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JUST THE FAX...

****

TO: Annette Hochstein

FAX NUMBER: 011-972-2-619951

FROM: Isa Aron

FAX NUMBER: 213/939-9526

Date: 1/20/92 **Page___1___ of ___8__**

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Dear Annette,

It was nice talking to you yesterday. I'm glad we got all the details for our meetings squared away.

Enclosed are the documents in preparation for the Research Capability Project meeting. I tried to check with David Cohen before writing up the agenda, but he won't have time to talk with me until Wednesday morning. If he has any substantive changes to suggest, I'll fax them to you in Cambridge.

If you yourself have something to change or add to the agenda, please let me know. I'll hold off sending this out to everyone else until Thursday or Friday.

I am assuming that you'll give a copy of everything to Seymour. If you would like me to send him a copy directly, let me know the address.

B'Shalom,
Isa

Memo to: Participants in the 1/31 meeting of the advisory committee for the CIJE's Research Capability Project *

From: Isa Aron

Our meeting will be held on Friday morning January 31st, at the conference room of the Far West Laboratory in San Francisco. We will begin at 9:00 a.m., and go until 11:30 or 12:00. The Far West Lab is located on Harrison, between 3rd and 4th; their phone number is (415) 929 - 1647.

Enclosed is an outline for the preliminary draft of the final report, including, in the final section, a proposal for the establishment of a national research institute.

I propose the following agenda for our meeting:

1) a review of the outline, with special attention to the proposal in section 5, and its attendant questions;

2) a discussion of the format of the final document;

3) a discussion of steps to be taken after the document is completed.

Please let me know if you have anything you would like to see added to the agenda.

I look forward to seeing all of you on the 31st. If you have any questions, please feel free to call me at (213) 939 - 9021.

---

* Hanan Alexander
David Cohen
Seymour Fox
Annette Hochstein
Susan Shevitz
Lee Shulman

Outline of the Final Report of the CIJE's Research Capability Project
January 20, 1992
(with special note of changes from draft 6 and questions which remain)

Section 1: Why Research?

This section will begin with a vignette inviting the reader to imagine what an educational institution might be able to accomplish, if it had at its disposal certain research findings. For example,

a) What might a director of either a supplementary school or a day school do differently if he or she had: 1) an inventory of teacher knowledge and skills; 2) an instrument for assessing the capabilities and deficiencies of his or her teachers and 3) a series of learning materials and/or learning opportunities through which teachers could improve in specific areas of deficiency?

b) How might the regional office of one of the denominational movements change the programming it offers at camps, retreat centers and youth groups if had more information on the Jewish identities and special needs of high school students?

c) How might the allocation decisions of a Federation or central agency be informed by data on the long-term effects of a variety of family education programs?

QUESTIONS: DOES THIS APPROACH ADDRESS THE PROBLEMS WHICH WERE RAISED WITH REGARD TO THE PREVIOUS VIGNETTE? ARE THESE THE RIGHT EXAMPLES? IS 3 THE RIGHT NUMBER?

Following this, would be a sub-section entitled "What is Research?", a slightly modified and expanded version of a similar section in draft #6. It will be pointed out that we need a variety of research efforts -- both "decision-oriented" and "conclusion-oriented."

Section 2: What are the elements of a Credible Research Capability?

As in the previous draft, this section will delineate the components necessary for the establishment of a research capability. It has been suggested that the 4th item, the infrastructure, be expanded to include funding (not explicitly mentioned before) and the coordinating function (which had previously been a separate item). The revised version will list the following five components:

1) Scholars and researchers; people who understand the context of Jewish education, and possess expertise in a number of research methodologies.

2) One or more universities in which these researchers are trained.

3) A number of settings (such as universities, research centers, and/or central agencies) in which these researchers can work. In addition to enabling researchers to support themselves, the available positions must offer them opportunities for career advancement, and continued intellectual growth.

4) An infrastructure which supports research . This would include:
   a) reliable sources of funding, disbursed through a process which would allow for an open submission of proposals which would be reviewed on their merits;
   b) at least one coordinating body, which would serve as an advocate for research, and a gatekeeper for funding and publication.
   c) opportunities for collegial networking through conferences, journals, and other venues.

5) Avenues for dissemination to the public in general, and to policy-makers and practitioners in particular.

Section 3: The Current Situation

This section, too will remain essentially the same, but will be re-organized so as to parallel the order of the five elements outlined in section 2.

Section 4: Possible Steps towards the Establishment of a Research Capability

This section will contain, as it currently does, an elaboration of the possible variations within each of the components of a fully developed research capability. In addition, each element will be assessed according to the following criteria:

-- cost
-- time frame -- how long might it take to implement, and how long might it take before some results can be shared
-- feasibility in light of institutional constraints and available personnel
-- potential impact on field
-- quality of resultant research
-- responsiveness to communal needs
-- encouragement of individual initiative

This assessment will be more systematic than the rather random comments contained in draft #6, but the essential points will remain the same.

QUESTION: HOW CAN THIS SECTION BE SYSTEMATIC WITHOUT BECOMING TEDIOUS? IS THERE ANY WAY TO COLLAPSE OR SUMMARIZE SOME OF MY ASSESSMENTS? (I may not know until I start writing them)

Section 5
Short and Long-term Proposals for Establishing a Research Capability

Although the components enumerated in section 2 might be varied and combined in any number of ways, an assessment of each variant in light of the seven criteria listed in section 4 narrows the range of options considerably. As a result of this weighing of the alternatives, I will offer a short-term and a long-term proposal. These proposals are based on the following assumptions:

1) Without a supportive infrastructure, researchers, regardless of the positions they occupy, will not be able to function at an optimal level. Thus, the creation of an infrastructure must be given priority over the creation of positions and over training, at least in the first phase.

2) At the present time, both of the most likely settings for potential researchers have serious limitations, though for different reasons:
   a) The institutions of higher learning in Jewish education, although closely connected to the field, and keenly interested in the findings which might be generated by research, are not, as currently configured, able to sustain large research efforts. Faculty members at these institutions are few in number and have multiple demands on their time; there is no tradition, in these institutions, for research furloughs or frequent sabbaticals.

b) Large research universities have the reverse problem. While explicitly configured to support research efforts, they are largely removed from the realities of Jewish education. Researchers at these universities might face two problems: i) they might not have sufficient contact with the field to appreciate the important differences between Jewish and public education; ii) the reward structure in the university setting would place a premium on research of a more universal bent, sacrificing, in the process, its potential impact on the field of Jewish education.

Over the long run, none of these problems is insurmountable: the Jewish institutions can be encouraged to recognize the centrality of research to their mission, and to make appropriate structural accommodations; likewise, if research in Jewish education were to achieve a high profile through important studies and serious publications, research universities might recognize and reward research efforts that might otherwise have seemed parochial. Indeed, over the long term, both Jewish training institutions and research universities could become ideal settings for both housing researchers and preparing new ones.

3) An appropriate balance must be struck between research derived from the perceived needs of various stakeholders, on the one hand, and research initiated by researchers and stemming from their intellectual interests, on the other. Both types of research must be endorsed and supported, but the balance between them may shift over time. In the short-term, it will be crucial to win over the skeptics who see research as an academic indulgence, and to conduct, relatively quickly, a number of studies with potentially high impact on the field. As research in Jewish education became more established and accepted, increased funding for scholar - initiated research efforts would be justified.

Proposal for Phase One (years 1 - 5):
A National Institute for Research in Jewish Education

The institute would have the following functions:

a) to initiate and coordinate a small number (two to four) of programmatic research efforts; these might be organized by either competition or invitation, as determined by the governing board (see below);
b) to administer a competition for research grants to individuals and/or institutions;
c) to develop and implement a strategy for broadening the appeal of research among current and potential funders, practitioners, and other stakeholders.

In addition, the Institute might choose to undertake one or more of the following projects:

d) a competition for post-doctoral fellowships for either practising Jewish educators interested in strengthening their background in research or researchers interested in learning more about Jewish education;
e) a seminar for "reflective practitioners"

f) seminars or retreats for Jewish researchers at research universities, whose purpose would be to interest them in becoming involved, in some way, with research in Jewish education;
g) the dissemination of the findings of research generated under its auspices, either in coordination with existing organizations or on its own;
h) raising funds for additional research efforts.

The Institute would be governed by a board composed of prominent researchers, representatives of the CIJE board (including key funders), and other potential stakeholders. This board would meet regularly for extended periods of time, to set policies, including the appropriate topics for programmatic research, procedures by which the various competitions were organized, and budgetary parameters for other projects. Smaller committees would be responsible for overseeing individual projects.

Initially, the Institute's staff might be limited to a director, an associate director, and a secretary. The director would be a prominent researcher, who might serve a two-year term, on leave from another position; he or she would take an active role in conceptualizing the programmatic research efforts, and might serve as a team leader in one of the studies. The associate director, who would also have a research background, would have a more permanent position, and would be responsible for the institute's administration.

Some of the staff of the Institute's programmatic research efforts would likely be researchers at various universities and central agencies, who would participate on these projects on a part-time basis; graduate students and post-doctoral fellows at various universities might also be employed. Alternately, some staff members might be based in the Institute itself.

QUESTIONS TO BE ANSWERED:

1) IN WHAT WAYS CAN ISRAELI RESEARCHERS AND RESEARCH INSTITUTIONS BE BROUGHT IN TO COMPLEMENT THIS EFFORT?

2) WHAT MIGHT BE A MINIMAL BUDGET FOR THE INSTITUTE? (One member of the advisory committee has suggested that if the Institute did not have an annual budget of at least $1.5 million, it might not be worth establishing.)

3) IS THE STAFFING DESCRIBED SUFFICIENT AND APPROPRIATE TO ACCOMPLISH THE INSTITUTE'S AIMS? WOULD STAFF MEMBERS CONDUCT RESEARCH OR SIMPLY COORDINATE THE RESEARCH DONE BY OTHERS?

4) WHAT MIGHT BE DONE TO STRENGTHEN THE RESEARCH CAPABILITIES AT UNIVERSITIES IN THIS PHASE? (One member of the advisory committee has suggested that , in addition to attending separately to the needs of Jewish institutions and research universities, the Jewish institutions themselves need to be subdivided into those with a national focus

and those with a more regional one, and that each of these would have different strengths and different needs)

5) AT WHAT POINT IN THE PLANNING PROCESS IS IT APPROPRIATE TO AGREE UPON A RESEARCH AGENDA? (This proposal assumes that the agenda should be set by the board of the Institute, once it is up and running; but at least one member of the advisory committee believes that discussions ought to be initiated sooner, before this planning process concludes).

Proposal for Phase Two (years 5 - 10): The Creation of Professorships and Research Centers

As the projects initiated in Phase One proceeded, certain institutions would emerge as natural centers for research, by virtue of their faculty and staff, and by virtue of their interest in and support for research. In Phase Two, some number of these institutions would receive substantial endowments for research professorships and centers, which would enable them to either initiate new Ph.D. programs or enhance existing programs, and establish themselves as important centers for research. In keeping with the notion that positions alone are not sufficient, the endowments would include allocations for research centers at these locations. Such a center might be housed in a single institution or emerge from a consortium between several institutions.

In this phase the National Institute would continue to operate, hopefully expanding its budget and its funding capabilities. The extent of the Institute's involvement in the selection of sites for professorships and research centers would be determined at a later date.

The cost of such endowments would be high -- between $1 and $2 million for each senior position, and perhaps half that for each junior position. The annual budget for a research center could be as little as $200,000 or as much as $5 million.

QUESTION: SHOULD THIS PROPOSAL ADUMBRATE A NUMBER OF DIFFERENT MODELS FOR RESEARCH CENTERS?

JUST THE FAX...

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TO: Annette Hochstein

FAX NUMBER: 011-972-2-619951

FROM: Isa Aron

FAX NUMBER: 213/939-9526

Date: 1/5/92 **Page___1___ of ___3__**

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Dear Annette,

FYI -- a copy of my latest interim report.

I doubt you'll need to contact me, but you should know that I'll be away on a small vacation from 1/6 - 1/10 (my "last hurrah" of the sabbatical -- I go back to teaching on 1/14).

Hope all is well.

As soon as you have more specifics as to the location of the meeting on 1/31 I'd appreciate them.

B'Shalom,
Isa

"Building a Research Capability for Jewish Education"
Interim Report to the CIJE staff, January 5, 1991
Isa Aron, Ph. D.

My work during the month of December consisted of reviewing my most recent discussion draft (#6) with a variety of stakeholders, including communal leaders (both lay and professional), foundation directors, additional practitioners and academics. I interviewed two members of the CIJE board, Mort Mandel and David Arnow, to solicit their opinions on my work thus far, and on the planning process as a whole. I also consulted at length with nearly all the members of the advisory committee; I sought from them, in addition to their general reactions, specific responses to particular sections, and, in some cases, alternative proposals.

I now have the materials with which to create yet another draft; at the suggestion of Jack Ukeles this one will no longer be called a "discussion draft," but a "preliminary draft of the final report." Although I haven't yet completed this version, the following are among the changes and additions it will contain:

1) The vignette will be changed to more closely reflect the relationship between research and innovation.

The general consensus among the readers of this document was that the vignette was a good idea, in that it made the document more accessible and appealing. But several of my readers pointed out that the connection between the policies of the imaginary institution and the research on which these policies were supposedly based was never spelled out.

For the next version, I will attempt to sketch not an institution, but the type of research which would enable institutions to function more effectively.

For example, I will ask readers to imagine ...

a) what a supplementary school director could do if he or she had an inventory of teacher knowledge and skills, an instrument for assessing the capabilities and deficiencies of his or her teachers, and a series of learning materials and/or learning opportunities through which teachers could improve in specific areas of deficiency.

b) how a day school director could utilize research on the impact of day school education on families (research which suggested which types of activities affected parents the most).

c) how a central agency could structure area-wide programming for teenagers, if it had access to a study of successful post Bar/Bat Mitzvah programs.

2) The section on research will be expanded a bit, and the different ways in which research and practice interface outlined. The point will be to demonstrate the need for both "pure" and "applied" research.

3) A seventh element of a research capability will be added -- funding

4) Prior to the section in which the seven elements are discussed, the criteria by which these elements are to be assessed will be set forth. My tentative list of criteria includes: cost, time-frame, feasibility (given institutional constraints, availability of personnel, and other factors), potential impact on the field, the probability of producing research of high quality, responsiveness to communal needs, and opportunity for individual initiative on the part of researchers. I'm sure this list will undergo a number of revisions.

5) The section in which the seven elements are discussed in full will be organized around the criteria suggested in #4, in a more systematic way than in the current version. The challenge will be to make this presentation both thorough and concise

6) Finally, the proposals of the last section will be organized into three clusters: short - term (2 - 4 years), medium range (4 - 7 years), and long term (7 - 10 years).

At the end of January (1/31), a meeting of six key members of the advisory committee (Alexander. Cohen, Fox, Hochstein, Shevitz and Shulman) will be held in Northern California. The agenda for the meeting (which is yet to be finalized), includes:

-- a general review of the document
-- a discussion of next steps, in terms of both process and content
-- the format of the final report

It is unclear to me, at the moment, whether or not the first draft of the preliminary version of the final report will be completed in time for the meeting of January 31st . In part, this will depend on what additional feedback I will receive from several members of the advisory committee; it will also depend on how time-consuming it will be to complete the revisions enumerated above. In any case, large chunks of the next document will certainly be available for comment on the 31st.

JUST THE FAX...

TO: Annette Hochstein

FAX NUMBER: 011-972-2-619951

FROM: Isa Aron

FAX NUMBER: 213/939-9526

Date: 12/6/91 Page___1___ of ___19___

Dear Annette,

I am devastated (truly) that my attempt to send a file through bit-net is temporarily stymied. I don't know exactly what went wrong, but after spending two days on the phone with the USC computer consultants, I decided that in the interest of getting out of town in one piece (I leave for Cleveland, NY and Boston on Sunday morning), I had better resort to the older, more expensive, but still more reliable (for me, at least at this point) methods.

Enclosed is the entire packet sent to members of the advisory committee, minus Scheffler and Tanenbaum, with whom I have yet to meet (I sent them the draft, and a more subdued letter). I also have not sent anything to Mike Inbar. Would you please make copies of this and pass them along to Seymour and Mike?

It's hard to have any distance from this draft at this point, but I think that it moves the process forward significantly. Please let me know what you think. I hope that you and Seymour (and Mike, as well?) will take up my invitation to propose alternative models to the ones I dreamed up in section 5.

Happy Hanukkah! I'll be back home on December 17th, and hope to hear from you then, with your reactions, (and with more details on your visit to the West Coast?)

