

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

Box	
D-1	

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

Folder

1918

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

Council for Initiatives in F Jewish Education A Date sent: 12/10 No. of Pages (incl. cover): Time sent Z: 2 X From: To: Alan Hoffmann Ginny Levi Organization: C Phone Number: Phone Number: (216) 391-1852 0 Fax Number. Fax Number: V 0119722 619 951 (216) 391-5430 Comments: E ala suddenly seems that mis E. m R messages aren't making it to what do we do now? S Someone called from the Qui Char H Foundation to say awaham Halahen E a consultant working on a day school project, at 212-334-9285. F T If there are any problems receiving this transmission, please call: 216-391-1852

Subject: +Postage Due+Problems delivering a message Date: 10-Dec-93 at 12:11 From: Automatic answer system, INTERNET: MAILER@vms.huji.ac.il To: Virginia Levi, 73321, 1223 Sender: MAILER@vms.huji.ac.il Received: from VMS.HUJI.AC.IL by arl-img-l.compaserve.com (8.6.4/5.930129sam) id MAA12209; Fri, 10 Dec 1993 12:09:50 -0500 Message-Id: <199312101709.MAA12209@ar1-img-1.compuserve.com> Received: by HUJIVMS (HUyMail-V61); Fri, 10 Dec 93 19:09:39 +0200 Date: Fri, 10 Dec 93 19:00 +0200 From: Automatic answer system <MAILER@vms.huji.ac.il> To; Virginia Levi <73321.1223@CompuServe.COM> Subject: Problems delivering a message Your message could not be delivered to some or all of it's receipients. The problem is: Addresse error: %MAIL-E-USERSPEC, invalid user specification '&D2&C1\V1\N3\Q3' The erronous address was: LOCAL-COPY&D2&C1\V1\N3\Q3@HUJICC If you have problems locating your addressee, try writing to POSTMASTER@HUJIVMS or INFO@HUJIVMS F eived: from localhost by arl-img-2.compuserve.com (8.6.4/5.930129sam) id LAA10493; Fr1, 10 Dec 1993 11:50:04 -0500 Date: 10 Dec 93 11:46:17 EST From: Virginia Levi <73321.1223@CompuServe.COM> To: Alan-Israel <alanhof@vms.huji.ac.il> Subject: Cummings gift Message-ID: <931210164616 73321,1223 FHM24-3@CompuServe.COM> ALAN: DID YOU RECEIVE THIS? I GOT SOMETHING SAYING IT WASN'T DELIVERABLE TO ONE OF THE ADDRESSEES, AND IT LOOKED LIKE THE MESSAGE WAS FROM HUJI. JUST CHECKING. GINNY ----- Forwarded Message ---Subject: Cummings gift Date: 09-Dec-93 at 15:03 From: Virginia Lev1, 73321,1223 To: Virginia Levi, 73321, 1223 Barry, 73321, 1221

CC: Alan-Israel, INTERNET: alanhof@vms.huji.ac.il

Barry,

I finally spoke with Barry Reis about the Cummings grant. He is uncomfortable with JCCA being used as a pass-through, but we both felt Mort might not want Cummings making its check out to the Morton and Barbara Mandel Fund of MAF, so until we have our own legal entity, this is probably the best solution. I have told Nathan Mandel to expect the check and to let us know as soon as it arrives, so we can acknowledge it. He will hang onto the money and apply it toward salaries that he is still paying out each month. So, that means Cummings should send the check to Nathan's attention. OK?

Ginny

Subject: +Postage Due+Problems delivering a message 10-Dec-93 at 12:59 Date: Automatic answer system, INTERNET: MAILER Gvms. huji.ac.il From: To: Virginia Levi, 73321, 1223 Sender: MAILER@vms.huji.ac.il Received: from VMS.HUJI, AC.IL by arl-img-1.compwserve.com (8.6.4/5.930129sam) id MAA18440; Fri, 10 Dec 1993 12:58:21 -0500 Message-Id: <199312101758.MAA18440@arl-img-1.compuserve.com> Received: by HUJIVMS (HUYMail-V61); Fri, 10 Dec 93 19:57:55 +0200 Received: by HUJIVMS (HUYMail-V61); Fri, 10 Dec 93 18:31:30 +0200 Date: Fri, 10 Dec 93 18:26 +0200 From: Automatic answer system <MAILER@vms.huji.ac.il> To: Virginia Levi <73321.1223@CompuServe.COM> Subject: Problems delivering a message Your message could not be delivered to some or all of it's receipients. The problem is: Addresse error: &MAIL-E-USERSPEC, invalid #ser specification '&D2&C1\V1\N3\Q3' The erronous address was: LOCAL-COPY&D2&C1\V1\N\$\Q3@HUJICC If you have problems locating your addressee, try writing to POSTMASTER@HUJIVMS or INFO@HUJIVMS Releived: from localhost by arl-img-1.compuserve.com (8.6.4/5.930129sam) id KAA28485; Fri, 10 Dec 1993 10:17:42 -0500 Date: 10 Dec 93 10:14:43 EST From: Virginia Levi <73321.1223@CompuServe.COM> To: Barry <73321.1221@CompuServe.COM> Cc: Alan-Israel <alanhof@vms.huji.ac.il> Subject: Incidental expenses at JCCA Message-ID: <931210151442 73321.1223 FHM26-1@CompuServe.COM> Barry, The people here who reviewed the rental agreement with JCCA have raised a question about one of the clauses: "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." They request that we clarify what they mean by "bill accordingly" and get something in writing so there are no surprises. If you and Alan agree, is this something you could handle? Thanks. Ginny

TO CIJEISRAEL PAGE,003

Subject: Incidental expenses at JCCA 10-Dec-93 at 12:51 Date: barry, 73321,1221 From: To: Virginia Levi, 73321, 1223 I'll call Fisher for the info on the charges. I called Cummings and told them to send the check to JCCA c/o Nathan Mandel Board Meeting: I've been trying to use what pull I have to get the J. Museum. I spoke with Joan Rosenbaum the Director and here's the story: She would be interested in our coming, but they generally charge a hefty fee (\$1500 for the ballroom). She gets lots of requests and tur [C [C [Cthem down for freebies, even for her board members. BUT, there is a possibility that might be quite interesting: She could justify this if the Museum had a place on our program. If she or her head of education spoke to the Board and there was a short tour of the new exhibit.

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One other proviso: we'd have to use their in-house catering service (which is is kosher, of course.) The good news: it's probably the best kosher food in New York (I am prejudiced because my friends own the business and do the cooking.) The bad news: it's not cheap. There is no way around this one: they do not allow any outside food on the premises.

I think we ought to get reactions from Alan and Mort. Let me know how to move forward.

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Council for Initiatives F in Jewish Education A No. of Pages (incl. cover): 8 Х Date sent: 12/13 Time sent: To: Alan Hoffmann From: Ginny Levi Organization: C Phone Number: 216-391-1852 Phone Number: 0 Fax Number: 216-391-5430 Fax Number: V Comments: E alan -Barry, Ellen + I have all hun having R trouble getting through to you on e-mail. attached are messages I had returned, plus S a couple I thought you'd want to see. Н Maybe you can figure out from the F E please let me know if we should use a different address, or what the story is. T Thanks. Sinny P. S. One on 2 of the attached may be repeate of things I already cent. Just want To be sure you see them all.

Part TO

Subject: +Postage Due+Problems delivering a message 10-Dec-93 at 19:08 Date: Automatic answer system, INTERNET: MAILERGvms.huji.ac.il From: To: Virginia Levi, 73321, 1223 Sender: MAILER@vms.huji.ac.il Received: from VMS.HUJI.AC.IL by arl-img-1.compuserve.com (8.6.4/5.930129sam) id TAA26598; Fri, 10 Dec 1993 19:05:21 -0500 Message-Id: <199312110005.TAA26598@arl-img-l.compuserve.com> Received: by HUJIVMS (HUyMail-V61); Sat, 11 Dec 93 02:04:50 +0200 Fri, 10 Dec 93 19:13 +0200 Date: From: Automatic answer system <MAILER@vms.huji.ac.il> To: Virginia Levi <73321.1223@CompuServe.COM> Subject: Problems delivering a message Your message could not be delivered to some or all of it's receipients. The problem is: Addresse error: %MAIL-E-USERSPEC, invalid user specification '&D2&C1\V1\N3\Q3' The erronous address was: LOCAL-COPY&D2&C1\V1\N3\Q3@HUJICC If you have problems locating your addressee, try writing to POSTMASTER@HUJIVMS or INFO@HUJIVMS R eived: from localhost by arl-img-1.compuserve.com (8.6.4/5.930129sam) id IAA20087; Fri, 10 Dec 1993 08:55:38 -0500 Date: 10 Dec 93 08:51:33 EST From: Virginia Levi <73321.1223@CompuServe.COM> To: Alan-Israel <alanhof@vms.huji.ac.il> Cc: Ginny <73321.1223@CompuServe.COM> Subject: MLM phone call Message-ID: <931210135132 73321,1223 FHM71-1@CompuServe.COM> Alan. In your note to MLM with the Lee Hendler speech you say you'll talk with him on Sun. at 9:00 in Florida. Betsy called to say it should be at 9:30 in Cleveland. Re the Jan. 4 meeting, I plan to have the factbooks prepared before I go. Could you please fax Joan the agenda after you and MIM finalize it? She can retype, if necessary, duplicate, and get in the books. Thanks. Ginny

Subject: Problems delivering a message 10-Dec-93 at 12:59 Date: Automatic answer system, INTERNET: MAILER@vms.huji.ac.il From: To: Virginia Levi, 73321, 1223 Sender: MAILER@vms.huji.ac.il Received: from VMS.HUJI.AC.IL by arl-img-1.compuserve.com (8.6.4/5.930129sam) id MAA18440; Fri, 10 Dec 1993 12:58:21 -0500 Message-Id: <199312101758.MAA18440@arl-img-1.compuserve.com> Received: by HUJIVMS (HUyMail-V61); Fri, 10 Dec 93 19:57:55 +0200 Received: by HUJIVMS (HUyMail-V61); Fri, 10 Dec 93 18:31:30 +0200 Fri, 10 Dec 93 18:26 +0200 Date: From: Automatic answer system <MAILER@vms.huji.ac.il> To: Virginia Levi <73321.1223@CompuServe.COM> Subject: Problems delivering a message Your message could not be delivered to some or all of it's receipients. The problem is: Addresse error: &MAIL-E-USERSPEC, invalid user specification '&D2&C1\V1\N3\Q3' The erronous address was: LOCAL-COPY&D2&C1\V1\N3\Q3@HUJICC If you have problems locating your addressee, try writing to POSTMASTER@HUJIVMS or INFO@HUJIVMS Date: 10 Dec 93 10:14:43 EST From: Virginia Levi <73321,1223@CompuServe.COM> To: Barry <73321.1221@CompuServe.COM> Cc: Alan-Israel <alanhof@vms.huji.ac.il> Subject: Incidental expenses at JCCA Message-ID: <931210151442_73321.1223_FHM26-1@CompuServe.COM> Barry, The people here who reviewed the rental agreement with JCCA have raised a question about one of the clauses: "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." They request that we clarify what they mean by "bill accordingly" and get something in writing so there are no surprises. If you and Alan agree, is this something you could handle? Thanks. Ginny

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Barry,

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I think we ought to get reactions from Alan and Mort. Let me know how to move forward.

Subject: Incidental expenses at JCCA Date: 12-Dec-93 at 20:15 From: barry holtz, 73321,1221

To: Virginia Levi, 73321, 1223

I just came back from a Hanukah party at the home of the Jewish museum caterers! The way it works is that we develop the menu directly with them, not through the museum. So they do have a range of options available.

I didn't talk price with them, but given the fact that you pay a goodly amount at UJA anyway, it's probably not going to be outrageous.

I think the real issue is the museum being on the program of the meeting, other wise the whole thing is impossible.

I also have been having trouble reaching Alan on e-mail



Subject: +Postage Due+my travel 10-Dec-93 at 14:14 Date: From: INTERNET: GOLDRIEB@ctrvax.Vanderbilt.Edu, INTERNET: GOLDRIEB@ctrvax.Vanderbilt.Edu To: Virginia Levi, 73321, 1223 Sender: GOLDRIEB@ctrvax.Vanderbilt.Edu Received: from ctrvxl.Vanderbilt.Edu by dub-img-l.compuserve.com (8.6.4/5.930129sam) id OAA11020; Fri, 10 Dec 1993 14:12:35 -0500 From: <GOLDRIEB@ctrvax.Vanderbilt.Edu> Received: from ctrvax.Vanderbilt.Edu by ctrvax.Vanderbilt.Edu (PMDF #3899) 1d <01H6B9TIEII88WZFNA@ctrvax.Vanderbilt.Edu>; Ffi, 10 Dec 1993 11:25:21 CST Date: 10 Dec 1993 11:25:21 -0600 (CST) Subject: my travel To: 73321.1223@compuserve.com Cc: alanhof%hujivms.bitnet@ctrvax.Vanderbilt.Edu Message-id: <01H6B9TIEIIA8WZFNA@ctrvax.Vanderbilt.Edu> X-VMS-To: IN%"73321.1223@compuserve.com" X-VMS-Cc: IN%"alanhof@hujivms.bitnet" MIME-version: 1.0 Content-transfer-encoding: 7BIT

"'ust wanted to let you know as you think about your January . stings, that I will be in Australia from Dec. 30 until January 10.

A belated Chag Sameach and Shabat Shalom. Ellen



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION BOARD OF DIRECTORS AGENDA PLANNING WORKSHEET

ELEMENT	MEETING DATE: 4/21/94	MEETING DATE: 10/20/94	MEETING DATE:	MEETING DATE:	MEETING DATE:
Subject 1					
Subject 2					
Subject 3		AMER A R (CAN JEWISH HIVES		
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COUNCILEOR INITIATIVES IN JEWISH EDUCATION EXECUTIVE COMMITTEE AGENDA PLANNING WORKSHEET

ELEMENT	MEETING DATE: 4/20/94	MEETING DATE: 10/16/94	MEETING DATE:	MEETING DATE:	MEETING DATE:
Subject 1					
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1.	Supplementary Schools						
2.	Early Childhood Programs						
3.	Day Schools						1
4.	JCCs						
5.	Israel Experience						
6.	Adult Education Programs		W1S				
7.	College Campus Programming		V E	5		1	
8.	Camping/Youth Programs						
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SUBJECT/OBJECTIVE GENERAL

73890 (REV. 1/89) PRINTED IN U.S.A. ORIGINATOR/PROJECT LEADER DATE VFL 12/13/93 COMPLETED OR REMOVED DATE ASSIGNED TO (INITIALS) DATE ASSIGNED STARTED DUE DATE NO. DESCRIPTION PRIORITY 1. Fund Raising Public Relations 2. 3. Training Institutions 4. Personnel/Staffing 5. Committees Plans в. Meetings Ь. c. Agendas

Alan - I'd proposed that this go in the book, but MLM said this is between you + me. I don't think, though, that he means he should be left out of the process. G.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION STEEPING COMMITTEE AGENDA PLANNING WORKSHEET

ELEMENT	MEETING DATE: 1/4/94	MEETING DATE: 3/16/04	MEETING DATE: 6/2/94	MEETING DATE: 0/23/04	MEETING DATE: 11/21/94
Subject 1	Total Vision Concept and Process				
Subject 2	1994 Work Plan				
Subject 3	Definition of OUE: Relationship of steering committee to committees	AMER A R	ican jewish C.H. I.V. E.S		
Subject 4	Review and discuss committee procees	11	VUIII		
Subject 5	Draft Mession Statement	4			
Subject 6		(Sec	apre tot		
Subject 7					
Subject 8					



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TRAVEL . TOURISM . CONGRESSES . INCENTIVES - INSURANCE

14 DECEMBER 1993

ATTENTION	MR AL	ΛN	HOFFMANN	
FROM	DAVID	H	ALL	

DEAR ALAN:

1 WOULD LIKE TO ATTEMPT TO ARRANGE A MEETING

WITH CARMEN.

WOULD IT DE POSSIBLE FOR YOU TO INSTRUCT ME AS TO THE BEST WAY TO APPROACH THIS MATTER.

MANY THANKS, AS ALWAYS,

DAVID HALL









Fax. 02-233417 פקס. Tel. 02-234131 טל. 18 Tel. 02-234131

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

תל-אביב, שד׳ רוטשילד סד ירושלים, שלומציון המלכה 12 ATLANTA JEWISH COMMUNITY CENTER 1745 PEACHTREE ROAD ATLANTA, GA 30309 (404) 875-7881

FACSIMILE COVER SHEET

DATE TO: ar FROM RE: THERE ARE _____ PAGES, INCLUDING THIS COVER SHEET

If there are any problems with receiving this fax, please call 875-7881 and report to sender.

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SPECIAL INSTRUCTIONS:

11266

ATLANTA JEWISH COMMUNITY CENTER

1745 Peachtree Road Atlanta, GA 30309 (404) 875-7881 FAX: (404) 898-9612

MEMORANDUM

TO: Allen Hoffman

FROM: Harry Stern

DATE: December 15, 1993

SUBJECT: Telephone Calling

CC:

Per my conversation with David Sarnat, Executive Director of the Atlanta Jewish Federation, I would like to talk to you on the telephone. I can be reached at home (404) 859-0136 during the week until 12 midnight or on Sunday. If you wish to call me at the Center office, please call Barbara Kreissman at (404) 875-7881 to arrange for a specific time for us to talk on the telephone.

Looking forward to talking with you.

0119722 619951

12/16/93

ASSIGNMENTS

□ ACTIVE PROJECTS

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

RAW MATERIAL

□ FUNCTIONAL SCHEDULE

SUBJECT/OBJECTIVE

FUNCTION

ORIGINATOR/PROJECT LEADER

CIJE STEERING COMMITTEE

FOX ASSIGNMENTS

VFL

DATE

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	ASSIGNED STARTED	DUE DATE	COMPLETED OR NEMOVED DATE
1.	Finalize arrangements for Blaustein grant with D. Hirschhorn.		SF	7/22/93	TBD	
2.	With SHH, develop a plan for involving denominations in each Lead Community process.		SF	3/31/93	TBD	
3.	Contact the following board members a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Isadore Twersky	WIS V E	SF	11/8/93	TBD	
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	ACTIVE PROJECTS	FUNCTION	CIJE STEE	RING COM	MITTEE		
	RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/BJECTIV	E HOC	HSTEIN A	SSIGNMENT	S	19
	73890 (REV. 1/89) PRINTED IN U.S.A.	ORIGINATOR/PROJE	CT LEADER	VFL	D/	ATE 12/	16/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	1			ARH	11/8/93	TBD	

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

□ ASSIGNMENTS □ ACTIVE PROJECTS

RAW MATERIAL

NO.

1.

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SUBJECT/OBJECTIVE

State Printed IN U.S.A.

S. HOFFMAN ASSIGNMENTS

FUNCTION

CIJE STEERING COMMITTEE

DESCRIPTIONPRIORITYASSIGNED TO (INITIALS)DATE ASSIGNEDDUE DATECOMPLETED OF REMOVED DATEContact the following board membersSHH11/8/93TBDa. Jay Davis b. Charles Goodman c. Marvin Lender d. Norman Lipoff e. Charles Ratner f. Bennett YanowitzSHH11/8/93TBDTalk with MLM about approaching Jesselson family to partner with Jim Joseph grant.SHH6/8/93TBDWith SF, develop a plan for involving denominations in each Lead Community in CIJE.SHH3/31/93TBD	90 (REV. 1/89) PRINTED IN U.S.A.	ORIGINATOR/PROJEC	T LEADER	VFL	DA	TE 12/	16/93
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denominations in each Lead Community in			W1S	SHH	6/8/93	TBD	
	denominations in each Lead			SHH	3/31/93	TBD	

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

ASSIGNMENTS ACTIVE PROJECTS

1

RAW MATERIAL

State Printed In U.S.A.

SUBJECT/OBJECTIVE A. HOFFMANN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

FUNCTION

CIJE STEERING COMMITTEE

	SCRIPTION	PRIORITY	(INITIALS)	ASSIGNED STARTED	DUE DATE	OR REMOVE
Look into design of	CIJE logo.		ADH	9/21/93	12/15/93	
			ADH	11/7/93	12/15/93	
Invite Sandy Brawar meetings.	sky to January 3-4		ADH	12/16/93	12/17/93	
		WIS	ADH	12/16/93	12/23/93	
mission statement	should be prepared now	V E	ADH	12/16/93	12/23/93	
Talk with MLM abou	t raw material breakdown.	-	ADH	12/16/93	12/23/93	
			ADH	11/7/93	12/31/93	
Develop descriptive	e brochure for CIJE.	P .	ADH	9/21/93	4/15/94	
relationship of Is	rael experience	nt ?	ADH	7/22/93	TBD	
		1	ADH	9/21/93	TBD	
internal; with our	board and advisors;		ADH	9/21/93	TBD	
	Draft a 1994 work p the January 4 Steen Invite Sandy Brawar meetings. Prepare a letter of assistance setting from MLM. Talk with MLM about mission statement s or at the Steering Talk with MLM about Prepare a proposed assignments to common Develop descriptive Work with CRB Found relationship of Issi programs to Lead Co Work with VFL on bu plan and structure Develop a communicatinternal; with our	Prepare a letter of appreciation for assistance setting up office to JCCA from MLM. Talk with MLM about whether a draft CIJE mission statement should be prepared now or at the Steering Committee meeting.	Draft a 1994 work plan in preparation for the January 4 Steering Committee meeting. Invite Sandy Brawarsky to January 3-4 meetings. Prepare a letter of appreciation for assistance setting up office to JCCA from MLM. Talk with MLM about whether a draft CIJE mission statement should be prepared now or at the Steering Committee meeting. Talk with MLM about raw material breakdown. Prepare a proposed list of board members assignments to committees. Develop descriptive brochure for CIJE. Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities. Work with VFL on budgetstart with work plan and structure. Develop a communications program: internal; with our board and advisørs;	Draft a 1994 work plan in preparation for the January 4 Steering Committee meeting.ADHInvite Sandy Brawarsky to January 3-4 meetings.ADHPrepare a letter of appreciation for assistance setting up office to JCCA from MLM.ADHTalk with MLM about whether a draft CIJE mission statement should be prepared now or at the Steering Committee meeting.ADHTalk with MLM about raw material breakdown.ADHPrepare a proposed list of board members assignments to committees.ADHDevelop descriptive brochure for CIJE.ADHWork with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.ADHWork with VFL on budgetstart with Work plan and structure.ADHDevelop a communications program: internal; with our board and advisørs;ADH	Draft a 1994 work plan in preparation for the January 4 Steering Committee meeting.ADH11/7/93Invite Sandy Brawarsky to January 3-4 meetings.ADH12/16/93Prepare a letter of appreciation for assistance setting up office to JCCA from MIM.ADH12/16/93Talk with MIM about whether a draft CIJE mission statement should be prepared now or at the Steering Committee meeting.ADH12/16/93Talk with MIM about raw material breakdown. Prepare a proposed list of board members assignments to committees.ADH12/16/93Develop descriptive brochure for CIJE. Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.ADH7/22/93Work with VFL on budgetstart with work plan and structure.ADH9/21/93Develop a communications program: internal; with our board and advisors;ADH9/21/93	Draft a 1994 work plan in preparation for the January 4 Steering Committee meeting.ADH11/7/9312/15/93Invite Sandy Brawarsky to January 3-4 meetings.ADH12/16/9312/17/93Prepare a letter of appreciation for assistance setting up office to JCCÅ from MIM.ADH12/16/9312/23/93Talk with MIM about whether a draft CIJE mission statement should be prepared now or at the Steering Committee meeting.ADH12/16/9312/23/93Talk with MIM about raw material breakdown.ADH12/16/9312/23/93Prepare a proposed list of board members assignments to committees.ADH12/16/9312/23/93Develop descriptive brochure for GIJE.ADH9/21/934/15/94Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.ADH9/21/93TBDWork with VFL on budgetstart with work plan and structure.ADH9/21/93TBDDevelop a communications program: internal; with our board and advisørs;ADH9/21/93TBD

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

ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

SUBJECT/OBJECTIVE

CIJE STEERING COMMITTEE

FUNCTION

HOLTZ ASSIGNMENTS FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PRINTED IN U.S.A. ORIGINATOR/PROJECT LEADER DATE VFL 12/16/93 ASSIGNED DATE COMPLETED OR REMOVED NO. TO (INITIALS) DESCRIPTION PRIORITY DUE DATE STARTED DATE 1. Send ADH breakdown of proposed office BH 12/16/93 12/20/93 expenses. 2. Prepare a memo summarizing proposal on BH 5/28/93 12/31/93 distribution of CIJE materials (Woocher possibility). 3. Work with Atlanta on filling the position BH 6/16/93 TBD of Director of the Lead Community project. 4. Contact the following board members ... BH 11/8/93 TED Gerald Cohen a. b. Susan Crown C. Billie Gold d. Neil Greenbaum Thomas Hausdorff ė. f. Mark Lainer g. Matthew Maryles h. David Teutsch

RAW MATERIAL

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

SUBJECT/OBJECTIVE

FUNCTION

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ORIGINATOR/PROJECT LEADER

CIJE STEERING COMMITTEE

LEVI ASSIGNMENTS

DATE VFL

12/16/93

NO.	DESCRIPTION	PRIÓRITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Process form recommending that Sandy Brawarsky be hired as a consultant.		VFL	12/16/93	12/21/93	
2.	Revise and reprint letterhead.		VFL	9/21/93	1/15/94	
3.	Review files on financial commitments of CIJE supporters and be sure Barry Reis' records are complete.		VFL	9/21/93	1/15/94	
4.	Design and order business cards for staff.	WISI	VFL	9/21/93	2/15/94	
5,	Plan to discuss letters of agreement for the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect.	/ E	VFL	4/7/93	TBD	
6.	Work with ADH on budget. Start with work plan and structure.		VFL.	9/21/93	TBD	

SEE MA	MASEMENT	MANGAL	POLICY NO. 8.5	
FOR	GUIDELINES	OH THE	COMPLETION	
OF THIS	FORM FOR	A FUNCT	INHAL SCHEDULE	

□ ASSIGNMENTS

□ ACTIVE PROJECTS

RAW MATERIAL

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

□ FUNCTIONAL SCHEDULE

SUBJECT/OBJECTIVE

FUNCTION

MANDEL ASSIGNMENTS

CIJE STEERING COMMITTEE

ORIGINATOR/PROJECT LEADER VEL DATE 12/16/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer		MLM	11/8/93	TBD	
2.	Consider establishing a finance committee.		MIM	4/7/93	TBD	
3.	Visit with Erica Jesselson to get her on board to support CIJE.		MLM	6/17/93	TBD	
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ACTIVE PROJECTS	FUNCTION CIJE STEERING COMMITTEE							
RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS							
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			HLZ	11/8/93	TBD			

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MINUTES: CIJE STAFF TELECONFERENCE DATE OF MEETING December 1, 1993 DATE MINUTES ISSUED: December 3, 1993 PARTICIPANTS: Gail Dorph, Alan Hoffmann, Barry Holtz, Virginia Levi (Sec'y) COPY: Morton L. Mandel

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I. Communication

Assignment

There was discussion about the use of CompuServe, which seems to be an effective way of communicating. Alan advised that when he is in Israel we should use his bitnet address. He will send a message to the entire GIJE group advising them of this fact.

