Israel relationship. The panel included Itamar Rabinovich, the Ambassador of Israel to the United States, and Lester Pollack, Chairman of the Conference of Presidents of Major American Jewish Organizations. CJF's new President, Maynard Wislner, was Chair of the Forum. The resource people were Dr. Lawrence Rubin, Executive Vice Chair of NJCRAC, and Malcolm Hoenlein, Executive Vice Chairman of the Conference of Presidents.

Jewish Education and Jewish Continuity: What Works?

The experts on Jewish education speaking at a Friday morning Forum emphasized approaches that have worked in their communities and that can be duplicated elsewhere. Some conclusions:

- Emphasize what is working before implementing new programs;
- Early childhood programs encourage the participation of parents, even those not normally involved in the Jewish community; parents' involvement tends to grow over time;
- Consistent monitoring of education programs is necessary to insure their success — that is the technique of the Montréal Jewish Day Schools;
- It is necessary to emphasize respect for all areas of Jewish ideology, to build coalitions from within the community, and to look beyond the community to determine additional service needs;
- Jewish educational programming can foster a deep interest in Jewish experiences and learning.

Speakers included Dr. Barry Holtz of the Council on Initiatives in Jewish Education, Dr. Leora Isaacs of the Jewish Education Service of North America, Robert Zittler of Montréal and Barbara Steinberg of Palm Beach County, FL.

Long Range Financial Planning and the Financing of Jewish Identity and Continuity

New models of marketing and fundraising are required if Federations are to secure the funding for the emerging Jewish identity and continuity agenda, said Richard L. Wexler of Chicago, CJF Associate Treasurer and Chairman of the Friday morning session.

Key examples, both long and short-term plans, were presented by Boston, Cincinnati and Montréal. Cincinnati's Jerome S. Teller described the Federation's 10-year plan. "We must identify what the needs are, where we are going and how we are going to get there," he said.

Montréal's model, presented by Rhoda Vineberg and Jonathan Wener, is founded on expanding the leadership base through education, training, team building and motivation.

Barry Shrage, President of Combined Jewish Philanthropies of Greater Boston, called for an expanding of the donor base for campaign and endowment giving.

All three plans share in common a coordination of campaign and endowment development as well as an investment in human resources to make the plans work.

Israel-Diaspora Relations/The Israel Experience

Two of the biggest threats to Jewish continuity in North America — intermarriage and the lack of transmission of Jewish ideals and values — may be countered by The Israel Experience, a variety of programs to bring Jewish teenagers to Israel. In his Plenary address, Israel's Prime Minister Yitzhak Rabin had also emphasized the value of these experiences.

The Israel Experience has proven invaluable to parents and children who participate, said speakers at the Friday morning Forum. The point of bringing Jewish teens to Israel ensures that they stay connected to their communities after their Bar and Bat Mitzvahs, a time at which, for many, practical Jewish experience ends.

Charles Bronfman of Montréal, Chairman of the CRB Foundation, announced the establishment of a new program, "The Gift of Israel," which will assist Jewish communities across the continent in creating incentive savings plans for families in their communities. The "Gift" is especially emphasizing a Bar/Bat Mitzvah registry administered by Bank Leumi of Israel.

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in
Jewish Education

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Executive Director

Alan Hoffmann

MEMO TO: Robert Fischer
JCCA Association

FROM: Virginia F. Levi *Living*

DATE: December 2, 1993

SUBJECT: MacIntosh Classic II Computers

We are holding two virtually new MacIntosh Classic II computers which, I am told, originally cost approximately \$2100 each. At Alan Hoffmann's suggestion, I am writing to propose that CIJE return the computers to JCCA in exchange for some portion of the rent. What would you think about their covering the security deposit and the first month's rent?

**Jewish Education Center of Cleveland
FACSIMILE COVER SHEET**

TO: Alan Haffner COMPANY: Council for Initiatives in Jewish Education
FROM: Dr. S. F. Abens DATE: 12/2 FAX NUMBER: 2
TIME: _____ TOTAL NUMBER OF PAGES, including this one: 2



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Alan Hoffman
Council for Initiatives in Jewish Education

Dear Alan,

I want to confirm Mark Gurvis' recent invitation to you extended informally at the GA. We would like to invite to be the main speaker for a Yom Iyun for the members of the Jewish Educators Council. This group consists of the Directors of the affiliated schools and the educational personnel in relevant agencies in Cleveland. There are approximately 40 members.