B'Shalom,

Isa

COUNCIL FOR INITIATIVES
IN JEWISH EDUCATION

"Research Agenda" Project
1227 South Hi Point Street
Los Angeles, CA 90035
(213) 939-9021 FAX: (213) 939-9526

Honorary Chair
Max M. Fisher

Chair
Morton L. Mandel

Acting Director
Stephen H. Hoffman

Chief Education Officer
Dr. Shulamith Elster

December 4, 1991

Dear advisory committee member,

Along with this letter, I am sending the latest "working draft" for the Research Capability project. As you'll see, this version is considerably longer (14 pages), and reflects both the changes you have suggested and the feedback I've received from the various "focus groups." In particular, I'd like to point out the following two changes:

1) Two entirely new sections at the beginning (sections 1 & 2), which address head on the question of why we need research, and what comprises a research capability. At Lee Shulman's suggestion, I have introduced the question of "why research?" through a vignette. I'm not sure this is the type of vignette Lee had in mind, and I worry that it seems a bit hokey. Please let me know your reactions: do you have suggestions for improving it, or do you think I should discard the vignette altogether?

2) At the end of the document (in Section 5), I offer three preliminary plans. This was suggested to me by David Cohen, who thinks that the sooner we start putting the pieces together the better. I'm not particularly attached to any of the three proposals -- they are merely intended to get the ball rolling. My hope is that each of you will suggest changes, or, better yet, come up with alternative proposals.

David's suggestion was that I send this out on bit-net to those of you who have bit-net addresses, so that we could have a many-way electronic conversation. As some of you know, I tried very hard to do this. It seems that, although the computer told me that the file was sent, several of you (perhaps all of you) didn't receive it. I spent several hours on the phone with the USC computer center consultants trying to figure out what to do; but when they said, "We have to look this up in the manual," I gave up. Maybe I'll have my system working for the next round. Just in case, and for your information, I'm enclosing a list of all members of the advisory committee, their Bit-net addresses and Fax numbers. For this round, I'll take care of collating and sending out your responses, so you can at least have some inkling of what the others are saying.

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I want to let you know that the meeting I had hoped to have on January 27th will not take place, because the CIJE staff feels that they need to devote that time to the "lead communities" project. A smaller meeting will be held at the end of January or early February, either in Northern or Southern California. I'm not sure, as yet, how many people the budget will allow me to bring out. This makes it all the more important that I get your feedback, so please let me hear from you! I'll be on the East Coast between December 8th and the 16th, but home otherwise.

Finally, I want to thank all of your generosity in meeting with me, arranging meetings for me, and being at the other end of the line when I needed you.

Happy Hanukkah! (or, if this arrives to late, happy winter vacation)

B'Shalom,

Isa

Isa

DEC- 7-91 SAT 17:59 ARON 2139299526 P.02

Research Capability Project
C.I.J.E.

Advisory Committee Members

Name	Bit-Net Address	FAX number
Alexander, Hanan University of Judaism 15600 Mulholland Dr. Los Angeles, CA 90024		(310)471-1278
Cohen, David 1772 Okemos Road Mason, MI 48854	DCOHEN@MSU	(517)353-6393
Fox, Seymour Machon Mandel 22a Hatzfirah Street Jerusalem 93102	MANDEL@HUJIVMS	972-2-619951
Gamoran, Adam Univ. of Wisconsin at Madison Center for Educational Research 1025 Johnson Street Madison, WI 53706	GAMORAN@WISCSSC	(608)263-6448
Heilman, Samuel 107 Berrian Rd. New Rochelle, NY 10804	SCHQS@CUNYVM	(718)520-7241
Holtz, Barry JTS Melton Research Center 3080 Broadway Mew York, NY 10027	BAT@CUNYVMS1	(212)749-9085
Hochstein, Annette Machon Mandel 22a Hatzfirah Street Jerusalem 93102	MANDEL@HUJIVMS	972-2-619951
Michael Inbar 17 Hamaapilim St. Givat Oranim, Jerusalem		

Nemser, Sharon
615 Northlawn
East Lansing, MI 48223
SNEMSER@MSU
(517)336-2795

Scheffler, Israel
511 Larsen Hall
Harvard University
Cambridge, MA
(617)495-3569

Shevitz, Susan
11 Chesley Road
Newton, MA 02159
(617) 736-2070

Shulman, Lee
Stanford University
CERAS 507
Palo Alto, CA 94305-3084
KA.LXS.@FORSYTHE.STANFORD.EDU
(415)723-7235

Tanenbaum, Abraham
787 Caffrey Ave.
West Lawrence, NY 11691-5301

Jack Ukeles
611 Broadway
Suite 505
New York, NY 10012
(212)260-8760

Zeldin, Michael
HUC -JIR
3077 University Avenue
Los Angeles, CA 90007
(213)747-6128

PROJECT COORDINATOR

Isa Aron
1227 S. Hi Point St.
Los Angeles, CA 90035
ARON@MVSA.USC.EDU
(213)939-9526

phone: (213)939-9021

AMERICAN JEWISH ARCHIVES

BUILDING A RESEARCH CAPABILITY FOR JEWISH EDUCATION
Discussion Draft #6
Prepared by Dr. Isa Aron
December, 1991

The purpose of this project is to present the Council for Initiatives in Jewish Education (CIJE) with a set of proposals which would lead to the enhancement of research in Jewish education. The starting assumption of the project is that current research efforts in the field of Jewish education are highly inadequate, in terms of both quantity and quality, as is discussed in section 3. If the CIJE adopts these proposals, it will seek funding for them from among its affiliated foundations and organizations.

Research is a complicated enterprise, and deciding which programs and/or institutional arrangements will yield the highest payoff is not an easy task. The purpose of this working draft is as follows:

--To explain why research is critical to the process of reform and renewal in Jewish education; this issue is addressed in section 1.
--To set forth, in broad terms, what a fully developed research capability would consist of (section 2).
-- To survey the current situation (section 3).
-- To explore the different components of a fully developed research capability (section 4).
-- To begin putting together the various components into a number of possible plans (section 5).

Since this is a working draft, I welcome all manner of comments on each section. In particular, your reactions to the very preliminary plans outlined in section 5, and any alternative plans you might suggest, are critical to moving the planning process to the next stage

SECTION 1: WHY RESEARCH?

Imagine Atid, the Jewish educational institution of the future....

At first glance, Atid might not seem very different from the educational institutions of today. Like many large synagogues and Jewish Centers, Atid houses a day school, a religious school, and a nursery school, a day camp, a youth group, and a variety of programs for adults and families. A closer look, however, reveals some striking differences: the formal classes of today have largely been replaced by small groups, tutorials, and individual work at learning stations. A relaxed, but purposeful attitude prevails. Parents and

children are working together on various projects. Teachers often teach together, plan together, and interact with students of all ages.

What most distinguishes Atid from today's institutions, however, is its underlying philosophy and structure. Atid is committed to two goals, which are not easily combined: meeting the diverse needs of diverse learners, and maximizing the Jewish learning of each participant. In order to meet both goals, each program Atid offers is carefully articulated, and designed to dovetail with the others. Thus, a student who attends both the day school and the camp is exposed to a different aspect of the Jewish tradition at each; a student who attends the religious school and the camp will be offered a modified camp program, designed to replicate some of the day school students' experiences. For students who don't attend the camp, an effort is made to replicate some of that experience through retreats and family programs.

Atid recognizes that children of working parents require after-school care; thus, for both day school and religious school students it offers a homey environment in which to relax and do homework. In addition to their formal classes, religious school students are exposed to Judaica through a varied format of learning centers, craft activities, and performances. Public school students on a year-round calendar are offered special Judaic "institutes" during their winter break. Students who cannot attend regularly on weekends are given an extra weekday option; a network of interactive computers links students who are unable to attend on certain days, as well as adults who are looking for an intellectual challenge. Atid offers special groups, classes and/or programs for the children of divorced families, for the children of intermarried families, and for the learning disabled; it's policy is to try to accommodate any special needs that may arise.

Atid's recognizes that families are the primary Jewish educators and that its role is to empower and support them. It recognizes that adults, despite their interest in learning, have a multitude of conflicting demands on their time; consequently, it offers a variety of venues for adult learning. Atid realizes that Jewish teachers are an endangered species, in need of special attention, support, and educational enrichment. And, although the students at two nearby colleges are served by Hillel and Judaic Studies programs, Atid reaches out to these students as well, offering them jobs as assistant teachers and counselors, and finding other roles for them in the community .

What enables Atid to combine curricular and programming ideas from a variety of sources into a coherent, holistic plan that works? What does this educational institution of the future have that the institutions of today lack? Three key features stand out:

-- Atid has developed a guiding educational philosophy, a vision of the knowledge, skills, identifications and activities which contribute to the

creation of committed Jews. Atid's philosophy is coherent without being dogmatic, flexible, without being relativistic.

-- Atid neither deprecates nor idealizes its members; it understands that they are both highly accomplished and greatly in need. It does not ignore the demographic facts -- the rates of assimilation, intermarriage, and divorce, the lack of time parents and children have to spend together. It sees the Jewish tradition not as an additional commitment to be taken on by an already overburdened family structure, but as a resource which has the potential for enriching people's lives.

--Finally, Atid has an additional advantage over the educational institutions of today -- it has a fund of knowledge on which to draw: knowledge of what works in classrooms and in camps; knowledge of how curricular units can be individualized and transmitted through a variety of media; knowledge of the assistance teachers require in order to grow in their sense of profession and vocation; and knowledge of the kind of leadership required to keep an educational enterprise afloat and on course.

How can we move from the institutions of today to our ideal institution of the future? How can today's schools, centers, synagogues and camps be imbued with a philosophical mission, an understanding of their clientele, and a firm grasp of the available alternatives? Certainly strong leadership and great resourcefulness will be needed; but these alone are not enough. Without knowledge, intelligent decision-making is impossible. The move from the institutions of today to the institutions of the future will require the kind of broad-ranging knowledge that derives from serious research.

What is research?

Research is commonly thought of as the work of a scientist in a laboratory, or of a scholar in a library, but my use of the term research in this document is much more inclusive: *research is the serious study of a subject over a sustained period of time, through a variety of modalities.* Research in education includes conceptual analysis, anthropological interpretation, historical documentation, the gathering of pertinent data, experimentation, assessment and evaluation. Research in a field such as education enables one to articulate a philosophy, identify the core components of a curriculum, understand the relevant characteristics of both learners and teachers, express concretely what success would mean, and shape the environment to maximize one's chances of success.

A caveat, however, is in order: it is important that we not view research simplistically, as a "quick fix," or a means for finding sure-fire prescriptions. Research in education rarely provides unequivocal answers. Rather, it can

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provide something which is ultimately more important -- a thoughtful and insightful approach to the enterprise. Research forces us to look more closely at situations which we presume to understand. It enables us to explore and assess a range of alternative actions, rather than the one or two which spring to mind immediately. Most importantly, research can bring new intellectual energy to a field, infusing activities that have become routine and unreflective with new ideas and new vision. In a field such as Jewish education, research can be a vehicle for bringing some of the most creative and rigorous thinkers in American universities into an enterprise which has become intellectually impoverished.

SECTION 2: WHAT ARE THE ELEMENTS OF A CREDIBLE RESEARCH CAPABILITY ?

If knowledge is the key to transforming the educational institutions of today, and if this kind of knowledge is best generated by research, then the following questions arise: What kinds of knowledge will support and encourage the renewal of the Jewish educational institutions of today? And what manner of research capability will be required to produce and disseminate that knowledge?

A credible research capability comprises, at minimum, the following six elements:

-- Scholars and researchers; people who understand the context of Jewish education, and possess expertise in a number of research methodologies.

-- One or more universities in which these researchers are trained.

-- A number of settings (such as universities, research centers, and/or central agencies) in which these researchers can work. In addition to enabling researchers to support themselves, the available positions must offer them opportunities for career advancement, and continued intellectual growth.

-- An infrastructure which supports research. This would include technological and other assistance. It would also include colleagial networking through conferences, journals, and other venues.

-- Avenues for dissemination to the public in general, and to policy-makers and practitioners in particular.

-- At least one coordinating body, which would serve as an advocate for research, and a gatekeeper for funding and publication.

In Section 4 I will discuss each of these components in detail. But even this schematic listing demonstrates an important point: ***No one of these elements can stand alone***. It makes no sense to create positions without

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qualified people to fill them. These people require rigorous training; but few will enter lengthy training programs if there is little hope of a future position. Without an infrastructure, a position alone will not produce much research. Without dissemination there will be little interest in, and public support for, either the positions or the infrastructure. And without some sort of coordination, findings, no matter how important, are hard to disseminate.

Thus, the problem of improving the research capability of the field of Jewish education is quite complicated. It will require not one, but an interlocking set of institutions, agencies and funds in order to sustain itself. The analogy which comes to mind is that of Lego blocks. On its own, any one Lego block is little more than a piece of plastic; it is only in combination that Lego constructions become functional and inspiring. And the most artful of these constructions involve considerable planning; one must choose the building blocks carefully, understanding the properties of each, and their potential for combination.

The ultimate purpose of the "research capability" project is to propose a number of plans or programs through which a strong and credible research capability might be established in the field of Jewish education. In Section 4 I examine the different components which might be utilized in the ultimate construction of the plan. Like Legos, each component has a number of variants, and each variant has advantages and disadvantages. I try to outline the assets and liabilities of each variant in this section. Then, in Section 5, I attempt to put together a few constructions -- to see what a completed structure might look like if one or another of the possible combinations were realized. These constructions are only first approximations, intended to raise certain issues and to inspire the reader to suggest alternate constructions, so that the ultimate choice will be informed by a great deal of discussion and debate. But before I turn to the building blocks themselves, I want to describe briefly the current state of research in Jewish education -- to lay out the few elements that are already available, and to point out the many others that are missing.

SECTION 3: THE CURRENT SITUATION

Research on Jewish education in North America has been carried out for at least 50 years. Most researchers in the field have been trained in American research universities, and have held Ph.D.'s or Ed.D's. Their studies have drawn heavily on educational research paradigms and methodologies in the field of general education, and have included work in history, philosophy, history, psychology, sociology, anthropology, and political organization. However, the entire enterprise of research in Jewish education has been hampered by the following factors:

--There are approximately two dozen full-time academic positions in the field of Jewish education. Half of these carry with them administrative responsibility, and most of the others require involvement in community education projects, thereby curtailing the time available for research. At least 75% of the research

that exists, was conducted by Ph.D. or Ed.D. students as part of the requirements for their dissertation.

--There is no infrastructure to support research in Jewish education:
  -- no regular sources of funding exist; occasional funding is disbursed by agencies or foundations on an ad hoc basis.
  -- there are no centers for research in Jewish education
  -- there exists no journal devoted to research in Jewish education. Those conducting research must either attempt to publish in journals devoted to general education, publish abridged versions in the one or two journals devoted to Jewish education, or seek out venues for "occasional papers."

-- At the present time, there is no routine collection of even the most basic data on enrollment, staffing patterns, or finances. There are no generally accepted and validated achievement tests. Moreover, the voluntary nature of Jewish education and the loose organizational structure of its institutions, militate against the collection of this data.

-- A significant number of studies are planned, and even partially executed, either by Bureaus or individual researchers, most of them are ultimately abandoned due to a lack of time or funding.The annual conferences on research in Jewish education, of which there have been five, receive submissions of only 5 - 10 papers per year; in addition, they receive 10 - 12 reports of research in progress, but many of these studies do not seem to be completed.

-- There is only one Ph. D. program in North America (at Stanford) which is geared towards research in Jewish education. This program was unable to open in 1991-92, for lack of qualified applicants.

-- There are perhaps two dozen practising Jewish educators, or people with a deep interest in Jewish education who are enrolled, at any given time, in Ph.D. programs in education at their local universities. Often these people do not write their dissertations on topics related to Jewish education, either because they cannot find faculty advisors, or because it is recommended to them that a dissertation in general education would make them more "marketable."

SECTION 4: POSSIBLE STEPS TOWARDS THE ESTABLISHMENT OF A RESEARCH CAPABILITY

I. ENLARGING THE POOL OF RESEARCHERS

A) The creation of Ph.D. programs specifically for researchers in Jewish education.

-- At present, none of the Jewish universities have a faculty of sufficient size, and with sufficient expertise to prepare students for a variety of research methodologies.

-- It is not clear that any research university other than Stanford is prepared to mount a doctoral program in research in Jewish education; even Stanford's program is predicated upon outside funding and relies on visiting professors of Jewish education.

-- If various institutional requirements could be circumvented, a Ph.D. program offered jointly by a Jewish and a research university might be a possibility.

B) The creation of post-doctoral programs

- in Jewish education, for researchers trained in research universities
- in research, for Ph.D.s with experience in Jewish education

-- This may be a more feasible alternative than doctoral programs.

C) Institutes and/or stipends for reflective practitioners and/or action research

-- This is a very important avenue for linking research and practice, and improving practice as well (see IIC, question 4); but it doesn't seem likely that this will greatly expand the pool of researchers. On the contrary, it will probably require additional researchers to work with practitioners.