II. Minutes

The minutes of the meetings of November 7-8, 1993 were reviewed.

- A. Alan indicated that he has been talking with the Israeli team about the paradigm shift which took place during those meetings. Those discussions will continue over the next week.
- B. With respect to the CIJE Steering Committee meeting scheduled for January 4, Ginny reported that John Colman, Chuck Rather, and Esther Leah Ritz are all holding the date. Adam Gamoran, Steve Hoffman, and Henry Zucker are all aware of the meeting. Alan will be sure that Daniel Pekarsky knows about it.

Assignment It was agreed that Ginny should send a note to the three subcommittee chairs confirming plans for the January 4 Steering Committee meeting and informing them of the March 16 Steering Committee and April 20-21 beard meetings. We will wait to inform them of the full schedule of meetings until they have a better sense of this process.

> The tentative agenda which was proposed on November 8 was discussed. It appears below;

- 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.

Alan will discuss the proposed agenda further with MLM. The current thinking is that we should to to the Steering Committee with

CIJE Staff Teleconference December 1, 1993

suggestions, but that it should be up to that group to make alterations and final decisions. This was discussed, in particular, in terms of the assignment of board members to committees.

Alan will have a work plan drafted for presentation at the meeting. It was suggested that we think through what we hope to accomplish at the meeting as we consider whether the agenda is appropriate. We believe that committee members should have an understanding of the proposed method of operation and should have discussed and agreed to the "paradigm shift." There should be ample opportunity for engagement as we work toward buy-in.

Alan will discuss both the agenda and the timetable with MLM on December 2.

III. Status of New York Office

Assignment Barry will work with Bob Fischer at JCCA on details related to the new office. He will ask Bob to assign a JCCA staff person to help. Barry will send Ginny a list of the tasks which he and Alan have developed with respect to opening the office.

Assignment Ginny will send a note to Bob Fischer proposing that we give JCCA the two MacIntosh computers in exchange for several months' rent.

IV. December Work Schedule

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Gail's priorities for December are as follows:

signment A. Follow through with Lead Community people on the outcomes of the Montreal meetings.

Assignment B. Prepare an update on the most recent meetings in each lead Community.

Assignment C. Continue the conversation with Milwaukee about a summer teachers' institute at Melton.

Assignment D. Work with Chaim Botwinick on a strategy for CIJE involvement with Machon L'Morim.

Assignment E. With Barry, work on developing an initial plan for each pilot project that was discussed in Montreal. It was suggested that Gail and Barry discuss the pilot project development and then talk with Alan about assignments.

Barry and Alan scheduled a telecon for December 6 to discuss Barry's December work plan.

Atlanta has raised some questions about the feasibility of sending Assignment community representatives to a seminar in Israel next summer. Alan will call David Sarnat to discuss this, among other topics. CIJE Staff Teleconference December 1, 1993

- Assignment Alan will talk with Chaim Botwinick about the possibility of discussing the Israel seminar with Lee Hendler when they meet on December 4.
- Assignment Ginny will follow up with Stu Neidus on details of hiring of Bill Robinson.
- Assignment Ginny will send the letter drafted by Barry to Rabbi Greenhaum at JTS notifying him that we will not require space for Barry after December 15.
 - V. The next telecon was scheduled for Tuesday, December 14 at 9:30 a.m. EST.



12/2/93

Alan,

Please take a few minutes to look this over. I want to send it off to Ginny or Sunday before I leave town. Thus, I have tried to do the short report first (the one that goes out to the larger group) before I do the more detailed report.

It's uneven in that there is more about the strategic planning process in Milwaukee than about the other visits. If that doesn't feel right, I can omit the details. Alternatively, you may feel that I should include more details in the other community reports. It would be easier to standardize them at this point by being more brief about M than it would be to include more detail on the other. Once I include more detail, it seems hard to figure out what to include and what to leave out.



Lead Community Update

To: CIJE Steering Committee From: Gail Dorph

November in the Lead Communities

November included a lead communities seminar in Montreal prior to the GA and visits to the three communities by Alan Hoffmann and me. Each visit had a somewhat different set of goals depending on the community, its agenda, and its players, and also on whether our visit took place before or after the CIJE seminar at the GA in Montreal.

In terms of the Montreal sominar, we had asked each CIJE team in each community to give suggestions as to what they felt needed to be accomplished. When we actually came to creating the agenda (which we did in Israel in our October meetings), the community items that did not have to do with creating a personnel action plan did not make it to the seminar's agenda. We felt that it was important to use the seminar to move the planning process ahead and that we would be able to deal with specific communal issues either in our visits to the communities or at individual community meetings that we could schedule in Montreal.

The outline of the seminar in Montreal are attached to this update (Exhibit A). Our seminar was devoted to helping participants think through the creation of a personnel action plan for their communities based on the results of the qualitatively and quantitative studies now being completed in each community. The seminar included presentations and hands-on exercises on understanding and interpreting the results of the data. In addition to Alan, Barry and Gail, Dr. Ellen Goldring and Roberta Goodman also made presentations.

Baltimora---November 1 - 3

We visited Baltimore first. Alan spent two and one half days there; I spent three. After the last meeting of the Baltimore CIJE committee which took place in October, both Ilene Vogelstein, the lay chair, and Chaim Botwinick asked if I would participate in the planning of the December meeting. I asked them to schedule the meeting to coincide with Alan's visit so that we could both participate. In addition to Chaim, Ilene, Alan and I, Genine Fidler, the lay co-chair, and Marshall Levin, Baltimore's federation planner, also participated.

Thus, on their agenda was the planning of the next meeting, and on our agenda was talking through the Montreal seminar so that we could be pretty certain that Chaim and Genine, who were coming to Montreal, were "on our wavelength." In addition, I had arranged for us to participate in the

In addition, I had arranged for us to participate in the supplementary school principals' council meeting. Because of scheduling and some fancy footwork at the pre-planning stages of this visit, we were also able to schedule a meeting with Chaim
and Howie Dietcher (about sending educators to the senior educators' and Jerusalem fellows programs) and with Sara Lee (about the CIJE in general and assorted HUC initiatives in the lead communities and at the Rhea Hirsch School).

Last but not least, we also visited Beth Tfiloh's day school (Beth Tfiloh is a modern orthodox synagogue which houses a community day school with Orthodox leanings) and Krieger Solomon Schechter (a Conservative day school housed at Chizuk Emuno). I also visited the Chizuk Emuno religious school while Alan had meetings with Darrell Friedman and Shulamith Elster (two separate meetings).

In keeping with a tradition that I started the second time I went to Baltimore, I onded the visit by spending several hours with Chaim Botwinick debriefing and planning ahead. What I have experienced about Chaim is that he is very busy, it's hard to reach him by phone, etc. If I can "get him" face to face, we do good work. So...

Milwaukee--November 14-15

We had planned to have a MEF meeting in Milwaukee each time that Alan is in the states. We planned this meeting to coincide with Milwaukee's strategic planning process so that we could all attend. (All in this case means: Alan, Danny Pekarsky, Barry, and Gail. Roberta Goodman, our Milwaukee based field researcher and Julie Tamivaara, our Baltimore based field researcher, were also present in their MEF capacities.) We felt, given Milwaukee's good faith progress, (that is, they organized their lead community's project according to CIJE's guidelines even to the "doing" of the strategic planning itself because of CIJE's directions), and because we had recently gotten such mixed signals about where Milwaukee actually stood in terms of CIJE, (should we come to the strategic planning process or not), that it was important for us to be there.

This seminar took place over two days. On Sunday there was a three hour orientation to the process itself. On Monday, there a marathon day of process (from 8:00 am --10:00 pm). Alan, Barry and Gail left at about 5:00 on Monday in order to get to Montreal to set up for the lead communities consultation. Danny, Roberta, and Julie remained until the bitter end.

The way the orientation was structured, Jennifer Reinert, the outside facilitator that Milwaukee had hired described the strategic planning process itself, took questions and showed a film about paradigm shift. Ruth Cohen walked people through the booklet of background information that she and Howard Neistein had prepared. I gave an introduction and orientation to CIJE particularly focusing on "building the profession" and "community mobilization" as integral to the planning process. We (Alan, Barry and I) agreed that although I would do take a "soft touch" approach in the manner of presentation, the key pitch would be fairly hard nosed: "Look you guys, the Mandel commission deliberated for eighteen months and came up with these two building blocks as priorities for Jewish educational improvement and change, do you actually think that in 24 hours you're going to come up with something better?"

Being a team of three, we did a kind of one-two punch. I gave the presentation. Alan answered the tough question: "What if we in Milwaukee decide against these two building blocks?" with a tough response. And Barry said, something like: "Look, we're really convinced that even if you guys decide what you want to do is teach tap dancing and that's how you're going to save the Jewish people, you're going to find out that to do it you need to deal with personnel--who's going to teach tap dancing-and community mobilization--how are you going to support (convince people of the importance of tap dance dancing) and finance tap dancing."

The good news in terms of this particular discussion was that Jane Gellman and Louise Stein really supported the CIJE building blocks. Each really responded in a strong way to the negative responses that were raised about whether the CIJE priorities were or were not Milwaukee's priorities. Since I had gotten some negative "vibes" from them on my last visit to Milwaukee this seemed to augur well for the future of the project.

The Monday experience felt to me to be overrated as processes go. Much of the day was pretty boring. It went from groups creating lists of current conditions and sharing them. To groups creating lists of the preferred futures and sharing them. To the key question (which I experienced as a set up that always has the same answer): as you look at the lists on the boards and walls, what is the single greatest threat to reach the preferred future; and what is the single greatest opportunity to reach the preferred future! The answer to one or both of these has to deal with the problems of reaching consensus which is what the next activities are about ... reaching consensus about what are the agendas that we share. After the first round of reaching consensus and grouping the work of the small groups around issues, our little threesome left. The process continued until ten "we" statements (resulting from the ten groupinps that had come out of the previous step) were agreed upon by the entire group. These ten statements now are to serve as the agenda of action task forces which are charged with creating an action agenda. Thank God, one of the task force will be on professional Jewish education (the statement: "we will further develop the profession of Jewish education by addressing issues such as: recritment, training, ongoing professional development, retention, status, career ladders, standards, benefits, certification) and another will be on funding (the statement: we will develop and implement an ongoing process to provide increased funding for Jewish education"). There is no statement that actually encompasses community mobilization in the broad way in which we talk and think about community commitment and support for Jewish education.

Because of the strategic planning process (which took place immediately before the GA), we had to take care of getting the Milwaukee team ready for Montreal by phone. One of the issues that we became aware of through our phone conversations and through our conversations with the professionals in the other lead communities was that Milwaukes felt that the Montreal agenda did not respond to its needs. There was a way in which the strategic planning process had so swamped their own thinking that they could not see that they could take the whole of what was planned and put it right into their personnel issues task force (to which they were already committed). Thus we planned for me to talk with Ruth and for Alan to talk to Louise (which he did while still in Israel) and to Jane (after he arrived in the states).

Atlanta -- November 7; November 22, 23

November 7

On November 7, I taught at the educator's kallah sponsored by JES, the Jewish Education Services (formerly the Bureau). Janice Alper had asked me to participate in the event and I agreed when T realized that I would have the opportunity to meet with all the supplementary school principals and two day school principals. I thought of the session as part of our action before the action plan. In Atlanta they were still in the process of collecting the survey data on the formal educators, but Claire Rottenbery had completed the qualitative study, "The Professional Lives of Jewish Educators."

What I did was use the same questions we had developed in Milwaukee to raise the issues. After the educators had worked in small groups to develop lists, we shared, put the info on the board, grouped the responses. As I did not want to distribute Claire's report because the survey data had hot yet been completely collected, I then asked participants to pretend for a moment that what we had come up with was true. That is, we will get additional information with regard to these questions when we read "Professional Lives" and we will get additional info when we finish the survey. But what will we do with it. How will we begin to understand what it means and what its implications are. All in all, attendance was excellent and the session went well.

November 22, 23

Atlanta was the one community that we visited after the seminar in Montreal. In fact that caused some strain in the community (Lauren Azoulai herself only returned from the GA Sunday night which is when we arrived in Atlanta). Given the time constraints we accomplished quite a bit. Bill Robinson, who will probably be our next field researcher in Atlanta accompanied us. We wanted Dave Sarnat, Atlanta's federation exec, to meet him and we wanted Bill to meet Lauren and Janice and get a sense of the community. These meetings went well.

We spent quite a bit of time with Dave. He wanted us to meet with Rabbi Arnold Goodman, who is chairing the search committee for the new head of the Greenfield Academy in Atlanta; with Dr. David Blumenthal of Emory about their proposed MAJS program; and with Harry Stern about their needs for a Jewish educator at the JCC. In each of these cases, he was also at the meeting. He is the only federation exec thus far who had seen the hiring of Jewish educational professionals at key institutions in the community as part of their work and commitment. He has really made it a priority for Atlanta to bring in four or five top Jowish educators (this includes a top professional to head up their continuity commission, the CJC, this is the locus of the CIJE in Atlanta). In the conversation with Stern, we also talked about the possiblity of the next shalisch to Atlanta being an educational shaliach as well.

In addition to these meetings, Alan, Bill and I spent a morning at the Greenfield Academy (a community day school with Orthodox leanings which in the process of searching for a new headmaster, and Bill and I spent a morning at the Davis Academy (a relatively new Reform day school).

I spent time with both Lauren and Janice separately and together discussing the next steps in "working" a personnel action plan in Atlanta.

As of December 1, I am feeling positive results of the Montreal meetings in my ongoing conversations with Chaim, Lauren and Ruth. I think that it is now clear to each community that there is work to be done. We have set a target date of January 15 for hearing from them in terms of the "action before the action plan." This refers to what pilot projects will be launched within each community and across communities during the next six months while the personnel action plan is being developed.

Council for Initiatives in F Jewish Education A *. X No. of Pages (incl. cover): 4 3 Date sent: 12/3 Time sent: From: To: Alan Hoffmann Ginny Levi Organization: C Phone Number. Phone Number: (216) 391-1852 0 Fax Number: Fax Number: V 0119722 619 951 (216) 391-5430 Comments: E alan -I'm sending you the minutes, but will want R others with you advise me to and them to Shandd John Colman + Esther Lead distribution. Rite be listed for copies? What about Bell S anyone else H am also attaching telecon minutes, which E I'm sending out now E Just so you know, amalas attacking Rolinson T letter and a CSF news line I thought you'd he interested in If there are any problems receiving this transmission, please call: 216-391-1852

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Executive Director Alan Hoffmann December 6, 1993

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Attached are the minutes of the Lead Communities Seminar which took place in Montreal on November 16-17, 1993. I have also attached, as exhibits, the various documents that were distributed during those meetings.

Please note two important dates which were agreed to in Montreal:

- January 15 -- Date by which Lead Communities will notify CIJE of action to be taken before the action plan.
- March 8-9 -- Date of next Lead Communities seminar, to take place in Atlanta.

If you have any questions, please feel free to call Ginny Levi at 216-391-8300.

	Council to	r Initiatives
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David Arnow	FROM: Ginny Levi Jammy
Janiel Bader	DATE: December 9, 1993
Mandell Berman	Annual Reaction of State
Charles Brontman	SUBJECT: CIJE Update
Gerald Cohen	A D C LLLV C C
John Colman	
Maurice Corson	
Susan Crown	Enclosed are materials meant to bring you up to date on the work
Jay Davis	of CIJE. As in the past, some of the materials, particularly the notes on Lead Community Visits, are sensitive and we would
Invia Field	appreciate your keeping them confidential.
Alfred Gottschalk	offenerges four woohand when constochater.
Neil Greenbaum	Enclosures include the fellowing:
Thomas Hausdont	
David Hirschhom	1. Notes prepared by Gail Dorph on Lead Communities.
Gershon Kekst	2 James of Weineling & Company Rev Day 144 or Revenue 11 Jam
Henry Koschitzky	2. Letter of November 9 from Ron Reynolds to Barry Holtz.
Mark Lainer	3. Latter of December 3 from Craig Dykstra, Lilly Foundation,
Norman Lamm	to Alan Hoffmann.
Marvin Londer	
Norman Lipoff	
Seymour Martin Lipset	
Florence Melton	
Melvin Merians	
Charles Retner	
Esther Leah Ritz	
Richard Scheuer	1
Ismar Schorsch	
David Teutsch	
Isadore Twersky	
Bennett Yancwitz	
Executive Director	

Alan Hoffmann

ADH

BH

NOTES FOR STAFF THIRD CIJE SEMINAR G.A. Montrell, 16-17 November 1993

Tuesday, Nov. 16th:

- 2:00pm: Session I: Introduction Theme of seminar. "How do we move forward in personnel, community mobilization and goals."
- 2:15pm: Session II: Community epdates (ADH/GD to prepare offline So that there is consistency between each report)

Discussion

3:00-4:30pm: Session III "Projected first year outcomes in personnel"

> a) 3:00-3:30: "Critical path for individual LC developing personnel plan" BH [Based on Annette's presentition. To be adapted by BH

- * Educator survey completed
- * Educator survey discussed
- * Planning Committee prepare action plan
- * Personnel situation discussed in community
- * In-service pilot project
- * Israel seminar ETC...]

b) 3:30-4:00: "Analytical potential of Educators Survey" - Ellen Goldring

c) 4:00-4:30: Discussion

d) 4:30-4:45: Break

4:45-10:00pm: Session TV

"Engaging community in discussing educators survey and implications"

4:45pm: a) Introduction:

ADH

4:55pm: b) The Milwaukee experience: Roberta Goodman

5:15pm: c) Discussion

5:00pm: Dinner

7:00pm: d) Break out groups: Eack community translates "engaging" into its own terms:

- i. Timing
- ii. Implication for action

They will be asked to relate to:

- * Content
- * Audience
- * Projected outcomes
- " Who is responsible

8:30-9:00pm: e) Break-out groups report back

9:00-9:30pm: f) Discussion

Wednesday, Nov. 17th:

7:30-8:30am: Breakfast with three executive directors

8:30am: Session V Preparing a LC personnel action plan

\$:30-9:00am; Presentation

1. Mapping Current and Pature Situations:

GD

- a. Educators Survey shortcomings, needs, (e.g. training, recruitment)
- b. Predict future needs ("forecast") with input from local educators
 - * Retirements
 - * Demographic trends
 - * Do you have demographic data?
 - * Other

2. Stages of implementation (should reach pilot projects)

3. CIJE Pilot Projects

a. Educational leaders retreat

b. Lay professional seminar in Israel on goals

c. Best practice seminar

9:00am: Discussion

9:30-9:45am: Break

9:45am

Exercise: A first cut Personnel Action Plan in our community [What will be steps. Chart your own process)

Exercise they receive:

- a. Where will Action Plan be discussed?
- b. When?

ALITAAALIMII AI

- c. Participants
- d. Projected outcomes, e.g. Pilot Projects
- e. Who is responsible?

ISSUES THAT WILL EMERGE IN EXERCISE:

* Problems e.g. early childhood, teacher in service

* Prioritize based on:

a, need

b. cost

c. feasibility

* Possibilities or option:

a local suggestions

b. CDE suggestions

We need to raise the pilot projects which will precede the action plan. E.g. Principals seminar, goals seminar in Israel, Senior Educator, Best practices, etc.

EXAMPLES OF CHE PILOT PROJECTS (across community)

1. "Educational Leaders Retreat" - Vandarbilt

- For whom?	Principals/heads of institutions - supplementary + day school
	cross denominational
- When?	April

- Why? "Kick off" of professional development for educational leaders

2. Lev-Professional seminar in Israel on Boals

For whom? Chairs + professionals of CIJE, local projects + CIJE board members

When? July

Why? "Up level of discourse" so that this becomes content driven

3. "Best Practices Seminar"

* Lay leaders

* Educators

Council for Initiatives F in **Jewish Education** A Date sent: 12-13 X Time sent: No. of Pages (incl. cover): 10 From: Ginny Levi To: Alan Hoffmann Organization: C Phone Number: Phone Number: 216-391-1852 0 Fax Number: Fax Number: 216-391-5430 V Comments: E alan R We haven't discussed tomman's teleon agenda. Hopefully the attached will be o'cas a starting point. I'll send it + S the name material pages to Gail + Barry. H We can always revise the agenda as F we go. OKZ E mon T

AGENDA CIJE STAFF TELECON

Dec. 14, 1993 9:30 AM (EST)

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

- I. Minutes of 12/1
- II. Assignments of 12/1
- III. Plans for 1/3 1/4/94
 - A. Goals of Meetings
 - B. Draft Agenda
 - 1. Total vision: concept & process
 - 2. 1994 Work Plan
 - Definition of CIJE: Relationship of steering committee to committees
 - Review and discuss committee process (including appointment of committee members?)
 - 5. Review draft mission statement
 - C. Discuss and expand on raw material sheets?
 - D. Pre-meeting mailing?
- IV. Board Meeting 4/20-21/94
 - A. Space issue
 - B. Time to discuss agenda?
 - C. Plan camper contacts? With Steering Committee?
- V. Status of New York Office
- VI. Where we are on other matters
 - A. The communities
 - B. Cleveland secretary
 - C. E-mail: Where is Alan?
- VII. Next telecon

BWH

Assignment

VFL

VFL

ADH

ADH

60 I.A. 3

TO: ADH	FROM: VFL	DATE: 12/13/93
NAME	NAME WH	REPLYING TO
DEPARTMENT/LOCATION	DEPARTMENT/LOCATION	YOUR MEMO OF:

SUBJECT: CIJE Steering Committee Factbook

I sent MLM a memo in which I listed the tabs for a new factbook for the CIJE Steering Committee. Based on his response, it will have the following dividers. As you and he are planning the agenda, keep in mind that we would typically begin by reviewing the first three tabs. Since 1/4 is the first meeting of the group, we may want to look at the entire book.

TAB	Title	Contents
I.	Master Schedule Control	On three lines, dates of Steering Committee, Exec. Committee, and Board meetings
II.	Minutes	For first meeting, minutes from Nov. 7-8 planning meeting
III.	Assignments	One page for each person who has assignments, incorporating those from other settings
IV.	Agenda Planning: Executive Committee	Raw material page plus agenda planning worksheet (see attached)
Ϋ.	Agenda Planning: Board	Raw material page plus agenda planning worksheet (see attached)
VI.	Reports	To be inserted as we need them.
VII.	Calendar of Events	Just the form, for now. To be developed as we go. (This is a list of topics or procedures to be reviewed periodically.)
VIII.	Policies	To be developed
IX.	Agenda	To be planned by MIM and ADH in Israel.

Alan-We may want to brainstorm on tomorrow's telecon what belongs on the raw material + agenda planning pages.

DEC 13 .33 14:43

2 -the Council for Initiatives F in A Jewish Education Date sent: 12/16 Time sent: X No. of Pages (incl. cover): To: Alan, Gail, Barry From: Organization: C Phone Number: Phone Number: 216-391-1852 0 Fax Number: Fax Number: 216-391-5430 V Comments: E Here are the minutes + maignments. R an including sep. assignment sheets for everyone, as they'll appear in Steining committee bash. We need to keep S before us what's arranged to other + Н think about whether three Things need E to be reassigned (e.g. campus). E T Talk to you soon. Kinny

MINUTES:	CIJE STAFF TELECONFERENCE
DATE OF MEETING	December 14, 1993
DATE MINUTES ISSUED:	December 16, 1993
PARTICIPANTS:	Gail Dorph, Alam Hoffmann, Barry Holtz, Virginia Levi (Sec'y)
COPY:	Morton L. Mandel

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

A. Communications

It was noted that since we have begun using CompuServe, the number of faxes back and forth to Israel has decreased significantly. Alan will continue to use his Internet address while in Israel and will forward Internet mail to CompuServe when he plans to be on the road. He will also notify his regular correspondents how to reach him when he is traveling.

Barry reported that the first sixty messages per user per month are free. After that, there will be a charge. We will continue to monitor the cost which, to date, has been very low.

B. CIJE Work Plan

A meeting is scheduled for December 16 for Alam and MIM to talk with Seymour and Annette about the outcomes of the meeting of November 8. The issue seems to be that we have the same commitment to the Lead Communities in addition to a desire to move forward in the area of "3 to 23" and in building a national organization. What does this mean for our work agenda?

G. PR

Assignment

Alan has talked with MLM about Sandy Brawarsky's proposal to begin preparing a brochure in January. It was agreed that Ginny should process a form recommending that we hire her as a consultant and that Alan will call and invite her to participate in the meetings on January 3 and 4. Ginny will provide her with details on the meeting.