Each year the group conducts a half-day study. This year, in light of all the community reorganization and the continuity effort, the members were looking for someone who could discuss the tension between individual institutional autonomy and community efforts at change. It would be helpful to focus on where planning for change comes from, the role of stakeholders in an initiative, and the role of implementors of a community policy. In particular, it would be useful to delineate what's involved in maintaining an institution's (school or synagogue) distinct identity and autonomy while still being part of communal change. This is an area in which there has been much discussion at the school level.

The date for the program is Thursday, May 26. Please let me know what, if any, fees would be associated with your visit to Cleveland. We're very glad that you are able to clear your calendar to be with us. As we get closer to the date, we'll work out exact details.

Sincerely,

Sylvia F. Abrams
Dr. Sylvia F. Abrams
cc: Sue Wyner, Chairperson, JEC
Mark Gurvis
sfa\schools\hoffman.ltr

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

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

 FUNCTION **CIJE STEERING COMMITTEE**

 SUBJECT/OBJECTIVE **ASSIGNMENTS**

 ORIGINATOR/PROJECT LEADER **VFL**

 DATE **12/3/93**

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Send letter to Rabbi Greenbaum at JTS notifying him that CIJE will not require space for BH after December 15.		VFL	12/1/93	12/1/93	
2.	Propose to Bob Fischer that we give JCCA two MacIntosh computers in exchange for several months' rent.		VFL	12/1/93	12/2/93	
3.	Talk with Chaim Botwinick about possibility of discussing the Israel seminar with Lee Hendler when they meet on December 4.		ADH	12/1/93	12/2/93	
4.	Send a message to entire CIJE group advising them to use his bitnet address.		ADH	12/1/93	12/3/93	
5.	Work with Bob Fisher at JCCA on details for new office. Send VFL list of tasks with respect to opening the office.		BH	12/1/93	12/3/93	
6.	Follow up with Stu Neidus on details of hiring Bill Robinson.		VFL	12/1/93	12/3/93	
7.	Send a note to three subcommittee chairs confirming plans for 1/4 and 3/16 Steering Committee meetings and 4/20-21 board meeting.		VFL	12/1/93	12/8/93	
8.	With BH, work on developing an initial plan for each pilot project that was discussed in Montreal.		GD	12/1/93	12/8/93	
9.	Call David Sarnat to discuss feasibility of sending community representatives to a seminar in Israel next summer.		ADH	12/1/93	12/8/93	
10.	Check board meeting dates with the list of critical participants.		VFL	11/7/93	12/10/93	
11.	Prepare an update on the most recent meetings in each Lead Community.		GD	12/1/93	12/10/93	



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

73890 (REV. 1/85) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 12/3/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
12.	Draft a 1994 work plan in preparation for the January 4 Steering Committee meeting.		ADH	11/7/93	12/15/93	
13.	Follow through with Lead Community people on the outcomes of the Montreal meetings.		GD	12/1/93	12/24/93	
14.	Prepare a proposed list of board member assignments to committees.		ADH	11/7/93	12/31/93	
15.	Continue the conversation with Milwaukee about a summer teachers' institute at Melton.		GD	12/1/93	1/15/93	
16.	Work with Chaim Botwinick on a strategy for CIJE involvement with Machon L'Morim.		GD	12/1/93	1/15/93	

Council for Initiatives
in
Jewish Education

Date sent: 12/7 Time sent: 4:25 No. of Pages (incl. cover): 2
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Alan,

This letter just arrived. Should I include it with the bi-weekly mailing? (I haven't sent it out, yet, because Gail said she was mailing me a clean copy of her report and I'm still waiting for it.)