D) Attempting to involve Jewishly identified researchers at research universities in collaborative research projects.

-- This does not seem like a promising short-term strategy, since few researchers are both sufficiently flexible in their career paths, and sufficiently clear about the research topics they might pursue to agree to participate in a new and very different research project in the near future.

-- It would be a promising long-term strategy, if an ongoing effort were made to cultivate the interest of a group of researchers. In talking to researchers who might fall into this category, I found a great deal of interest in an ongoing seminar, or series of conferences, on areas of mutual concern with regard to Jewish life ("the transformation of Jewish life" was suggested as an overarching theme by one group with whom I spoke). This format would allow researchers in education and related fields to form informal networks, which might, further down the road, lead to research projects.

II: CREATING POSITIONS FOR RESEARCHERS IN JEWISH EDUCATION

A) Endowing research professorships at Jewish universities
Although this would seem like one obvious solution, a number of caveats are in order:

-- Most educational research operates within a social science research paradigm, which has increasingly come to involve large, multi-site, cross-methodological studies. In the absence of a colleagial network and a supportive infrastructure, an individual research professorship (or even two or three) may not be productive way to seed research.
-- Jewish universities demand a great deal of their faculty in terms of teaching, supervision, and community outreach. These calls on a faculty member's time would limit his or her availability for research. If, on the other hand, research professors were exempt from these obligations, various internal problems might arise.

B) Endowing professorships in Jewish education at research universities (a combination of an endowed chair and half-time junior positions has been suggested; joint appointments in Judaic studies and education have also been proposed)

--This arrangement would only work if the research conducted by faculty members had a universal educational appeal, as well as a Jewish focus, since these faculty members would be expected to publish in the same journals as their colleagues. Might this serve to skew research topics, and would this kind of skewing be good or bad?
-- Judaic studies departments and programs have been notoriously inhospitable to Jewish education in the past; this attitude may not be prevalent in some newer programs, and might be changed in others.
-- It would be unfortunate if the effort to create new positions for researchers were to undercut the viability of the departments of education at Jewish universities, many of which have made great strides in recent years.

C) Creating positions for researchers at centers for research, which are either independent, attached to a graduate school of education, or located in a central agency.

-- An independent institution would presumably be free of the constraints listed in 1 &2; nonetheless, its creation might be interpreted as an abandonment of existing institutions.
-- An independent institution might not be able to attract researchers, unless it were able to offer them joint appointments with a university.
-- A good argument can be made, I believe, for supporting the efforts of existing institutions at Jewish universities and central agencies, while building in safeguards to assure that the research program is not neglected.
-- Given all the constraints discussed above, the creation of research consortia might be the best solution. Research centers funded by OERI are often created

through various consortia arrangements, either with individuals or with their institutions. A number of different models exist, which bear investigation.

A variety of questions might be raised regarding research centers:

1) Should they be funded by endowment, by competitive grants, or by some combination of the two?Competition for research funds makes the process more democratic, and can spur individuals and institutions to marshall their creativity and resources. On the other hand, established researchers (or even less-established researchers who are very busy) may not be inclined to enter into competition; these researchers might only be enticed to devote their energies to research in Jewish education if they are invited to do so. Which is likely to yield research of the highest quality -- invitation or competition?

2) Should the center be organized around a programmatic research agenda set at the outset by some coordinating or governing body? Given the CIJE's need for research related to the "best practices" project and the evaluation of progress made in the "lead communities," these areas, at least, would seem to require programmatic research. On the other hand, some have argued that research of high quality is best obtained when scholars are left to set their own agendas; What is the optimal balance of programmatic and more individualized research?

3) Of what priority is the need for a center devoted to the field testing of curricula and/or programs?

4) Should there be one or more centers devoted to reflective practice and/or action research? Research efforts undertaken by practitioners can add a new dimension of knowledge and understanding; they can also create closer linkage between research and practice, and serve as catalysts for institutional change.

5) Should there be a center or comparable agency devoted to the collection of data on enrollment, staffing patterns, finances, etc.?This tends to be what communal leaders think of when they think of research. A number of people have raised their concern that funding limitations will result in a research effort which is limited to this kind of data collection; they have argued that in the absence of more contextual, interpretive research, this data is of little use.

If the decision is made to create research centers, in an effort to foster programmatic research, these and other questions must be discussed. Nearly all the established researchers with whom I spoke suggested that if centers were to be established, a coordinating group would have to be formed, consisting of approximately 30 researchers, funders, practitioners and communal leaders. This group would meet several times to hammer out a research agenda, set the parameters for the centers, and oversee the competitions, if these were agreed upon. The group, or its designees, would

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continue to be involved in reviewing the resultant research and monitoring the centers' productivity..

III: THE CREATION OF AN INFRASTRUCTURE TO SUPPORT RESEARCH

A. Funding for equipment, technology, research assistance, etc.

1) **A centrally administered research endowment might be established**. Researchers would submit proposals to a review panel, composed of prominent researchers, and (possibly) other stakeholders .

2) **Special funds might be designated for certain groups**, e.g., doctoral students, postdoctoral fellows, or established researchers not previously involved in Jewish education research.

B. Colleagial networking:

1) **The establishment of a journal**
-- At the present time, there is not enough research being done to fill a quarterly journal of high quality. One alternative might be beginning with an annual publication. Another might be commissioning articles by established researchers, to set a high level at the outset, and instituting blind peer review only when sufficient papers became available.

2) **Expanding the conferences of the Network for Research in Jewish Education.**
-- Seminars might be held to encourage and/or plan research on specific topics.
-- Researchers not previously involved in Jewish educational research might be invited for exploratory discussions, as suggested in IC.

3) **Holding sessions on research in Jewish education at the conferences of other scholarly associations, such as the AJS and the AERA.**

4)**The creation of an annotated bibliography of existent research and/or a clearinghouse, comparable to ERIC, for research in Jewish education.**

None of these suggestions would be particularly difficult or costly to implement. All, however, would require one or more people designated to carry them out, and compensated for their time in some way. This points to the need for a coordinating council.

IV. VENUES FOR DISSEMINATION

For purposes of discussion I am separating the scholarly exchange of ideas, (components of which were proposed in section III), from more popular forms of dissemination, whose purpose is to create an interest in research, and to share the findings of research with a broader audience.

A) The establishment of a magazine comparable to Educational *Leadership*, or or a newsletter like the Harvard *Education Letter*.

-- the practitioners interviewed for this study indicated that they regularly read (or, at least, peruse) magazines such as Educational Leadership, and newsletters related to the teaching of English, math, and foreign-languages.

B) Commissioning articles in the Jewish press summarizing research findings, and spelling out their implications for practice and policy.

C) Sponsoring sessions on research as a regular feature of conferences such as the GA, CAJE, denominational groups, etc.

V. A COORDINATING COUNCIL

It is hard to imagine how many of the suggestions outlined above could be implemented, without the existence of some sort of coordinating council. Such a council might serve some of the following functions:

a) setting a research agenda for programmatic research centers
b) awarding and administering grants
c) dissemination and publication, as enumerated above
d) serving as an advocate for research
e) seeking new sources for funding research

Though the need for such a council would seem self-evident, a number of questions arise regarding the method by which it would be convened, and its composition:

1) Which group or organization has the authority to convene such a council?
2) In what proportion (if at all) should the following groups of stakeholders be represented on the council:
   -researchers from Jewish institutions
   -researchers from research universities
   -practitioners
   -communal leaders
   -funders
   -members of the CIJE board?
3) Would membership on the council be rotated?
4) Would the council require a professional staff?

SECTION 5: PUTTING THE COMPONENTS TOGETHER: THREE PRELIMINARY PROPOSALS

The components delineated in the previous section might be combined in any number of ways. This section contains three "first approximations" -- combinations which highlight some of the differences between the possible components. These proposals differ as to their cost -- the first is probably the most expensive, while the third is deliberately scaled down. As we collectively assess these proposals, and the others which I hope will be forthcoming, my hope is that we will be able to arrive at a consensus as to which is most feasible in terms of economics and institutional constraints, and which will yield the type of research which meets the needs of our current situation.

PROPOSAL 1: A NETWORK OF RESEARCH CENTERS ORGANIZED AROUND A PROGRAMMATIC RESEARCH AGENDA

This proposal is based on the following assumptions:

1) The greatest need at the present time is for programmatic research that is sustained over a period of years, cumulative, and focused on a number of pressing needs.
2) Rather than trying to study everything, the community of scholars in Jewish education ought to concentrate on a few areas to which it can contribute the most.
3) Rather than avoiding or circumventing the Jewish training institutions, we should enrich them by making them partners with some of the leading research universities in the research endeavor.
4) The participation of scholars from research universities will require an investment over the short run; that investment will ultimately yield important new work.
5) Along with a major funding effort for research centers, a smaller, but not insignificant fund should be established to support the work of independent scholars from various institutions and from various disciplines.

In this proposal most of the research-related activities would emanate from and be organized by a core group of 30 researchers, funders, practitioners and community leaders which would serve as the initial "Research Council." Over the course of a year and a half, the Council would:

a) set a research agenda for the field
b) prioritize the research agenda
c) ascertain how much concerted research in each priority area would cost
d) ascertain how much money is available, and consequently, the number of centers that can be established.
e) coordinate the creation of research centers, either by invitation or by competition.

f) create a mechanism to oversee the competition, if there is one, and to monitor the work of the centers
g) create a mechanism for reviewing and awarding individual grants.
h) delegate a subgroup to create seminars, summer institutes, or some other mechanism whereby a network of Jewish researchers holding positions in research universities can begin meeting to discuss common concerns related (either directly or tangentially) to Jewish education.

PROPOSAL 2: ESTABLISHING RESEARCH PROFESSORSHIPS AT MAJOR UNIVERSITIES

The assumptions behind this proposal are:

1) The key to producing research is the training of researchers and the creation of attractive positions for these researchers.
2) Universities are the best structure in which to conduct research and train new researchers.
3) The scholarly initiative of individuals will produce research of higher quality than that of research centers organized around a programmatic agenda
4) Publishing and promotion are key elements in the reward structure for researchers.

The core component of this proposal is the creation of positions for researchers in Jewish education at major universities. Some of these positions would be for senior faculty, and others for more junior faculty; some might be in the school of education, while others might be in Judaic studies. If possible, all would be joint appointments with an existing department (such as sociology of education or curriculum and teaching). An issue which would require considerable discussion is that of the criteria by which some universities would be selected for these positions. And an important sub-issue would be the question of whether positions would be created at Jewisn institutes of higher learning, as well as at research universities.

This proposal would also require the creation of some sort of coordinating body, but its function would be limited to:
a) raising and disbursing funds for research
b) publishing or funding a journal and a series of books.
c) publishing a newsletter for the non-scholarly public, for which the editorial responsibility would be shared by the universities with endowed professorships.
d) awarding doctoral and post-doctoral fellowships.

PROPOSAL 3: A "GRASS ROOTS " APPROACH

Two major assumptions are at the root of this proposal:

1) That the sums of money required by proposals 1 and 2 will not, at least initially, be obtained.
2) That the centralized coordination of these two proposals is either: a) too oligarchic, or b) impossible to achieve, given the fragmented nature of the Jewish community.

This proposal, therefore, calls for more modest and experimental efforts, parts of which, if proven successful, might be expanded in the future. It would include the following components:

1) The creation of two post-doctoral programs, one at a Jewish university (for Ph.D.s with strong research skills, who need to learn more about the context of Jewish education), and one at a research university (for Ph.D.s familiar with Jewish education, but lacking in research skills).

2) The creation of a fund for research, to which any individual or institution might apply.

3) The creation of special funds for specialized research efforts. Requests for proposals in specific areas would be sent out, and individuals, teams of researchers, or institutions might apply.

4) The endowment of a journal, and appointment of an editorial board.

Note that this proposal would create only a few new positions for researchers (at the universities where the post-doctoral programs were located). The grants for research would create additional positions, but these positions would be funded only by "soft" money. In addition, the proposal (as it stands) would not include any form of dissemination to a broader audience (though such a component might be added).

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JUST THE FAX...

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TO: Annette Hochstein and Seymour Fox

FAX NUMBER: 011-972-2-619951

FROM: Isa Aron

FAX NUMBER: 213/939-9526

Date: 11/12/91 **Page___1___ of __7__**

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Dear Annette and Seymour,

I am leaving on Friday morning for my trip to East Lansing and Madison, but I wanted to send you a copy of my latest "working draft" before I left. I tried to follow Jack's and your advice and categorize the options with variations, leaving the issues for the end. I am Faxing a copy to Jack as well, though he won't receive it until after I leave. Please let me know your reactions. I find that receiving feedback from you is very helpful.

David Cohen has agreed to serve on the advisory committee. By coincidence, I'll be meeting with him on the same day that Danny Marom is. If, by some chance, you make contact with Scheffler or Coleman before I leave on Friday morning, please let me know. Otherwise, you can leave a message on my answering machine (213) 939-9021 when you do make contact with either or both.

Persuant to our conversation regarding a meeting of the advisory committee on 1/27/92, Shulamith tells me that you voiced some reservations. I would like to urge, again, that we have such a meeting; I don't see how we can make an informed and considered choice without it. Unfortunately, Lee Shulman will be unable to attend on the 27th, and David Cohen (who will be at Stanford by then) may not be able to go East either. Is there any chance of our having a meeting in California, some time during the month of January? Lee tells me that Seymour **promised** him a visit to Stanford before June -- could this be an opportunity to keep that promise? Let's discuss this soon -- perhaps on the phone sometime during the week of 11/25?

B'Shalom,

Isa

BUILDING A RESEARCH CAPABILITY FOR JEWISH EDUCATION
Discussion Draft #5
Prepared by Dr. Isa Aron
November, 1991

The purpose of this project is to present the Council for Initiatives in Jewish Education (CIJE) with a set of proposals which would lead to the enhancement of research in Jewish education. The starting assumption of the project is that current research efforts in the field of Jewish education are highly inadequate, in terms of both quantity and quality, as is discussed in section A. If the CIJE adopts these proposals, it will seek funding for them from among its affiliated foundations and organizations.

In its first phase (through December, 1991), this project aims to explore a broad array of potential components of a research capability, to explore the ideological underpinnings of each, and to raise certain empirical questions relating to their feasibility. In the second phase (January through March, 1992), the options will be winnowed down to a small number of the most desirable; following this, the cost of each option, in terms of money, personnel, institutional support, and other factors, will be projected.

The components presented in Section B deal primarily with the institutional changes which will be required to produce more and better research, and not with the content of the resultant research. When specific topics for research are cited they are intended only as illustrations. The components are not conceived of as mutually exclusive; on the contrary, it is assumed that some combination of several options will be required.

The outline of this document is as follows:
- --Section A describes the current state of research in the field;
- --Section B presents an array of potential components for enhancing our current research capability;
- --Section C sets forth the underlying issues which will have to be discussed before a choice between the various components can be made.

A: The Current Situation:

Research on Jewish education in North America has been carried out for at least 50 years. Most researchers in the field have been trained in American research universities, and have held Ph.D.'s or Ed.D's. Their studies have drawn heavily on educational research paradigms and methodologies in the field of general education, and have included work in history, philosophy, history, psychology, sociology, anthropology, and political organization. However, the entire enterprise of research in Jewish education has been hampered by the following factors:

-- At the present time, there is no routine collection of even the most basic data on enrollment, staffing patterns, or finances. There are no generally accepted and validated achievement tests. Moreover, the voluntary nature of Jewish education and the loose organizational structure of its institutions, militate against the collection of this data.

--There are only 20 full-time academic positions in the field of Jewish education. Of these, 12 carry with them administrative responsibility, and most of the others require involvement in community education projects, thereby curtailing the time available for research. At least 75% of the research that exists, was conducted by Ph.D. or Ed.D. students as part of the requirements for their dissertation.

--There is no infrastructure to support research in Jewish education:
  -- no regular sources of funding exist; occasional funding is disbursed by agencies or foundations on an ad hoc basis.
  -- there are no centers for research in Jewish education
  -- there exists no journal devoted to research in Jewish education. Those conducting research must either attempt to publish in journals devoted to general education, publish abridged versions in the one or two journals devoted to Jewish education, or seek out venues for "occasional papers."

-- A significant number of studies are planned, and even partially executed, either by Bureaus or individual researchers; most of them are ultimately abandoned due to a lack of time or funding.The annual conferences on research in Jewish education, of which there have been five, receive submissions of only 5 - 10 papers per year; in addition, they receive 10 - 12 reports of research in progress, but many of these studies do not seem to be completed.

-- There is only one Ph. D. program in North America (at Stanford) which is geared towards research in Jewish education. This program was unable to open in 1991-92, for lack of qualified applicants.