D. Assignments

- Gail and Barry have begun to develop plans for the pilot projects and will continue those conversations. At the next telecon we will go into more detail, will make specific assignments for the pilots, and will establish due dates.
- Alan will talk with MLM about whether he should propose committee assignments for review by the Steering Committee or

CIJE Staff Teleconference December 14, 1993

> whether we should ask the Steering Committee to determine assignments from our complete list of board members. Gail has plans to talk with Doris Schneidman and Chaim Botwinick of Milwaukee about a summer teachers institute at Melitz or Melton or in some combination. Before either of those conversations takes place, Gail and Alan will discuss the options.

II. New York Office

Assignment

Barry reported that everyone at JCCA has been extremely accommodating. It was agreed that Alan will prepare a letter of appreciation for MLM's signature.

A. Phone System

Barry reviewed the options, with basic needs being four telephone lines, four modem lines, and a separate fax line, for which the setup fee is \$2600. Beyond this basic set-up, there are various alternatives for voice mail. Barry will send Alan a breakdown of the basic costs, will check with New York telephone to see if the same thing can be done for any less money, and will find out if the voice mail add-on could be done in the future if we discover the need.

B. Fax

A Pitney Bowes representative will submit a written proposal for the leasing of a plain paper copier. Barry will submit it to Alan as soon as he receives it.

C. <u>Computers</u>

Barry will meet with the computer consultant on December 15, after which there will be written recommendations.

D. File Cabinet

There will be file cabinets outside of the offices. There is room in the offices for additional files, but it was agreed that we should walt to order any additional furniture or equipment until we are clear on what we need. JCCA has book shelves available, if they are needed.

F. Dictaphone System

JCCA uses micro cassettes, which are the same as those used in Israel, but different from the ones used by Premier. It was suggested that, in order to be able to make use of JCCA secretarial support, we should probably buy dictaphones and a transcription unit which are compatible with the JCCA equipment. Barry will look into this.

F. Secretary

JCCA has advertised for a part-time secretary for CIJE and Diane Rogoff has prescreened the applications and arranged for interviews with five candidates. The secretary will work five hours a day for four days. We will plan to bring the secretary to Cleveland for two days to learn the system.

G. <u>Miscellaneous</u>

Bob Fischer has arranged for CIJE and the individual staff people to be listed on the building directory. JCCA has provided an electric typewriter for miscellaneous typing needs. Barry will get the details on the cost of printing and xeroxing.

Assignment Barry will provide Alan with as much detail as possible on all of this for presentation to MLM while he is in Israel.

III. Plans for January 3-4

A. Goals

Alan suggested that we hope to accomplish the following at the meetings of January 3 and 4:

- On January 3 -- share with staff the outcomes of conversations to take place this week and next in Israel and prepare for January 4 meeting.
- On January 4 -- reengage lay leadership of CIJE (which has not been fully engaged since the Commission) to work on policy and structure.
- Also on January 4 -- to make realistic decisions regarding the deployment of staff time and energy as we work with Lead Communities, 3 to 23, and the creation of CIJE as a national organization.
- B. Agenda

It was felt that the following agenda items fit the goals listed above.

1. Where are we now?

It may be useful for Alan, Barry, Gail, Adam, and Daniel to prepare a written summary of current major issues for presentation by MIM or Alan.

- Definition of CIJE: relationship of Steering Committee to committees.
- 3. Total vision: concept and process.

CIJE Staff Teleconference Bacember 14, 1993

- 4. 1994 work plan (being drafted by Alan).
- Review and discuss committee process (including appointment of committee members).

Assignment

 Draft mission statement. (Alan will talk with MLM about whether there should be a draft prepared in advance or we should ask the Steering Committee to develop it at the meeting.)

C. Raw Material

We may wish to develop lists of raw material on the basis of the four committees proposed on November 8:

- 1. Building the profession
- 2. Community development
- 3. Content and program
- 4. Research and monitoring

Assignment

Alan will discuss this with MIM. We may wish to begin with the raw material sheets as currently proposed, and wait to break it down in the new fashion until such time as the Steering Committee agrees to that approach.

D. Materials to mail in advance

It was suggested that we consider mailing the following in advance of the meeting:

- 1. Minutes of November 7-8.
- 2. Minutes of the November Lead Communities Seminar.
- 3. One or several of Gail's update reports.

Alan will call Ginny at 3:30 p.m. on December 16 to discuss what should be sent in advance and, to the extent possible, what else belongs in the meeting books. The mailing should include a cover note which clearly states that the minutes of November 7-8 provide a basis for discussion on January 4, and that we seek the thoughts of the Steering Committee on this proposed approach.

IV. Next Telecon

In next telecon is scheduled for Monday, December 10 at 9 a.m. It 1) focus on the status of the New York office, preparations for January 3-4, and discussion of the plans for developing pilot projects. PREMIER ININISTRIAL CORPORATION

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

□ ASSIGNMENTS □ ACTIVE PROJECTS

RAW MATERIAL

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

SUBJECT/OBJECTIVE

FUNCTION

ORIGINATOR/PROJECT LEADER

CIJE STEERING COMMITTEE

VFL

DORPH ASSIGNMENTS

DATE 12/16/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With BH, work on developing an initial plan for each pilot project that was discussed in Montreal.		GD	12/1/93	12/20/93	
2.	Follow through with Lead Community people on the outcomes of the Montreal meetings.		GD	12/1/93	12/24/93	
3.	Continue the conversation with Milwaukee about a summer teachers' institute at Melitz [Melton].		GD	12/1/93	1/15/94	
4.	Work with Chaim Botwinick on a strategy for CIJE involvement with Machon L'Morim.	wisi / E (GD	12/1/93	1/15/94	
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Council for Initiatives in F **Jewish Education** A Date sent: 10/5 Time sent: No. of Pages (incl. cover): /7 X To: alan Hoffmann From: Organization: C Phone Number: Phone Number: 0 Fax Number: Fax Number: V Comments: E alan attached are the following for your R and our discussion O chaim's more detailed funding request, which I've also sent to Gail + Barly S Gail's shortened report on The L'Cinits. Н Please remiers and let me know if it's F OK for our numeletter. (3) Resemption memo and forms for GA meetings. all of this had to be in right among, but can be amended. I'm anguious to draines with you. F T Hope you had from on the dysent. If there are any problems receiving this transmission, please call: 216-391-1852

MINUTES:	CLJE STAFF TELECONFERENCE
DATE OF MEETING:	October 6, 1993
DATE MINUTES ISSUED:	October 8, 1993
PRESENT:	Gail Dorph, Alan Hoffmann, Barry Holtz, Virginia Levi, (Sec'y)
COPY TO:	Morton L. Mandel

I. The minutes and assignments of September 29 were reviewed.

A. Communications

Gail has drafted a report on her visits to the Lead Communities which will become part of the first bi-weekly report. It was agreed that a cover note from Alan will be included, explaining the purpose of these reports and clarifying that they are to be kept confidential.

Barry met with Sandy Brawarsky to discuss background to CIJE and review the tasks we seek in a communications person. He believes that she would do this job effectively and that she is interested. It was agreed that Barry will ask her to prepare a preliminary proposal in which she would outline the parameters of the project. If we are interested, we would need to pay her for the time it would require to prepare a detailed proposal. Alan will consider this suggestion and, if he feels it is appropriate, will complete the form used to recommend engagement of a consultant.

B. Office

No further action can be taken until Barry has an opportunity to see the UJA/Federation space. He will follow up with Steve Hoffman for assistance in getting through to Steve Solender.

- C. Funding Issues
 - The Lilly Foundation has asked Barry and/or Alan to attend a meeting on November 4 or 5 for input into a Lilly research project. The invitation signifies serious interest on the part of Lilly in CIJE. It was agreed that Barry will call back to find out whether this meeting can be postponed. If not, Alan will plan to go on November 4. Barry has a Best Practices consultation at that time. (Later: Barry believes that Alan should attend on November 4.)

- Alan will call Chaim Botwinick for further discussion of the Baltimore request for a grant of \$30,000. He will suggest that the request not include funding of an existing position.
- D. Institutions of Higher Learning

Ginny was to call Sara Lee to try to schedule a meeting for Alan with her while she is in the East. (Done: Tentative meeting set for Monday, November 1, 4:00 to 6:00 PM.) Ginny was also to ask Sara for a time on Friday, October 15 when she would be available for a phone call from Gail. Gail will try to schedule time for Alan and herself in Baltimore in conjunction with that meeting.

Barry will follow up with Isa Aron to determine whether it is critical for CIJE to be represented at the HUC meeting scheduled for November 21 - 22 in California.

- E. Miscellaneous
 - 1. It was suggested that Sandy Brawarsky would be a good person to help with the editing of MEF reports.
 - We will add to the Israel agenda the assignment of campers to counselors and next steps in those contacts.
 - 3. Ginny reported that she is looking into linking CIJE staff and consultants via electronic mail. Until this can be resolved, Gail will try to get an account through JTS and Ginny will work on getting an account through CWRU for bit-net communication.

issignment

II. GA Plans

- A. Lead Communities Seminar 11/16-17
 - CIJE representatives will include the four core staff plus Ellen Goldring, Roberta Goodman, and Julie Tammivaara. We will ask Daniel Pekarsky and Adam Gamoran, as well.
 - We will work to get the following community representatives at the meeting.
 - a. Atlanta: Bill Schatten, David Sarnat, Lauren Azoulai, Janice Alper, Steve Gelfand.
 - Baltimore: Genine Fidler, Darrell Friedman, Chaim Botwinick, Marshall Levin, Nancy Kutler.
 - c. Milwaukee: Jane Gellman, Louise Stein, Rick Meyer, Howard Neistein, Ruth Cohen.

It was agreed that we would like to have the Federation directors present for at least a portion of the seminar. Alan will call each of the three to encourage attendance of those listed above. If the Federation execs are not available for the two full days, he will strongly encourage their participation on the second day and will indicate that the agenda will be adjusted to accommodate this.

- 3. Ginny will work with individuals to register for the GA and reserve hotel rooms.
- B. CIJE-related meetings at the CA
 - 1. Chuck Ratner is scheduled to present on Thursday, November 18 at 10:00 AM. Alan will talk with Steve Hoffman about the preparation of his remarks and making certain that CIJE is highlighted.
 - 2. MIM will introduce the prime minister Thursday evening.
 - 3. We are scheduling a CIJE breakfast meeting for Friday at 7 8 AM to include MLM, Steve Hoffman, Chuck Ratner, ADH, GZD, BWH, the three community Federation execs, and one or two lay people from each of the Lead Communities.
 - 4. A forum entitled "What Works in Jewish education" is scheduled for Friday morning, 8 - 9:45 AM. It is not yet clear whether Alan or Barry will be invited to present.
 - 5. A session for continuity commission chairs is scheduled for Friday afternoon, 2 - 3:45 PM. (According to Jon Woocher, it is hoped that there will be Lead Community involvement in the reports and responses. This has not yet been planned and no one has been invited to present.) Anyone who attends the session will have to plan to remain in Montreal for Shabbat.

Alan will talk with Jon Woocher and Steve Hoffman about details of these sessions. We will focus on the GA during the next telecon.

III. Plans for other November meetings

Alan will arrive in the States on Sunday, October 31. Gail will try to schedule two days in Baltimore during the first week of November and meetings in Atlanta on November 22 and 23. Barry will look into the Lilly meeting, as discussed earlier.

> In order to make best use of Sunday, November 14 in Milwaukee, it was agreed we should fly to Milwaukee Saturday evening, November 13. Gail will look into the advisability of holding the Sunday meetings at the community campus and staying at a hotel nearby.

IV. The next telecon is scheduled for Thursday, October 14 at 8:00 AM. <u>Note</u> the change in time.

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Council for Initiatives F in Jewish Education A x Date sent 10/15 Time sent No. of Pages (incl. cover): 12 From: and and Organization: C Phone Number: Phone Number: 0 Fax Number: Fax Number: V Comments: Fox from Sail Dorgh. E R S H E E T If there are any problems receiving this transmission, please call: 216-391-1852

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Council for Initiatives F . in А **Jewish Education** No. of Pages (incl. cover): 14 X Date sent: 10 S Time sent From: To: MEB Organization: C Phone Number: Phone Number: 0 Fax Number: Fax Number: V Comments: E Minutes & assignments of last telecon. R S Н E E Т If there are any problems receiving this transmission, please call: 216-391-1852

28:91 86, St 100

MINUTES:	CIJE STAFF TELECONFERENCE
DATE OF MEETING:	October 14, 1993
DATE MINUTES ISSUED:	October 15, 1993
PRESENT:	Gail Dorph, Alen Hoffmann, Barry Holtz, Virginia Levi (Sec'y)
COPY TO:	Morton L. Mandel

- I. The minutes of October 6 were reviewed.
 - A. Communications
 - 1. Bi-weekly report

Ginny plans to send the first report by October 15 with a cover memo which she will prepare.

2. PR person

Barry has asked Sandy Brawarsky to draft a letter outlining a proposal she might submit for work with CLJE. He reminded us that she would be available only for occasional assignments until December. It was agreed that this is not a stumbling block.

- Gail and Ginny are working on getting onto university electronic mail systems. Alan is looking into Compu-Serve Israel.
- B. Office

Alan will send Barry a copy of a letter from UJA/Federation regarding signment office rental, with a copy to Ginny. With the information in the letter, Barry will arrange to view the space without waiting for Steve Assignment Hoffman's intercession.

- C. Funding Issues
 - Alan plans to attend the Lilly meeting on November 4. Barry will request background materials and will plan to deliver them to Alan in Israel.
 - Alan has talked with Chaim about the Baltimore proposal for a \$30,000 grant. Chaim is to submit a revised proposal, in writing, which requests \$15,000 to support the analysis of data now and \$15,000 to be held in reserve for a project to be undertaken in 1994.

Assignment

- D. Hebrew Union College
 - Alan's appointment with Sara Lee has been set for Monday, November 1, 4:00 PM in Baltimore.
 - Barry has sent a message to Isa Aron indicating that the timing of the HUC meeting may make it impossible for anyone from CIJE to attend.

II. Plans for the GA

- A. Lead Communities Seminar November 16 17
 - Ginny has made room reservations for Alan, Gail, Barry, Ellen, Roberta, Julie and herself and GA registrations for Alan, Gail and Barry.
 - 2. We expect the following Lead Community representatives to attend:
 - Atlanta Bill Schatten, Lauren Azoulai, possibly Janice Alper and, on Wednesday, David Sarnat.
 - b. Baltimore Genine Fidler, Chaim Botwinick, Marshall Levin and, at 11:00 AM on Wednesday, Darrell Friedman.
 - c. Milwaukee Jane Gellman, Louise Stein and Ruth Cohen. Alan had not yet spoken with Rick Meyer about his and Howard Neistein's attendance. (Ginny spoke with Rick, who will try to be present on Wednesday. He wanted to know first who else would be there. He expected Howard could attend at least part of the seminar, but made no commitments.)
- B. CIJE related meetings

Discussion focused on the Friday breakfast meeting. In response to a question about the necessity of holding the meeting, it was noted that after having had one last year, it is expected and it is an excellent opportunity to bring together the lay and professional leadership of the Lead Communities and the CIJE leadership.

It was suggested that the following be invited:

- 1. All CIJE board members
- Alan Hoffmann, Barry Holtz, Gail Dorph, Steve Hoffman, Marty Kraar, Art Rotman, Jon Woocher.
- 3. Representatives of the communities:
 - Atlanta: David Sarnat, Gerald Horowitz, Lauren Azoulai, Janice Alper, Bill Schatten

- b. Baltimore: Darrell Friedman, Richard Landsburgh, Chaim Botwinick, Marshall Levin, Genine Fidler, (Ilene Vogelstein will be in Israel)
- c. Milwaukee: Rick Meyer, Betsy Green, Ruth Cohen, Jane Gellman, Louise Stein, Howard Neistein

Ginny will prepare an invitation to go out as soon as the details of the meeting can be confirmed.

Ginny will call Jon Woocher on October 15 for details on the 8:00 session on "What works in Jewish education" and the 2:00 session for continuity, commission and leaders.

III. Milwaukee meetings - 11/13 - 15

It was agreed that we will attempt to get to Milwaukee on Saturday night, November 13 so that we can begin meeting by 9:00 AM on Sunday. Ginny will ask Mary Esther to work with Roberta Goodman to find a comfortable, reasonably priced hotel at which we can stay and meet. Mary Esther will then make arrangements with the hotel. It was suggested that she check with Susan Jonas of Milwaukee to find out whether arrangements can be made for reasonably priced kosher food to be delivered. Meetings will include lunch and dinner on Sunday and will go until approximately 10:00 PM.

IV. Israel agenda

Assignment

It was suggested that the seminar in Israel include an opportunity to review what is actually happening in the local communities, as compared with outcomes we seek, and how we envision moving from point A to point B.

V. Alan's schedule for November

A. Ginny will write to Daniel Syme on Alan's behalf to request a meeting signment time. [Shortly after the telecon she got a call from his secretary indicating that he is not available on any of the dates proposed.]

- B. Barry will schedule meetings with Rachel Cowan, John Ruskay and Sandy Brawarsky.
- C. A copy of Alan's most current schedule is attached to these minutes.

November 8, 1993

To: Annette From: Adam and Ellen CC: Alan Re: agenda for Nov. 9 telecon

We are looking forward to tomorrow's teleconference. Here's the agenda that we worked out with Alan:

(1) MEF work plan for 1993-94 (see July 1993 memo).

(2) Schedule for data and policy papers.

(3) Tentative agenda for Nov. 14 meeting in Milwaukee on MEF (see attached).

(4) Advisory committee: scheduling a meeting in February. Time permitting, we will also discuss the composition and tasks of the advisory committee.

To Annette Hochstein From Adam Gamo	
	usin
Dept. Phone #	

CIJE Staff Meeting Sunday Morning, Nov. 14 1993 9:00am - noon

Tentative Agenda

I.	Introduction	and	overview	 30	minutes	(Adam)	

II. Methods for MEF

- A. The narrative method -- 5-10 minutes (Julie)
- B. Surveys as a policy tool -- 5-10 minutes (Ellen)

III. The feedback loop -- 5-10 minutes (Roberta)

We are allowing about one hour for presentation, during which we will address questions of clarification; questions of substance will be written on a flip chart and addressed subsequently. We expect that the presentations will stimulate many important questions, and we will have about 2 hours to discuss them. At the outset, we consider the following four questions to be critical:

(1) How do we reconcile our need to serve the communities, when our agendas are set by CIJE?

(2) What constitutes a Lead Community Project, and what determines whether a given project should be monitored and evaluated by the MEF team?

(3) How do we determine the boundaries of responsibility between MEF and implementation, with particular respect to the use of knowledge produced by MEF?

(4) What are our policies and procedures for disseminating MEF products (a) within CIJE; (b) within the communities; (c) beyond CIJE and the communities? Three-fifths (59.4%, n=170) of Milwaukee Jewish educators earn salaries of less than \$10,000 teaching at the first school at which they work. Forty-four percent (44.1%) make less than \$5,000 at the first school. Those making over \$30,000 constitute less than one-tenth (9.4%) of teachers. Fifteen percent (14.7%) earn between \$10,000 and \$14,999 and fourteen percent (14.1%) carn between \$15,000 and \$24,999. Two percent (2.4%) fall in the \$25,000-\$30,000 salary range.

More than nine-tenths (92.1%) of educators receiving a second salary report receiving less than \$5000 per year from the second school. Eighteen (18.4%) are paid less than \$1000 by the second school, and about three-fourths (73.7%) have salaries between \$1000 and \$4999. Five percent (5.3%) make between \$5000 and \$9999 from the second school. About three percent (2.6%) supplement their salaries by \$15,000 to \$15,999 per annum.

TRAINING

HIGHEST LEVEL OF EDUCATION	*	* (WMULATIVE &
HIGH SCHOOL GRADUATE	3	1.6%	1.6%
SOME COLLEGE	24	13.18	14.78
COLLEGE GRADUATE	45	24.7%	39.48
SOME GRADUATE COURSES	31	16.95	56.38
GRADUATE OR PROFESSIONAL DEGREE	61	33.38	89.64
TEACHER TRAINING INSTITUTE	19	10.45	100.04

Nore than half (56.3%) of the Jewish educators of Milwaukee who completed the questionnaire had received some graduate training. One tenth (10.4%) marked "teacher training institute" as the highest level of education achieved. One third (33.3%) selected "graduate or professional degree" as the highest level completed. The frequencies for education levels are listed below. Educators listed their majors for each degree that they received. Almost half (46.5%) of the 134 reporting at least one degree in this section listed education as the first major. Included were speech education, school psychology, art education curriculum and instruction, mubic education, reading, and special education, among others. Six percent majored in Judaica, Hebrew, or related courses. Seven and one-half percent specialized in social work, behavioral science, or communal work. Forty percent (40.3%) were in other fields including such diverse specialties as nursing, mathematics, English literature, geography, and biostatistics.

Jewish studies are more likely to be a major for those listing more than one degree. Of the 53 listing a second degree, almost half (47.2%) specify education as their major. Eleven percent (11.3%) choose Judaica, Mebrew, etc. Nine percent (9.4%) are in the social work area, and a third (32.1%) list another subject.

The twelve respondents having three or more degrees chose solucation for their major with the third degree in forty-two percent of the cases (41.7%). One fourth (25%) majored in Judaica, Hebrew, and related areas. One third (33.3%) have other majors.

Slightly more than one-figth (21.6%) of those responding are specifically cartified in Jewish education. Over two-fifths (43.8%) have certificates in general education. One respondent specifies certification in art education, one in music education, one in special education, and one in early childhood education among other professional licenses or certifications. Two received their certification in Israel, one for foreign languages and one for teaching. Library science, day care, learning disabilities, nursing, teaching English to adults, and school paychology are also listed in the "other" category.

10

PREVIOUS WORK EXPERIENCE

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setting	POSITION	ŧ	ę
SUPPLEMENTARY SCHOOLS			
	AIDE	18	9.7%
	TEACHER	116	62.78
	SUPERVISOR	6	3.2%
	SPECIALIST	14	7.6%
	Principal	5	2.7%
	OTHER	9	4.9%
DAY SCHOOLS			
	AIDE	12	6.54
	TEACHER	65	35.78
	SUPERVISOR	3	1.6%
	SPECIALIST	6	3.28
	PRINCIPAL	5	2.78
	OTHER	11	5.94
DAY/RESIDENTIAL CAMP			
	COUNSELOR	45	24.3%
	SFECIALIST	11	5.9%
	UNIT LEADER	6	3.25
	DIVISION HEAD	B	4.38
	DIRECTOR	10	5.44
	OTHER	9	4.9%
SZWISH COMMUNITY CENTER			
	GROUP WORKER/TEACHER	25	13.5%
	PROGRAM DIRECTOR	4	2.28
	DEPARTMENT MEAD	2	1.14
	DIRECTOR	ō	0.01
	OTEER	10	5.48
Preschool			
	ABSISTANT TEACHER	20	10.8%
	DIRECTOR	41	22.25
	OTHER	2	1.18
	GENER	7	3.84
INFORMAL EDUCATION/YOUTH WO			
	GROUP ADVISOR	24	13.04
	YOUTH DIRECTOR	23	12.48
	TOTOR	2	1.18
	XUSIC	1	0.54
	OTHER	10	5.4%
ADULT EDUCATION	TRACHER		
	PROGRAM DIRECTOR	41	22.28
	TUTOR	6	3.25
	OTHER	1	0.51
	- LABA	3	1.6*

1.2.3

Educators were asked to document their experience in Jewish education by checking off all positions which they had held. The position held by the most faculty in the past is teacher in a supplementary school. Teaching in a day school is the next most frequent experience checked, followed by being a counselor in a Jewish day/residential camp. Teaching in preschool and in adult education tie for the positions held next most often by Jewish educators. It is easy to see from the above table the wealth and variety of the experience of those in this field. Not one educator skipped this question.

Respondents were asked in more detail about experience tutoring students. Forty-five faculty members, or 26% of the 173 persons who answered the question, tutor students in Mebrew or Judaica. The number of students taught ranges from 1 to 15. Most tutors have only one or two students, but others have enough for a small class.

Fifty-seven percent (56.7%, n=180) of the Jewish teachers have worked in general education. Of those reporting the number of years that they have spent in the field, about one third (34.8%) have spent one to five years. Almost another third (30.4%) has spent six to ten years. Twenty-three percent (22.8%) have between 11 and 20 years experience in general education, and twelve percent have more than 20 years in the area.

STABILITY

Almost sixty percent (59.2%) of the teachers have been in their current setting from one to five years including the current year. A quarter (21.8%) have been in the same setting for six to ten years. Twelve percent (12.3%) have held their post for between 11 and 20 years, and less than one tenth (6.7%) have more than twenty years tenure.

While not all teachers have lived in the same Jewish community for their entire life, there is a great deal of continuity among the faculty in the Milwaukee area. Forty-two percent (41.8%) of teachers have been in the same Jewish community for one to five years. Twenty-eight (27.2%) were in the same community between six and ten years ago. Seventeen percent (16.9%) have not moved in 11 to 20 years, and almost fourteen percent (13.6%) have been serving their community for more than two decades.

Total years of experience in the field of Jewish education is extensive in the Milwaukee Jewish faculty community. The largest group, close to one third (30.9%, n=178)) has from six to ten years experience in the field. Twenty-nine percent (29.2%) have a total of between one and five years. Twenty-three percent have been working in Jewish education for between 11 and 20 years, and almost seventeen percent (16.9%) have more than 20 years of experience.
PRESENT WORK SETTINGS

Most Jewish teachers in the Nilwaukee area perceive themselves to be career professionals. Fifty-five percent (55.3%, n=179) say that they have a career in Jewish education. While three-fourths (75.4%, n=179) work in one school, many work in several.

IN HOW MANY JEWISH SCHOOLS DO YOU WORK ?