Ginny

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*A private,
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December 3, 1993

Mr. Alan D. Hoffmann
Council for Initiatives in Jewish Education
P.O. Box 94553
Cleveland, Ohio 44101

Dear Alan:

Thank you for your contributions to the Valparaiso consultation. I know it was a little difficult dropping in on the middle of someone else's conversation like that, but your presentation and the example of your project stimulated a lot of good self-reflection in our group about the structure and aims of the Valparaiso project. I am all the more convinced that these two projects, while in many ways very different, have much to learn from each other, and I look forward to further conversations along the way.

Thank you for sending me Mike Rosenak's book. I have only had a chance to take a cursory look at it, but I am intrigued by what I see and look forward to some time over the holidays to read it.

My best wishes to you, your colleagues, and family this holiday season. Blessed Hanukkah.

Very sincerely,


Craig Dykstra
Vice President, Religion

CD/ljl

November 9, 1993

Dr. Barry W. Holtz
Melton Research Center
3080 Broadway
New York, NY 10027

Dear Barry:

Thank you for following up on our request in such a timely manner. I am pleased that the leadership of the CJE is prepared to disseminate knowledge of its activities and accomplishments to communities seeking to benefit from knowledge of the Council's important work.

There are several possible opportunities for you to meet and interact with our communal lay leadership and professional staff. There is a possibility that we will conduct a BJE Board Retreat sometime in early March. Last year's retreat brought 50 leaders together at the nearby Brandeis-Bardin Institute for a spirited day of deliberation, discussion and fellowship. Should we schedule a 1994 retreat, I foresee the possibility of a 90 minute presentation and discussion segment for you.

Should there be no retreat, we would be pleased to reserve a full hour of time at our March board meeting (attended by over 50 communal leaders), as well as to arrange additional meetings with key lay leaders, BJE staff, principals, and Federation leadership. Some of these additional meetings could, of course, be organized in addition to your participation in a retreat program.

Please let me know whether these possibilities strike a receptive chord. Within a short period of time we should then be able to finalize arrangements.

Best wishes for continued success!

Sincerely,



Dr. Ron Reynolds
Director of School Services

cc: Dr. Gil Graff

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Team:

Please find attached copy of minutes from 11/14/93 staff meeting in Milwaukee.

MBB



MINUTES: CIJE STAFF MEETING
Milwaukee

DATE OF MEETING: November 14, 1993

DATE MINUTES ISSUED: November 19, 1993

PRESENT: Gail Dorph, Adam Gamoran, Ellen Goldring, Roberta Goodman, Alan D. Hoffmann, Barry Holtz, Virginia Levi, Daniel Pekarsky, Julie Tammiivaara

COPY TO: Seymour Fox, Annette Hochstein, Stephen Hoffman, Morton Mandel, Henry Zucker

Alan Hoffmann introduced the meeting, noting that this would be the first in a regular series of meetings planned to be held in Milwaukee on a bi-monthly basis. The focus of the morning portion of this meeting was to be the Monitoring, Evaluation & Feedback project.

I. Introduction and Overview

Adam Gamoran opened the meeting with a review of the rationale for establishing the MEF project. He indicated that there were three basic reasons for the project.

A. Provide generalizable knowledge which could lead to replication.

The first reason for establishing the MEF project was to extend the vision for Jewish education. It is to have a chronicling function: to document what happens in the Lead Communities. It is also to have an analytical function: to find out whether what we undertake has an impact.

One domain of the MEF project is to evaluate specific projects. It looks for direct and indirect impact and for specific outcomes. For example, it might study whether the Hebrew ability of day school students at a particular grade level improves over a period of years. A second domain is to slice into any aspect of the Jewish community in order to study change over time. This reflects an approach towards systemic change which suggests that any element within Jewish education in a community might change over time as a result of the work of CIJE in that community.

The sorts of evaluation described above are the mandate of the MEF process. So far, in light of the fact that specific goals in the Lead Communities have not been clearly defined, this sort of evaluation has not occurred. The MEF team has begun to gather baseline data with respect to personnel, but has not yet begun to study change.

It was noted that so far the MEF team is focusing most heavily on recording what occurs. The interpretive evaluation has not taken place. The MEF team is waiting to be assigned to monitor and evaluate specific projects.