-- There are perhaps two dozen practising Jewish educators, or people with a deep interest in Jewish education who are enrolled, at any given time, in Ph.D. programs in education at their local universities. Often these people do not write their dissertations on topics related to Jewish education, either because they cannot find faculty advisors, or because it is recommended to them that a dissertation in general education would make them more "marketable."

B: Possible Components of a Research Capability

I. RESEARCH CENTERS

Rationale for organizing research in centers:
- -- encourages collaboration
- -- allows for continuity and long-term projects
- -- creates an "address" for certain types of research

Different Types of Centers --variation according to:

a) FUNDING
- -- endowment
- -- competition for grants
- -- individual fundraising
- -- some combination of these

b) AFFILIATION
- -- independent
- -- located within an existing institution (a Jewish or general university, Bureau, JESNA, denominational agency, etc.)
- -- composed of a consortium of institutions

c) RESEARCH AGENDAS
- -- a programmatic agenda set at the outset by some coordinating or governing body
- -- affiliated researchers select their own research topics
- -- field testing of curricula and/or programs
- -- reflective practice
- -- action research
- -- collection of data on enrollment, staffing patterns, finances, etc.

Empirical Questions

a) How many researchers does it take to have a well-functioning center?

b) What are ancillary costs, in terms of research assistants, support staff, equipment, other?

c) How many existing institutions have a critical mass of researchers willing and able to engage in research in Jewish education? Alternately, what would it take to attract researchers to these institutions?

d) What are the additional costs, in terms of both money, time and energy, of a consortium arrangement?

II. (rather than funding research centers) CREATING POSITIONS FOR INDIVIDUAL RESEARCHERS

-- e.g., research professorships at Jewish or secular universities

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III. FUNDING MECHANISMS

Possible Variations:

a) A centrally administered research endowment. Researchers submit proposals to a review panel, composed of some combination of the following:
   -- funding agencies and foundations
   -- researchers (in both Jewish and general education)
   -- other stakeholders
b) Special funds designated for certain groups, e.g.:
   -- doctoral students
   -- postdoctoral fellows
   -- established researchers not previously involved in Jewish education research
c) Research funds available from foundations and/or donors on a project by project basis

IV. ENLARGING THE POOL OF RESEARCHERS

Possible Variations:

a) Ph.D. programs specifically for researchers in Jewish education.
b) Post-doctoral programs
   -- in Jewish education, for researchers trained in research universities
   -- in research, for Ph.D.s in Jewish education
c) institutes and/or stipends for reflective practitioners

Empirical Questions:
a) What does it take to mount a high quality Ph.D. program in research? Are any of the Jewish universities able to offer programs of this caliber?
b) What is the feasibility of a Ph.D. program offered jointly by two institutions?
c) What are the costs of a post-doctoral program? What would Jewish universities/secular universities require in order to mount post-doctoral programs?
d) What kind of training and support would "reflective practitioners" require?

V. VENUES FOR DISSEMINATION

Possible variations:

a) scholarly
   -- journals
   -- book funds
   -- conferences
   -- sessions at conferences such as the AERA, AJS, etc.

b) popular
  -- a magazine
  -- articles in the Jewish press
  -- sessions at conferences such as the GA, CAJE, denominational groups, etc.
c) bibliographic resources
  -- creation of an annotated bibliography
  -- clearing-house modeled after ERIC

VI. ONE OR MORE GOVERNING BODIES / COORDINATING COUNCILS

Possible Functions

a) to award and administer grants
b) to set priorities for programmatic research centers
c) to undertake joint dissemination projects
  -- publish a journal
  -- sponsor conferences
  -- schedule sessions at the conferences of other organizations, such as the GA, AJS, AERA, etc.
d) act as an advocate / spokes-person for research
e) seek new sources of funding for research

C: QUESTIONS AND ISSUES WHICH COME INTO PLAY IN DECIDING AMONG THE OPTIONS:

1) Some research topics may be deemed worthy of being assigned highest priority. These are likely to fall under the rubric of the social sciences, and to benefit from multi-site, multi-methodology research. These type of studies are best conceptualized and coordinated within a research center. On the other hand, some have argued that research of the high quality is best obtained when scholars are left to set their own agendas; this tends to be the view of those operating from a humanities perspective, though numerous social scientists also subscribe to this view. What is the optimal balance of programmatic and more individualized research?
2) Though research is important to the process of informed decision-making, and though it can make important contributions to the revitalization of an endeavor, it is important not to over-state this point. There is a good deal of evidence that policy-makers, for example, do not usually use research to inform their decision-making in a direct way. Instead, research serves to validate previously formed opinions, at best, and as political ammunition, at worst. Practitioners, as well, are not known for incorporating the findings of research into their work. Therefore, it is important to ask ourselves: To what

extent should the perceived needs of various stakeholders (be they foundations, donors, Federation executives, practitioners, or researchers themselves) determine the type of research which is funded? For example, how important is the collection of basic data on enrollment, personnel and finances? This tends to be what communal leaders think of when they think of research. A number of people have raised their concern that funding limitations will result in a research effort which is limited to this kind of data collection; they have argued that in the absence of more contextual, interpretive research, this data is of little use.

3) Existing institutions of higher learning in Jewish education ought to be form an integral part of the research effort. However, this research cannot be allowed to detract from their other functions, such as training and outreach.

4) The institutions of higher learning in Jewish education have much to benefit from cooperation and the pooling of resources.The existence of funds for research ought not to serve as a divisive element.

5) Involving researchers from large research universities would enhance both the quantity and quality of research. What these researchers may lack in the way of first hand knowledge of Jewish educational institutions may be compensated for in a number of ways.

6) Competition for research funds is healthy, spurring individuals and institutions to marshall their creativity and effort. On the other hand, established researchers (or even less-established researchers who are very busy) may not be inclined to enter into competition; these researchers might only be enticed to devote their energies to research in Jewish education if they are invited to do so. The quality of the resultant research is of paramount importance. The question is: which is likely to yield research of the highest quality -- invitation or competition?

7) The world of Jewish educational research is small and insular -- inclusiveness and democracy ought to be guiding values, though not at the expense of quality.

8) Research efforts undertaken by practitioners (whether in the form of "reflections on practice" or, more elaborately, as action research) are worthy investments, for a number of reasons:
   -- they add a new dimension of knowledge and understanding
   -- they serve to enlarge the pool of researchers
   -- they allow for closer linkage between research and practice

Mandel Institute מכון מַנְדֶל

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Ms. Isa Aron Date: November 4, 1991

From: Annette Hochstein No. Pages: _____

Fax Number: _____

Dear Isa,

Thanks for you fax confirming tomorrow's telecon. We'd like to suggest that the following be part of the agenda:

1. Review the interim report of October 28th, 1991.

2. Review the major issues under consideration, particularly the question of what we need to know in order to recommend a strategy for change. (This relates to item 2 of your agenda.)

3. Initial discussion of final report.

We'll try to have as many answers as possible ready to your questions.

Talk to you tomorrow.

Best Regards Annette

c.c.: Shulamith Elster

AMERICAN JEWISH ARCHIVES

JUST THE FAX...

****

TO: Annette Hochstein and Seymour Fox

FAX NUMBER: 011-972-2-619951

FROM: Isa Aron

FAX NUMBER: 213/939-9526

Date: 11/4/91 **Page___1___ of __1__**

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REVISED AGENDA FOR TELECONFERENCE
Tuesday 11/5, 11:30 EST

1) Review of process to date -- Isa

2) Review of interim report of 10/28

For an elaboration of items 3 - 9 see Isa's 2 - page memo:

3) Need for a coordinating / "governing" body?

4) What does it mean to "maintain the relative importance of various items?"

5) Funding parameters -- can we project minimum and maximum amounts?

6) Need to convince people of the importance of research?

7) Additional interviews to be set up:
   -- board members?
   -- commissioners?
   -- Scheffler?
   -- David Cohen?

8) Ongoing communication with advisory committee

9) Possible advisory committee meeting, January 24th or 27th?

10) Initial discussion of final report

Talk to you soon!

B'Shalom,
Isa

JUST THE FAX...

****

TO: Annette Hochstein and Seymour Fox

FAX NUMBER: 011-972-2-619951

FROM: Isa Aron

FAX NUMBER: 213/939-9526

Date: 10/31/91 Page__1____ of ___3__

****

Dear Annette and Seymour,

This is to confirm that the teleconference regarding the "research capability" project will be on:

Tuesday November 5th at 11:30 a.m. (EST)

(As I mentioned in my last fax to you, Jack will only be able to participate in the first 45 minutes.)

The following is my proposed agenda (the enclosed two-page memo spells these out in detail):

1) the need for a coordinating / "governing" body

2) what does it mean to maintain "the relative importance of the various items?"

3) funding parameters -- minimum to maximum

4) the need to convince people of the importance of research

5) additional interviews which need to be set up:
   -- Board members?
   -- Commissioners?
   -- Scheffler?

6) communication with advisory committee, including possible January meeting

4) Annette's letter, as well as recent conversations with Lee Shulman and Sam Heilman (who, by the way, agrees to serve on the advisory board), point to an important issue which is partly taken into account by the final option in my report, but, in actuality goes far beyond this. In the current climate, it is not enough to create a blueprint for research -- we also need to implant firmly in people's minds the notion of the critical importance of research. We need to create a climate in which research is valued.

My specific question is: does creating a strategy for valuing research fall within the purview of my project? If so, how shall I approach this task? As several members of the advisory committee have pointed out, this calls for marketing expertise of some sort. To whom can we turn for advice in this area?

5) In Shulamith's description of my project (p.3) it says.
"[Isa] will solicit opinions and direction through group and individual interviews -- from Board members, commissioners and Senior Policy advisors."
Thus far, I haven't been given any names of board members or commissioners to interview. If you want me to do these interviews, can probably work them into my December trip -- but I need to know now.

That's it for major questions. Now for some little details:

1) How can I reach Abe Tanenbaum? I tried YU, but his number is incorrectly listed, and no one in the various Deans' offices seems to know which department or school he's in.

2) Please let me know when Seymour has reached Scheffler.

3) David Cohen hasn't returned any of my calls. Sharon has urged him to call me, but no luck so far.

4) Please let me know as soon as possible:
a) Seymour and Annette's January schedule
b) whether there will be money for an advisory committee meeting

B'Shalom,

Isa

Isa

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DATE: 10/31 TIME: _____ NUMBER OF PAGES SENT: 6

TO: FAX NO. (011) 9722-619951
ANNETTE HOCHSTEIN
Name Seymour Fox
Company _____
Street Address _____
City State Zip Country

FROM: FAX NO. (216) 361-9962
Name GINNY LEVI
Company _____
Tele. No. ( ) _____ Ext. _____

Seymour -

1. Here is the Dra Aron interim report, as promised.

2. Reminders per our telephone conversation:

   - You will let me know Lee Shulman's arrival + departure times in Baltimore, or how I can reach him to find out.

   - You will push Lipset to be ready with his analysis in time for the 1/16 Board meeting.

   - You will talk with HLZ + MLW about my going to Baltimore Nov. 20-21.

3. Let me know what arrangements you want me to make for you for your next visit.

4. Mort is staying at the Hyatt Regency in Baltimore.

Ginny

"Building a Research Capability for Jewish Education"
Interim Report to the CIJE staff, October 28,1991
Isa Aron, Ph. D.

The Planning Process

As indicated in the proposal, the "research capability" project has two distinct phases, an intake phase, and a phase in which a limited number of options will be chosen and adumbrated. The intake phase is currently in full swing, with one focus group completed, and an additional eight or nine in the planning. Eleven of the projected 15 members of the advisory committee are on board, and I have had extensive conversations with many of them. At this point, a wide variety of options are being considered; while various "reality factors" such as feasibility, cost, and availability of personnel have been noted, they have not, as yet, been discussed in any detail. In January, with the beginning of phase 2, these concerns will come to the forefront.

Options Under Consideration

1) Research centers dedicated to specific research areas. Each center would be funded for a five to ten-year period, and would pursue a programmatic research agenda in its designated area, much as the National Research Centers funded by OERI. A center might be located in one institution, or it might be created as a consortium of a number of institutions. The centers might be established by either competition or invitation. This type of arrangement would lend itself to policy-oriented research. Some examples of the research agenda adopted by a particular institution are:

- In-depth study of the "best practices" in schools, camp, and/or JCCs
- envisioning (and possibly experimenting with) alternative models of Jewish education, both formal and informal
- teacher recruitment, preparation, and assessment
- leadership in Jewish educational institutions

Rationale:

- If certain research topics are of importance to the CIJE, or to particular donors, research ought to be focused in this direction.
- Sophisticated, policy-oriented research requires the collaboration of a team of researchers over a sustained period of time.

Questions to be answered:

a) Would the research centers be established by competition or by invitation (assuming that the invited proposals would be refereed)?
b) How could the research projects serve to strengthen the institution(s) in which they were located, rather than being isolated entities, at best, and energy drains, at worst?

2) Endowed research professorships and/or research centers, either at existing institutions or as independent entities. The major difference between this option and the first is that in this option the researchers would be free to select their own research topics, and would not be tied to a programmatic research agenda. (Of course, these researchers could also compete for other funding, but the assumption is that at least part of their staff would be on "hard," rather than "soft" money.)

Rationale:
-- Research ought not to be linked entirely to perceived needs; there is a need for more "basic" research, and for greater freedom for the researcher.
--A research professorship and/or center at an existing school of education would insures that research and training were linked together; it would also begin to create a climate validating research in that institution.

Questions to be answered:
a) How many researchers would it take to maintain both the integrity and productivity of an endowed center? How could a sufficient number of researchers be enticed into the field?
b) Could a consortium arrangement be worked out between a number of institutions?

3) One or more centers for field testing curricula and programs as they are being developed. These might be organized by region, denomination, or type of setting (day school, supplementary school, camp, JCC,etc.).

Rationale:
Jewish education is relatively rich in the area of new textbooks, curricula, and programs; but these are rarely field-tested in a systematic way that can provide feedback to the developers.

4) The encouragement and funding of "reflective practice" and action research. Practitioners (perhaps in teams, perhaps individually) would be trained to do research, perhaps in summer workshops, or as an ongoing course in a particular location. As their research proceeded, they would be guided and supported by experienced researchers.

Rationale:
-- This would link research and practice in two important ways: first, research topics would be generated from the concerns of people in the field; second, it might facilitate dissemination, as research done by practitioners would presumably be more credible to other practitioners.
-- This would also serve as a form of professional development for some of the finest practitioners, who may be looking for opportunities for growth.

Questions to be answered:
a) Would practitioners be interested in this type of project? What might serve as an incentive for them to participate?

5) A fund to support research. Individuals or teams of researchers could obtain funding from an established fund, through a competitive process. Those applying for funds might include academicians in Jewish institutions, academics in other institutions, practitioners, and/or Bureau personnel.

Rationale:
-- Not all research ought to be linked to the perceived needs of policy-makers. There is a need for research that is more "basic" and independent than the types of research which would be generated under the options 1,3, and 4.
-- The process of funding would be more open, and funds would be available to more people than under option 2.
-- This might serve as an incentive for researchers whose primary focus is not Jewish education to get involved in a particular research project.

Questions to be answered:
a) Would these awards be governed by any pre-set criteria or conditions?
b) How would the review process work? Would the panel of reviewers rotate each year? Would the panel which reviewed proposals for programmatic research be appropriate to review these proposals as well?
c) What would be an appropriate funding balance between programmatic research and individual research?

6) Fellowships for doctoral candidates and beginning researchers.

Rationale:
At present there are not enough researchers who are free to focus on Jewish education as an area of study. Established researchers, who are already committed to a line of research, are less likely to become involved than those at the beginning of their careers.

7) Data collection regarding enrollment, personnel, finances, etc.
This effort might be organized locally, regionally, nationally, by type of setting, or by denomination. Data to be collected might include:
--enrollment in pre-schools, schools, camps, and other institutions;
--staffing patterns (numbers of staff in different categories, hours of employment, qualifications);
--finances (tuitions, salaries, scholarships);
--perhaps some basic curricular information, e.g., hours allotted to different subject matters.
It is important to note that although the decision concerning what data to collect, and the creation of certain types of instruments (such as survey questionnaires and achievement tests) would constitute research problems, the collection of the data itself would not constitute research. Some have

argued, therefore, that this item ought not even to be included among the research options, since it might lead to a misconception regarding the nature of research.

Rationale:
-- This information is critical to policy-makers, and can serve as the baseline for other research efforts.
-- There is a danger, however, that this type of low-level data collection might be seen as a sufficient research effort, in and of itself. Thus, the usefulness of this type of data must be balanced against the usefulness of findings emanating from other research efforts.