# OF SCHOOLS	OF TEACHERS	*
ONE	135	75.4%
TWO	38	21.28
THREE	Б	2.88
FOUR	1	.68
TOTAL	179	100.0%

Those who work in more then one school were asked, "If you teach in more than one setting, do you do so in order to sarn a suitable wage?" This question splits the group of teachers almost in half. Forty-mine (48.8%) say "yes," and fifty-one (51.2%) say "no."

The table below shows the distribution of teachers by the number of hours they work in the first work setting. The majority (55.1%) work at one school for fewer than ten hours. Eight (4.3%) work more than 40 hours at one school.

HOURS	# TEACHERS		CUMULATIVE \$
0-10	102	55.14	55.14
11-20	22	11.9%	67.04
21-30	17	9.24	76.24
31-40	36	19,5%	95.7%
41 PLUS	8	4.5%	100.05

The forty-four teachers who worked at a second school included seven (15.9%) who worked between 11 and 20 hours at the second school and 37 whe worked ten or fewer hours there. Six who worked at three or more schools worked no more than ten hours extra per achool.

TO MANDELINST PAGE, BIG

PROGRAMS

PROGRAM TYPE	٠	AT	SCHOOL	1	# AT	SCHOOL	2
DAY SCHOOL			60			5	
ONE DAY SUPPLEMENTARY SCHOOL			44			9	
TWO OR MORE DAYS SUPPL. SCHOOL			34			18	
PRESCHOOL			38			3	
ADULT EDUCATION			10			7	
OTHER			5			3	

At the first school at which respondents teach, the day school setting is most common, while two or more days supplementary schools predominate at second schools. One day supplementary schools are the second most likely setting in which to find Jewish educators at both first and second schools. At the first school, educators are clustered next in preschools, followed by two or more days supplementary schools. Adult education is less prevalent at either the first or second school than settings already enumerated. Since respondents could check all that applied, the numbers in the tables immediately below and above this paragraph do not sum to the number of teachers per school.

PRIMARY SUBJECT TAUGITT

PRIMARY SUBJECT	# AT SCHOOL 1	# AT SCHOOL 2
HEBREW	46	12
JUDAICA/REBREW	29	4
JUDAICA/ENGLISH	101	21
BAR-BAT MITZVAR	22	4
SECULAR	28	5
ART	3	3

14

JEWISH HISTORY	2	٥
STORY TELLING	2	٥
MUSIC	6	2
TALMUD	4	0
RINDERGARTEN/PRESCHOOL	5	٥
OTHER	16	2

The number of faculty members who teach Judaica in English far outnumbers any other subject group at both the first and second school. Hebrew is the subject that comes next when ranked by those teaching in the area. Again this is not merely a first school phenomenon; Hebrew language teachers outnumber all others except teachers of Judaica at both the first and second schools. In first schools large numbers of teachers also teach Judaica in Hebrew and secular subjects.

BENEFITS

	AVAILABLE	- 9.°	RECEIVE	4	NEITHER	
FREE TUITION	54	29.24	33	17.8%	98	53.0%
DAY CARE	23	13.44	10	5.48	152	82.2\$
Free Synagogue Membersaip	33	17.88	41	22.28	110	59.5%
Synagogue Privileges	3	1.68	17	9.28	165	89.2%
CONFERENCE MON	E¥ 70	37.88	50	27.04	63	35.14
SABBATICAL	4	2.24	8	4.3%	173	93.54
DISABILITY	20	10.8%	9	4.9%	156	84.34
HEALTH	25	13.5%	28	15.18	132	71.48
PENSION	23	11.98	18	9.7%	145	78.48

Educators are most likely to receive money to go to conferences and free synagogue membership. They are least likely to receive disability benefits, sabbaticals, and day care.

15

TO MANDELINST PAGE, 018

TRAVEL

To get to the first school where they work Milwaukee educators drive anywhere from less than a mile to 62 miles. The average distance traveled is 5.4 miles for school number one. Those traveling to a second school travel between a fraction of a mile and 25 miles. The average distance driven is the same as for the first school, between five and six miles (5.4). There is less variance in the distance driven by those going to a second school.

AI	FILIATION	OF STAGEL	FIRST SCHOOL		
Appiliation			1	*	
REFORM			54	32.9%	
CONSERVATIVE			27	16.5%	
TRADITIONAL			5	3.01	.0.
ORTRODOX		ACAN 1	34	20.7%	May
COMMUNITY		C 11 1	25	15.2%	Maure B
JEWISH COMMUNITY	CENTER		16	9.8%	
OTHER (INCLUDING	FUBLIC)		3	1.8%	
NO ANSWER			21	MISSING	
TOTAL			185	100.08	

There is not a perfect match between the affiliation of teachers and the affiliation of schools. While the plurality of Jewish educators are of Orthodox affiliation, the plurality of schools are Reform affiliated. About one third of first schools are Reform, with Orthodox accounting for the next largest group, over one-fourth of the first schools. Conservative schools are next most numerous, followed by Community-affiliated institutions. Jewish Community Centers make up about one-tenth of the learning centers, and schools with Traditional affiliation, three percent.

For these teaching at an additional school, Reform affiliations predominate even more, with two-fifths of second schools (n=39) being of the Reform tradition. Conservative affiliations are second with over a fifth of second schools. Jewish Community Centers and Orthodox schools are tied for third with thirteen percent each. Community schools are next with eight percent, and Traditional schools account for about five percent of second schools.

CAREERS IN JEWISH EDUCATION

RECRUITMENT

All teachers teaching more than thirty hours per week are considered full-time educators for the purposes of this report. Some respondents considered themselves to be part-time teachers if they taught less than forty hours a week, while others who taught less than thirty hours considered themselves full-time. Thus, Demographic Data Consultants recoded the data based on actual hours of teaching time in order that a consistent standard could be applied. Forty-six of the teachers, or one-fourth (24.9%), work full time. One hundred thirty-nine, or threequarters teach part time.

Forty-seven percent (46.7%) of the thirty teachers who teach in more than one school, are part time and responded to the question, "If you had the opportunity to teach full time" what would you prefer? say that they would rather teach in one school. Seven percent (6.7%) express a preference for teaching in several schools. Another fortyseven percent (46.7%) say that they prefer not to teach full time.

One of the questions on the survey is, "People become Jewish educators for a variety of reasons. To what extant were the following reasons important to you when you first made a decision to enter the field of Jewish aducation?" In order to summarize the answers to the query, which had ten reasons listed as possible responses, we developed four subscales from the responses.

Service to the Jewish community, teaching about Judaism, learning more about Judaism, and love for Judaism became the scale, JUDAISM. Supplementary income and part-time nature of the profession became the NATURE scale. Recognition as a teacher and opportunity for career advancement formed the scale, SCAREER; and working with children became the CRILD scale. The average score of teachers on each subscale is given in the table below.

Since each reason for entering the profession could be ranked from one to four with one being very important and four being very unimportant, the lower the mean (average) score; the more important the set of items in the particular scale.

REASONS FOR BECOMING JEWISH EDUCATOR

SCALE	MEAN
CHILD	1.262
JUDAISM	1.596
NATURE	2.182
SCAREER	2.602

Working with children is the most important reason for becoming a Jewish educator. Comments help to illustrate the importance. "I have a natural magnetism to children, and they have it towards me," one teacher writes. "Unifying children with Jewish values is my goal," says another. "I want to be an example for my children," one explains further. Along the same lines, a colleague says, "I wanted to be a role model for my child."

Next in importance are reasons related to Judaism, followed by the nature of the profession and career considerations. One educator offers, "I wanted to spread the Torah in America." Another explains simply, "I had a love of teaching." A fellow mentions "love of music." One wants "involvement in my synagogue" and another likes "being among Jews."

Other considerations enumerated include "going to Israel," "fun," "the availability of the position at a time in my life when I wanted a permanent, part-time position,"and "to spend more time with my wife." Finally an educator states, "I came to the center because a neighbor called me. I needed a job."

While reasons related to the nature of the profession, i.e. earning supplementary income and the part-time nature of the profession are important to Milwaukee Jewish educators as a whole, they rank below both reasons related to children and Judaism in importance. Nevertheless, the nature of the profession is more important to most educators than carser considerations such as advancement and recognition in the profession. These reasons are balanced between important and somewhat unimportant on the scale from very important to very unimportant and rank lowest of all sets of reasons for entering Jewish education.

GENERAL EDUCATION AS BACKGROUND

Many Jewish educators come to Jewish education from a background in general education. While those who work part time are a little more likely to have experience in general education than those who work full time, this difference is so small as to be likely to have happened by chance. There is no statistically significant relationship between a general education background and working part time or full time in the Milwaukse group. BACKGROUND IN GENERAL EDUCATION BY FULL TIME/PART TIME

PULL-TIME/PART-TIME COMMITMENT

	FULL TIME	PART TIME	ROW TOTAL
General Education	24 52,29	78 58.27	102 56.78
NO GENERAL EDUCATION	22 47,8%	56 41.8%	78 43.3%
TOTAL	46 25.6%	134 74.48	180

OVERALL SATISFACTION

GROUP

ALL TEACHERS ANSWERING GENERAL EDUCATION QUERY 2.9758 WORKED IN GENERAL EDUCATION 1.9733 NOT WORKED IN GENERAL EDUCATION 1.9790

Having worked in general education or not worked in that area does not appear to affect teachers' overall satisfaction with their lives as Jewish educators. Respondents were asked about eleven different aspects of life as a Jewish educator. Overall satisfaction was determined by taking an average of answers to all aspects of satisfaction. Scores on the questionnaire ranged from 1, very satisfied, to 2, somewhat satisfied, 3, somewhat dissatisfied, and 4, very dissatisfied. The scores of the groups above show that all felt somewhat satisfied in general with their lives in Jewish education.

SCORE

General education background is related to work setting. Those who work in day schools are most likely to have experience in the general education field, followed closely by those who teach in supplementary schools. Fully two-thirds (56.7%) of day school instructors have worked in general education. Preschool workers are more likely not to have general education experience than to have it, and eighty-seven percent (86.7%) of those who work in adult education and other fields do not come from general education. The chi square of the relationship between setting and general education indicates that the association is statistically significant at the .01 level. The crosstabulation is presented below.

BACKGROUND IN GENERAL EDUCATION BY SETTING

SETTING

	DAY SCHOOL	Supplementary School	PRESCHOOL	OTHER	KOW TOTAL
General	36	42	16	13.38	96
Education	66.78	63.6%	43.2%		55.8%
NO GENERAL	18	24	21	13	76
EDUCATION	33.3 %	36.48	56.8%	86,7%	44.2%
COLUMN	54	56	37	15	172
	31.4%	38,4%	21.5%	8.7%	100.0%

There is also a statistically significant relationship between the importance of income from Jewish education to a household and general education background of respondents. The percentage of those with backgrounds in general education increases as importance of income decreases. Thus households for which the income from Jewish education is a mere supplement are most likely to be the households from which teachers come who have worked in general education. The relationship is significant at the .01 level.

TO MANDELINST PAGE, 023

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BACKGROUND IN GENERAL EDUCATION BY IMPORTANCE OF INCOME TO HOUSEHOLD

IMPORTANCE OF INCOME

	MAIN SOURCE OF	INPORTANT TO	INSIGNIFICANT TO	Row
	HOUSEHOLD INCOME	HOUSEHOLD INCOME	HOUSEHOLD INCOME	TOTAL
GENERAL	26	37	41	94
EDUCATION	39.0%	53.6%	69.5%	55,6%
NO GENERA		32	18	75
EDUCATION		46.48	30.5%	44.48
COLUMN	41 24.38	69 40.8%	59 34.9 %	169

HOW DID YOU FIND YOUR TEACHING POSITION?

	SCHOOL 1 #	*	SCHOOL 3	* *
CENTRAL AGENCY FOR JEWISH EDUCATION	1	0.6%	0	0.0%
Graduate School Placement	1	0.6%	o	0.0%
NATIONAL FROFESSIONAL ASSOCIATION	3	1.6%	1	2.48
FRIEND/MENTOR	51	30.48	7	17.18
SCHOOL RECRUITMENT	56	33.38	16	36.48
APPROACHED SCHOOL DIRECTLY	39	23.28	12	27.3%
NEWSPAPER AD	9	5.4%	3	6.88
OTHER	8	4.88	2	4.54
NO ANSWER	٥	MISSING	3	MISSING
TOTAL	185	100.08	44	100.0%

In one third of the teachers' cases, they obtained their positions after having been recruited by the schools where they are presently teaching. Almost another third (30.4%) found out about the position they hold through a friend or mentor. Twentythree percent (23.2%) approached the school directly. While these figures and the table apply to the first school in which educators taught, the mechanisms used for finding teaching positions were assentially the same in the second schools. Recruitment by the school, referral by friends and mentors, and approaching the school directly were most frequently used.

21

TO MANDELINST PAGE. 024

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FACTORS AFFECTING DECISION TO WORK AT IN ORDER BY # OF TEACHERS CHOOSING		1
HOURS AND DAYS AVAILABLE	132	
RELIGIOUS ORIENTATION	107	
LOCATION	105	
REPUTATION OF SCHOOL AND STUDENTS	97	
SALARY	73	
FRIENDS WHO TEACE THERE	62	
My own synagogue	58	
OTHER	14	

FACTORS AFFECTING DECISION TO WORK AT SCHOOL 2 IN ORDER BY # OF TEACHERS CHOOSING FACTOR

HOURS AND DAYS AVAILABLE	34
LOCATION	23
REFUTATION OF SCHOOL AND STUDENTS	20
RELIGIOUS ORIENTATION	19
SALARY	15
FRIENDS WHO TEACH THERE	14
MY OWN SYNAGOGUE	13
OTHER	1

The factors influencing the choice of where to work are different for teachers choosing a second school than for teachers selecting the first or only school where they will work. In both instances the factor selected by most teachers is scheduling, how well the hours and days available at particular schools fit the teacher's schedule. When making the decision on a first or only school, more educators consider the religious orientation of the school next followed by the school's location and then its reputation. Educators choosing a second school put location and reputation above religious orientation. It should be noted that there are vary few cases to be considered in the instance of second schools. Caution should be used therefore in considering differences in ranking. Salary tomes in fifth in both schools.

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RETENTION

When asked "Which of the following best describes your career plans over the next three years?" and given 11 options, 68.9% of the respondents said that they planned to continue what they were doing. About seventsen percent (17.2%) were Uncertain and five skipped the question. None said that they were planning to retire in the next three years. Six (3.3%) planned to seek a position outside of Jewish education. Five (2.3%) were planning to teach in a day school or a different day school. Three other teachers had plans to be administrators or supervisors. Two respondents would be involved in Jewish education in other countries. One plans to teach in a different supplementary school. One plans not to be working three years from today.

After responding to the multiple choice question above, some respondents added comments. Several comments showed an interest in upgrading professional skills. One educator is taking a year off to renew a teaching license. Two plan to work on certification. "I plan to return to school to get my teacher certification, but I will also teach in my religious school while doing so," explained one.

Several educators would retain religious positions but not the same as presently held. One will be a fulltime cantor and stated that he/she considers that Jewish education. One will be a rabbi in a synagogue. Another states that he/she will probably teach Hebrew.

Some comments state that plans are contigent on opportunities. One teacher will stay in the same day school if the position is available. "I need something where the salary is better," one educator frankly states. "I will continue doing what I am doing unless a full-time position opens up. When I finish college, I plan on finding a position outside Jewish Education," said another. A final written comment reveals that one Milwaukee educator is staying in teaching but moving to another city.

YEARS IN CURRENT SETTING AND CAREER PERCEPTIONS

Those who identify themselves as having a career in Jewish education are more likely than those who do not to expect to continue in the same setting over the next three years or to teach in a different day school. They are also the ones who plan to be administrators or supervisors, or who plan to have a position in Jewish education other than in a school, for instance, in a central agency. Conversely, and perhaps tautologically, those who do not consider themselves to have a career in Jewish education are more likely to plan to seek a position outside of Jewish education. The group that does not see itself as having a career in Jewish education is also more likely to be uncertain about future plans or to chose an unlisted other as answer. It should be noted that this relationship is not statistically significant at the .05 level, perhaps in part because of the large number of categories of career plans.

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CAREER PLANS AND SETTING

A crosstabulation between career plans and setting shows that day school and supplementary teachers are somewhat more likely than preschool teachers to have expectations of continuing in the same position for the next three years. Those teaching in other settings fall in between. Seventy-one percent (71.2%) of those in day schools and seventy-three percent (72.5%) of those in supplementary schools plan to stay in their present position in contrast with fifty-four percent (54.1%) of preschool faculty and two-thirds of others (66.7%). This relationship is statistically significant at the .01 level in a sample of 173.

Day school teachers who do not plan to stay on are most likely to be changing to a different day school (9.6%) or not to know yet (9.6%). It is harder to be specific for those teaching in supplementary schools. Seventeen percent (17.4%) of supplementary school teachers who expect a change say that they do not know their plans. The next largest group of supplementary teachers (5.8%) fall into the miscellangous other group. Over one-third (35.1%) of preschool teachers also do not know their plans for the next three years. Those planning careers in administration include one preschool teacher and two teachers in settings other than day schools, supplementary schools, or preschools.

INPORTANCE OF INCOME AND SETTING

Crosstabulations between setting and importance of income from Jewish education to the respondent's household show an important association. Jewish educators who teach in settings other than supplementary school, day school, and preschool are the most dependent on their earnings from Jewish education. Sixty-four percent (64.3%) say that the money they make in Jewish education is the main source of income for their household. Another twenty-one percent (21.4%) call these earnings an important source of additional income for the household. Only fourteen percent (14.3%) view their earnings from teaching as insignificant to their household income.

Preschool teachers are next most likely to state that the wages they earn from their work in Jewish education are the main source of income for their household. Forty-four percent (44.44) make this statement, and another thirty-six percent (36.1%) say that their earnings are an important source of additional income to the household. About one-fifth (19.4%) of preschool teachers say that the money they get from teaching is insignificant in relation to their total household income. There are 167 valid cases for this subset of the analysis.

TO MANDELINST PAGE. 827

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Day school teachers apparently need the income they earn from Jewish education more than do teachers in supplementary schools but in fewer numbers than do preschool and other teachers. Income from Jewish education provides the main source of family finances for over one-fourth (26.9%) of teachers in Jewish day schools. For fifty-six percent (55.8%) of the others who teach in day schools, the earnings contribute important additional income to the family budget. Seventeen percent (17.3%) in this group find their income from Jewish education to be insignificant in light of other financial resources.

While more than two-fifths of those teaching in supplementary schools see their income from this source as an important contribution to the family income, with thirty-nine percent (38.5%) seeing it as additional and three percent (3.1%) designating it as the main source of income, this group is most likely to say that other sources of income are more important to their households. Fifty-sight percent of Jewish educators teaching in supplementary schools see the money that they earn in this endeavor as an insignicant part of total household income.

CAREER PERCEPTIONS AND SETTING

The importance of income from Jewish education to the household budget is not the only variable associated with differential workplaces. Perceptions of a career in Jewish education also change from setting to setting. Those who work in supplementary schools are the least likely to say that they have a career in Jewish education. Forty-six percent (45.6%) do, and fifty-four percent (54.4%) do not. Sixty-two percent of both day school teachers (61.5%) and preschool teachers (62.2%) identify themselves as having careers in Jewish education. Seventy-one percent of teachers in other settings feel this way. However, the differences are not pronounced enough for there to be a statistically significant relationship between career perceptions and setting.

FULL-TIME NATURE OF WORK

Neither plans for the next three years nor number of years in current setting differ significantly by the full-time/parttime nature of an educator's work. We will refer to the variable as FULLTIME for simplicity in the report. Cross-tabulations between career plans and FULLTIME show breakdowns that one would expect based on the number of persons in each category and not on any association between plans and hours worked. One exception is the group who plan to be administrators. Two of these choosing administration as part of their career future are full-time

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teachers, while one is a part-time teacher. Since part-timers outnumber full-time educators, numbers alone would predict that more part-time instructors would plan to be administrators. Since administrators are normally full time, it is not surprising, of course, that this relationship exists between working full time and planning to go into administration. It is more surprising, rather, that plans in general seem to bear so little relationship to the number of hours spent teaching.

Crosstabulations between full-time/part-time commitment and tenure in current position also show no association between the two variables. There are a few more part-time than full-time educators who have been in their positions for more than twenty years, but the humbers and percentages are too small to be significant.

On the other hand respondents who feel they have a career in Jewish education are found in greater concentration in each successive category of tenure. Fifty-two percent (51.5%) of those who have been in their current position for five years or less, fifty-seven percent (56.5%) of those who have worked for 6-10 years, sixty-two percent (61.9%) of those working between 11 and 20 years and two-thirds (66.7%) of those in their current position for more than 20 years say that they have a career in Jewish education. While the relationship might have occurred by chance, the pattern is clear. It is likely either that those who think of themselves as having a career in Jewish education are more likely to stay in the same job, or that holding the same position for a long time leads one to become career oriented. There is, however, no statistical evidence for this relationship in the sample beyond thet outlined here.

Perceptions of having a career in Jewish education and FOLLTIME are related, but not so strongly as to be significant at the .05 level with 179 valid cases. Both those who work full time and those who work part time are more likely to perceive themselves as having a career in Jewish education than not having one, but those who work full time are more likely to see themselves as career professionals than are those who work part time. The crosstabulation is shown below.

PERCEPTION OF CAREER IN JEWISH EDUCATION BY FULLTIME

FULL-TIME/PART-TIME COMMITMENT

	FULL TIME	PART TIME	ROW TOTAL
CAREER IN	29	70	99
JEWISH ED	64.43	52.2%	55.3%
NO CAREER IN	16	64	80
JEWISH ED	35.6%	47.8%	44.7%
TOTAL	45 25.1%	134 74.98	175

When full time and part time are looked at in more detail as number of hours worked coded into five groups, 1-10, 11-20, 21-30, 31-40, and more than 40, we still do not find a simple relationship between career perceptions and hours worked, but we do note that three-fourths (75.0%) of those working more than forty hours a week consider themselves to have a career in Jewish education compared with fifty-five percent (55.3%) of 179 educators enswering both questions.

Teachers who have not worked in general education in the past are more likely than those who have to consider themselves to have a career in Jewish education, but the relationship between general education background and perception of having a career in Jewish education is not statistically significant at the .05 level with 175 valid cases. About half (49.03) of teachers who have worked in general education consider themselves to have a career in Jewish education, and about half (51.03) don't. Over three-fifths (62.33) of those who have not worked in general education say that they have a career in Jewish education, while less than two-fifths (37.73) do not.

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	VERALL SATISFAC	TION
GROUP	NA IL CZ14 1	SCORE
ALL TEACHERS CAREER PERCEN		1.9614
Teose with Ca In Jewish Edu		1.9660
TROSE WITHOUT IN JEWISH EDA		1.9557
ALL TEACHERS IMPORTANCE OF	ANSWERING F INCOME QUERY	1.9530
MAIN SOURCE C	OF HE INCOME	1.9512
INFORTANT ADD	DITIONAL SOURCE	1.9785
INSIGNIFICANT	TO HE INCOME	1.9240

Neither career perceptions hor importance of earnings from Jewish education to the household income, appear to be major determinants of overall satisfaction with work in Jewish education. After respondents were questioned about elaven different abpects of life as a Jewish educator, overall satisfaction was determined by taking an average of answers to all aspects of satisfaction. Scores on the questionnaire ranged from 1, very satisfied, to 2, somewhat satisfied, 3, somewhat dissatisfied; and 4, very dissatisfied.

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All the scores in the table above are very close to the answer somewhat satisfied, and indicate that All the groups detailed above pre somewhat satisfied with their lives as Jewish educators in general.) As later tables and discussion will show, specific aspects of Jewish education may satisfy them more or less than the enterprise as a whole.

PROFESSIONAL DEVELOPMENT

In the last two years, seventy-one percent (71.1%, n=180) of teachers attended at least one in-service workshop. The range attended is from one to twenty-four. About three-fourths (74%) of the 104 educators who listed the number of in-service workshops they were required to attend, went to between one and five workshops; about one-fifth (22.2%) attended from six to ten; and about four percent (3.8%) were present for between 11 and 24 workshops. The table below ranks the workshops in order of attendance.

WORRSHOPS ATTENDED BY NORBER OF FACULTY CHOOSING

WO	RRG	HO	P

JUDAIC	133
TEACHING METHODS	132
CLASSROOM MANAGEMENT	90
CURRICULUM DEVELOPMENT	80
ART, DRAMA, MUSIC	80
HEBREW	41

As is clear from the table, faculty members were most likely to receive in-service training in Judaica, including Bible and Jewish history, and in teaching methods. Workshops in classroom management were next most frequent, followed by a tie between art, drama, and music workshops and curriculum development groups. Forty-one faculty members attended workshops in Hebrew. Other groups attended by only a scattering of teachers dealt with behavior, special education, values, and Israel among others. During the past year, about two-fifths (39.4%, n=175) of Jewish educators attended a course in Judaica or Hebrew at a university, community center, or synagogue. Well over a third (37.5%, n=172) of the instructors participated in a private Judaica or Hebrew study group. Fully fifty-eight percent (58.3%, n=175) studied Judaica or Hebrew on their own. Thirty percent (n=150) participated in some other on-going form of Jewish study such as a year long seminar, MAJE classes, or the Melton program.

Demographic Data Consultants developed a scale to measure the overall helpfulness and utility of workshops by averaging scores on the variables which were most often rated by respondents. Workshops rated as part of the overall scale are inservice groups in the areas of Judaic subject matter, Hebrew language, teaching methods, classroom management, new curricula, and art, drama, and music. A score of one means "very helpful;" two means "somewhat helpful;" and three stands for "not helpful."

The everage score given by those participating in Workshops to in-service workshops in general is slightly less complimentary than "somewhat helpful." Perhaps a fair description of the mean score of 2.1 is "marginally helpful." The table below shows mean scores by years of service in durrent setting. Those with more tenure in their settings are a little more likely to feel that workshops are helpful. The relationship is not strictly linear, and the differences are small. Those with 6-10 years of tenure are the most critical. A score of 1.8 might be interpreted as "rather helpful."