B. Provide ongoing feedback

The second reason for the establishment of the MEF project was to provide both CIJE and the Lead Communities with feedback which could be used for corrective change. Adam noted that this is not a classic experiment because we are working to revise as we proceed. He noted that, in practice, it is problematic to have the field researchers involved in both providing feedback and encouraging change. The field researchers can point to problems, but should they also be teaching the communities how to correct them?

C. Encourage the communities to become evaluation minded, themselves

We want the communities to treat evaluation as important. In the long run, we hope that the communities will accept MEF as something that they want and will fund.

It was noted that there is some degree of contradiction in the concept of the communities funding a process that responds to CIJE's agenda. MEF is responding to issues related to community mobilization and personnel.

Another challenge for MEF is to contribute more directly to CIJE's needs. The MEF team would like more guidance from CIJE on what to include in the feedback reports.

D. Discussion

It was noted that, in an ideal world, the communities would be more committed to the CIJE issues and the MEF process would respond more directly to both sets of needs.

It was noted that this is not a classic study of cause and effect for the following reasons:

1. There are no clearly articulated goals against which to evaluate.
2. Cause and effect is difficult to study when dealing with systemic change.
3. A classic study would require a much larger sample and comparison with communities in which we are not interceding.

It was noted that MEF is not evaluating CIJE -- not judging whether CIJE is a success or failure. It is only evaluating the role of CIJE in the Lead Community change process. Nor is MEF evaluating the effectiveness of Jewish education in a Lead Community.

In order to determine whether a community has improved through the Lead Community process, Adam envisions taking a "slice across the Lead Communities." In other words, MEF would identify some aspect of the Jewish education process, take a "slice" for evaluation now and do so again in three and five years.

II. Goals of MEF in 1992 - 1993

During the past year MEF has undertaken the following tasks:

A. Studying the process of change

1. Visions for Jewish education
2. The extent of mobilization
3. The status of personnel

B. In order to accomplish this MEF hired three field researchers to:

1. Design and pilot interviews.
2. Carry out interviews.
3. Monitor activities in each community by attending meetings and collecting documents.
4. Write analyses.
5. Provide feedback to the Lead Communities and CIJE on a regular basis.

C. Played a major role in designing and analyzing the Educators Survey.

While this was not originally part of the MEF mandate, it became a task of the project during the past year. Plans for '93-'94 will include further work on this project.

It was noted in discussion that the use of MEF products is unclear. A question was raised with respect to our role in dissemination. What, for example, is our role in presenting the professional lives of educators?

III. Workplan for 1993 - 1994

A. MEF will continue the process of monitoring and feedback. A memo of July 25 outlines the key issues.

B. Evaluation

1. Project-specific

While there are no clearly identified CIJE projects currently under way in the Lead Communities, there are specific related projects in Baltimore and Milwaukee which we have been asked to evaluate. An issue for discussion is which projects MEF staff should get involved in evaluating.

2. Community-wide

Adam and Ellen intend to identify an aspect of Jewish education to begin to study now and re-evaluate periodically in the future. They will develop a proposal for submission.

A question was raised about how we further the evaluation and research agenda in the Lead Communities or beyond. Is it part of CIJE's mission to develop a repertoire of evaluation instruments or to begin training others in evaluation?

3. Community profiles

The MEF team plans to work with the Lead Communities in developing profiles which include a look at their institutions, staff, participation rates, revenues, expenditures, etc.

IV. Methods of MEF

A. The narrative method - Julie Tammiwara

1. Naive skepticism

While the process of research is often designed to "make the strange familiar in exotic cultures," our goal is to "make the familiar strange." We have to consciously look at Jewish education, no matter how well we know it, through "naive eyes." The field researchers must approach their work with skepticism, recognizing that all stories they hear come from a particular person's point of view. Their strategies include getting information on a single topic from multiple sources and looking to see if and where they converge.

2. Characteristics

a. Ongoing involvement with the communities

Being in the communities permits the field researchers to understand what is happening in context. Over time, this should help us understand motives, commitments, and points of view.

A risk of being so closely tied to a community is the potential of "going native," i.e. going from being an observer to becoming a member of the community.

b. Reflective collaboration

By working together as a team, the field researchers have access to broader, more plausible interpretations. For this reason, they try to stay in close, regular contact.