Questions to be answered:
a) What purpose would the data serve? Every item would have to be justified in terms of its usefulness to either researchers, policymakers or practitioners, in order to justify the costs involved in its collection.
b) Need this data be collected universally, or would a representative sample suffice?
c) Past experience with the JESNA-Hebrew University Census and others suggests that schools either do not have much of this information readily available, or will not voluntarily fill out forms, and that (in contrast to public school systems, in which data collection can be required by law and subject to rewards and/or penalties) only a few local bureaus can provide incentives for schools to cooperate. How could this problem be overcome?

8) Venues for dissemination.
These venues might include (but not be limited to):
--the creation of one or more journals;
--endowing a fund for the publication of books;
--sponsoring and/or subsidizing conferences;
--using new technologies to create data banks, clearinghouses, networks, and/or teleconferencing opportunities.

Rationale:
-- Research that is not disseminated is of limited use
-- Along with a research capability, there is a need to develop an audience which reads and understands research.

9) Developing an awareness of and appreciation for research among a broad range of stakeholders. This might involve some sort of marketing or public relations plan. The current efforts of the National Academy for Education might serve as a useful model; other models also need to be explored.

Rationale:

- The dissemination venues listed in option 8 are too limited. There is a need for a broad appreciation of the role that research can play in shaping our educational future.
- Without broad-based support, research efforts will be the last to be funded and the first to be cut.

Questions to be answered:

a) Who has expertise in this area? To what individuals or groups can we turn for guidance?

10) Some sort of over-arching council to oversee and coordinate the research efforts that are brought into being.

Rationale

Implicit in most of the options listed above is the notion that some agency is initiating and/or coordinating the disparate elements. For example, regarding option 1, some group must be responsible for deciding which areas of research are of highest priority, and appropriate for a research center. Regarding options 5 and 6, some group must be responsible for reading proposals and deciding among candidates. The CIJE sees its role as enabling, not implementing, the options it will endorse. The question of who will implement the proposals, once they are approved, is, as yet, unanswered.

JUST THE FAX...

****

TO: Annette Hochstein and Seymour Fox

FAX NUMBER: 011-972-2-619 951

FROM: Isa Aron

FAX NUMBER: 213/939-9526

Date: 10/28/91 **Page___1___ of ___8__**

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Re: Times for a teleconference about the "research capability" project

Dear Seymour and Annette,

The following are the times that Shulamith, Steve, Jack and I are all free for a teleconference. Unfortunately, there are only two:

FIRST CHOICE: Wednesday Nov. 7th, 11:30 a.m. -- 2 p.m., Eastern Standard Time

SECOND CHOICE: Tuesday November ~~6th~~ 5 -- 11:30 a.m. -- 2 p.m., Eastern Standard Time (Jack will only be available till 12:15) 11:30 yes

I hope that one of these times is OK for both of you --Please let me know within a day or two.

Enclosed are:
- -- my interim report for October
- -- a memo with my questions for the teleconference. I'll prepare an agenda too, which you'll receive as soon as the time is confirmed.

Look forward to talking with you soon.

B'Shalom,

Isa

See inside for notes
go more specific!

Memo to: Steve, Seymour, Annette, Shulamith, and Jack
From: Isa
Re: Questions to be discussed at the teleconference

Enclosed is my interim report for October. It summarizes the planning process in which I have been engaged, and outlines the options that have surfaced thus far. While I would certainly welcome input from all sources on these options, I don't think this needs to be the primary focus of the teleconference at this stage. Rather, I would like some guidance on the following questions:

1) In her fax of 10/20, Annette pointed out that the CIJE itself is not empowered to bring any of the options into being; that its role will be to encourage others to implement those options which it recommends. This raises the question of the need for a coordinating body, the equivalent of the U.S. government's Office for Educational Research and Information. If the CIJE ~~cannot function as this body~~, what agency or organization will?

I guess what I am suggesting is that one of the recommendations made in my report may have to be the creation of a Jewish Education Research Council (bad acronym, but never mind that for the moment). This council would set the programmatic agendas, endow the centers, organize the competitions for funds, etc. If I'm correct about this, then we come to the sticky question of who sits on the council, and by what authority? I don't think this question is insoluble -- the answer, I would guess, lies in some combination of appointed and elected representation. But it does raise all the ugly issues of turf.

Am I right in suggesting the need for a council? If so, how shall I deal with the issues it raises? For the time being, I have listed it as option #10. Any other suggestions?

2) Also in Annette's fax of 10/20:

> "The rationale must be spelled out of why a fund, a professorship, (etc.) are the way to go.
>
> "Many of these items are in your documents, but is important for us to maintain the relative importance of the various items. The research agenda is but one of a whole set."

I've tried to set forth the rationale for each option in the enclosed report. But I don't understand the last 1 1/2 sentences. I am assuming that by the end of the planning process, several of the options may be eliminated, and the rest will be prioritized. Is that what you mean, or is there something else that I'm missing?

3) In connection with the process of elimination and prioritization, which will begin in phase 2, I think that it will be impossible to discuss this intelligently without some funding parameters. Are we talking about $15 million, $5 million, or $1 million? It's OK to create minimum, medium, and maximum plans but I would still need approximate dollar figures for each.

OCT-28-91 MON 16:29 ARON / 2139399526 P.02

4) Annette's letter, as well as recent conversations with Lee Shulman and Sam Heilman (who, by the way, agrees to serve on the advisory board), point to an important issue which is partly taken into account by the final option in my report, but, in actuality goes far beyond this. In the current climate, it is not enough to create a blueprint for research -- we also need to implant firmly in people's minds the notion of the critical importance of research. We need to create a climate in which research is valued.

My specific question is: does creating a strategy for valuing research fall within the purview of my project? If so, how shall I approach this task? As several members of the advisory committee have pointed out, this calls for marketing expertise of some sort. To whom can we turn for advice in this area?

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4) Please let me know as soon as possible:
a) Seymour and Annette's January schedule
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Isa

"Building a Research Capability for Jewish Education"
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This is what I meant. The question not of "reality factors" - But what will change the environment

Options Under Consideration

1) Research centers dedicated to specific research areas. Each center would be funded for a five to ten-year period, and would pursue a programmatic research agenda in its designated area, much as the National Research Centers funded by OERI. A center might be located in one institution, or it might be created as a consortium of a number of institutions. The centers might be established by either competition or invitation. This type of arrangement would lend itself to policy-oriented research. Some examples of the research agenda adopted by a particular institution are:

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Questions to be answered:

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b) How could the research projects serve to strengthen the institution(s) in which they were located, rather than being isolated entities, at best, and energy drains, at worst?

The issue with getting people (training, finding, funding etc...)

The issue with creating the institutional environment

The issue with creating ongoing funding conditions

The issue with the atmosphere re-research (valuing)

AMERICAN JEWISH ARCHIVES

2) Endowed research professorships and/or research centers, either at existing institutions or as independent entities. The major difference between this option and the first is that in this option the researchers would be free to select their own research topics, and would not be tied to a programmatic research agenda. (Of course, these researchers could also compete for other funding, but the assumption is that at least part of their staff would be on "hard," rather than "soft" money.)

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Rationale
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Mandel Institute מכון מנדל

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

FAX SENT

DATE: .....

Facsimile Transmission

To: Ms. Isa Aron Date: October 23, 1991

From: Annette Hochstein No. Pages:

Fax Number:

Dear Isa,

A quick response to your fax of October 21st:

1. Could you please get in touch with Shulamith about the conference call -- Seymour and I think it should take place as soon as possible, probably at the end of this week or early on next week.

2. Seymour will speak to Izzie Scheffler before the weekend to formally invite him to the advisory committee and we will let you know.

3. About the Orthodox -- our recommendation is that both Sam Heilman and Abe Tannenbaum be invited to join.

4. As regards January schedules, we still need a little ~~of~~ time to make that more specific.

Best regards,

Annette

P.S. Seymour spoke to David Cohen about your project.

AMERICAN JEWISH ARCHIVES

JUST THE FAX...

TO: Annette Hochstein, Machon Mandel

FAX NUMBER: 011-972-2-619 951

FROM: Isa Aron

FAX NUMBER: 213/939-9526

Date: 10/21/91 **Page___1___ of __1___**

Dear Annette,

I think a conference call would be a good idea. I'll work on developing an agenda and set of questions for the conference, and will FAX it to you a.s.a.p. Given one or two days advance notice, I can be available to talk any morning after 8:30 a.m. (my time), with the exception of 10/25 and 11/4. After November 1st, I can probably be available as early as 7:30 a.m.

At the risk of sounding like a broken record, I'd like to repeat three requests which can't wait for the conference call, nor do they need to:

1) Could you and/or Seymour please call Scheffler to formally invite him to the advisory committee? I'll take if from there.

2) Please give me your reactions, a.s.a.p. to the Orthodox representative on the advisory committee. It would be embarrassing to get much further in the planning without having one of them on board. In case you need your memory refreshed, the possibilities I have suggested are:

--Sam Heilman
--Steve Bayme of the AJC
-- Karen Bacon of Stern College
--Abe Tanenbaum, formerly of TC, now adjunct at YU

3) Please let me know (also a.s.a.p.) when in January you and Seymour will be in the States, and what cities you plan to be in. It is critical that either the whole advisory committee (if that budgetary option is approved) or a smaller group of advisors meet then to prioritize the options, and suggest the next steps. It also seems critical that you and/or Seymour be at that meeting. Lee Shulman has agreed to make himself available (as have others, if I can afford to bring them), but I must have a specific date, and Lee's calendar (and that of others) fills up quickly.

Annette, I know that you are extremely busy, and that this is hardly the only project you're involved with, but please take some time soon to address these three items. Without them (especially number 3) I feel ham-strung.

Isa

OCT-21-91 MON 10:02 ARON 2139399525 P.01

Mandel Institute מכון מנדל

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Ms. Isa Aron Date: October 20, 1991

From: Annette Hochstein No. Pages: 2

Fax Number: _____

AMERICAN JEWISH ARCHIVES

Dear Isa,

First I would like to confirm that I have indeed received your fax and that it has arrived whole. Second, I'd like to express once more my appreciation for the rate and manner at which you move ahead: it is indeed a pleasure to know that your project is launched and moving. We here are eager to see it become a product leading to implementation. Which brings me to more substantive points.

Though the issue of the project's name may be academic, it is the continuing dialogue between us on <u>what is in the name</u> that really matters. It is of great importance that the project be really, and substantively, prescriptive. That it address directly the question of "what is likely to change the situation for research" and that it provide practical options for the development of a research capability in North America. Thus, I believe that your interviews should reflect more strongly a concern with the means likely to bring about change. (Means being substantive [content], but also structural/institutional; related to personnel; financial.)

A clarification about the CIJE: In your questionnaire, the CIJE appears as the agent that will implement recommendations, that will adopt the programmatic research agenda, etc. In fact, the CIJE is a mechanism that will encourage others -- foundations, institutions, individuals to undertake the implementation. It may adopt your recommendations and thereby encourage one or several foundations to undertake part or the whole. It is not likely to

adopt a programmatic research agenda, nor to solicit proposals, nor to fund research. It might encourage others to do so. This is why the question of "what are the institutional, organizational, financial mechanisms that need to be developed" is of such importance. The rationale must be spelled out of why a fund, a professorship, the development of research centers, are the way to develop the research capability.

Many of these items are covered in your documents, but it is important for us to maintain the relative importance of the various items. The research agenda is but one of a whole set.

Perhaps a conference call might be useful to keep us all in sync as regards the project. If you agree, Jack, Shulamith, Steve, Seymour and I would participate. You may wish to suggest an agenda, including any questions that still need to be responded to.

I hope this is helpful. Again, best wishes for a very happy and fruitful project.

Best regards,

Amitai

c.c.: Shulamith Elster

JUST THE FAX...

TO: Annette Hochstein

FAX NUMBER: 011-972-2-619951

FROM: Isa Aron

FAX NUMBER: 213/939-9526

Page 1 of 2

DATE: 10/15/91

Dear Annette,

I socke with Shulamith this morning, and she shared with me some of your comments on the description of the research project that she is preparing. The changes you suggested sound fine, and I think that re-naming the project "research capability" instead of "research agenda" is probably a good idea. Unfortunately, I've already sent out a bunch of things with the name "research agenda" on them, and had labels printed as well, but such is life ...

I don't have time to write an extensive report, but I'd like to give you a quick run-down of what I've been doing:

a) I've been to Stanford and met with Lee Shulman
b) I've had extensive conversations with Hanan Alexander, Michael Zeldin, Susan Shevitz, Sharon Nemser and Adam Gamoran, and lined all of them up for the advisory committee.
c) On the basis of these conversations I've prepared a "discussion draft," which has gone through several revisions, and will undoubtedly go through many more. This document will serve as the basis for the focus group discussions.
d) I've already mailed a draft out to the board members of the AIHLJE, who will be meeting for three hours on Oct. 21 to discuss it. Susan Shevitz will facilitate that meeting; both Barry Holtz and Sara Lee will be in attendance.
e) I've set up a second focus group for the Bureau Directors' Fellowship meeting at the GA. Shulamith will facilitate that meeting; invitations will go out shortly.
f) I am in the process of arranging :
--a focus group discussion of practitioners in L.A.
--meetings of various sorts in East Lansing and Madison The latter is pending a return call from David Cohen, to see whether he'll agree to serve on the advisory committee, and whether the dates we've picked are good for him.

Here's what I still need from you and/or Seymour:

a) a phone call to Israel Scheffler, asking if he'll serve on the committee: once he agrees, I'll call him myself and arrange a visit
b) your opinion on Orthodox representation. The choices, thus far, seem to be:
--Sam Heilman
--Steve Bayme of the AJC
-- Karen Bacon of Stern College
--Abe Tanenbaum, formerly of TC, now adjunct at YU
c) Suggestions on how to correspond with Mike Inbar, and what to ask him
d) your own feedback on the draft I am enclosing.

Any suggestions as top how we can stay in touch?

Hope all is well with you.

B'Shalom,

Lisa

SETTING A RESEARCH AGENDA FOR JEWISH EDUCATION
Questions and Issues for Discussion
Working Draft #3

[Still to be written: a preamble that includes some vignettes of very compelling, innovative, futuristic forms of Jewish education, and an argument that research has an important role to play in conceptualizing, bringing to fruition, and continually field testing and modifying these new forms.]

A: The Current Situation:

Research on Jewish educaton in North America has been carried out for at least 50 years. Most researchers in the field have been trained in American research universities, and have held Ph.D.'s or Ed.D's. Their studies have drawn heavily on secular educational research paradigms and methodologies, and have included work in history, philosohy, history, psychology, sociology, anthropology, and political organization. However, the entire enterprise of research in Jewish education has been hampered by the following factors:

-- At the present time, there is no routine collection of even the most basic data on enrollment, staffing patterns, or finances. There are no generally accepted and validated achievement tests. Moreover, the voluntary nature of Jewish education and the loose organizational structure of its institutions, militate against the collection of this data.

--There are only 18 full-time academic positions in the field of Jewish education. Of these, 12 carry with them administrative responsibility, and most of the others require involvement in community education projects, thereby curtailing the time available for research. At least 75% of the research that exists, was conducted by Ph.D. or Ed.D. students as part of the requirements for their dissertation.

--There is no infrastructure to support research in Jewish education:

-- no regular sources of funding exist; occasional funding is disbursed by agencies or foundations on an ad hoc basis,

-- there are no centers for research in Jewish education

-- there exists no journal devoted to research in Jewish education. Those conducting research must either attempt to publish in secular journals of education, publish abridged versions in the one or two journals devoted to Jewish education, or seek out venues for "occasional papers."

-- A significant number of studies are planned, and even partially executed, either by Bureaus or individual researchers; most of them are ultimately abandoned due to a lack of time or funding.The annual conferences on research in Jewish education, of which there have been five, receive submissions of only 5 - 10 papers per year; in addition, they receive 10 - 12 reports of research in progress, but many of these studies do not seem to be completed.

-- There is only one Ph. D. program in North America (at Stanford) which is geared towards research in Jewish education. This program was unable to open in 1991-92, for lack of qualified applicants.

-- There are perhaps two dozen practising Jewish educators, or people with a deep interest inJewish education who are enrolled, at any given time, in Ph.D. programs in education at their local universities. Often these people do not write their dissertations on topics related to Jewish education, either because they cannot find faculty advisors, or because it is recommended to them that a secular education dissertation would make them more "marketable."

B: In order to redress the situation, the CIJE should undertake some combination of the following:

1) The CIJE might adopt a programmatic research agenda, identifying a number of high priority research areas, and soliciting proposals for long-term (5 - 10 year), multi-disciplinary, coordinated studies in each of these areas. The National Research Centers might serve as a model for how this research would be carried out. Given the small number of researchers in Jewish education, the resultant research centers might have to function more as consortia of individuals from a number of different institutions than as self-contained centers in one location. In order to identify the high priority research areas the CIJE might convene a panel of experts, which might conduct its own research and/or hold its own hearings, and then go through a process whereby consensus was reached. Some areas which would most certainly come under consideration would include:

-- evaluation and assessment, as will be needed in the lead communities
-- in-depth study of the "best practices" identified by the project of that name
-- envisioning alternative models of Jewish education
-- teacher recruitment, preparation, and assessment
-- leadership in Jewish educational institutions

Questions to be answered:

a) are the research projects best conceived of as competitive or invitational (assuming that the invited proposals would be refereed)?

b) how could the research projects serve to strengthen the institution(s) in which they were located, rather than being isolated entities, at best, and energy drains, at worst?