HELPFULNESS OF WORKSHOPS

YEARS IN CURRENT SETTING	SCORE
1-5	2.1840
6-10	2.2412
11-20	1.8596
OVER 20	 1.7727
TOTAL POPULATION	2.1321

Further scales were developed by the firm to measure perceived usefulness of groups of workshops. The scale MEBREWS includes scores of workshops dealing with Mebrew language and Judaica. The scale METHOD deals with workshop scores on teaching methods, classroom management, and new

TO MANDELINST PAGE. 032

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curricula. The helpfulness of workshops on art, music, and drama is also measured. The latter group of in-service workshops, those treating the arts, were considered most helpful, with an average score of 1.700, between "very helpful" and "somewhat helpful." The group of workshops dealing with Judaica and the Hebrew language were rated 2.284 and those on methods were rated 2.251, both ranking between "somewhat helpful" and "not helpful."

RANK OF SKILL DEVELOPMENT AREAS

SKILL	DEVELOPMENT AREAS	*
x .	CHILD MOTIVATION SKILLS	127
II.	CREATING MATERIALS	112
III.	MANAGEMENT SKILLS	92
IV.	CURRICULUM DEVELOPMENT	90
٧.	PARENTAL INVOLVEMENT	83
VI.	LEBSON PLANNING	56
VII.	COMMUNICATION	55
VIII.	other (Including ART)	70

More Jewish teachers are concerned about improving child motivation skills than any other area of skill development. The next most popular skill area is creating materials followed by management, curriculum development, and parental involvement. Lesson planning and communication are also areas in which instructors desire improvement.

	KNOWLEDGE AREAS	
FIELD		
HEBREW LANGUAGE		113
JEWISH HISTORY		112
BIBLE		95
CUSTOMS AND CEREMONIES		79
RABBINIC LITERATURE		66
SIGNISM		61
SYNAGOGUE SKILLS/PRAYER	2	53
OTHER		10
	30	

Increasing their knowledge of the Hebrew language and Jewish history are the highest ranking choices of the Milwaukee Jewish faculty when asked about areas of learning in which they would like to improve. Next is the Bible. Customs and ceremonies are also selected by a large number of instructors. Substantial numbers also choose rabbinic literature, zionism, synagogue skills and prayer. In fact there is no knowledge area mentioned on the survey form not selected by a goodly number of teachers.

	25	OFICIENCY	IN RE	BREW		
	SPEA	KING	REA	DING	WRIT	ING
			#	*	#	4
FLUENT	38	20.98	61	34.7%	43	25.3%
MODERATE	36	19.8*	38	21.6%	37	21.84
LIMITED	57	31,3%	41	23.3%	36	21.2*
NONE AT ALL	51	28.08	36	20.5%	54	31.8*
NO ANSWER	3	HISSING	9	MISSING	15	MISSING
TOTAL	185	100.08	185	100.0%	185	100.04

While interest is high in improving skills in Hebrew, it does not follow that Milwaukse educators in Jewish schools have little existing knowledge of the language. Over one-third are fluent in reading Hebrew currently, and almost eighty percent have at least a limited reading knowledge. While fewer claim fluency in speaking and writing Hebrew, more than one-fifth appear to be fluent speakers and one-fourth fluent writers of Hebrew. Seventy-two percent claim some proficiency in speaking and sixty-eight some limited proficiency in writing the language.

Educators perception of the opportunities for growth and development in the Milwaukee community are generally positive, though not wildly enthusiastic. Less than a third (30.2%) call the opportunities very adequate, but over three-fourths (76.9%) consider them either very or schewhat adequate. Less than one fourth (16.1%) consider the community chances for growth somewhat inadequate, and about five percent (4.9%) think they are very inadequate. Three respondents had begun to leave most questions blank at this point in the survey.

P.35

HELP AND SUPPORT IN SCHOOL 1

SOURCE	MRAN
Principal	1.657
TEACHERS	1.976
MENTOR TEACHERS	2.407
RESOURCE CENTER	2.422
CENTRAL AGENCY CONSULTANTS	3.080
FACULITY AT UNIVERSITY	3.651

The variable, "help and support," is ranked from 1, which indicates that teachers receive aid frequently, to 4, indicating that they never receive support. Occasional support is designated by 2 and support that is seldom received, by 3. Two teachers specifically mention support from rabbis, rating them 1. On the whole principals are perceived as most supportive and teachers in general as second most helpful. Mentor teachers, resource centers, and consultants are not ranked so highly, and faculty at local universities are definitely not considered supportive.

HELP AND SUPPORT BY YEARS IN CURRENT SETTING

YEARS IN CURRENT SETTING	SCORE
1-5	2.1321
6-10	2.0064
11-20	2,1819
OVER 20	1.8750
TOTAL POPULATION	2.0936

Respondents tend to say that overall they receive occasional support for their work in Jewish education from various sources. Those who had worked over twenty years in the same setting are most likely to say that they have received more than occasional help.

TO MANDELINST PAGE. 835

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There is little difference in the overall amount of help and support that educators report receiving when the respondents are broken into groups based on work settings. Day school teachers, supplementary school instructors, preschool educators, and others all have scores averaging to "occasional help." The respective means are 2.1091, 2.1464, 1.9932, and 2.0333. The population mean is 2.0932.

SENTIMENTS ABOUT WORK AS A JEWISH EDUCATOR

Over three-fifths (61.6%, n=185) of the city's Jewish educators believe strongly that teachers should have an opportunity to participate in defining school goals, objectives, and priorities. Most of the rest of the respondents agree with the statement. Only one percent (1.1%) disagree or disagree strongly.

About one-third (35%, n=183) of the survey respondents strongly agree with the statement, "Teachers generally have an opportunity to participate in curriculum planning." Support for this statement is weaker than that for the previous one, but another fifty-three percent (52.5%) agree. Thirteen percent do not believe the statement to be true.

A substantial number of teachers, but less than half (45.9%, n=181) agree that "Decision-makers may ask for teachers' advice before they make a decision, but they do not seem to give teachers' recommendation serious consideration." Fifty-three percent (52.5%) disagree or strongly disagree.

Almost no one (1.1%, n=184) expresses strong agreement with the assertion, "Teachers have enough work to do, without getting involved in policy making." Indeed sighty-four percent (83.7%) disagree or strongly disagree.

RESPECT FOR JEWISH EDUCATION

GROUP	MEAN
RABBIS	1.283
FANTLY	1.361
OVERALL RESPECT	1.653
LAY LEADERS	1.654
FRIENDS	1.672
PARENTS OF CHILDREN TAUGHT	1.845
MOST STUDENTS	1.880
MOST OTHER JEWS	2.055

Teachers believe that Jewish education is held in highest regard by rabbis and by educators' families. A score of one on this question means that the group has great respect for Jewish education. A score of 2 means some respect. Little respect is designated by 3, and no respect by 4. It is certainly important that Milwaukee teachers do not designate a single group as having little or no respect for Jewish education. The group felt to have the least respect is Jews other than those enumerated, i.e. those least directly concerned with teaching.

SATISFACTION

SCALE	MEAN
COMMUNITY SATISFACTION	1.753
CONTEXT SATISFACTION	2,039
STUDENT BATISFACTION	2.301

OVERALL SATISFACTION

Educators are most satisfied with aspects of their life that have to do with community. The community satisfaction scale is made up of satisfaction with feeling a part of a community of teachers, being part of a larger Jewish community, respect accorded to teachers as teachers, and support from the principal or supervisor concerned. Student satisfaction or satisfaction with student attitudes and behavior is lowest of the four satisfaction scales.

Scores on satisfaction range from one to four with one being very satisfied and four being very dissatisfied. Satisfaction with context includes satisfaction with the hours of teaching available, salary, physical setting and facilities, resources available, and benefits. Educators are generally somewhat satisfied with these aspects of their lives as Jewish educators. Their overall satisfaction level is also best described as somewhat satisfied and is made up of an average of scores on all aspects of a Jewish educator's work life.

CONCLUSION

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November 30, 1993

FUND RAISING

Jewish Federations Discuss Altering Their Priorities to Adapt to Changing Times

By VINCE STEHLE

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MONTREAL Jewish federations must make fundamental changes in the way they operate or they could suffer big losses in donations and in effectiveness, said numerous speakers at the annual meeting here of the Council of Jewish Federations.

However, those changes could be difficult to make because many of them involve issues that have long been sensitive in the Jewish fund-raising world. At issue:

The amount of aid that Jewish federations should channel to Ar-

abs who live in Israel, now that important peace accords have been reached in the Middle East. About 20 per cent of the people who live in Israel are Arabic, but American Jewish groups have traditionally directed very little to help those people and there is a widespread disagreement about whether that should change.

The relationship between the federations and the Jewish Agency for Israel, which is the principal beneficiary of aid that North American Jews raise for international activities. Some critics say the agency is overly bureaucratic and unresponsive to concerns of donors outside Israel. Moreover, some Jewish leaders suggest that some of the money going to the agency should be directed toward the education of young American Jews.

► What changes can be made to get women more involved in the federations. New survey results released at the meeting showed that women held relatively few leadership positions at many federations. None of the 18 largest federations are the hyperbolic Although some members of the federations have long sought dramatic changes in Jewish philanthropy, the calls for change are now coming from top political leaders. Yitzhak Rabin, Prime Minister of Israel, told the meeting: "This is the time to rewrite the covenant between Israel and world Jewry. The thrust of that covenant must be Jewish continuity and survival through reclamation of our youth."

The recent breakthroughs in the peace process between Israel and its Arab neighbors received much attention at the sessions here. Some participants said that the peace accords should prompt North American Jews to consider making contributions to programs that will benefit Israeli Arabs and Jews alike.

"There's no way that we're going to have security in Israel if we can't integrate the one million or so Israeli Arabs into our social institutions," said Eugene Weiner, a professor at Halfa University.

But Israeli Arabs have been largely ignored by Jewish charities in the United States and Israel, said Alan B. Slifka, a New York investment banker. "There is an invisible community in Israel that is not

served by American philanthropy," said Mr. Slifka, founder of the Abraham Fund, which finances social programs for Arabs and

programs to promote coexistence between Israeli Arabs and Jews. "You have a non-Jewish minority, a 20-per-cent minority, that has tremendous social-service needs that aren't being met." "This is an area that is getting worse, and one that could undermine the peace process," said Mr. Slifka, who argues that contributions that support Arab projects will ultimately benefit Israeli Jews as well. "I think we have to spend part of our money on insurance."

But many Jewish philanthropists may protest if organizations like the United Jewish Appeal and local Jewish federations begin to promote grant programs for Israeli Arabs. "If you were to come to me and solicit directly, saying this is one of the motivaling factors. I don't think I'd personally be motivated to give money for Arab causes," said Seymour Brotman, executive director of the Scranton-Lackawanna Jewish Federation in Pennsylvania. "I believe there are enough Arabs who can do this."

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In recent years, many Jewish Icderations have created programs to encourage young people to visit Israel. Numerous surveys conducted for the Jewish organizations have found that visiting Israel is one of the most powerful ways to build a sense of Jewish identity.

Over the last year, the Montrcalbased CRB Foundation, founded by Charles Bronfman. co-chairman of the Seagram's Company Ltd., has committed \$2.5-million for a program called "Israel Experience," which is designed to encourage up to 50,000 young people to visit Israel each year. The United Jewish Appeal has put \$750,000 into the effort, and local federations have provided \$2.25-million, with several federations continuing to raise money for the program.

Here is the second second

port youth visits to Israel has increased sharply in recent years, such efforts are small compared to the moncy that goes to support social services in Israel through the Jewish Agency. Some Jewish leaders argue that it may be necessary to divert some of the money that goes to the Jewish Agency, and put it toward programs for young Jews in the United States and Canada.

"Sooner or later, the question will be raised by North American Jewry, whether, in order to help us finance our newly declared war to preserve our Jewish community, some portion of our charitable giving to Israel through the United Jewish Appeal should be redirected towards new Jewish continuity and educational initiatives both here and in Israel," said Daniel Shapiro, a New York lawyer who is a former president of the Jewish .

Since the establishment of the State of Israel, the Jewish Agency

for Israel has been the main channel for global Jewish philanthropy to Israel. But for more than a decade, the agency has come under increasing criticism from donors who feel that it is too bureaucratic and too closely linked to the Israeli political system. What's more, in recent months, a cloud has hung over the agency, because its chairman, Simcha Dinitr. a former Israeli Ambassador to the United States. is widely expected to be indicted for alleged misuse of agency funds. Mr. Dinitz has denied any wrongdoing.

A new survey of fe ations shows that women hold relatively few leadership positions, particularly in larger cities.

The lack of women in high-ranking jobs has been discussed at meetings of the federation council for more than 20 years, and the most recent survey is the fourth to document the problem. The lack of action was particularly troubling to many of the participants.

"The numbers remain quite appalling, and in some cases they are worse than they were in 1986." said Susan Weidman Schneider. editor of Lilith, a non-profit magazine about Jewish women.

Criticism of the Jewish Agency is nothing new, but observers here believe that it is more widespread than ever before. Mr. Shapiro said that Jewish leaders in North America "are almost uniformly finding their relationship with Israel through the agency to be unsatisfactory."

Mr. Shapire acknowledged that the agency had made major contributions to Isracli society, and that federation leaders had attempted to make the agency more responsive to the concerns of donors. "But," he added, "if we are as honest as I think we should be today, and going forward about the status of the agency. I believe we must conclude that it is time to seriously reevaluate the role of the agency."

For all the talk of bringing the next generation of Jews into federation activities, critics complain, Jewish federations have failed to meet the needs of half of adult Jews: women.

"We talk about continuity, and we talk about population mass, and we have the gall, as a system, to deny full rights and privileges to 51 per cent of our Jewish population." said Conrad Giles, a pediatric ophthalmologist from Detroit, "It is obscent and it must change."

Even so, compared to two decades ago, women have made progress. Women now make up 22.6 per cent of the federation presidents. compared with 6.2 per cent in 1975. The percentage of women on executive committees of federation boards increased from 16.5 per cent to 32 per cent, and the number of women on campaign committees, which are responsible for raising money, rose from 12.1 per cent to 38 per cent.

But the statistics are uneven. with most of the advances coming in smaller cities. This year, only 7 per cent of the presidents of largecity federations, those that raise more than \$7-million in annual campaigns, were women. At the same time, 30 per cent of the smallcity federations, those that raise under \$1-million. were led by women.

If women suffer for not being given a big enough role, the real losers are the federations themselves, said Ms. Schneider.

"There is no dearth of opportunities for us, as well-educated American women, to put our energies elsewhere than the Jewish community." she said. "Jewish women arcn't getting mad or getting even. They're just getting up and walking away.



Campalgn Update Status and recent results of drives for endowments and capital improvements

Conference Notebook.

<u>م</u>	Started or announced	To conclude	Coal	Amount raised
Bates College (Me_)	Nov. 1993	Dec. 1996	\$50,000,000	\$22,000,000
Cornell College (lowa)	Oct. 1990	Oct. 1995	60.000,000	63,200,000
Emma Willard School (N.Y.)	Nov. 1993	June 1996	23,000,000	10,050,000
Harvard Law School (Mass.)	June 1991	June 1995	150.000,000	108,000,000

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STEERING COMMITTEE

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Rame RACHER COWAN The Nathan Cummings Foundation

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> MICHAF2, PAPO Koret Foundation

JAN ROUZ Straus Foundation

SIDNEY SHAPRO Trio Foundation

BUTE COMMENCS SORENSEN The Nation Cutanings Foundation

RONNA STAMM New Prospect Foundation

> MARY ANN STEEN Moriah Fund

JEFFREY DEARO DIRECTOR The Shela Fund For many Americans, the handshake between Israeli Prime Minister Yitzhak Rabin and PLO Chairman Yasser Arafat on the steps of the White House was largely a political event. For Jews, however, it represented a new era of challenge and opportunity. In fact, the American Jewish community will never be the same.

Jewish Fund

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As funders, we have a unique responsibility to respond to this changing and dynamic situation. We must redefine priorities. We must reexamine our roles. In short, we must reimagine our Jewish future.

November 15, 1993

Dear Colleague,

A few weeks ago you received a "Save the Date" postcard announcing the Jewish Funders Network Annual Conference. We hope you already blocked off your calendar from February 27 through March 1 to join us in Baltimore for "Reimagining our Jewish Future."

We have an exceptional program to offer you. We continue to work on the program, but we want to give you a "sneak preview "of some of the topics we will explore during our three days together:

Can we as Jewish philanthropists affect the future? Can we as Jews remain cohesive without an external enemy?

Which national Jewish organizations, created to meet the needs of another era, will survive?

Will new ones be created?

How will the peace process affect Jewish continuity here in the U.S.?

What handshakes do we need to encourage in America?

How can Jewish philanthropists work across generations to create a future together?

7318 GERMANTOWN AVENUE, PHILADELPHIA, PENNSMUNANIA 19119 (215) 247-9704 FAX (215) 247-9703

Page 2

Imagine:

Joining Shoshana Cardin, executive chair for National Jewish Center for Learning and Leadership: Leonard Fein, founder of MAZON and former editor of MOMENT; Margot Stern Strom, founder and executive director, Facing History and Ourselves National Foundation; Michael Lerner, editor, TIKNUN; and a host of other speakers who represent the best contemporary thinkers on these issues... including American, Palestinian, and Israeli spokespeople.

Meeting and learning from other funders with similar interests and challenges.

Enjoying a different cultural experience in the Baltimore-Washington region cach evening.

Taking advantage of a special pre-conference session "Basics of Effective Crantmaking", a program specially designed for new grantmakers.

Imagine a conference that offers you three days of provocative discussion and enlightening exploration with colleagues from across the country on topics that profoundly affect your philanthropic decisions.

We will mail conference materials and registration forms to you on or about December 1. So, mark your calendar today for "Reimagining Our Jewish Future" and watch your mail for more information. See you in Baltimore!

Sincerely,

Jonathan J. Cohen Chair

Mark R. Vie

Mark R. Kramer Co-Chair

Lee Hendler

Lee M. Hendler Program Chair

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University of Wisconsin-Madison discussed MADISO. WISC 53705 Verter Jan

TO CAL PHONE (808) 263-4253

CIAL SCIENCE BUILDING

MEMORANDUM

September 15, 1993

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

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

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

affing situation we are not sure we will have a report on Atlanta, but let's Bec of nent that we will. 355

The the issues we are addressing, so that you may will have three parts: Mobilization, Visions, and the in the two. We will also address the implications of these findings for relab

The mobilization section will address questions such as:

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

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



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

(d) What institutions, organizations, and movements have been drawn into the lead community process, or otherwise become involved in community mobilization for education? (e) Considering these leaders and institutions, is there a wall-to-wall coalition in the community?

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

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

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

The socion on visions will address the following:

ar

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

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

at are the links between community-wide visioning on the one hand, and tion of goals for particular institutions and programs on the other?

is the relation between emerging visions in the communities and their planning" processes?

conclude by prese ing implications of our findings.

I loc ward to any comments you may have on this outline.

BRAWARSKY

PAGE Ø1

SANDEE BRAWARSKY

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

December 9, 1993

Mr. Alan Hoffmann Council for Initiatives in Jewish Education P.O.B. 4556 Jerusalem 91044 FAX: 011 972 2 619 951

Dear Alan:

I'm glad that we were able to spend some time talking about the C.I.J.E. before you left New York. I'm writing to follow up on our conversation.

I'm very interested in working with you and your colleagues as a communications consultant. I think that it makes sense to begin our collaboration with a brochure. Here's what I propose.

I would commence working with you in early January. I would attend scheduled meetings and also meet separately with you, Gail, and Barry to glean information for the brochure. I'd plan to show you a draft on or around February 21st and then make the necessary revisions. At that point I'd begin working with a designer, and would need to finalize the copy by March 11th in order to have the brochure ready to distribute at your April 17th board meeting. Of course, once we begin work, we might amend this schedule.

My fee would be \$5000 plus expenses. That includes my time for attending meetings, writing, revising, copy-editing, proofreading, and working with the designer and printer. I would like to be paid half on our agreement to these terms (by January 15th) and the rest on April 1st. I will bill you for such out of pocket expenses as telephone calls, fax, xeroxing, etc. The designer and printer will bill you separately.

I received the packet of sample brochures and other materials. Thank you for sending them.

Please let me know if there is any additional information that I can provide. Also, if you would like me to attend your January 4th meeting, let me know and I'll try to arrange my schedule accordingly. I look forward to hearing from you--and to working with you.

Sincerely,

Sardie



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COUNCIL ON INITIATIVES IN JEWISH EDUCATION

I. Mission

The CIJE has six basic roles to fulfil -- advocacy on behalf of Jewish education; initiating action on the specific recommendations on personnel and community development called for by the Commission on Jewish Education in North America; forging new connections among communities, institutions and foundations; establishing and acting on a new research agenda; helping to facilite synergism within the emerging foundation community; and energizing new financial and human resources for Jewish education.

A. Advocacy

The best lay and professional leadership of the Jewish community need to be attracted to the cause of Jewish education. Visions of what should and can be achieved in the 21st century need to be repeatedly placed before our communities' leadership and the wherewithal to do so obtained. The CIJE can provide a unique blend of individual and institutional advocacy in North America.

Several specific recommendations are being promoted by the Commission on Jewish Education in North America. These include the need to radically strengthen personnel in the field and deepen local community leadership's commitment to Jewish education. Through comprehensive planning programs and experimental initiatives in designated lead communities, CIJE will bring together continental institutions and other experts to yield breakthroughs in Jewish education development at the local level.

C. Connections

Creative people, institutions, organizations and foundations are all acting on new ideas in Jewish education. The CIJE seeks to provide a meeting place that will bring together:

- Funders and those with proposals for action;
- Proven ideas developed through foundation initiatives and communities eager to know what works;

B. Initiatives

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 Institutions that are developing new approaches and the personnel and resources to make breakthroughs possible.

The CIJE will be a setting where funders can share accomplishments and possibly agree to join together in supporting new undertakings of large magnitue.

D. Research

While there are many people engaged in Jewish education research, there still appears to be no coordinated, systematic analysis of what works in Jewish education. Research interests have been understandably idiosyncratic. The Commission on Jewish Education in North America found gaping holes in what we can say we know with real confidence, rather than relying on conventional wisdom. A comprehensive, multi-year research agenda needs to be outlined by the best thinkers on the continent, assigned to the most promising talent, supported, and the findings critically examined and disseminated.

E. Synergism

One of the most exciting new developments in Jewish education -- one that holds great promise for the field - is the serious entry of strong private foundations into Jewish life in general and Jewish education in particular. This is an unprecedented development. The foundations are deploying creative staffs and developing recognizeable signatures of their interests and accomplishments. Recruitment, day schools, media, training high potential professionals, identifying master teachers and programs, and Israel experiences are just a few of the interests being pursued. The richness of foundation endeavors is a real blessing. Through the synergy of coming together at the CIJE, foundations could efficiently diffuse their best innovations throughout the lead communities and should they desire it even help each other advance their agendas by consulting with each other, exchanging professional resources, avoiding recreating notions, etc.

F. Energize

Through the work of the Commission on Jewish Education in North America and the work of other entities, a new group of professionals

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for Jewish education has begun to be identified. Generally these are people who are experts in general education who have an interest in Jewish affairs. Also, academicians with expertise in Judaica, the humanities, and social sciences want to contribute. CIJE will seek to identify these people and provide them with effective avenues to use their talents on behalf of the Jewish people, much the way we now benefit from many of the best lay leaders in the business community and other professions.

Further CIJE will attempt to generate new financial resources within local communities in partnership with existing resources and on a continental basis to back the ideas that are proven to work in Jewish education.

CIJE hopes to energize new professional and financial resources to add to the gifted people already at work. Ultimately local federations, school supporters, congregations, and consumers will need to commit more resources to accomplish the Jewish education agenda for the next century. This will not be an easy thing to achieve. It is hoped that CIJE will be able to facilitate foundations interested in providing a quick start to the development of new innovative efforts and then provide some longer term support.

II. Method of Operation

The CIJE will not be a big new comprehensive direct service provider. It isn't seeking to displace any existing institution or organization. Rather, CIJE expects to operate with a very small core staff --no more than 3 or 4 professionals - and work through the efforts of others -- JESNA, JCCA, CJF, Yeshiva University, JTS, HUC-JIR, Reconstructionist College, Torah U Mesocah, denominational departments of education, Brandeis, Stanford, Harvard, Spertus, Boston Hebrew College, educator organizations, etc. This list could go on and on! The need is not for a new service delivery mechanism but for a catalytic agent -- one that can convene meetings of peer organizations on the national scene, including denominational institutions and departments, communal agencies, foundations, and the like.

No existing organization plays this role today in Jewish education. CIJE, building upon the already successful engagement of these entities through the Commission on Jewish Education in North America, can play this role. The identity of all partners would be preserved and their missions enhanced. The rich diversity of foundation interests would be infused into the consciousness of the established community.

III. Structure

A simple structure to govern the CIJE is envisioned.

A. Board

Approximately 20 to 30 people will govern the CIJE. They will be drawn from among the leaders of the foundation community, continental lay leaders, outstanding Jewish educators, and leading Jewish academicians.

B. Senior Policy Advisors

A group of 20 or so senior policy advisors will provide ongoing professional guidance to the professional staff and board of the CIJE. They will be drawn from the ranks of the continental organizations and institutions and outstanding individual professionals.

C. CIJE Fellows

Beyond the Senior Policy Advisors group, the CIJE intends to assemble 50 or so fellows to provide intellectual, educational content to its work. These Fellows would be identified from among the people currently at work in Jewish education, and leading academicians and practitioners in general education, Judaica, humanities, and social sciences with a strong interest in Jewish life. In addition to providing ongoing advice to CIJE, the Fellows should be a rich resource for consultants for lead communities, foundation initiatives, the research agenda of CIJE, and the institutional objectives of CIJE working in concert with others.