3. The "Big Picture"

The field researchers view each community as a "center." It is the job of the field researcher to stay on the margin in order to identify elements of the community and how they fit into the structure. This process allows the field researchers to provide each community with its own story. It is expected that the increased self-knowledge will help a community set policy and raise issues that would not otherwise be discussed.

In discussion, a question was raised about how we decide where to be involved. It was suggested that perhaps the documentation lacks a set of anchor points which explain why field researchers are looking at one group or organization rather than another. In response it was suggested that it would be extremely helpful to the field researchers to receive feedback on their feedback memos.

B. Surveys as a policy tool - Ellen Goldring

It was noted that the development and administration of surveys was not in the original MEF design. Now that it has become a part of the process, it is important to determine how to incorporate this into the total MEF picture. Following are the steps in the process:

1. Backward mapping

The first step in developing a survey is to determine what a community needs to know in order to make decisions and what kinds of policies are being worked on. Knowing where a community hopes to go is important in designing how to get there.

2. Design instruments and collect data

This process should be interactive, involving MEF-identified experts and community members in a way that serves to mobilize the community around the process.

3. Interpret results for planning and implementation

In discussion, it was suggested that we consult with Professor Hank Levin of Stanford University on how to bring about change in education. He is involved in the "Accelerated School Project." He might be helpful in strategic planning and visioning as well as in learning about the process of change and the implementation of a central idea.

It was noted that the notion of only three Lead Communities is being re-evaluated and that there will be efforts to expand the circle in some way. Part of this might involve sharing specific products as we move forward. For example, we might bring together communities that are interested in the educators survey and train them in the administration and analysis of the survey.

V. The Feedback Loop - Roberta Goodman

The original feedback plan was for the field researchers to write quarterly reports and submit them with no related intervention. It became clear that this was not sufficient. The current approach is to provide regular feedback (approximately monthly) and to raise questions.

In Milwaukee, Roberta has tried several approaches. The first is to write memos which are shared with the core planning group in advance, then discussed with them. Another is to submit written reports with no direct discussion. A third is to provide exclusively oral feedback.

The following questions were raised:

- A. To whom should the feedback be given? Only the core group or to each group observed?
- B. What do we give feedback about? (There is a fine line between being constructive and looking like spies.)
- C. How should feedback to Lead Communities be framed in order to maintain a rapport so that we can remain in the process? (It was suggested that ground rules negotiated with the communities in advance would be useful.)
- D. Giving feedback can be difficult, but it is clearly objective. Providing evaluation would be more problematic.

The suggestion of having a discussion about ground rules with the communities was discussed. It was noted that before such a conversation can take place, we must agree among CIJE staff on what the field researchers should be sharing with whom. We must set the ground rules and communicate them to the appropriate people. Step one is to discuss with each community what we and they need to know. Step two is to negotiate what we will actually do.

It was noted that a mobilization and vision report will be prepared soon and might serve as a "curriculum" in the Lead Communities.

A question was raised about whether CIJE wants feedback from the field researchers. It was suggested that this be negotiated with CIJE. There should be a list of specific issues on which we seek feedback. In addition, field researchers should provide "helpful nuggets" as they arise.

VI. Open Questions

The following is a list of questions raised during the day which remain open for further discussion:

- A. How do we (MEF) satisfy our aim of serving the communities, when our agendas are set by CIJE?
- B. What constitutes a Lead Community project, and what determines whether a given project should be monitored and evaluated by the MEF team?
- C. How do we determine the boundaries of responsibility between MEF and implementation, with particular respect to the use of knowledge produced by MEF?
- D. What are our policies and procedures for disseminating MEF products (1) within CIJE; (2) within the communities; (3) beyond CIJE and the communities?
- E. How can MEF contribute to specific issues with which CIJE is grappling in a timely manner?
- F. Why are we not evaluating Jewish education as it now exists?
- G. What is the conceptual linkage between what we monitor and what we need to know?
- H. To whom do we give feedback, about what, in the communities?
- I. Does CIJE want feedback about itself?