2) The CIJE might encourage and/or facilitate the endowment of research professorships and/or research centers either at individual universities or shared by a consortium of universities; alternately, the center might be an independent entity, modeled after the Rand or Brookings institutes. These centers would differ from those outlined in #1 in that they would be free to establish their own research agendas.

3) The CIJE might establish one or more centers devoted to the field testing and evaluation of curricula and/or programs. These centers might be organized according to region, denomination, type of setting, etc.

4) The CIJE might create a mechanism for the encouragement and support of reflective practitioners and action research. Experience in secular education has shown that simply making funds available would not be sufficient; that practitioners would need to be coached and assisted in this process. Potential models for these might be the National Teaching and Leadership Academies currently being established by the Deaprtment of Education, or the NEH summer institutes for college faculty. Participating practitioners could be brought together for the summer to work with mentors or guides, who would also maintain contact with them during the course of the year.

Questions to be answered:
a) Would practitioners be interested in this type of project? What might serve as an incentive for them to participate?
b) Would these best be organized by setting (encouraging, or even requiring, teams from a single institution), topic, location, denomination, or by some other means?

5) One or more funds might be established in support of individual research projects. Grants would be awarded on the basis of a competitive review process.

Questions to be answered:
a) Would these awards be goverened by any pre-set criteria or conditions?
b) How would the review process work? Would the panel of reviewers rotate each year? Would the panel which reviewed proposals for programmatic research be appropriate to review these proposals as well?
c) What would be an appropriate funding balance between programmatic research and individual research?

6) The CIJE might encourage the creation of fellowship support for both doctoral candidates with an interest in Jewish education and beginning scholars in the field, enabling them to pursue research in Jewish education. These fellowships might be modeled after the Spencer Fellowships, which are reviewed by a panel of distinguished scholars.

Questions to be answered:
a) might different categories be established for applicants in secular and Jewish universities?
b) might researchers working in other settings, such as Federations or agencies be elligible as well?

7) The CIJE might establish one or more agencies for the collection of basic data regarding:

AMERICAN JEWISH

--enrollment in different types of educational institutions,
--staffing patterns (numbers of staff in different categories, hours of employment, qualifications)
--finances (tuitions, salaries, scholarships)
--perhaps some basic curricular information, e.g., hours allotted to different subject matters

It is important to note that although the decision concerning what data to collect, and the creation of certain types of instruments (such as survey questionnaires and achievement tests) would constitute research problems, the collection of the data itself would not constitute research. Some have argued, therefore, that this item ought not even to be included among the research options, since it might lead to a misconception regarding the nature of research.

Questions to be answered:
a) What purpose would the data serve? Every item would have to be justified in terms of its usefulness to either researchers, policymakers or practitioners in order to justify the costs involved in its collection.
b) need this data be collected universally, or would a representative sample suffice?
c) past experience with the JESNA Hebrew University Census and others suggests that schools either do not have much of this information readily available, or will not voluntarily fill out forms, and that (in contrast to public school systems, in which data collection can be required by law and subject to rewards and/or penalties) only a few local bureaus can provide incentives for schools to cooperate. How could this problem be overcome?

8) The CIJE might establish a variety of dissemination venues for the research generated by the mechanisms proposed above. These venues might include (but not be limited to):
--the creation of one or more journals
--endowing a fund for the publication of books
--sponsoring and/or subsidizing conferences
--using new technologies to create data banks, clearinghouses, networks, and/or teleconferencing opportunities.

9) The CIJE might conduct or coordinate a public relations campaign to convince key stakeholders of the critical importance of research to the entire enterprise of reform and renewal in Jewish education.

C: Working Principles

Underlying the options presented in section B are a number of assumptions regarding the elements that contribute to an environment in which research of high quality can be supported and carried out. In addition, there are a number of assumptions regarding models and resources for improving the current situation. These working principles are:

C.1 The assessment of research priorities and the funding for research must come from a variety of sources and perspectives.
All the stakeholders in Jewish education (practitioners, policy-makers, consumers, as well as researchers and representatives of their institutions) have important contributions to make to the process of establishing a research agenda, since each will be contributors to and recipients of the resultant research.

C.2 The process by which priorities are set and funds disbursed must be open, democratic and flexible.
The history of research (in both the natural and social sciences) abounds with examples of opportunities missed and challenges unmet because a narrow group which controlled research in a particular field developed tunnel vision and failed to pursue a wide enough range of research questions. The only way to guard against this sort of ossification is by creating a decision-making process which is inclusive and democratic, as well as rigorous and fair.

C.3 An endeavor as complex as Jewish education can best be studied through a plurality of research paradigms and methodologies.

C.4 There is a comparable need for a variety of contexts for promoting and supporting research.

The justification for both of these principles can be as simple as the folk warning against putting all one's eggs in one basket. A more sophisticated justification may be found in the works of Dewey, Schwab, and more recent educational scholars who argue that the traditional disciplines and structures of knowledge can obscure as much as they reveal, and can teach us more when they are, in Schwab's terms,"harnessed together."

C.5 The great success of many research endeavors in the field of secular education in the past two decades offers much hope to those concerned about the state of research in Jewish education.
Research in secular education can contribute to research in Jewish education in at least two ways:

-- a variety of models have been developed for the organization and support of research. We can learn a great deal from both the successes and failures of these models.

-- quite a few of the most highly regarded researchers in secular education are committed, affiliated Jews, who have expressed an interest in contributing, in some way, to research in Jewish education. While these established researchers will not abandon their own research programs, they may be happy to work on particular projects on a part-time basis, supervise the work of doctoral students, serve on advisory boards and review panels, and make other, as yet unspecified, contributions to the field.

C.6 In setting a research agenda for the field, we would do well to take a systemic perspective.

In other words, it is not sufficient to fund research; we must also concern ourselves with the training and placement of researchers, the dissemination of results, and with the creation of a climate which will assure future appreciation and support of research efforts.

Transmittal Cover Sheet

Total Sheets (including cover sheet) _____

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Attention Annette Hochstein

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Fax Number 972-2-6199511

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September 17, 1991

Dear Annette,

As I write this, you and your family are probably setting off for shul; and as you read it, I'll probably still be in shul. So, once again, G'mar hatima tova.

I've lost track of what number draft this is -- but it takes into account your concerns when we last spoke (see especially item A2). I took over $23,000 off of the budget. I still believe, however, that a full meeting of the advisory committee (or as many as were able to come) is critical to the project. As per Steve Hoffman's suggestion, I have added options A and B to the budget, to accommodate two potential additions to the advisory committee and to enable more advisory commitee members to travel to the January meeting. In addition, I would like to remind you that *if*, per chance, my phone bills go over the total (and are not balanced out by lower xerox bills), I will be coming back to you for more money.

Some suggestions for an Orthodox member of the committee: (from Jack:) Karen Bacon, the Dean of Stern College, or (from my friend David Ellenson:) Samuel Heilman. No leads, as yet, on informal education. Given the budgetary constraints, we may decide that Hanan Alexander is sufficient.

I hope this will do it, and that I'll get the green light during Hol Hamoed Sukkot. One item I'd like to discuss with you, as soon as the project officially begins, pertains to formal invitations to the advisory committee for Scheffler, David Cohen, and Mike Inbar. I'd like if you would formally invite them, and I'll follow up with Faxes and phone calls outlining my questions.

As soon as the FAX and phone are in, I'll let you know.

B'Shalom, Isa

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION
3077 UNIVERSITY AVENUE
LOS ANGELES, CALIFORNIA 90007-3796

FAX COVER SHEET

TO: Drs. Seymour Fox & Annette Hochstein
Machon Mandel

FROM: Ilsa Gross

OF PAGES (INCLUDING COVER) 2

SENT BY: IG EXT.# 215

From Fax # - 213-747-6128

Phone # - 213-749-3424

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Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3796
(213) 749-3424

June 26, 1991

Drs. Seymour Fox and Annette Hochstein
Machon Mandel

Dear Seymour and Annette,

Thanks for your call (Seymour) and note (Annette). My family is doing about as well as can be expected. During the shiva we had large crowds of visitors, which my mother found comforting but I found exhausting. Now my mother has many details and arrangements to attend to. Since my aunt Channie and Uncle Max are still in New York, I've returned to L.A.

With my mother's encouragement, I will be coming to Israel from July 12th to July 18th. I sent a separate FAX to Daniel Laufer regarding the hotel reservations.

If I remember our phone conversation correctly, we are now in agreement as to the scope and outcome of my project. I will bring to Israel a revised outline which will spell out the process by which the final priorities will be reached. I will also bring a potential list of advisors and a plan for covening the advisors in the Fall.

If at all possible, I would like to have the budget approved before I leave for Israel. The research assistant I have in mind needs to know how much he can expect to earn. And with both Sara and her secretary going away in July, sending and receiving FAXES via HUC will be more problematic. Do you need me to be more specific about certain categories?

I will be away from Thursday, June 27 through Sunday, June 30. You can reach me at home during the week of July 1, if you let me know in advance when to expect your call. On Tuesday, July 2 I'll be at HUC in the morning. I look forward to hearing from you.

B'shalom,

Isa

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION
3077 UNIVERSITY AVENUE
LOS ANGELES, CALIFORNIA 90007-3796

FAX COVER SHEET

TO: Annette Hochstein / Seymour Fox

FROM: Dara Lee

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Memorandum

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION

3077 UNIVERSITY AVENUE · LOS ANGELES, CALIFORNIA 90007-3796 · PHONE 749-3424

TO Annette Hochstein
Seymour Fox

DATE 5/30/91

FROM Sara Lee

I wanted to let you know that I will be in Israel from July 11-31. I will be staying at Hebrew Union College and doing a number of things, including working with the class of education students we have just admitted. If possible, I would very much like to meet with you and chat about our forthcoming master planning process. The number at HUC is 203 333.

I look forward to seeing you in July.

HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION
3077 UNIVERSITY AVENUE
LOS ANGELES, CALIFORNIA 90007-3796

FAX COVER SHEET

TO: Annette Hochstein

FROM: Lee Grossman

OF PAGES (INCLUDING COVER) 2

SENT BY: FX EXT.# 215

From Fax # - 213-747-6128

Phone # - 213-749-3424

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MESSAGE

May 24, 1991

Ms. Annette Hochstein
Machon Mandel

FAX #: 011 - 972 - 2 - 699-951

Dear Annette,

Thanks for your FAX of 5/17. I'm glad that your conception of this project and my proposal were on the same wavelength. I am in no rush to get started, having plenty of work with which to occupy myself in the interim; whenever you have an opportunity to get back to me will be fine.

I do, however, have one question which should be addressed immediately, lest an opportunity be lost. As you probably know, this year's Conference on Research in Jewish Education will be held in Cleveland, from June 2 - 4. Because of the limited number of flights between L.A. and Cleveland, I will have some free time in Cleveland on both Sunday morning, June 2nd and Tuesday afternoon, June 4th. Would there be anything gained by my meeting with either the CIJE staff or researchers who will be at the conference? If so, I should attempt to arrange such a meeting as soon as possible.

If you think it is premature to have any type of meeting, you needn't respond to this FAX.

I hope your Board meetings went well, and look forward to talking with you when time permits.

B'Shalom,

Isa

DEVELOPING A RESEARCH CAPABILITY IN NORTH AMERICA

SOME ISSUES FOR CONSIDERATION

1. The Commission on Jewish education pointed to the lack of reliable data on Jewish education in North America. Its report states:

> "There is a paucity of data about the basic issues, and almost no evaluation has been made to assess the quality an impact of programs.
> Because of this, decisions are taken without the benefit of clear evidence of need, and major resources are invested without sufficient monitoring. We do not know what works in Jewish education. We do not even know much about what students know at different stages of their education. There are not enough standardized achievement tests. There is not sufficiently accurate information on the number of teachers in the system, their qualifications and their salaries.
> We also need more extensive investigation into the history and philosophy of Jewish education in order to enrich the creative process that will help design the Jewish education of tomorrow."

As a result of its findings the commission adopted, as one of its five recommendations *the decision to develop a research capability in North America*:

> "A research capability . . . will be developed at universities, by professional research organizations, as well as by individual scholars. They will create the theoretical and practical knowledge base that is indispensable for change and improvement. A comprehensive, long-range research agenda will be outlined. . . ."

2. The Council on Innovations in Jewish Education (CIJE) decided that a fist step in the implementation of this decision would be to turn to a distinguished/outstanding researcher and as them to map and assess the existing research capability (people, institutions, forums, resources) and then to recommend ways to bring about its development. The researcher would work with an active steering committee or editorial committee. The product of this work would be brought to the Senior Policy Advisors and then to the Board of the CIJE for approval. The first choice was to turn to Prof. I. Scheffler of Harvard University and present to him the challenge:

a. The pool of researchers:

1. There is a growing, but still very small, number of people who are actively, involved in research on Jewish education in North America (e.g., Dr. Isa Aron at HUC).

2. There is a group of academics in the field of general education who are Jewish and who have expressed great interest in Jewish education (e.g. Gammoran and Pekarsky at the University of Wisconsin; Sharon Fineman-Nemzer at Michigan State University).

3. There are Jewish researchers with an interest in general education, who might be recruited to the task (e.g. Henry Levin, an economist of education, at Stanford University).

4. There are subject matter experts - professors of Judaica primarily, who could be invited to contribute of their expertise for Jewish education (e.g. Prof. I. Twersky at Harvard University).

What can be done and what should be done in order to expand the pool of individuals who devote themselves to research in Jewish education?

b. The Research Agenda:

1. There is a need to map out what research exists and what its validity is. In the continuum from basic to policy research there is a sense of enormous gaps in knowledge - far beyond what is the situation in general education or in other areas of social endeavors. (See appendix A - from the background papers to the 5th Commission meeting.) These gaps should be defined and documented.

2. Some early attempts have been made to define the agenda of research for Jewish education. The problem is that these attempts often consist of extensive lists of possible research topics. There is a need for a reasoned agenda. Researchers and other experts should be involved in thinking through the needs and prioritizing them in light of what is already available, what will make a difference, and what is most urgent.

3. The researcher who will undertake this assignment will need to consider the situation in several areas of endeavor. From that of statistical data (profile of the teaching force) to the question of indicators (how are we improving knowledge and skills this year?); from that of the economics of Jewish education (what is the true relationship of tuition to day-school attendance; how much does it cost to

run an educational institutions; what are alternative modes of financing education?); to that of the outcomes of programs (how effective has this innovative - or ongoing program been?).

4. In the area of curriculum there are single examples of attempts at preparing the use of subject matters for curriculum (e.g. in the past the Bible teaching project at the Melton Center in New York; research into the translation of subject matters for curriculum development by Dr. J. Cohen in Jerusalem). However in general the curriculum for Jewish education in both formal and informal settings is underdeveloped and - except for the Haredim - lacks a contemporary historical and philosophic foundation. Most settings work without either an overall syllabus or set curricula. Programs often depend on the individual ingenuity of individual educators.

5. Needs, desires, expectations -- the market -- have not been addressed: what do parents want for themselves and for their children; what do students want, what do rabbis and lay people want? What is the fit between what exists and what is wanted? Do the Jews of North America have the education they want?

6. What are the policy implications of any of the above - and many additional questions?

c. The assignment:

a. The researcher should undertake his assessment on the state of research in Jewish education and work together with a steering committee or editorial committee. The product of this work should consist of a paper that will offer an overview and assessment of the current state of research in Jewish education, guidelines for an agenda, and suggestions concerning the development of existing and perhaps new settings where research will be undertaken. The work should take about 6 months to complete.

b. This paper will be presented to the Senior Policy Advisors and to the Board of the CIJE for discussion and recommendations for action.

c. The CIJE will involve the appropriate foundations in this process with a view of securing funding for the development of research opportunities. It will decide whether the research endeavor will be the domain of one single foundation or whether several foundations will be approached for specific elements of the plan, consistent with each foundation's interest.

APPENDIX A

6. Research

I. Background

There is very little research on Jewish education being carried out in North America. As a result, there is a paucity of data; too little is known concerning the basic issues and almost no evaluations have been undertaken to assess the quality and impact of programs.

Because of this, decisions are made without the benefit of clear evidence of need; major resources are invested with insufficient evaluation or monitoring. We seldom know what works in Jewish education, what is better and what is less good, what the impact of programs is. The market has not been explored; we do not know what people want. There are not enough standardized achievement tests in Jewish education; we do not know much about what students know. We do not have accurate information on how many teachers there are, how qualified they are, what their salaries are.