D. Advisory Council

At least once a year CIJE will reconver the members of the Commission on Jewis ation in North America, augmented with other key figures in Jewish education. This will provide an opportunity to check on the progress of implementing the Commission's recommendations and provide fresh insight on new developments that should be on CIJE's agenda.

E. Staff

The staff of CIJE will consist of a chief professional officer (initially Stephen Hoffman, the Executive Vice-President of the Cleveland Federation); a chief educational officer; and a planner. Appropriate support staff would be in place as well. An initial budget is attached.

8/28/90

SHH:gc:B1:39J

Att.

PHONE No. : 212 769 0746

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THE COMMISSION ON JEWISH CONTINUITY

One Lincoln Plaza Boston, MA 02111 (617) 330-9500 Telefax: (617) 330-5197

Mark Goldweitz and Irving Belansky Co-Choirmen

December 9, 1993

Gail Dorph Council on Initiatives in Jewish Education 4500 Euclid Avenua Cleveland, Ohio 44103

Dear Gail:

AMERICAN JEWISH

It was great seeing you at the GA and having the opportunity to catch up with things. Many thanks for punting for me at the last minute at the "round table" discussion.

I am sending you a copy of the evaluation report prepared by Susan Shevitz which documents both the history and progress of our community vis-a-vis family education and personnel initiatives. I am also sending a copy of our Sha'arim proposal, the first Commission on Jewish Continuity project to be implemented.

Boston is clearly at the forefront of educational change and innovation. We are in an experimentation mode but one based on a great deal of research on best practice and field experience. Our Hebrew College Family Educator Training Program under the direction of Harvey Shapiro is the first intensive two - year training program to be developed for Jewish family educators.

We would like to become a part of the GIJE "network" and benefit from your research while contributing at the same time. Please be in touch with me after reviewing the enclosed material so that we may continue our discussions.

Warmest regards to Shelly.

are truly,

Carolyn Keller

encl.

Alan, I thought you'd want to see This. How do you want me to fallow wo? Mario
PAGE 01

SANDEE BRAWARSKY

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

December 16, 1993

Mr. Alan Hoffmann C.I.J.E. P.O.B. 4556 Jerusalem 91044 FAX: 011 972 619 951

Dear Alan:

I was pleased to hear from you yesterday.

I've spoken with Ginny, who was very helpful. She's sending some materials, and suggests that I spend some time looking through the files when I'm Cleveland (on the morning of January 4th, prior to the meeting).

You were somewhat vague--or perhaps I misunderstood--about whether we are officially going ahead, whether the terms of my letter were agreed to. Or is that to be determined after the meeting? I would appreciate your clarifying this.

Thank you.

Sincerely,

Jandee

Council for Ini	itiatives
in	
Jewish Educ	cation
Date sent: 12/14 Time sent: 4:35 pm.	No. of Pages (incl. cover): 3
To: Alan Hoffmann	From: Ginny Levi
Drganization:	
Phone Number;	Phone Number: 216-391-1852
Fax Number:	Fax Number: 216-391-5430
Comments:	
200	
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DES 1 4 1993

North American Commission on Jewish Identity and Continuity

Chairman Marvin Lender

Vice Chairman Shoshana S. Cardin

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

December 8, 1993

Alan D. Hoffmann Council for Initiatives in Jewish Education PO Box 94553 Cleveland, OH 44101

Dear Alan:

We want to thank all of you who helped get the North American Commission on Jewish Identity and Continuity off to a successful beginning on November 10. We were very pleased with both the vigor and insightfulness of the participation at the meeting, as well as the input and expressions of support that came from many who could not attend personally.

It is clear that we have a challenging task ahead. Our initial meeting confirmed that there are many different areas where Commission members believe we can and should seek to have an impact. Prioritizing our efforts will be critical to our success. But we also found that there is a strong shared commitment to move forward, and a rich storehouse of ideas among Commission members.

We are preparing now for the Commission's second meeting on January 12 and the work that will follow. Based on the feedback from the discussion groups on November 10, we are moving forward with organizing working groups to develop action recommendations in specific areas central to the Commission's agenda. The work of these groups will be focused and substantive. Before the January meeting, you will receive a summary of the November meeting and the list of the groups to be formed. You will be asked to select the area in which you are most interested in working.

Over the next few weeks we will also be identifying staff and consultants to work with each group and preparing a preliminary schedule of Commission-sponsored "open forums" to be held around the continent.

At our meeting on January 12 we will hold the initial meetings of the working groups and determine the Commission's schedule of activities for the next year.

The January 12 meeting is scheduled from 10:30 am to 4:00 pm, and will be held at the Hebrew Union College - Jewish Institute of Religion, 1 W. 4th Street, in New York. Please let us know whether you will attend the January 12 meeting by returning the enclosed reply card.

Finally, we want to report that the sessions dealing with Jewish continuity and identity at the CJF General Assembly were both well-attended and well-received. There is great interest in the work of the Commission, and we come away from the meetings in Montreal with a renewed conviction that our efforts will find a positive response within the North American Jewish community.

With our best wishes for a happy Hanukkah.

Sincerely, ma

Marvin Lender Chairman

Shorhana of Canolino

Shoshana S. Cardin Vice-Chairman

730 Broadway, 2nd Floir, New York, NY 10003-9596 Tel: (212) 529-2000 Ext. 1302 (212) 598-3509 * Fax Numbers: (212) 529-2009 and (212) 529-5842

BOINT DE LE ANT

	TO: RUTH RUBINSTEIN
	I will I will not attend the meeting of the Commission on Jewish Identity & Continuity, Wednesday, January 12, 1994, 10:30 am - 4 pm at the Hebrew Union College, 1 W. 4th St., NYC.
	NAME
	ADDRESS
	ATTN: rr AMERICAN JEWISH A R C H I V E S
and the states.	Let us know of we should return the card

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MELITZ CENTERS FOR JEWISH-ZIONIST EDUCATION

19 Yishai Street 93544 Jerusalem Israel

Fax: (972-2) 733-447 Tel: (972-2) 734-441

FACSIMILE COVER SEBET

WEDNESDAY, DECEMBER 15, 1993

TO:

ALAN HOFFMANN

FAX NUMBER: 619-951

FROM: AVRAHAM INFELD

DATE:

NUMBER OF PAGES: 1

the second state

MESSAGE:

Dear Alan:

Further to our conversation of this morning, this is to confirm Melitz's commitment to the CIJE, that as implementor of the planned Milwaukee Day School's faculty in Israel, it will be happy to involve in a partnership role those educational agencies in Jerusalem that can best fill the needs of the School as defined by the CIJE.

Sincerel Avraham Infeld

AI/mrb

cc: Elan Ezrachi

COMMITTEE ON THE LEAD COMMUNITIES PROJECT

Wednesday, December 15, 1993 -- 12:00 Noon

llene C. Vogelstein, Chair Genine M. Fidler, Vice Chair

AGENDA

- 1. Opening Remarks MERICAN JEWISH
- 2. Mission and Structure of the Committee on the Lead Communities Project
- 3. Target Populations to be Addressed
- 4. Critical Challenges relating to Educational Personnel in our Community
- 5. Initiatives to be Undertaken
- 6. Next Steps

12/15

Alan, This fax encludes up date from to days meeting in Baltimore (news about Hackow I'm opin is on last page of update) as well as these pages swing out at CIJE meeting.

CENTER FOR THE ADVANCEMENT OF JEWISH EDUCATION



ALVIN D. KATZ CHARMAN DIT CHARM Y. DOTWINICK ESSERTIVE DRECTOR

COMMITTEE ON THE

LEAD COMMUNITIES PROJECT

MISSION STATEMENT

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.

COMMITTEE ON THE LEAD COMMUNITIES PROJECT

COMMITTEE WORKGROUP RESPONSE FORM December 15, 1993

1. Target Population(s) To Be Addressed:



2. Critical Challenges Relating To Educational Personnel In Our Community:

3. Initiatives To Be Undertaken In Our Community In Order To Respond To Critical Personnel Challenges:



FAX TRANSMITTAL

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To:

December 15, 1993

Seymour Fox/Alan Hoffman

Company:

Mandel Institute

Department:

From:

AMERICAN JEWISH

Lisa Hiller, Operations Manager

Total pages including this cover sheet: 2

Comments:

Thank you for your offer to arrange to pick up Dan at the Alrport on Monday, Dec. 20, His flight information is as follows: Lufthansa, Fit. # 686 departing from Frankfurt at 10:10 a.m. and arriving in Tel Aviv at 3:10 p.m. Also, in regards to

dinner, per Alan's request, Dan would prefer Tuesday night, Dec. 21 for dinner, as he had already made a previous commitment to visit some friends on Monday. Please call if there's a problem with any of the above.Otherwise, we will assume it is all scheduled and confirmed. Thanks again for your help and interest.

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

777 East Wiseonsin Avenue Suite 3275 Milwarkee, Wisconsin 53202 Tel 414-221-6464 * Fax 414 224 1441

BACKGROUND - SOME SELECTED MILESTONES

- 1984 First World Conference on Jewish Education: Consensus is "Jewish Community is in trouble." Concludes Jewish education is the primary means of:
 - 1. Developing Jewish identity.
 - 2. Instilling commitment to Judaism.
- 1987 Small ad hoc group decides time is right to develop a"blueprint" for Jewish education/continuity in NorthAmerica to serve as a guide for interested parties.
- 1988 Commission on Jewish Education in North America is launched. (August)
 - 46 accept out of 48 asked.
 - Involves denominations, educators, scholars, lay leaders, private foundations, with CJF, JCCA, JESNA participation.
- 1990 Final report, <u>A Time to Act</u>, is released. (June)

יא יוטוארריזאכו באמביאכס

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COMMISSION INTERVIEWS YIELDED 23 AREAS OF POSSIBLE FOCUS:

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

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

(Continued)

- The use of the media and technology (computers, videos, etc.)
- 17. The shortage of qualified personnel
- The Community -- its leadership and its structures -- as major agents for change
- 19. Assistance with tuition

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- 20. The physical plant (buildings, laboratories, gymnasia)
- A knowledge base for Jewish education (research of various kinds: evaluations and impact studies, assessment of needs, client surveys, etc.)
- 22. Innovation in Jewish education
- 23. Additional funding

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

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

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

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

BUILDING A PROFESSION OF JEWISH EDUCATION INCLUDES:

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

3

MOBILIZING COMMUNITY SUPPORT INCLUDES:

Recruiting top community leaders to the cause of Jewish

education.

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

family foundations, and other sources.

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OTHER MAJOR COMMISSION RECOMMENDATIONS

ESTABLISHING LEAD COMMUNITIES INCLUDES:

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

DEVELOPING A RESEARCH CAPABILITY INCLUDES:

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

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

CIJE MISSION

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

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• The trend lines can be altered (and maybe reversed).

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• A planful, highly focused attack is a worthy task.

CIJE UPDATE -- WHAT'S HAPPENING?

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

STAFF AND CONSULTANTS

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

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

i.

FAX

Council for Initiatives in Jewish Education

Date: September 16, 1993

10:30 PM

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

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

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

Holtz--2

Issues for Israel meeting in October:

Carles Interior

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

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

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

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

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

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

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

Council for Initiatives F in **Jewish Education** А Date sent: 9/22/93 Time sent: х No. of Pages (incl. cover): To: alan Hoffmann From: Organization: C Phone Number: Phone Number: 0 Fax Number. Fax Number: v Comments: E alen -Here's today's fax. It includes correspondence re R the milwantice grant, copies of some correspondence, CIJE papers, neg mark's sch S Of the calls you asked me to make ale Н E m Louise Stein. She will be a E urs., Oct. 28 with he free late afternoon on the 28 th, T Thinks she could afternoon the 29th on Both. She'll be steging at the Sheraton. P.S. CJF Com all of meeting is 10:30-4:00 If there are any problems receiving on Nov. 10. this transmission, please call: 216-391-1852



SUN 7 1993

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

June 4, 1993

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

Dear Howard:

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

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

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

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

Warm regards.

Sincerely,

Stephen H. Hoffman Executive Vice-President

SHH:gc B3:28A

Enc.

bcc: Virginia Levi

FAX

Council for Initiatives in Jewish Education

Date: September 26, 1993

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



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

Topics addressed by the Educator Survey

- 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?

(Q 57-60)

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

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

(Q6-11)

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

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

D. Present Work Settings: What is the nature of our teachers work? (20-28, 33-35)

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

2. Careers in Jewish Education

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

B. Retention: What are the teachers' future plans? (Q2, 61)

 Professional Development: What are the opportunities for teacher professional development? (Q 12-19, 30)

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

4. Sentiments About Work as a Jewish Educator: How do the teachers feel about their work? (Q 3, 4, 5)

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

Questions Milwaukee will be addressing:

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

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

- Q 36 working full or part time
- Q 56 importance of income from Jewish education
- Q 33 benefits
- Q 5 overall job satisfaction
- Q 26 work setting
- Q 8 having experience in general education
- Q 61 future career plans
- 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 that perceive they have a career in Jewish education? Is a teacher's perception of having a career related to the hours he/she

works, having experience in general education, or being offered certain benefits?

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

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

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

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

86:28 PM

knowledge differ by teacher seniority?

What is the relationship between receiving certain benefits (Q 33) and: Q 36 working full or part time Q 26 setting What is the relationship between seniority at the present school (Q9) and: Q 5 overall satisfaction Q 2 perceptions of having a career Q 36 working full or part time The following belongs to the section on Careers-Recruitment: What is the relationship between having experience in general education (Q 8) and: Q 36 working full or part time Q 5 job satisfaction Q 26 setting Q 56 importance of income from Jewish education Q What is the relationship between educational training (Q58 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 (Q26) and: Q 22 hours of work Q 36 full/part time educator Q 5 overall satisfaction scale The following analyses pertain to the Professional Development section of the report: What is the relationship between seniority (Q 9) and: Q14 overall helpfulness of workshops Q 30 overall help and support received Q 16 areas desired for skill development Q 17 areas desired to increase knowledge Are veteran teachers more likely than novice For instance: teachers to indicate that in-service opportunities were not helpful? Do the teachers' perceived needs of skill development and

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

Q 26 setting

Q 58 or 60 educational training

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

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

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

Q 16 areas desired for skill development

Q 17 areas desired for increase knowledge

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

CC: Adam Gamoran Roberta Goodman Julie Tammivaaria



Atlanta Jewish Federation 1753 Peachtree Road, NE Atlanta, GA 30309

TELEPHONE # (404) 870-1614 FAX # (404) 881-4027

FACSIMILE COVER SHEET

TO:	GINNY LEVY		
	216/391-5430		
FROM:	TERESA RUID Decens		
DATE:	9/27/93		

Including cover sheet, you should receive <u>1</u> pages. If you do not receive all pages, please call (404) 870-1614.

MESSAGE: <u>Below are dates David Sarnat will be Israel and perhaps</u> he and Mr. Hoffman can meet at this time: October 27 (dinner), October 28 or October 29th. Sorry for the delay in getting this schedule to you. Give us a call and let us know when Mr. Hoffman would like to meet. Thanks.

Peabody College VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 37203

TELEPHONE (615) 322-7311

Department of Educational Leadership . Box 514 . Direct phone 322-8000

TO: Nava Nevo Carmon Sharon

From: Ellen Goldring Fax: (615) 343-7094

Date: October 4, 1993

Subject: Hebrew Language Assessment for CIJE

(7 pages: FAX: 011-972-2-322-211)

I just spoke to Elana Shohamy and she asked me to contact you directly. As you know, I have been talking with Alan Hoffman about incorporating Hebrew Language Assessment in the Lead Community Project of the CIJE.

We would like to move our discussions of implementation a bit further, and in order to do so I will need a specific budget proposal from you regarding the project.

Enclosed is information about the day schools in each community. Please provide a proposal about the cost of your project for each community separately. Please indicate exactly what the cost entails, how you carry out the assessment, and the time frame for your work. At this point I do not have information about the curriculum for each school and the number of Hebrew teachers in each school or grade. Elana indicated that there may be more work involved for some schools depending on their curriculum.

If you need any other information to prepare the proposal, please do not hesitate to contact me again.

I look forward to hearing from you.

CC: Alan Hoffman c/o Ginny Levy

R GOODMAN

Hillel Day School

(Hillel is an Orthodox Day School. It is one of two community supported, meaning Federation funded, day schools. It is the community's oldest day school.)

These enrollment figures for 1993-94 are based on the 1992-93 school year enrollment figures:

K-4 K-5 1 2 3	10 10 30 19 15	
4	13	
5	19 12	
7	7	
8	12	
Total	147	6 Judaic studies/Hebraic studies teachers plus 1 Judaic/Hebraic studies coordinator

WITS (Wisconsin Institute for Torah Study)

WITS has a day school high school, a college program and a seminary. Most WITS high school students come from outside of Milwaukee and live on campus. The school is not supported by the Federation. WITS is Orthodox.

These enrollment figures for 1993-94 are based on the 1992-93 school year enrollment figures:

9	20	
10	20	
11	22	
12/13	31	
Total	93	5 Judaic/Hebraic studies teachers.

Additional "Institution"

In addition, last year there was a group of 5 girls in a minth grade program similar to WITS. I do not know if they are continuing this year. I will find out immediately if this project is addressing the Hebrew studies of high school students.

Milwaukee's Jewish Day Schools

Yeshiva Elementary Day School (Orthodox affiliation)

This is Milwaukee's newest day school. I believe it is three years old. These are the actual enrollment figures for the 1993-94 school year:

K-4	16	
K-4 K-5	14	
1	22	
2 3	11	
3	14	
4	17	
5	11	
6	10	
7	12	
8	7	
Total	134	12 Hebrew teachers

Milwaukee Jewish Day School

(Attracts mainly individuals associated with the Reform and Conservative movements. It is one of two community supported, meaning Federation funded, day schools.)

These enrollment figures for 1983-94 are based on the 1992-93 school year enrollment figures:

K-4	30
K5	30
1	37
2	36
3	35
4	38
5	33
6	54
7	34
8	20
Total	347

10 Hebrew teachers plus 1 director of Hebrew and Judaica -- several of the Hebrew teachers also teach Judaica 09/28/1993 14:12 6032316844

R GOODMAN

Atlanta's Day Schools Information gathered by Roberta Goodman

Atlanta has five day schools. Three which cover the elementary and middle school years, one high school, and one new day school which has only the early elementary grades.

1) The Orvenfield States Anademy

The Greenfield Hebrew Academy is Atlanta's oldest day school. The day school started as a community day school. Its orientation is traditional. I did not explore its affiliation.

# of 6th grade students	54
grade range	РК - 8
total # of students	532
Habrow tonchoro	10 feachers who only teach Bebrew
	20 Judaic teachers who teach

Some of the Judaic subjects, but not all, are taught in Hebrew.

2) Epstein School

The Epstein School is a Conservative movement Solomon Schechter Day School. It used to be housed at one of the synagogue's, but now has its own location.

# of 6th grade students	45
grade range	early childhood program K - 8
total # of students	EC program: 200 K - 8: 385
Hebrew teachers	20

All Judaic subjects taught to Std graders and up are in Hebrew. This is an ivrit b'ivrit program.

3) The Torah Day School

This school started almost ten years ago. This school serves the Orthodox community and the Jewish community in the northeast side of Atlanta. It came into existence when Hehrew Academy was talking about leaving the neighborhood. I did not explore its official affiliation. # of 6th grade students 22
 (they are divided into elasson for girls and hoys
 at this age level)

grade range K - 8 total # of students 177 # of Hebrew teachers 11

Several of their limudai kodesh (Judaic) subjects are taught in Hebrew, but some are taught speaking in English but the texts they use are in Hebrew.

4) Yeshiva High School

This school is traditional in its orientation. Rova and girls are taught separately at least for their Judaic courses. The school is primarily-for-studente living in Atlants They did not have commuters when I lived in Atlants. I share this because this arrangement makes it quite different than WITS - Wisconsin Institute for Torah Study - located in Milwaukee.

The school has been in existence for over fifteen years. It has about 100 students in grades 9 - 12.

5) The Davis Academy

This day school had its first students enter approximately 2 or 3 years ago. The Davis Academy is a Reform Day School serving the facility. Presently, it has extremely limited Judaic and Hebraic content.

The school covers only the early grades although it is planning to grow. There are 55 students in the school. October 5, 1993

Hi Alan Moadim 1simha. Welcome back.

Here is a letter that I got from Isa which I tried to forward to you via the bitnet. I don't think it worked so I downloaded it and am including it below. What do you think?

Also I got a message from Peter Geffen's office looking for your phone numbers in Israel. He'll probably call.

Isa's letter:

From: SMTP&"iaron@eis.calstate.edu" 27-SEP-1993 12:10:59.38 To: baholtz CC: Subj: Re: Roberta Goodman

Hi Barry!

I wanted to ask your opinion about something I've been discussing with Roberta Goodman and Adam Gamoran. As per your advice, and that of others, we're going to be asking Terry Bookman's congregation in Milvaukee to participate in the ECE project -- i.e., be one of our sites. Although the phone call won't be made for a week or so, and while we probably won't have an immediate response, t'm hoopeful they will ultimately say yes. This raises the question of who will be the research team leader for their site (you may remember that this is a person designated by us to work with them. For a variety of reasons, we would very much like it if Roberta Goodman could be this person: This is the exact topic of her dissertation (both the action research and congregational restructuring parts), and she would have a lot to contribute; plus, frankly, without her we're short one. "first rank" person. The way it is budgeted now, it would involve ...out 20-30 days a year, spread out over a year, but much less time from now until March or April.

I have discussed this with both Roberta and Adam. Roberta is very eager to participate. While she might consider taking this on as an extra job, she's pretty busy with other committments. She thinks that it might very legitimately become part of her CIJE work, which is not completely defined, as yet, especially the part about monitoring change in the communities. Adam is interested, but feels that he can't make any decisions without a discussion of policy -- obviously the CIJE can't study every experiment in a lead community in this kind of depth -- what would justify giving so
much time to this effort? If this were to be defined as part of Roberta's CIJE work, there would be financial guestions as well. Would the ECE pay a part of Roberta's CIJE salary?

Adam plans to raise this issue at a meeting the CLUE is having in November (he said that no date had been set yet). I will write a memo he can circulate ahead of time. So here's the point of my writing to you: When I mentioned (at the end of a long conversation) that you were involved in this project, that you had come to our May consultation, and that we were hoping to have you out in November as well, Adam really perked up. I could hear over the phone that he was already seeing it as much more feasible for Roberta to participate. I'm not exactly sure why that is, but I'll use anything I can.

Here are my questions: 1) What do you think of this idea? This is a smaller example of the larger issue of the relationship between the project and the CIJE, and while I don't have an answer now, I should probably have one by the time I write the memo to Adam. 2) If you think this is a good idea, can you give me some language to use in my memo? 3) Is there any point in my "lobbying" with Alan? The fact that we're all friends makes this both easier and more difficult. I don't want to be perceived as ranning through my own agenda, or trying to get "something for nothing." Nonetheless, the possibility of having Roberta work on this project is really exciting to me. Let me know what you think. No rush, I assume that you too will be going crazy with the hagim, Love to Bethamie and kids. Isa

I assume that this is not meant to be a public document and you probably should not let on (e.g. to Adam) that you know about this. We ought to talk about it.

barry



Atlanta Jewish Federation

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

6 Oct 1993

Mr. Morton Mandel Premier Industries 4500 Euclid Avenue Cleveland, OH 44103

mort Mandel	From David Sarnat
Co.	Co.
Dept.	Phone # 870-1608
Fax 216 391-5430	Fax# 881-4027

10: 19.8

Dear Mort:

Just a brief note to bring you up-to-date as to who will be coming Sunday morning to Gerald and Helen Cohen's home. I will list the names with a thumb-nail sketch so you know who you will be meeting.

For your understanding, the participants were invited to hear your views on the issues of Jewish continuity and identity and, in particular, the impact that leadership can have in this important area.

The participants are:

Sidney and Clara Feldman

Erwin and Judy Zaban

M. William (Bill) and Eleanor Breman - senior leader in the community with a significant supporting foundation. He recently gave \$1 3/4 million to the Federation to build a Jewish Heritage Center.

Robert & Carol Nemo - Carol is the daughter of Bill Breman and is one of the founder's of a Reform Day School; very interested in the topic.

Ron & Lisa Brill - Ron is the #3 man at Home Depot and is beginning to get involved in the community. His wife, Lisa, is Vice President of the Jewish Community Center. Both are very interested in seeing how the JCC can relate to the topic.

Jay & Ann Davis - Jay is the son of Al Davis who, unfortunately, will not be in town for this event. Ann is an officer of the Federation. Jay and Ann gave \$1 million to the new Reform Day School.

Gerald (Jerry) and Pearlann Horowitz - Jerry is the president of the Federation.

PRESIDENT—Gerald D. Horowitz • FIRST VICE PRESIDENT—David N. Minkin VICE PRESIDENTS—Jock N. Halpern, S. Stephen Sellg III TREASURER—Mark Lichtenstein • ASSISTANT TREASURERS—Elliott Cohen, Jody Franco SECRETARY—Larry Joseph • ASSISTANT SECRETARIES—Candy A. Berman, Ann L. Davis CAMPAIGN CHAIRMAN—Arnold B. Rubenstein, M.D. • EXECUTIVE DIRECTOR—David I, Sarnat Mr. Morton Mandel Page Two 6 Oct 1993

Dr. William (Bill) Schatten - Bill is a past president of the Federation and chairman of our Council on Jewish Continuity.

Harry Stern - Executive Director of the Atlanta Jewish Community Center.

Joseph (Joe) and Felicia Weber - Relative newcomers to the community. He is a major donor to our campaign. She is very interested in the issue of Jewish identity and continuity and is enrolled in a Master's program in Jewish studies at Emory University.

Marshall & Laura Dinerman - Laura is Erwin Zaban's daughter and president of the Atlanta Jewish Community Center.

I look forward to seeing you this coming weekend. We can make the arrangements for me to pick you up when we meet on Saturday evening at Bill Schatten's home.