VII. Further Discussion

The remainder of the day focused on discussion of a variety of issues.

A. Third field researcher

The candidacy of William Robinson for the position of field researcher in Atlanta was discussed. It was agreed to recommend his appointment.

B. Montreal

Plans for the Lead Community Seminar in Montreal were reviewed.

C. Emerging re-conceptualization

There was brief discussion about the outcomes of staff meetings which took place in Cleveland on November 7 and 8. It was noted that we are looking at a new way to engage the CIJE board through the establishment and active involvement of committees. Through the

committees, we will work toward developing a total vision for CIJE with long range outcomes identified. Based on this total vision, a workplan will be developed.

D. Goals

Discussion focused on what might happen at a seminar in Israel on goals. The conclusion was to consider a ten day to two week program for members of local commissions as well as school principals and their lay leaders. Portions of the seminar would be addressed to the entire group while separate workshops would be developed for sub-groups. This might be one of the pilot projects which can be offered to Lead Communities as part of the action plan to be developed at the Montreal seminar.



DEC 7 1993



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family
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December 3, 1993

Mr. Alan D. Hoffmann
Council for Initiatives in Jewish Education
P.O. Box 94553
Cleveland, Ohio 44101

Dear Alan:

Thank you for your contributions to the Valparaiso consultation. I know it was a little difficult dropping in on the middle of someone else's conversation like that, but your presentation and the example of your project stimulated a lot of good self-reflection in our group about the structure and aims of the Valparaiso project. I am all the more convinced that these two projects, while in many ways very different, have much to learn from each other, and I look forward to further conversations along the way.

Thank you for sending me Mike Rosenak's book. I have only had a chance to take a cursory look at it, but I am intrigued by what I see and look forward to some time over the holidays to read it.

My best wishes to you, your colleagues, and family this holiday season. Blessed Hanukkah.

Very sincerely,

A handwritten signature in dark ink, appearing to be 'Craig Dykstra'.

Craig Dykstra
Vice President, Religion

CD/ijl

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Council for Initiatives
in
Jewish Education

Date sent: 12/10 Time sent:

No. of Pages (incl. cover): 3

To: Alan Hoffmann

From: Ginny Levi

Organization:

Phone Number:

Phone Number:
(216) 391-1852

Fax Number:
0119722 619 951

Fax Number:
(216) 391-5430

Comments:

Alan -

Here's Bob Fischer's response re
computers, etc. It looks like we're all
set.

IMPORTANT: Your call to MLM on Sun.
should be to Cleveland at 9:30 am.

Ginny

If there are any problems receiving
this transmission, please call:
216-391-1852



15 East 26th Street • New York, NY 10010 • (212) 532-4949 • Fax: 481-4174

TELEFAX TRANSMITTAL FORM

To: V. F. LEVI

Date: 12/10/93

Fax: 216 391 5430

Time: _____

From: Robert Fischer, Asst. Exec. Director

Re: C I J E

Number of pages (including this cover page) 2

Please notify us if transmission is incomplete.

Tel #: (212) 532-4949

Fax #: (212) 481-4174

- ① OK on computers & we will transfer \$2148. to Security Account, as a C I J E Security deposit. At some point down the long road C I J E will receive these funds back. Case closed. Thank You.
 - ② attached list has already been posted in LOBBY DIRECTORY, as requested by Barry HOLTZ. He is also ordering FAX & Phone hook up for C I J E.
 - ③ I believe we are all set at this point & all we will need is signed copy of agreement.
HAPPY HANUKAH.
- RF*



15 EAST 26th STREET - NEW YORK, NY 10010-1579 • PHONE (212) 532-4949 • FAX (212) 481-4174

December 8, 1993

TO: Joe Vella

FROM: Robert Fischer

We would appreciate the following additions listed in the lobby building directory:

- CLJE 10 fl.
- Council for Initiatives in Jewish Education "
- Gail Dorph "
- Alan Hoffmann "
- Barry Holtz "

Many thanks for your usual cooperation. Good wishes for a happy holiday.

Sincerely yours,

A handwritten signature in dark ink, appearing to be "Robert Fischer", written over a horizontal line.

Robert Fischer.