Various theories and models for the training of educators need to be considered as we decide what kinds of training are appropriate for various types of educators. The debates in general education on the education of educators need to be considered in terms of their significance for Jewish education. A careful analysis of the potential of the existing training institutions would help us determine both what is desirable and what is feasible.

More extensive investigation into the history and philosophy of Jewish education would inform our thinking for future developments.

We are also in need of important data and knowledge in areas such as the curriculum and teaching methods for Jewish schools. For example, the teaching of Hebrew needs to be grounded in research. The various goals for the teaching of Hebrew should determine the kind of Hebrew to be taught: the Hebrew of the Bible, of the prayer book, spoken Hebrew, Hebrew useful on a first visit to Israel, and so on. These decisions in turn would determine the vocabulary to be mastered, the relative importance of literature, of grammar, etc.

The potential of informal education has not been researched. Summer camping appears to make a difference. Is this really so? If it is, how can its impact be increased by relating it to the education that takes place in the JCCs and in schools?

Adult education is also an area that needs to be researched. How could we best reach out to the many Jewish adults who might be interested in Jewish study but are not involved in existing adult education courses? What are the varied needs of different audiences of adults and what kinds of programs would meet diverse needs and learning styles?

The role of Israel as an educational resource has not been studied adequately. It plays too small a role in the curriculum of Jewish schools. There is a shortage of educational materials and literature about teaching methods for this topic.

We need research in order to allow decision-makers to make informed decisions. We need it, too, to enrich our knowledge about Jewish education and to promote the creative processes that will design the Jewish education of tomorrow.

II. Recommendations

The Commission recommends the establishment of a research capability in North America to develop the knowledge base for Jewish education, to gather the necessary data and to undertake monitoring and evaluation. Research and development should be supported at existing institutions and organizations, and at specialized research facilities that may need to be established.

AMERICAN JEWISH ARCHIVES

DRAFT DRAFT DRAFT

STRATEGIC PLAN FOR THE DEVELOPMENT OF LEAD COMMUNITIES

SOME ISSUES TO BE CONSIDERED

I. BACKGROUND

The Commission on Jewish Education in North America decided to recommend the establishment of 3-5 lead communities. Lead communities are model communities whose purpose it is to demonstrate what can happen when there is an infusion of outstanding personnel into the educational system, when the importance of Jewish education is recognized by the community and its leadership, and when the necessary funds are secured to meet additional costs.

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

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

Through a feedback, evaluation and monitoring system, innovation developed in Lead Communities will be diffused throughout the country.

II. THE ASSIGNMENT

A planning process must be undertaken to deal with the systematic development of lead communities. This process should be guided by a sub-committee of the CIJE and staffed by educators and planners. The product of the planning process should include:

1. A description of alternative conceptions of a lead community. Two models have already been discussed (Appendix A).

2. A re-examination and amplification of the assumptions upon which the concept of lead community is based and a recommendation as to which are to guide the work with lead communities (see Appendix B).

3. The development of criteria for the selection of lead communities including visiting teams.

4. A decision on the method for the selection of lead communities (public announcement, who will decide, when).

5. Suggestions as to the kind of local mechanism needed in the community for work with the CIJE, towards the establishment and maintainenance of the lead community. Prepare assessment

-- diagnostic tools -- to assist communities in self-study (the preparation of a local "educational profile").

6. Establishment of a program for the development of "portfolios" of best practices (recruit staff to develop portfolios, possibly locate these staffs at institutions throughout North America).

7. The development of rosters of experts for work with the communities in each of the programmatic areas (e.g., supplementary school, day school, etc.).

8. Design relationship between lead communities and continental and regional institutions (the denominations and their training institutions) for the purposes of training and consultation.

9. Prepare recommendations for the development of community leadership to guide and support the lead community.

10. Start ongoing processes of building contacts with foundations interested in supporting specific categories of innovative programs.

11. Establish a mechanism to maintain a monitoring-feedback-loop and to guarantee ongoing evaluation of program (in partnership with the CIJE).

12. Recommendations concerning modes of diffusion of findings concerning the impact of programs in lead communities. Include relationship and method of communication between lead communities and interested communities, institutions and organizations -- during the period when ideas and programs are being developed.

13. The preparation of alternative scenarios of how a lead community would work (see Appendix C).

(2)

PRELIMINARY WORKING PAPERS FOR DISCUSSION BY CIJE SENIOR POLICY ADVISORS: NOT FOR DISTRIBUTION

STRATEGIC PLAN FOR THE DEVELOPMENT OF LEAD COMMUNITIES

SOME ISSUES TO BE CONSIDERED

I. BACKGROUND

The Commission on Jewish Education in North America has recommended the establishment of three to five lead communities.

A. Lead communities will be model communities. In the lead communities, the CIJE hopes to demonstrate what can happen when:

- o a community has outstanding personnel
- o Jewish education is recognized as important by the community and its leadership
- o necessary funds are available

These communities will serve a "leadership function" for other North American communities. As laboratories for educational practices and policies, they will function as test sites for "best practices" -- exemplary and excellent programs in all fields.

Each lead community will be required to undertake a process to redesign and improve a wide array of intensive educational programs.

Through feedback, evaluation and close monitoring, the innovations developed in the communities will be diffused throughout the continent.

II. THE CIJE ASSIGNMENT

A planning process will systematically develop the concept of "Lead Communities". A CIJE sub-committee staffed by educators and planners will guide the process.

The plan should include:

1. A description of alternative conceptions of a lead community. Two models are discussed in Appendix A.

2. A re-examination and amplification of the assumptions upon which the concept is based.

3. Recommendations to guide the work with lead communities (Appendix B).

4. Criteria for the selection of lead communities.

5. A method for the selection of lead communities.

6. Suggestions for an appropriate local mechanism for work with CIJE to establish the lead community and to coordinate on-going activities.

7. An assessment and diagnostic tools to assist communities in self-study and the preparation of a local educational profile.

8. A program for the development of best practices.

9. The rosters of experts for work with the communities in each programmatic area (e.g., supplementary school, day school, etc.).

10. For training and consultation purposes: A design for the relationship between lead communities and continental and regional institutions, the denominations and their training institutions.

11. Recommendations for the development of community leadership to guide and support the lead community.

12. A process for building contacts with foundations interested in supporting specific categories of innovative programs.

13. A mechanism to maintain- in partnership with CIJE - a feedback-loop to monitor and guarantee ongoing program evaluation.

14. Recommendations for diffusion of the findings on the impact of programs in the communities. This should include recommendations on the ideal relationship and method of communication between lead communities and other interested communities, and between institutions and organizations during the period when ideas and programs are being developed.

15. Alternative scenarios of how a lead community might work (Appendix C).

APPENDIX A

LEAD COMMUNITIES: TWO POSSIBLE MODELS

A. A lead community could be all of the Jewish educational institutions of an individual community. One to three such sites could be established. Each would require the participation of minimum number of institutions OR a substantial number of the educational institutions in the community (e.g., early childhocd programs, supplementary schools, day schools, JCCs, Jewish studies programs of local colleges and universities, adult education programs).

B. Several lead communities could be established each of which could have a different focus within Jewish education by ages (e.g., elementary school age), by institutions (e.g., day schools), or some combination.

   For example, three lead communities could decide to focus on early childhood, supplementary and day schools. Three others would focus on the high school and college-age programs, and three additional on JCCs, summer camps and Israel Experiences. Thus, a significant portion of the map would be covered by this approach.

tested, they will be carefully monitored and subject to critical analysis. Openness and creativity, monitoring and accountability are not easily accomplished, but are vital to the concept.

6. EVALUATION

Work will be monitored and evaluated to discover what can be achieved with a massive systematic investment of thought, energy, and funding. The results will serve as the basis for diffusion and dissemination.

7. DISSEMINATION

The results of work and lessons learned will be diffused throughout the North American Jewish community and to other interested communities through the world. This can be accomplished only with documentation of all aspects of the work.

APPENDIX B

WORKING ASSUMPTIONS

The Lead Community concept is based on several assumptions.

1. LOCAL INITIATIVES

   The initiative must come from the local community and the key participants must be fully committed to the endeavor. The community must set for itself the highest possible standards and guarantee necessary funding. The community selected will have to develop a local mechanism to be responsible for the initiation of ideas, the design of programs and program implementation.

2. LEARNING BY DOING

   The notion of a lead community assumes that it is possible to demonstrate effective approaches to specific community problems and that these can then be replicated elsewhere. Significant questions concerning innovation and implementation can only be resolved in real settings and by careful consideration of the many processes involved.

3. BEST PRACTICE

   An inventory of "best practice" will be an important resource. Examples suggested by the denominational bodies, their training institutions, educational organizations, JCCA, JESNA, CJF, and other groups, together with their staffs will be brought to the site, integrated and funded.

4. CONTENT

   The educational program will be guided by a carefully articulated philosophy developed by reflective deliberations on educational goals and implementation strategies. Local institutions working with the national organizations and CIJE co-sponsors and others will be invited to participate and will produce background papers on the philosophy to guide the effort. These papers will address: the problem of translating philosophy into curriculum, the texts to be studied and the teaching methods to be used. They will also be used to guide the evaluation of the program.

5. ENVIRONMENT

   The community will be characterized by innovation and experimentation. Creativity will be encouraged. Programs will not be limited to existing ideas. As ideas are

APPENDIX C

AN EXAMPLE OF A LOCAL COMMUNITY AT WORK

After establishing selection criteria, the Board will consider several possible communities and choose from among them. Each community selected will create a structure to work in partnership with the CIJE. If a local commission already exists, it could serve that function.

A study of the community must be undertaken to learn about the community - the market for Jewish education, the commitment of lay leadership, and the current level of funding.

A preliminary plan would then be developed. Some of its elements must include:

1. PERSONNEL

A personnel study will show the number of filled positions full-time and part-time in all areas of formal and informal Jewish education in the community.

The study will also identify the gaps - positions that need to be created and ultimately filled. The denominations, organizations and training institutions and others will be invited to join in developing a plan for recruiting, training and retaining personnel.

a. RECRUITMENT

All of the recommendations on recruitment in the Commission report and the results of a future national recruitment study will be reviewed and the community required to act on those recommendations.

Some examples:

- Recruit appropriate local college students and contract with them for several years of work in the supplementary schools, day schools and JCCs
- Recruit people interested in career changes.
- Encourage general educators to train for positions in Jewish education.
- Recruit outstanding educators(e.g., Jerusalem Fellows, Senior Educators) from outside the community to assume key positions.
- Recruit personnel from national organizations and build a program to prepare them for positions.

for positions.

b. TRAINING

New people will be prepared for the field.

Everyone currently in the field will be involved in in-service training and professional development activities.

For example:

- o All non-professional teachers will be individually assessed (current knowledge, individual potential) and a program designed to meet their needs.
- o All professional teachers, principals, and informal educators will be involved in continuing education planned jointly by the national and local mechanisms.
- o Special fast-track programs will be developed for retraining general educators or career-changers.
- o A consortium of training institutions each with a specific assignment - could adopt the community. The training institutions, the local universities, institutions in Israel, and other appropriate groups could be invited to participate.
- o Lay leadership training programs will be established.
- o As a result of the community study, a new map of the educational needs in the community will be developed.

  This map will include positions for special education; for experts in early childhood education; for teacher-trainers; for specialists Israel experience programs; consultants on Jewish programming for JCCs; adult and family educators.

  It may be determined that there is a need for an increase in the number of positions in the community. This could include more full-time positions. This could be the beginning of a new conception of the profession!

  Accompanying this should be a description of the training, salary, benefits and status appropriate

to each position. Thus, a Bible expert may earn the same salary and be granted the same status as a principal. This would expand the possibilities of advancement beyond the conventional linear pattern of teacher, assistant principal, principal.

d. RETENTION

The study may point to the need for improving the relationship between lay boards and educators; the need for better compensation, sabbaticals, trips to Israel as well as on-the-job training. The local mechanism will determine the conditions that are necessary to retain outstanding people in the field.

2. COMMUNITY - LEADERSHIP, FUNDING, AND STRUCTURES

Appropriate community leadership will have to be involved from the onset. These leaders will develop the community plans for oversight. The community will create its own evaluation program or accept a national program so that success can be measured and appropriate decisions made.

Only with well-informed and totally committed leadership will necessary funding and overall support be obtained for the work. A partnership between the lay leadership, educators, and educational institutions must be created.

3. AN EXAMPLE OF AN INSTITUTION - THE SUPPLEMENTARY SCHOOL

The supplementary schools in a specific community are offered below as one example of how the CIJE and local group could work to implement appropriate recommendations.

A community taskforce composed of the acknowledged leaders of various movements is created to help the local group examine the schools. They bring examples of "best practice" and invite their developers and thinkers in the area to join in deliberations on the supplementary school. Together, they plan an approach to improving the supplementary school.

The following might be included:

- o elaboration of education philosophies.
- o school's relationship to synagogue, informal education, summer camping, trips to Israel, family and adult education.

- o definition of legitimate and anticipated educational outcomes.
- o Scope and Sequence of curriculum and its content
- o available methods and materials to be introduced.
- o problematic areas for which materials must be developed

Each denomination is given the opportunity and appropriate support to develop a plan based on one of the elements listed above.

The local group and the CIJE reviews, modifies, and adopts the plan. Funding and criteria for evaluation are agreed upon. The appropriate institutions are asked to undertake responsibility for training the personnel and accompany the experiment as a whole. For example, for the Conservative schools, the Jewish Theological Seminary and its Melton Research Center works with the staff helping them to decide on materials and to develop a training program for its teaching. They would be involved with the local schools on a regular basis to monitor progress and to consult.

Although denominations work individually with their schools, there are areas where <u>all</u> work together. On many issues-such as integration of formal and informal education and the use of the Israel Experience and family education, and, possibly even in certain content areas, such as the teaching of Hebrew, combined effort yield significant results.

Within a few years, we learn what can be achieved with an investment of proper thinking and training. We also see how informal education, the Israel Experience, family eduction and other elements combine to increase the impact of the supplementary school.

CIJE, in addition to its role in planning, evaluating and overseeing the entire project, would, as quickly as possible, extrapolates principles from the experience. The public debate lead to the development of policies on important issues (such as salaries, benefits, professional status, sabbatics, etc.) Specific lessons learned and steps accomplished are disseminated to other communities.

PRELIMINARY WORKING PAPER FOR DISCUSSION BY
CIJE SENIOR POLICY ADVISORS
NOT FOR DISTRIBUTION

A STRATEGIC PLAN FOR THE TRAINING OF JEWISH EDUCATORS FOR NORTH AMERICA

GUIDELINES FOR PROPOSALS

I. BACKGROUND

The field of Jewish education in North America is plagued by a severe shortage of trained and qualified educators for its numerous formal and informal settings.

It is estimated that there are approximately 5,000 full-time positions for Jewish educators and another 20,000-30,000 part-time positions. At the same time, all training programs for Jewish education - with the exception of the Haredi sector- graduate together approximately 100 people per year -- a figure woefully inadequate to meet the needs of the field.

An improvement in this situation is contingent upon a significant increase in the number of well-trained educators. This includes training for competence in Judaica, Hebrew language proficiency and mastery of theory and practice.

It is estimated that today less than one-half the educators in the field have these qualifications.

The Commission on Jewish Education in North America has developed several recommendations to improve Jewish education including the recommendation to Build the Profession. The Commission has identified the need to significantly expand the training capability as a cornerstone of its current program.

II. THE ASSIGNMENT

A planning process must be undertaken for the systematic development of pre-service and in-service training for Jewish educators for North America.

The product will consist of alternative short, medium and long-term development strategies and their policy implications and plans for implementation.

Recommendations might include:

- strategies for the expansion of existing training programs
- links with existing educator training programs at general universities
- use of Israel as a resource for training existing programs and new programs

- o recommendations for the creation of new and innovative programs, any combination of the above and more.

The program will also include recommendations for the:

- o recruitment of candidates for training
- o strategies for dealing with the current shortage of faculty of training programs
- o improvement of the curriculum of these programs
- o financial aspects of the entire endeavor -- e.g., above costs as well as tuition costs, student scholarships and fellowships.

Policy recommendations will deal with issues such as the relationship between pre-service and in-service education; the relationship of pre-service education to salary increases and to professional advancement; sponsorship of training - in particular in-service training.

Is this an activity appropriate for the bureaus of Jewish education? for individual schools? for community centers? for national organizations? training institutions?

What is the most appropriate role for Israeli institutions ?
What kind of partnership should or could be built?
What incentives should be made available to encourage participation?

III. THE PLAN

The planning process will include the preparation of a <u>map</u> of the field of training, including an overview of current training opportunities in both Jewish and general institutions in North America and in Israel.