Best regards to Barbara.

ordially David I. Sarnat

Executive

cc: Gerald Cohen Steve Hoffman

Feedback Memorandum to CIJE Staff on Atlanta Wednesday October 6, 1993 Prepared by Roberta Goodman

I have maintained contact with Atlanta although my contact is more limited than with Milwaukee in terms of: 1) the number of informants and 2) all my contact is through phone conversations without the benefit of direct observation. I have also spoken to Gail and Alan about their Atlanta experiences.

I address the following topics in this memorandum:

1) Atlanta's Reaction to its CIJE Encounters

2) Atlanta's Organization of the Lead Community Project

3) Lay People and the Next Lead Community Meeting in

Montreal

12

1) Atlanta's Reaction to its CIJE Encounters

The CIJE encounters that I am reporting on include: the Baltimore meeting; and Gail and Alan's visit to Atlanta shortly after the Baltimore meeting. Gail is in Atlanta today, Monday September 27, 1993.

The overwhelming response to the Baltimore meeting and Gail and Alan's visit to Atlanta has been positive. One person commented that the Baltimore meeting was by far the best of the Lead Community meetings.

The two meetings have served to create more interest and certainty about the Lead Community Project within the Atlanta Federation. Janice Alper, Director of Jewish Educational Services, feels connected and committed to the project. Janice is the front person for distributing the Educator Survey. Lauren Azoulai is in the background working with Janice.

Administering the Educator Survey and Gail's visits do represent significant and heightened Lead Community activity for Atlanta. As to what impact this will have on other Lead Community involvement remains to be seen.

2) Atlanta's Organization of the Lead Community Project

Although Janice Alper was present at the Baltimore meetings, she has not yet been integrated into the Lead Community project planning. One person suggested that the only reason Janice was there was to make Atlanta look good. Janice has had a conversation with David Sarnat indicating that she wants to process the Baltimore meeting with David, Steve Gelfand, and Lauren. Setting up that meeting is in process. The pressure for doing something about the Lead Community project, in the presence of Janice, is coming from outside the Federation. David Sarnat was responsive

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to this outside pressure. The use of outside pressure suggests a strategy that the CIJE may want to consider.

The Atlanta Federation handles the Lead Community project on an "on demand" basis. What this means is that when there is something concrete to discuss, like a Lead Community meeting in Baltimore or the Educator Survey, then they [meaning the involved Federation staff] meet. There seems to be no on-going discussion of the Lead Community project within the Federation either among the Planning Department staff who meet weekly or among David, Steve and Lauren.

Where the lay people fit into this project is even more ambiguous. The relationship between the Commission on Jewish Continuity and the Lead Community project is unclear to me as well as the CJC's degree of responsibility for the project. Although I have probed this with several people, I have not yet received much of an answer beyond that there is a connection. I have not yet discussed this issue with Bill Schatten, chairperson of the CJC. I will need to investigate this more.

3) Lay People and the Next Lead Community Meeting in Montreal

No plans exist for bringing lay people to the meeting in Montreal. Had I not asked the question, I am not sure that the Federation would have even considered bringing lay people to Montreal. I hope that this is an issue that CIJE staff continues to discuss with Atlanta. As I suggested above, the entire role of lay people in the Lead Community project is unclear.

In the last update memorandum, I wrote about Michal Hillman who is a complex personality in understanding what is going on in Atlanta in terms of Jewish education. Michal Hillman, Chairperson of JES Board, wants to be more involved in the Lead Community project. As suggested in previous memos, Michal is a problematic figure. She is a major advocate of bringing Jewish education to the forefront, but she often takes matters into her own hand. One matter that she took into her own hands was offering the JES position to Janice Alper. After Phil Warmflesh turned down the position, Michal asked Janice, their number two candidate, to take the position.

I may have learned some of her motivation for this action and others which bypass normal channels especially on matters that in some way are related to the Federation. I just heard that David Sarnat bypassed Michal and the entire JES Board when a Search Committee for the Director of JES was devised. David invited Rabbi Alvin Sugarman to lead the Search Committee without going directly to Michal or the JES Board. Michal's appointment to head the JES Board was done by the former Board of Directors of the defunct Board of Jewish Education. David did not go through proper channels. He usurped the JES Board's power in creating a

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search for its own director. A routine and predictable process was not followed in this instance. This pattern is something that reappears in other instances and needs to be taken into consideration when dealing with Atlanta.



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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair		
Morton Mandel		
Vice Chairs		
Charles Goodman		
Nell Greenbaum		
Matthew Maryles		
Lester Pollack		
	TO:	Participants in Lead Communities Seminar
Honorary Chair		and Other Interested Parties
Max Fisher		00
	FROM:	Alan D. Hoffmann alan
Board		
David Arnow	DATE:	October 5, 1993
Daniel Bader		
Mandell Berman		
Charles Bronfman	7	wood to opplane the minutes of the load Communities
Gerald Cohen		eased to enclose the minutes of the Lead Communities which took place in Baltimore on August 23-24, 1993. I
John Colman		agree that these meetings served to clarify our work and
Maurice Corson		the Lead Communities process forward.
Susan Crown	2.2	
Irwin Field	We are g	grateful to Chais Botwinick and the Baltimore staff for
Alfred Gottschalk		ir work in arranging the meetings, accommodations, and
Arthur Groop	exceller	it meals. I look forward to seeing many of you in

Montreal on November 16-17.

Arthur Green

Thomas Hausdorff David Hirschhorn Henry Koschitzky Mark Lainer Norman Lamm Norman Lipotf

Seymour Martin Lipset Florence Melton Melvin Merians Charles Ratner Esther Leah Ritz Richard Scheuer Ismar Schorsch Isadore Twersky Bennett Yanowitz

GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

The Commission on Jewish Education in North America did not deal with the issue of goals for Jewish education in order to achieve consensus. However, the Commission knew that it would be impossible to avoid the issue of goals for Jewish education, when the recommendations of the Commission would be implemented.

With work in Lead Communities underway, the issue of goals can no longer be delayed for several reasons;

- It is difficult to introduce change without deciding what it is that one wants to achieve.
- Researchers such as Marshall Smith, Sara Lightfoot and David Cohen have effectively argued that impact in education is dependent on a clear vision of goals.
- The evaluation project in Lead Communities cannot be successfully undertaken without a clear articulation of goals.

Goals should be articulated for each of the institutions that are involved in education in the Lead Communities and for the community as a whole. At present there are very few cases where institutions or communities have undertaken a serious and systematic consideration of goals. It is necessary to determine the status of this effort in the Lead Communities. There may be individual institutions (e.g. schools, JCCs) that have undertaken or completed a serious systematic consideration of their goals. It is important to learn from their experience and to ascertain whether an attempt has been made to develop curriculum and teaching methods coherent with their goals. In the case of those institutions where little has been done in this area, it is crucial that the institutions be encouraged and helped to undertake a process that will lead to the articulation of goals.

The CIJE should serve as catalyst in this area. It should serve as a broker between the institutions that are to begin such a process and the various resources that exist in the Jewish world -- scholars, thinkers and institutions that have deliberated and developed expertise in this area. The institutions of higher Jewish learning in North America (Y.U., J.T.S.A. and H.U.C.), the Melton Centre at the Hebrew University and the Mandel Institute in Jerusalem have all been concerned and have worked on the issue of goals for Jewish education. Furthermore, these institutions have been alerted to the fact that the institutions in the Lead Communities will need assistance in this area. They have expressed an interest in the project and a willingness to assist.

The Mandel Institute has particularly concentrated efforts in this area through its project on alternative conceptions of "The Educated Jew." The scholars involved in this project are: Professors Moshe Greenberg, Menahem Brinker, Isadore Twersky, Michael Rosenak, Israel Scheffler, Seymour Fox and Daniel Marom. Accompanied by a group of talented educators and social scientists, they have completed several important essays offering alternative approaches to the goals of Jewish education as well

as indications of how these goals should be applied to educational settings and practice. These scholars would be willing to work with the institutions of higher Jewish learning and thus enrich their contribution to this effort in Lead Communities.

It is therefore suggested that the CIJE advance this undertaking in the following ways:

1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead to an articulation of goals.

2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake community-based consultations.

3. Offer seminars whose participants would include Lead Community representatives where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer help and expertise.

The issue of <u>goals for a Lead Community as a whole</u>, as well as the question of the relationships of the denominations to each other and to the community as a whole will be dealt with in a subsequent memorandum.

Seymour Fox & Daniel Marom

FOR INSERTION IN: CIJE OPERATIONS MANUAL

C. H. And Sale Law

no. 3.3 effective 4/1/93 supersedes NEW

SUBJECT: CONSULTING AGREEMENTS WITH INDIVIDUALS OR FIRMS

page 1 of 5

I. <u>OBJECTIVE</u>

To provide guidelines for developing and approving consulting agreements.

II. SCOPE

The guidelines within this policy are meant to apply to individuals or firms who provide assistance on a specific project or ongoing program.

III. POLICY

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- A. A consultant engagement must be authorized in a planned and controlled manner. Before engaging a consultant, there must be a Consultant Employment Form (CLJE 312) filled out and approved.
- B. Consulting agreements may either be established for a specific assignment or for a fixed period of time. See Exhibit A for a checklist of factors that should be considered when defining the terms and scope of the consulting job.
- C. Written proposals should be obtained from all prospective consultants clearly setting forth the items listed on Exhibit A.
- D. Payments to consultants will only be made upon the rendering of an invoice for services by the donsultant appropriately approved or unless otherwise specified in the Consulting Agreement. The support must clearly set forth items A through L of Exhibit A.
- E. At the completion of the assignment or on a periodic basis, if appropriate, an evaluation of the quality of the work versus the project plan should be completed.
- F. Any renewals of consulting agreements or changes to terms (e.g. financial arrangements) must follow all procedures above.#

EXHIBIT A no. 3.3 effective 4/1/93

page 2 of 5

CHECKLIST FOR USE WHEN ENGAGING A CONSULTANT

- The city and country in which the work is to be performed.
- B. The country of citizenship for individuals or country of domicile if other than an individual of the payee of the service.
- C. The term of the consulting agreement.
- D. The provisions for terminating the consulting agreement, with or without cause and with how much advance notice.
- E. The consulting rates to be paid.
- F. The payment schedule (biweekly, monthly, etc.).
- G. The extent of any reimbursements for out-of-pocket costs. (Consultants will be expected to use the MAF travel expense guidelines.)
- H. Any other fees or charges.
- I. The currency in which payments are to be rendered.
- J. Location for checks to be sent should be provided.
- K. The tax identification number of the payee, if appropriate.
- L. The tax matters affecting the contract including the need to withhold income taxes or issue Internal Revenue Service form 1099.
- Ξ,

M. The documentation to be provided in support of billings.

- N. The scope of the project must be clearly defined in the engagement plan, and there should be a project time schedule.
- 0. The format and frequency of progress meetings should be clearly defined.

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EXHIBIT B no. 3.3 effective 4/1/93

page 3 of 5

INSTRUCTIONS FOR COMPLETING THE CONSULTANT EMPLOYMENT FORM (CIJE 312)

The purpose of the Consultant Employment Form is to capture all pertinent information relating to the consulting agreement set forth. Please complete this form in a clear and concise manner. This should be completed by the consultant's supervisor.

- Payee refers to the consultant we are paying. Please print full name clearly.
- 2. Payee ID# is the U.S. Social Security number or the employer ID number.
- Payment address can be the consultant's home address or other address where he/she would like to receive payment.
- Please indicate entity such as CIJE and, if a specific project is involved, list the name of the project, e.g. Monitoring, Evaluation and Feedback.
- 5. Briefly summarize the project the consultant will be working on, even if it is not one of the "named" projects mentioned in 4. E.g., project to determine feasibility of developing a survey for all Lead Communities.
- Please indicate the date the consultant's work should begin. Payment will begin starting at that date. Also include date you anticipate the consulting assignment will be completed.
- Please list the supervisor or person who will oversee the consultant's activities.
- 7.8. Please indicate the amount of money to be paid to the consultant in dollars per day, month, year. Also indicate how frequently the consultant will be paid, i.e., monthly, quarterly, as billed.
 - Please indicate whether we will have to withhold taxes. Also indicate country where consultant is a citizen.
 - Terms/limitations should include any information describing the terms of the agreement e.g., consultant will be paid \$500/day up to \$5,000 per year or consultant fees will not exceed \$7,500 for the duration of this project.

EXHIBIT B no. 3.3 effective 4/1/93

page 4 of 5

- 11. Payor will generally be CIJE but it may be another source of payment. Please indicate clearly who will be paying the consultant.
- 12. In some cases the consultant will need to bill the CIJE either monthly or as work is completed. In these cases, you should check "yes."
- Please indicate whether this consultant has any current assignments with the CIJE or has done consulting work for the CIJE prior to this assignment. Also indicate what the assignments were and when.
- 14. Please use the section on comments to provide further explanation on any aspect of the arrangement or for clarification of any section above.
- 15. The submitter should be the person completing this form, generally the supervisor of the consultant.#

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CONSULTANT EMPLOYMENT FORM

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EXHIBIT C no. 3.3 effective 4/1/93 page 5 of 5

Payee D	Date
Payee ID# (If U.S.	
Payment Address 3	
Consultant to be used by (entity, project	
Brief summary of project 🙆	
Desired Starting Date	Desired Completion Date
Person responsible for overseeing consult	ant's activities (D
Suggested fee arrangement: 1	
\$ Amount per (day, mo., yr.)	Frequency of payment
Tax withholding required? 🗇 yes	no Country
Terms/Limitations	
Payor D	
Is on-going bill required? 😥 yes	no How often?
Any current or prior assignments with us?	13
Comments (14)	925 X
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Submitted by	Date
Knowledge Center Approval	Date
Financial Approval	Date
Operations Approval	Date
방법 수 있는 것 같은 것 같아요. 그는 것 같아요. 감정 같아요.	Date
CIJE 312 (4/93)	
PAGE.040	

Feedback Memorandum to CIJE Staff on Milwaukee Wednesday October 6, 1993 Prepared by Roberta Goodman

I address four topics in this memo:

- 1) Milwaukee's Federation "Got the Message"
- 2) The Changing Perceptions of CIJE
- 3) Motivation, Momentum, Connection and Planning
- 4) The Personnel Data

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131

1) Milwaukee's Federation "Got the Message

An outcome of having Rick Meyer, Milwaukee's Federation Director, attend the CIJE Board meeting in New York was that CIJE staff and Board members had the opportunity to speak to him. Rick came back to Milwaukee very much concerned about people's perceptions of how strongly the Milwaukee Federation was supporting the Lead Community project.

Since the Board meeting, he has devoted more time to finding out what is happening with the project. He has redesigned the Federation's organizational chart of officers and their responsibilities to give the Lead Community project greater prominence. His new chart has a vice-president of continuity. Rather than having this project under the planning vice-president, the project is now under the vice-president in charge of continuity and human resources. Milwaukee has not had a continuity commission as have many other cities.

More significantly, Rick has vowed to hold a monthly meeting with Louise, Jane, Howard, Ruth, Betsy Green the Federation President, and possibly one other vice-president. The first meeting of this group will be Tuesday October 12th while Gail is in Milwaukee. Gail had suggested the date at her last visit to Milwaukee. Rick has scheduled the Lead Community project for a report to the Federation Board in November. The month was Ruth's choice as she preferred November to October.

Howard too has had greater involvement in the project in recent weeks. Alan and Gail have both made certain to have contact with him. As one person pointed out, Gail is on a mission to involve Howard in the process. Gail met extensively with him on her recent visit to Milwaukee just prior to Yom Kippur. His increased involvement is mainly in terms of the time he spends working with Ruth and others on the project. Ruth and he have set up a regular time to meet.

It is worthwhile noting just prior to Rosh HaShanah, Howard received a promotion to Assistant Executive Director of the Federation. Rick has talked about the Federation doing its own restructuring and institutional long range planning in the near future. Supposedly, Howard's promotion is more of a status promotion than a change in his responsibilities. How this all plays out is something that I will monitor.

The Federation clearly got the message that they were not perceived as supporting the Lead Community project. Efforts have been made by the Federation itself and by the CIJE staff to raise their level of investment. I have described the steps taken.

Things to Consider

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Although the Federation may have increased their commitment to the Lead Community project itself, this question of their longterm commitment to the importance of educational planning is unresolved. Rick and Howard see the Lead Community project as being special. This special status translates into the project not being totally integrated into the Federation culture. The point has been made before about Ruth's status in the Federation being low. In addition, the Federation has made no decision about whether or not they are committed to doing educational planning or having educational planning done on such an extensive level by some other agency on a regular basis once their relationship with the Lead Community project ends. MAJE has applied no pressure to resolve this issue either.

The stakes and investment that the Federation has in this project are limited. It is important to remember that the Federation has invested almost no dollars in this project. They give Ruth office space and she shares Howard's secretary. The majority of Lead Community expenses -- Ruth's salary, travel monies, program monies -- have come either from the Bader Foundation or the thirty thousand dollars that the CIJE gave the community. The Federation has offered Ruth a contract for another year. The Federation must wait until November for the Bader Foundation Board to approve the proposal for the money to support the project director. As far as I know, no contingency plan exists if Bader says "no."

A Final Practical Note

I am not certain that either Rick or Howard is aware of the high level of professional representation that Baltimore and Atlanta bring to the Lead Community meetings with the CIJE. I recommend that someone discuss this issue with them.

2) The Changing Perceptions of CIJE

Making a judgment on the basis of the absence of comments can be a risky prospect, yet I feel comfortable concluding that Milwaukee has changed its perceptions of the CIJE. No longer do I hear complaints about the CIJE not doing something as I so frequently heard prior to the Baltimore meeting. Milwaukee feels that the CIJE "has its act together."

Now the new issue is that Milwaukee has sensed that CIJE has an agenda. By an agenda, people is Milwaukee mean that the CIJE wants to do things in the community. From my discussions with Gail and Alan, Milwaukee's perception in fact reflects the CIJE's desire to actively participate in the Lead Community process.

The next step involves negotiating and understanding the role of Alan and Gail, in particular, and the roles of Barry and Daniel Pekarsky. What is Gail's role in the communities? The words "consultant" and "implementer" have been used to describe Gail's role. Shulamith was clearly a consultant with no visible agenda. People have commented on Gail's aggressive agenda. Is Gail a "motivator" or a "doer?" These roles are not mutually exclusive, rather I use them here to make a point. If you had to describe Gail's role using only nouns, how would you describe her role? Describing the roles of Gail, Alan, Barry and Daniel constitute the first set of questions that have been raised in Milwaukee.

More questions have already arisen in the community based on Gail's two visits (one with Alan) to Milwaukee: 1) What is her domain? Is she only working with the Lead Community project -its Commission, Task Forces, etc. -- or will she be working directly with the institutions? If she is going to be working so? 2) Is she going to support the efforts of the local Lead Community project or is she going to initiate her own efforts? 3) What procedure will there be for clearing what Gail does and what the Lead Community project is doing so that they complement one another and do not contradict one another? 4) A final question comes from me and not the community: How will these new roles be negotiated? Will all the answers come from the CIJE and/or will the community help determine the roles? In light of these types of questions and issues, the subject of partnership merits further discussion.

3) Motivation, Momentum, Connection and Planning

Maintaining momentum, keeping people motivated, connecting the various Lead Community components, and developing a plan are issues with which Milwaukee struggles. These issues are interrelated. I describe how these issues manifest themselves in Milwaukee's Lead Community process.

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The Core Planning group (Louise, Jane, Ruth and sometimes Howard) tends to "spin its wheels" avoiding making a commitment to any one plan or set of contingency plans. They almost never talk about what results they anticipate. This puts them in the position of not being able to give people a good sense of how their efforts make a difference, what is expected of these Commission or Task Force members, and how they can contribute. The Core Planning group has identified momentum as a problem. This entire pattern seems to contribute to their own momentum problems.

What happened with the Family Education Think Tank on Thursday September 9th exemplifies the issues of maintaining momentum, connecting the Lead Community's components, and Milwaukee's lacking a plan. The Family Education Think Tank was engaged in a serious and involved discussion about the goals of family education as well as some other philosophical questions about the purpose and place of Jewish education. Toward the end of the meeting, Ruth asked to make an announcement about the upcoming Strategic Planning Retreat in November. The whole situation became quite messy. Bottom line, Ruth told the group that they would not be meeting any more. She failed to show them how their efforts for the past four sessions had anything to do with the upcoming Strategic Planning process. Many people vocalized their anger that they felt co-opted as their efforts were essentially "meaningless" to the Lead Community project. While this was going on, Eve Joan Zucker, the Think Tank chairperson, pledged that she would continue meeting with the group regardless of whether or not the Lead Community project sanctioned their gatherings.

The enthusiasm, interest, and direction the group took was unanticipated. Originally they did not want to talk about philosophy, they wanted to know about programs. At this meeting, they vocalized the opinion that programs were not the critical piece, rather they needed to discuss the purpose and goals of family education which they agreed really meant they had to discuss the purpose and goals of Jewish education. The plan that the Core Planning group had agreed on and one that they had informed Eve Joan of was to discontinue the group. Rather than viewing this group's new found direction and interest as an opportunity, Ruth and to an extent Jane, only saw it as problematic. They saw Eve Joan as having her own agenda of wanting to be Milwaukee's Jewish family educator. They had a renegade chairperson. They had neither anticipated any outcomes of the Family Education Think Tank and hence did not have a plan on what to do with these people, nor did they have a mind set which allowed them to go with the flow.

Ruth did not show how the Family Education Think Tank efforts were in any way connected with the entire Lead Community project. She did not show how their efforts contributed to the overall process. Someone in the group suggested that a formal report be presented to those participating in the Strategic Planning retreat. Although it is standard operating procedure for a Federation staff person to write an executive report that could have acted as a conduit, a form of connection, Ruth had never thought of this. Mobilizing people is not sufficient. In some way they need to be connected to the project and process.

Momentum and motivation is an issue in another way. Jane Gellman has expressed her frustration at feeling the burden of this project which is weighing on their shoulders -- Ruth, Louise, and Jane. Yet, the Family Education Think Tank is one example, from their perspective, of how they have not been successful at bringing on new leadership. The Personnel Task Force is another example. Even though they have three energetic and competent people working on the Personnel issue, one of whom who shows a good grasp of the Lead Community conceptualization and terminology, Louise and Jane still continue to come to their planning meetings. Ruth believes this person has a lot more to learn.

Ironically, in the last few months, through the Commission and the Family Education Task Force, they have succeeded in motivating some people who now share in the project's excitement and potential. One such person is Ina Regosin, the MAJE (central agency) director. She is now part of the Personnel Task Force Core Planning group. She feels that she has made a contribution to this group. She is pleased that MAJE has a more prominent role in the LC project. Whether or not they are able to tap the enthusiasm and energy of these new supporters to share in guiding the project's efforts remains to be seen.

Ruth has been sitting on an outline of a Leadership Development plan for close to three months. She claims not to have had time to share this with Louise, Jane and Howard. The question remains: how are they going to bring new leadership to this project who can help share the "burden" and responsibility of this project?

The Core Planning Group operates in a "wait and see" fashion. They organize programs. Then they wait and see how people respond to the programs before planning the next step. The Core Planning Group has the Strategic Planning Retreat coming up on Sunday November 14 from 2:00 P.M. - 5:00 P.M. and on Monday November 15 from 8:00 A.M. until 10:00 P.M. (fourteen hours). Other than some general ideas and rhetoric about how to follow up on the retreat, there is no established plan which lays out the steps, anticipates the results, and organizes people. In many ways, the Core Planning Group seems to be relying on the consultant to tell them what to do. The consultant is solely a process person. She is not Jewish and has little if any familiarity with Jewish education. If this retreat holds true to previous endeavors, the Core Planning Group will develop a response to the retreat only after it has happened.

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What can be done to help them break out of this self-defeating and often explosive cycle? At the Baltimore meeting, Alan mentioned that he wanted every community to develop a three month work plan. Thus far, Milwaukee and/or the CIJE have not created such a work plan. This process might assist Milwaukee in thinking through some of the consequences and results, and subsequent steps of their actions. It would also help them see how well they anticipated the results and responded to the situations.

4) The Personnel Data

The Milwaukee report on the Professional Lives of Jewish Educators has been delivered to Ruth. She has begun to disseminate it to the Personnel Task Force Core Planning group, Howard, Jane, and Louise.

Ruth has met with Adam, Ellen by phone, and me to outline what statistical information could be helpful and useful. A preliminary report should be forthcoming from Nashville in October.

The Personnel Task Force with Gail's input have devised more detailed plans for the Personnel Task Force's first three meetings in October, November, and December. In addition, plans exist for distributing the Professional Life of Jewish Educator's report to Milwaukee's education directors and for having a discussion with them about the report early on. The available reports will be part of the orientation for those participating in the Strategic Planning retreat.

I shared with Ruth that Atlante has plans for distributing the Professional Life of Jewish Educator's Executive Summary to all teachers as they often get excluded. I am not certain as to Ruth's plans for the teachers.

These reports are serving as a catalyst to educate people about the personnel issue, raise policy questions, and inform the community's planning activities.

At the recent meeting of the Personnel Task Force Core Planning group meeting, there was some discussion of what happens if the education directors want to go further in talking about their professional lives and/or the reports. I heard some talk about how this Personnel Task Force connects to the Strategic Planning process. Again, these ideas are loosely constituted and no firm decisions or plans were made. A three month work plan would help solidify the plans.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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October 15, 1993

Rabbi Daniel Syme Vice President Union of American Hebrew Congregations 838 Fifth Avenue New York, NY 10021

Dear Rabbi Syme:

As you may know, I became Executive Director of the Council for Initiatives in Jewish Education (CIJE) as of August 15. I have heard a lot about you and look forward to meeting with you. I see the Union of American Hebrew Congregations as a major partner in both the broader mission of CIJE and our work in the Lead Communities.

With that in mind, during August and early September we tried to find a mutually convenient time for me to meet with you, as I did with leaders of the Conservative and Orthodox movements. Your office was unable to find any time.

I undertook to find a mutually convenient time for us to meet in November. I'll be in New York on the afternoon of October 31, November 5, 7, 10, 11 and 24, and had very much hoped that one of these days would be convenient for you. Your office has thus far not been able to accommodate.

I would appreciate your calling me in Jerusalem at 617-418 so that we could discuss when we might get together.

Sincerely,

alan Hoffmann

Alan Hoffmann Executive Director

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Demographic Data Consultants

36 pages

Nancy Hendrix PhD, President Consultante Paula Mergenhagen Devis, PhD Robert Wyath PhD

To: Ginny Alan Gaul ett.

This is a draft of the milwankle report.

-It is still missing a few of the cross to bulations. internet attachips between variables as outlined in my memo to Gail, conclusion etc. -It also needs a bit "cleaning up". There is a

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here to think about und disest! I

DRAFT REPORT

EDUCATOR SURVEY

MILWAUKEE JEWISH FEDERATION

P.S. Do you (Goil?) want to advise Ruth about which 3 or 4 things to put together for her meetings?

TEANKS

Thank you to Graig Stevens, Jeremy Matthews-Taylor, Dr. Ellen Goldring, Dr. Ruth Cohen, Dr. Ginny Levi, the Milwaukee Jewish Federation, the Council for Initiatives in Jewish Education Lead Communities Project staff, and to the Jewish educators of Milwaukee.

INTRODUCTION AND FURPOSE

Milwaukee is one of three communities in North America which were selected to participate in the Council for Initiatives in Jewish Education Lead Communities Project. The Jewish Federations of the chosen cities have administered questionnaires to all faculty members in the schools of their communities as part of the Project's Educator Survey. This report summarizes responses from the schools of the Milwaukee Jewish Federation.

The aim of the survey is to obtain information from Jewish educators about their professional lives, interests, and needs so that recommendations for the improvement of Jewish education can be made. Demographic Data Consultants, an independent research firm in Nashville, Tennessee was engaged to be responsible for data entry, coding, verification, and for the statistical analysis of the data using the Statistical Package for the Social Sciences. Dr. Ruth Cohen of the Milwaukee Jewish Federation and Dr. Ellen Goldring of the Department of Educational Leadership and the Vanderbilt Center for Fublic Policy have worked closely with Dr. Nancy Hendrix, the principal of Demographic Data Consultants in the preparation of this report.

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METHODOLOGY

The Milwaukse Jewish Federation distributed questionnaires to all faculty members in day schools, supplementary schools, and preschool programs. In each school, a faculty meeting was convened, and questionnaires were distributed. Dr. Ruth Cohen attended each meeting in order to explain the survey of Jewish Educators and to distribute the questionnaire.

Faculty members completed the forms at the meeting and returned them at that time to Dr. Cohen. Those teachers absent from the meeting were mailed a copy of the questionnaire along with a self-addressed envelope. A list of teachers not responding was sent to principals who were asked to contact those teachers in order to remind them to complete the survey forms. Any teachers still not responding after receiving reminders from their principals were called by the Milwaukee Jawish Federation staff.

Teachers were asked to enswer questions frankly and received assurance that responses were confidential. No individual names were on the survey forms, and researchers did not have or need access to lists of educators. Thus individual anonymity, as well as confidentiality was protected as far as Demographic Data Consultants is concerned. Neither individuals nor communities are identified in this report. Communities are referred to by letters only.

Efforts of the Federation and schools resulted in 185 questionnaires being returned, an average return rate of 88.6% per school. The actual rate of return school by school is shown below. Note that some faculty members teach at more than one school. The figure in parentheses by the number of responses is the count of faculty members at the indicated school who had already completed the survey alsowhere. Letters are used in lieu of school names to insure confidentiality. .

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RETURN RATE

SCHOOL	# FACULTY	# RESPONSES	* RETURN
A	14	10 (12)	86%
в	2	2	1003
c	16	CAN 14 (+2) 5	100%
D	32	19 (+4)	728
E	34	26 (+1)	79%
7	24	18 (+5)	968
G	6	6	100%
н	24	17 (+4)	\$88
I	1 3	6 (+1)	88%
5	11	10 (+1)	100%
x	38	28 (+3)	754
L	6	6	100%
ж	8	8	1004
N	5	4	808
0	4	2	50%
P	9	9	100*

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PROFILES OF WILWAUKEE TEACHERS

GENERAL BACKGROUND

A Milwaukaa educator selected at random from among the survey population would most likely be an American Jewish Woman, married, having just celebrated her 40th birthday. However, this composite hides the diversity of the group. There is much variation in demographic characteristics as well as in opinions, attitudes, goals, and talents.

Age was not given by a majority (61.6%) of the respondents. This omission can likely be attributed to the manner in which the survey was formatted and stapled together. The age question appears on a single line at the top of page 14, and is easily overlooked. Those who found the question range in years from 21 to 77. Half are above 39 and half below. The arithmetic average of the ages is 40.7. The standard deviation is 13.6. The distribution of ages is trimodal with clusters at 23, 39, and 43.

Women are considerably more numerous (80.4%) than men among Milwaukee Jewish educators. Males make up slightly under one-fifth (19.6%) of those completing the questionnaire.

Almost ninety percent (\$7.8%) were born in the United States. The next most popular region of origin is Israel with four percent (4.4%) of the teachers having been born there. Three educators (1.7%) are from Russia, two (1.1%) are Canadian by origin, and one each came from England, Germany, and Czechoslavakia.

Most of Milwaukee's Jewish educators are part of intact families. Almost sighty percent (79.7%) are married. Only between four and five percent (4.4%) are divorced. Seven educators (3.8%) are widowed. Twelve percent (12.1%) have never married.

Three-fourths (74.1%) of the total population of educators and ninety-one percent (91.3%) of those answering the questionnaire say that his/her spouse is Jewish. Almost 19 percent (18.9%) of the educators did not answer the question. AFFILIATION and Deservances

The background of the Milwaukee Jewish educators surveyed is homogeneous in some respects and diverse in others. While only six of the 185 respondents are converts to Judaism, the educators represent a variety of religions affiliations. The largest group is Orthodox with forty-five percent (45.1%) of the educators, followed by Reform and Traditional. The smallest group is of Community affiliation (1.1%). The table below details other Jewish groups. 26 OCT '93 11:01 MANDEL INSTITUTE 972 2 619951

JEWISH AFFILIATION

	#	4	COMULATIVE %	
ORTHODOX	78	45.18	45.18	
REFORM	41	23.7%	68.8%	
TRADITIONAL	33	19.11	87.9%	
CONSERVATIVE	11	6.48	94.34	
JEWISH COMMUNITY CENTER	5	2.98	97.2%	
RECONSTRUCTIONIST	з	1.7%	98,9%	
COMMUNITY	2	1.28	100.0%	
NO ANSWER	12	MISSING		

Not surprisingly, the vast bajority of Jewish educators in Milwaukee are members of a synagogue. Eighty-five percent of the 183 teachers answering the question say that they belong to a synagogue. Most (72.5%) educators teaching in supplementary schools teach in the synagogues to which they belong.

Three-fourths (75.1%) of Jewish educators report that they usually light candles in their home on Friday. Ninety percent (90.3%) attend a seder in their home or somewhere else. Forty percent keep kosher at home. Ninety-one percent (90.8%) usually light candles for Manukkah. Eighty-one percent (81.1%) fast on Yom Kippur.

When asked to check off on a list which rituals are observed in their homes, less than half (42.7%) of the educators checked "observe Sabbath."

Nearly all educators (91.9%) attended the synagogue during High Holidays this past year. Answers to other questions confirmed that educators, like many other synagogue members, are more likely to be found in the synagogue on holidays than throughout the year. Less than half (44.3%) went to the synagogue on Shabbat at least twice a month last year, while two-thirds (66.5%) attended on such holidays as Sukkot, Passover, or Shavuot. Slightly over one third (34.1%) build a Sukkah in their home.

Israel's independence is better observed than minor fast days. Less than one-third (28.6%) of educators fast on Tisha B'av and minor fasts like Ta'anit Esther. More than half (51.4%) celebrate Israeli Independence Day. Over one-tenth (13.5%) attend synagogue daily. This percentage includes rabbi teachers.

A summary measure of the total number of rituals kept was developed. For the summation, each observance is given equal weight. About half (48.1%) of the educators keep 10-12 rituals. Over one-fifth keep 13-15. Sixteen percent (16.0%) observe 7-9. The less strict are less numerous. A tenth regularly keep 4-6, and less than 2 percent (1.7%) observe only 1-3. The most frequent response, the mode, is 12 observances kept.

RESPONDENTS' JEWISH EDUCATION

Crosstabulations of questions about Jewish education at various stages of life reveal that sixteen percent of the Jewish faculty studied have had no formal Jewish education at all, either before or after thirteen years of age. Thirty-eight percent have minimal education, i.e. Sunday School before thirteen, and after thirteen, one day supplementary school or none. Twenty-eight percent have moderate Jewish education (supplementary school before thirteen and after thirteen, Sunday School, confirmation, supplementary-Talmud-Torah school, or Yeshiva). Only eighteen percent have substantial Jewish education including day school before thirteen, and Hebrew High School, Israel, Jewish College, and Yeshiva after thirteen.

JEWISH SCHOOL ATTENDED BEFORE 13 YEARS OF AGE

SCHOOL	1.	4.34.8	CUMULATIVE \$
Sunday School	44	24.94	24.9%
Supplementary/Talmud/Torah	48	27.18	52.0%
Day School	30	16.98	68.9%
School in Israel	7	4.01	72.9%
Cheder	3	1.78	74.68
Nebrew School	6	3.4%	78.0%
Public School	1	0.6%	78.5%
Other	7	4.0%	82.5%
None	31	17.5\$	100.0%
Missing	۵	MISSING	

JEWISH SCHOOL ATTENDED AFTER 13 YEARS OF AGE

SCHOOL	1	\$	CUMULATIVE *
Confirmation	47	27.34	27.3%
Two or Here	23	12.84	40.18
Day School	12	7.08	47.18
School in Iszael	20	11.6%	58.7%
Jewish College	7	4.18	62.8%
Yeshiva	5	2.9%	65.78
Other	10	5.8%	71.54
None	49	28.5%	100,0%
Missing	13	MISSING	

TERARL

Celebrating Israel's independence day is only one part of the involvement of Jewish educators in the life of Israel. Sixty-five percent (64.8%, n=182) of Milwaukee Jewish educators have visited Israel, and close to half (45.7%) of those have lived in Israel for three months or more.

SUMMER CAMP

Attending summer camp is a kind of training and recreational experience that many Jewish educators have in common. Ninety teachers, or half (50.8%, n=177) of the respondents have attended camp in the summar. The number of summers spent in Jewish camp ranges from 1 to 15. The mean, or arithmetic average, was 4.1 summers, but this number is influenced by those few who went to camp a lot. While half of those going to summer camp went for three or more summers, the largest group went for only two summers.

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INCOME				
	FAMILY INC	OME		
THCOME	#.	*	CUMULATIVE	\$
\$30,000 OR LESS	34	22.5%	22.54	
\$31,000-\$45,000	42	27.8%	50.3%	
\$46,000-\$60,000	32	20.54	70.9%	
\$61,000-\$75,000	21	13.94	84.84	need
OVER \$75,000	23	15.2%	100.08	tery t explanation
REFUSED TO ANSWER	34	MISSING		explanation

The importance of the income earned by Jewish educators from their work in Jewish education varies from household to household. For between a fourth and a fifth (23.6%, n=174) of Jewish educator households, the income received from Jewish education is the main source of income for their household. For another two-fifths (41.4%), the income earned is an important source of additional income for the household. For just over a third (35.1%), the income received is insignificant to total household income.

SALARY AT THE FIRST SCHOOL

	+	1.1	CUMULATIVE	ŧ
LESS THAN \$1000	8	4.78	4.78	
\$1000-\$4999	75	44.18	48.8*	
\$2000-\$9999	10	10.68	59.4%	
\$10000-\$14999	23	14.78	74.18	
\$15000-\$19999	11	6.5%	80.6%	
\$20000-\$24999	13	7.6%	88.2*	
\$25000-\$30000	4	2.48	90.68	
OVER \$30000	16	9.4*	100.0%	
NO ANSWER	15	MISSING	3	

Milwaukee Lead Community Project Suggestions for the Agenda Tuesday, November 16, 1993

I. Lead Community Initiatives

- A. What constitutes a Lead Community initiative?
- B. What funding opportunities are available nationally to support the development of local initiatives?

II. Personnel Issues

- A. What new and innovative programs have been developed by the National Training Institutions as a result of the Mandel Charity grants?
- B. How will these programs benefit the Lead Communities?
- C. What is the procedure for applying to these programs?
- D. Are there existing instruments/methodologies/indicators of progress that could be applicable to the assessment of Lead Community initiatives (especially in the area of personnel)?

III. The Population Study

- A. What kind of extrapolations could be used to inform our planning process?
- B. Can a special report be prepared as background information for our planning process?

IV. The CJF Commission on Continuity

A. What is the impact of the CJF's Commission on Continuity

initiative on the Lead Community Project?

B. How do the two projects interact?

RC/nm 10/11/93



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Cloveland, Ohio 44101 Phone: (216) 391-1852 . Fax: (216) 301-5430

Ruth Cohen To: Morton Mandel From: Gail Dorph Vice Chairs Charles Goodman Nell Greenbaum October 15, 1993 Matthew Maryles

Honorary Chair Max Fisher

Lester Pollack

Board

Chair

David Arnow Danial Bador Mandell Berman Charles Brontman Gerald Cohen John Colman Maurice Corson Susan Crown Irwin Field Alfred Gottschalk Arthur Green Thomas Hausdorff David Hirschhorn Honry Koschitzky Mark Lainer Norman Lamm Norman Lipolf Seymour Martin Lipset Florence Mellon Malvin Morians Charles Ratner Esther Lesh Rifz **Richard Scheuer** lemar Schorsch leadoro Tworsky Rennett Yanowitz

I just finished talking with Ellen. she is assuming that you will receive preliminary report of the Teachers' Survey at the beginning of next week. And that you and she will talk at the beginning of the following week about what it begins to say. She thinks that based on that conversation, you and she will be able to decide on a few charts to give participants in the strategic planning process that will begin to tell the story of what we know about the teachers in Milwaukee. There is no way that a final report based What we can do on the data can be ready at that time. is write a cover letter to go with the charts explaining what they have and what they will get. Additionally, if there is time and you want her to do it, she can say something about the survey at the orientation session in the afternoon since she will be in Milwaukee for our staff maetings.

Talk to you on October 27 as we planned.

Shabbat Shalom!

Ellen Coldring CC. Alan Hoffman Ginni Levi

	ASSIGNMENTS ACTIVE PROJECTS	FUNCTION	OTTP	OTED THE	COMMITT	FOR GUIDELINES ON T FOR GUIDELINES ON T F THIS FORM FOR A FUN	HE COMPLI
	RAW MATERIAL		CIJE		SSIGNMEN		
	FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE	IEADED	VFL			0/93
NO.	DESCRIPTI		PRIORITY	ASSIGNED	DATE	DUE DATE	COM OR R
NO.	Write reports on Atlanta Milwaukee visits. Determine date for Milwa arrangements with Ruth (a, Baltimore and aukee forum. Discuss	PRIORITY	(INITIALS)	ASSIGNED	DUE DATE	ORF

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PREMIER INDUSTRIAL CORPORATION

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□ ASSIGNMENTS

□ ACTIVE PROJECTS

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FUNCTIONAL SCHEDULE

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FUNCTION

SUBJECT/OBJECTIVE

ORIGINATOR/PROJECT LEADER

A HOFFMANN 9/20/93 DATE

CIJE STEERING COMMITTEE

VFL

	DESCRIPTION	PRIORITY	(INITIALS)	DATE ASSIGNED STARTED	DUE DATE	CON OR F
1.	Draft a mission statement for the Lead Communities project.		ADH	7/22/93	8/19/93	
2.	Redraft PERT chart on which clear milestones for CIJE are highlighted.		ADH	7/22/93	8/19/93	
3.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		ADH	7/22/93	8/19/93	
4.	With staff, prepare time line and action plan for CIJE.		ADH	6/17/93	8/20/93	
5.	Consider what planning support Milwaukee requires and how best to help.		ADH	7/22/93	TBD	
6,	Look into design of CIJE logo.					
7.	Write to Lilly Foundation reps. as follow- up to Indianapolis meeting. Enclose <u>A Time</u> to Act and other publications.					
8.	Consider issue of tax exemption at Mayflower.	-	X			
9.	Write to Roberta confirming salary arrangements.	-9/				
10.	Arrange to meet with CRB Foundation on next visit.	2				
11.	Write up meetings with denominations and training institutions.				-	
12.	Plan to meet with Schindler and Syme on next trip.					
13.	Work with VFL on budget start with work plan and structure, to be discussed with SDN in Israel.					
14.	Arrange for managing partner of Kesselman and Kesselman to meet with SDN in Israel.					
15.	Get back to lay and pro leaders of lead communities about expectation that they attend future CIJE board meetings.					

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VFL

ORIGINATOR/PROJECT LEADER

SUBJECT/OBJECTIVE

DATE 9/20/93

NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	CON OR R
16.	Develop 3-6 month work plan with community.	each					
17.	Develop a communications program with our board and advisors; with broader community.	: internal; th the					
18.	Develop descriptive brochure for	CIJE.					
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ORIGINATOR/PROJECT LEADER

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CIJE STEERING COMMITTEE

VFL

DATE 7/29/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	CON OR R
1.	Call Ruth Cohen about a speaker for Milwaukee meeting in October to help establish a vision for Jewish education.		вн	7/29/93	8/1/93	
2.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		BH	6/30/93	8/15/93	
	 a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e. Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done 					
3.	Meet with J. Woocher for guidance on approach to mailing publications.		BH	7/22/93	8/19/93	
4,	With SF and ARH, draft a job description for Barry Holtz.		BH	5/19/93	8/19/93	
5.	Prepare a memo summarizing proposal on distribution of CIJE materials.		BH	5/28/93	8/21/93	
6.	Work with Atlanta on filling the position of Director of the Lead Community project.		BH	6/16/93	12/15/93	
7.	Begin work with Baltimore on a pilot project.		BH	3/5/93	TBD	
8.	Prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TBD	
9.	Work with Milwaukee on pilot projects.		BH	4/29/93	TBD	1
10.	Set up a meeting for BH and ADH with John Ruskay and Rachel Cowan for ADH's next visit.					
11.	Arrange for SHH to see space at UJA/Fed., American Jewish Committee, etc. on 9/28.					

PREMIER INDUSTRIAL CORPORATION

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ORIGINATOR/PROJECT LEADER

DATE 9/14/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COM OR R
1.	Work with CJF to schedule a meeting of CIJE with Lead Community representatives on 11/16, in conjunction with the GA.	TP	VFL	7/22/93	8/19/93	
2.	Draft letter to communities outlining responsibilities of and means of contacting CIJE staff and consultants.	TP	VFL			
3.	Draft cover letter to accompany minutes to people who attended board meeting.	TP	1			
4.	Draft cover letter to accompany minutes to people who did not attend board meeting. Suggest additional personal sentence for some. Enclose report on BP in Early Childhood.	TP				
5.	Prepare thank you letters to presenters at board meeting: Ratner, Schatten, Vogelstein, Stein, Colman, Ritz, Twersky.	TP				
6.	Prepare first bi-weekly newsletter.	TP	0			
7.	Determine with IVI the best arrangements for Israel travel. Discuss with GZD and BWH.	TP	1			
8.	Organize and arrange meetings for Cleveland "forum" on 11/8 and Milwaukee continuation on 11/9-10. Notify participants of plans.	TP				
9.	Work with ADH on budget. Start with work plan and structure.	TP				
10.	Develop and maintain a 6 month CIJE calendar.	TP				
11.	Complete preparation of minutes of staff, Baltimore, board, and executive committee meetings.	TP				
12.	Look into use of Internet/Compuserve for CIJE.	SP				
13.	Design and order business cards for staff.	SP				
14.	Look into options and costs of portable printer for ADH.	SP				
15.	Arrange for review of CIJE manual when staff is in Cleveland.	SP				

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NO.	DESCRIPTION		PRIÓRITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	CON OR F
16.	Arrange for Barry Reis to submit a monthly summary to ADH.	SP					
17.	and the second	Review files on financial commitments of CIJE supporters and be sure Barry Reis'					
18.	Revise letterhead.		RP				
19.	Organize materials for parallel set of files.		RP				
20.		Prepare a list of CIJE and Mandel Institute consultants used to date and					
21.	Arrange to have Macintosi and addresses translated Explore best way to deve rolodex for staff use.	to IBM use.	RP				
22.	Plan to discuss letters the Lead Communities. Co our expectations regarding lay and professional inverse. [Israel agenda]	onsider including ng the sort of olvement we	· RP	VFL	4/7/93		
23.	Schedule a telecon with Committee members follow presidents and executive organizations.	ing a meeting of	RP	VFL	2/25/93		

		FUNCTION	CIJ	E STEERI	NG COMMIT	TEE		
/	 Finalize arrangements i with D. Hirschhorn. Contact the following h in preparation for the and send brief report to a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Paul Steinberg f. Isadore Twersky With AH and BH, draft a for Barry Holtz. With SHH, develop a plat 	SUBJECT/OBJECTIVE FOX ASSIGNMENTS						
		ORIGINATOR/PROJECT	ONGINATOR/PROJECT LEADER			DATE 7/		
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	CON OR R	
1.	Finalize arrangements for with D. Hirschhorn.	r Blaustein grant		SF	7/22/93	8/15/93	,	
2.	Contact the following box in preparation for the Au and send brief report to	agust 26 meeting		SF	2/25/93	8/15/93		
	 b. David Hirschhorn c. S. Martin Lipset d. Florence Melton 							
3.	With AH and BH, draft a for Barry Holtz.	job description		SF	5/19/93	8/19/93	OR S	3
4.	With SHH, develop a plan denominations in each Lea process.		7	SF	3/31/93	12/1/93		
			3					
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7/29/93 DATE

NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMI OR RE
1.	With SW, discuss with dam expected of him ar August :			ARH	7/29/93	8/6/93	
2.	Prepare a recommendation for the use of materials and de CIJE.	or a policy on		ARH	7/9/93	8/12/93	
3.	Contact the following board preparation for the August send brief report to VFL:			ARH	2/25/93	8/15/93	
	a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		1514				
4.	With SF and BH, draft a joi for Barry Holtz.	description	E S	ARH	5/19/93	8/19/93	
5.	With VFL, develop plan to item on the CIJE PERT char			ARH	5/19/93	8/31/93	
	Notes and the second se		5/				

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		ING (REV 1/89) FRINTED IN U.S.A.	ORIGINATOR/PROJECT LEADER		VFL	D/	ATE 7/	/29/93
ſ	NO.	DESCRIPTION		PRIORITY ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMP OR REN DA	
Ī	1.	Explore availability and space at UJA/Federation		2	SHH	7/9/93	7/30/93	
	2.	Consider whether the CJF relationship to CIJE sho during August 26 meeting	uld be referred to		SHH	7/29/93	8/6/93	
	3.	Contact the following bo in preparation for the A and send brief report to	ard members ugust 26 meeting		SHH	2/25/93	8/15/93	
		a. Jay Davis b. Charles Goodman c. Marvin Lender d. Norman Lipoff e. Charles Ratner f. Bennett Yanowitz						
	4.	With HLZ, talk with MLM advisability of approach family to partner with J	ing Jesselson		SHH	6/8/93	8/15/93	
	5.	Call Carl Sheingold to t on the GA agenda.	alk about CIJE slot		SHH	7/22/93	8/19/93	
	6.	Propose to MLM that he t Hoffberger about the Lea in Baltimore and provide discussion points.	d Community process		SHH	3/24/93	TBD	
	7.	With SF, develop a plan denominations in each Le CIJE.			SHH	3/31/93	TBD	14
	8.	With Alan Hoffmann, conf with chief professional Communinity to encourage Senior Educators.	of each Lead		SHH	5/19/93	TBD	
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CIJE STEERING COMMITTEE

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ORIGINATOR/PROJECT LEADER

7/22/93 DATE

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COM OR RI
1.	Encourage MLM to invite a Jesselson family representative to August 26 board meeting.		HLZ	6/30/93	8/15/93	
2,	With SHH, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.		HLZ	6/8/93	8/15/93	
3.	Schedule a telecon of MLM with Gershon Kekst to discuss CIJE.		HLZ	4/29/93	8/15/93	
4.	Schedule meeting of MLM, AJN, and HLZ to discuss CIJE funding.		HLZ	7/9/93	7/30/93	
5.	With VFL, prepare C. Ratner to report on Lead Communities at board meeting.		HLZ	6/17/93	8/15/93	
6.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		HLZ	2/25/93	8/15/93	
	a. Mandell Berman b. John Colman c. Maurice Corson					
7.	Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.		HLZ	3/24/93	TBD	
8.	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi Chai, Wexner and other funders.		HL2	1/28/93	TBD	
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WHERE WE ARE

Week of September 20, 1993

a state	Gail Dorph	Alan Hof	fmann	Barry	Holtz	Ginny	Levi
Monday 9/20/93	New York			New York 212-678-8034		Cleveland 216-391-1852	
	212-769-0725						
		FAX: 011 619 951	9722	FAX:(2 749-90		FAX:(2 391-54	
Tuesday 9/21/93	AME	UCA.	1.10	V(5)			
	V						
Wednesday 9/22/93	Milwaukee Federation		1				
	414-271-8338 Fax: 414- 271-7081						
	Milwaukee Hilton 414-962-6040			, A			
Thursday 9/23/93	Milwaukee Federation	1-2-		1			
	414-271-8338	\sim	<u></u>				
	FAX: 414- 271-7081						
Friday 9/24/93	New York 212-769-0725						
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