Parts of this map are already available, in particular in the area of pre-service training. <u>Mapping</u> current in-service training programs is a more complicated assignment because of the variety, geographic distribution and local nature of much of the training. Relevant organizations- such as JESNA for education in formal settings, the JCC Association for education in informal settings, bureaus of Jewish eduction, the training institutions in the United States and in Israel, the WZO education departments- will all need to be consulted on the scope, content, quality and availability of training.

<u>The map will provide a picture of the current resource and will identify challenges and opportunities</u>. Key issues facing the training of educators will be identified and analyzed.

How will faculty for training programs be recruited and trained?
What specialized programs must be developed?

Where should these be developed ?

A detailed needs assessment will be prepared. This is a complicated as very little exists in most areas, and a great deal is required for all.

How much pre-service training is required? (e.g., the field presently needs "X" early childhood teachers and will need "X" more within five years).

For in-service training, teachers of subjects in Jewish schools -- Hebrew, history, Bible, prayer, etc. -- probably need to be involved in regular, systematic upgrading programs.

New programs are required for informal educators who are now faced with the need to intensify the role of the JCC as a Jewish educational institution.

The need for faculty training will have to be addressed for the different assignments. Faculty for in-service education is likely to be more readily available than faculty for pre-service education.

Alternative strategies will be designed. In order to inform the staff's analysis, key individuals (lay leaders, heads of training programs, experts in the fields of Jewish and general eduction, members of the CIJE board) will be interviewed. The interviews will identify the problems, ideas and visions that should inform decisions and lead to preferred policies and directions for development.

The setting of priorities will be particularly important:

- With what segment of the field should we begin?
- With teachers of Hebrew or teachers of history?
- Should we concentrate on didactic skills or on the commitment of teachers to Jewish values?
- What will be the respective scope of efforts in the area of pre-service and in-service training?

Recommended policies need to be spelled out and must include anticipated outcomes, required resources -- human, financial, organizational -- and the time frame. The various recommendations must include detailed implementation plans. The plan must allow the CIJE to select appropriate policies and to have a clear picture of their implications.

A steering committee will be set up by the CIJE to review planning proposals and to guide the planning process.

PRELIMINARY WORKING PAPER: FOR DISCUSSION PURPOSES BY CIJE SENIOR POLICY ADVISORS: NOT FOR DISTRIBUTION

DEVELOPING A RESEARCH CAPABILITY IN NORTH AMERICA

SOME ISSUES FOR CONSIDERATION

1. The Commission on Jewish education pointed to the lack of reliable data on Jewish education.

> "There is a paucity of data about the basic issues, and almost no evaluation has been made to assess the quality an impact of programs.
>
> Because of this, decisions are taken without the benefit of clear evidence of need, and major resource are invested without sufficient monitoring. We do not know what works in Jewish education. We do not even know much about what students know at different stages of their education. There are not enough standardized achievement tests. There is not sufficiently accurate information on the number of teachers in the system, their qualifications and their salaries.
>
> We also need more extensive investigation into the history and philosophy of Jewish education in order to enrich the creative process that will help design the Jewish education of tomorrow."

As a result of its findings the commission adopted, as one of its five recommendations to develop a research capability:

> "A research capability...will be developed at universities, by professional research organizations, as well as by individual scholars. They will create the theoretical and practical knowledge base that is indispensable for change and improvement. A comprehensive, long-range research agenda will be outlined...."

2. The staff of the Council on Innovations in Jewish Education (CIJE) suggested that as a first step a distinguished/outstanding researcher be asked to map and assess the existing research capability (people, institutions, forums, resources) and to recommend approaches to the development of an agenda. The researcher would work with an active steering or editorial committee. The work would be brought to the Senior Policy Advisors and to the Board of CIJE for approval.

- The goal of [illegible]

  1. There is a small but growing number of

people actively, involved in research on Jewish education in North America.

2. There is a group of academics in general education who are Jewish and have expressed great interest in Jewish education (e.g., Gammoran and Pekarsky at the University of Wisconsin; Fieman Nemzer at Michigan State University).

3. There are researchers in general education who are Jewish, who might be recruited to the task (e.g., Henry Levin at Stanford University).

4. There are subject matter experts - primarily professors of Judaica who could be invited to contribute their expertise (e.g., Prof. I. Twersky at Harvard University).

What can should be done to expand the pool of individuals who devote themselves to research.

b. The Research Agenda:

1. There is a need to map existing research and to address its validity. In the continuum from basic to policy research there are enormous gaps in knowledge - far beyond what that in general education or in other areas. (See Appendix A - from the Background Papers to the Fifth Commission meeting). These gaps should be defined and documented.

2. Some early attempts have been made to define the agenda. These often consist of extensive lists of possible research topics. There is a need for a reasoned agenda. Researchers and others should think through the needs and prioritizing them.
   - o What is already available?
   - o What will make a difference?
   - o What is most urgent?

3. The researcher will need to consider the situation from several perspectives. From statistical data (profile of the teaching force) to the question of indicators.
   - o How are we improving knowledge and skills this year?
   - o What is the true relationship of tuition to day-school enrollment?
   - o How much does it cost to run an educational institutions?
   - o What are alternative modes of financing?
   - o How effective has this innovative - or ongoing program been?

4. In the area of curriculum there are examples of attempts to prepare subject matter for curriculum. In general, the curriculum for formal and informal settings is underdeveloped and - except for the Haredim - lacks a contemporary historical and philosophic foundation. In most settings work is done without an overall syllabus or set curricula. Programs often depend on the ingenuity of the individual educator.

5. Needs, desires, expectations - the market - have not been addressed.
    - o What do parents want for themselves? for their children?
    - o What do students want?
    - o What do rabbis and lay people want?
    - o What is the fit between what exists what is wanted?
    - o Do the North American Jews have the education they want?

6. What are the policy implications of the above? Additional questions?

c. The Assignment:

1. The researcher should work together with a steering or editorial committee and undertake an assessment of the state of research in Jewish education. The product should consist of a paper that offers an overview and assessment of the current state of research, guidelines for an agenda, and suggestions on the development of existing and new settings for research. This should take about 6 months to complete.

2. The paper will be presented to the Senior Policy Advisors and to the CIJE Board for discussion and recommendations.

3. The CIJE will involve the appropriate foundations in this process with a view to securing funding for the development of research opportunities. It will decide if the research endeavor will be the domain of one foundation or whether several foundations will be approached for specific grants consistent with each foundation's interests.

Added here is Appendix/Research

3/91

COUNCIL ON INITIATIVES IN JEWISH EDUCATION

FAX COVER LETTER

DATE: Aug. 2, 1991

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COMPANY: Machon Dvora

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DRAFT FOR DISCUSSION: August 2, 1991

TOWARDS THE IMPLEMENTATION OF THE RECOMMENDATIONS OF THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA: THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

LEAD COMMUNITY PROJECT

The Lead Community: A Concept, A Process, A Place

An Overview and Basic Conceptions

A Lead Community is a concept, a process and a place - a community engaged in planning for a comprehensive, far-reaching and systematic improvement of Jewish education.

The CIJE and the Lead Community

Several lead communities will be established and each will enter a partnership with the CIJE committing itself to develop and implement a specific plan of programs and projects in the community.

Content

The community plan must include elements designed to address the 'enabling options' - professional development programs for all educators, recruitment and involvement of key lay leadership and enhanced use of Israel experiences as an educational resource.

Programs
The communities should undertake programmatic initiatives most suited to meet local needs and resources and likely to have a major impact on the scope and quality of Jewish education in the community.

Monitoring, Evaluation, and Feed-back
Community plans and projects should be carefully monitored and evaluated and feedback provided on an ongoing basis.

Appendix: Recruitment and Selection of Lead Communities

An Overview

A Time to Act, reflects the North American Commission on Jewish Education's recommendation to establish local laboratories for Jewish education as a strategy for bringing about significant change and improvement.

> Three to five model communities will be established to demonstrate what can happen when there is an infusion of outstanding personnel into the educational system, when the importance of Jewish education is recognized by the community and its leadership, and when the necessary funds are secured to meet additional costs.
>
> These models, called "Lead Communities", will provide a leadership function for other communities throughout North America. Their purpose is to serve as laboratories in which to discover the educational practices and policies that work best. They will function as the testing places for "best practices" - exemplary or excellent programs - in all fields of Jewish education.
>
> Each of the Lead Communities will engage in the process of redesigning and improving the delivery of Jewish education through a wide array of intensive programs.
>
> (A Time to Act, p. 67)

Basic Conceptions

1. The process of change is gradual. A long term project is being undertaken by the CIJE. The Lead Community Project is a means of bringing about meaningful change in Jewish education in North America by addressing those elements thought to be most critical to improvement.

2. Without community support for Jewish education and an approach to deal with the shortage of qualified personnel no systemic change is likely. These are the "building blocks or enabling options" identified by the Commission.

3. The initiative for bringing about community change should come from the local community itself.

4. Each local community will be encouraged to strengthen existing programs and to develop innovative and experimental programs to expand thinking beyond existing ideas and approaches.

5. A local planning mechanism will be responsible for generating plans and ideas and designing programs that have the support of a coalition of the stakeholders--key institutions and individuals.

4. In order for a community plan for change to be valid and effective it should fulfill two conditions:

   - It must be comprehensive and of sufficient scope to have significant impact on the overall profile of Jewish education.
   - It must ensure high standards of quality. This can be accomplished with the assistance of experts in the field, careful and thorough planning, and appropriate evaluation procedures.

5. The CIJE will assist in designing and field-testing solutions to local problems through the professional and technical support of its staff and consultants and the assistance of the many resources of its co-sponsors-- the Council of Jewish Federations (CJF), the Jewish Community Center Association (JCCA) and the Jewish Educational Services of North America (JESNA)-- the national training institutions, the denomintions and the local, regional, and national organizations.

The CIJE and the Lead Community

A coalition of the majority of the local educational institutions should be required to undertake a planning process and to make a commitment to recruit outstanding lay leadership so as to establish a supportive community climate to ensure the success of the plan.

Based on the specific needs of the community and the resources available for implementation each community should propose a specific program that it believes will make a significant impact on the scope and quality of Jewish education.

The CIJE should offer each lead community:

- professional guidance by staff and consultants
- on-going consultation on content and process issues
- liaison to continental and international resources
- facilitation of funding for special projects through the CIJE's relationship with foundations
- assistance in the recruitment of community leadership
- Best Practice Project
- Monitoring, Evaluation and Feed-back

Each community should make specific programmatic choices selected by mutual agreement from a menu prepared by the CIJE. The CIJE menu will include <u>required</u> and <u>optional</u> elements.

The <u>required elements</u> will include:

- o activities to "build the profession" including in-service education for all personnel
- o recruitment and involvement of outstanding lay leaders for "community support" of Jewish education
- o maximum use of Best Practices so as to strengthen existing programs
- o additional and enhanced Israel experience programs

Personnel Development:

Communities should develop and implement a plan for the recruitment and training of personnel and for activities to "build the profession". The plan should consider the community's varied settings for formal and informal Jewish education and plan for pre-service and in-service activities for teachers, principals, rabbis and all personnel working in the field, either as professionals or as avocational educators. It should include a plan to recruit and train previously under-utilized community human resources.

Specific examples of personnel development activities include the development of policies and programs to improve salaries and benefits, to develop new career paths and to empower educators by creating new roles for educators in decision-making in schools and in the community.

The CIJE will recommend elements of an effective personnel development program and assist communities in the planning and implementation stages.

Community Support:

Each lead community should launch a major effort at building community support. What is required is leadership at the congregational/school, agency board level and Federation levels. This requirement includes the recruitment of top leadership for financial support for Jewish education so as to create a supportive community climate to influence funding decisions and provide effective leadership for lead community activities.

Some possible approaches to developing stronger leadership have been identified. They include:

- improving the status of leadership in Jewish education
- providing mentors for younger leadership from among the well-established and influential community leadership
- training of school and agency boards through a community based training program
- recruiting leadership from active adult learners
- community leadership development programs designed specifically for Jewish educational leadership

Among the specific activities that should be considered is the adoption of a formal agenda for COMMUNITY SUPPORT that include:

- new financial commitments with specific appropriate approaches to local fund-raising
- establishment of a formal education "lobby"
- development of regional or inter-communal networks
- formalization of lay-professional dialogues
- public relations efforts

Optional elements may include the enrichment and/or modification of existing programs and the development of innovative and experimental programs for a variety of settings.

The CIJE should formalize its relationship with each lead community specifying the programs/projects to be implemented - the goals, anticipated outcomes, and the additional human and financial resources that the community will make available. The agreement should likewise specify the support that can be expected from the CIJE.

The CIJE should provide each lead community with timely feed-back through the study of programs and projects. At a later stage, the successful programs may be offered to additional communities for replication or modification in other settings. Others may be dropped altogether.

CONTENT

A wide variety of possible options reflecting the commitments, concerns and interests of the commissioners were considered - any one of which could have served as the basis for the Commission's agenda. It was recognized that the options could be usefully divided into two large categories: enabling options and programmatic options.

The Commission decided to focus its work initially on two enabling options as major approaches to change without which other program options were unlikely to achieve their goals. The enabling options are to "build the profession" so as to deal with the shortage of qualified personnel and "the community - its leadership, structures and funding" so as to provide the support essential for community change. Each community will be required first to plan for the "enabling options", the required elements of the community plan.

The Commission identified programmatic areas for intervention as a means to improving existing programs, strengthening institutions and developing innovative and experimental projects. The programmatic areas include the target populations (early childhood through senior citizens), settings and frameworks (informal and formal - e.g., schools, centers and camps) and specific content and methods.

Each community should choose the programmatic areas through which they plan to address these options.

"Enabling options" should be reflected in the programmatic areas selected by the community, those most suited to local needs and conditions.

Two examples help clarity the critical relationship between "enabling options" and specific programs.

- Training programs for principals improve schools.
- Individual schools benefit when supplementary school teachers participate in required in-service training programs.

"As the Lead Communities begin to develop their plans of action the Best Practices inventory would offer a guide to successful programs/sites/curricula which could be adopted in the Lead Communities." (The Best Practices Project by Dr. Barry W. Holtz). Thus a community choosing to undertake a specific program/project will be offered models of successful programs/projects by the IJE so as to incorporate experience in the field in planning and decision making. The community can then either replicate, modify or develop unique programs, keeping in mind the standards set by these models.

Monitoring, Evaluation, and Feedback

Ongoing monitoring of progress -- collection and analysis of data -- should assist community leaders, planners and educators to improve and adjust implementation activities in the communities.

The CIJE should establish an Evaluation Project to provide:

- ongoing monitoring of activities and elements of the community plan
- evaluation of progress in appropriate form/s
- a feedback loop(s) to "connect practical results with a process of rethinking, replanning and implementation"

Data will be collected locally and nationally to:

- evaluate the impact and effectiveness of individual programs
- evaluate the effectiveness of the Lead Community Concept as a model for change
- create indicators and a data base to serve as the basis for an ongoing assessment of Jewish education in North America.

It is anticipated that this work may contribute to a periodic "State of Jewish Education Report" as recommended by the Commission.

Research findings provided through the feedback loop(s) will make information available on a continuous basis for decision-making purposes. The feedback loop(s) provide for the rapid exchange of knowledge and the ability to use information in both planning and practice. It is anticipated that this approach will result in ongoing adjustments and adaptations of plans.

UPDATE: NEXT STEPS

During its initial months the CIJE has succeeded in establishing a organization and infrastructure that is now ready to launch work on the recommendations of the Commission. The Senior Policy Advisors and the Board of Directors of the CIJE have held their initial meetings and reviewed preliminary papers and conceptions. The Education Officer has begun work on a full-time basis and a search is undrway for the Executive Director and Senior Planner.

Two deliberations were held at the Mandel Institute in Jerusalem - January and July 1991- with CIJE staff, advisors and consultants. A working group of educators and planners has been formed to assist the CIJE in its work.

A first workplan for the CIJE and time line have been established that includes the following elements:

Establishing Lead Communities - as outlined in this paper

Undertaking a Best Practices Projects as outlined in the enclosed CIJE paper by Dr. Barry W. Holtz

A paper now being prepared towards the establishment of a research capability in North America

A project to building community support including the preparation of a strategic plan

Development of an approach to a Continental Strategy for Preparing Jewish Educators as outlined in the proposal from Dr. Jack Ukeles

Developing and launching a monitoring, evaluation and feedback program for the CIJE

Separate papers will be forthcoming on each of the above elements of the CIJE's program.

Acknowledgements:

Professor Seymour Fox and Annette Hochstein: Implementing the Recommendations of the Commission for Jewish Education in North America: Documents for Discussion for the Second Jerusalem Workshop of the CIJE

Mark Gurvis and Dr. Jonathan Woocher: Enhancing Jewish Education Through Community Development
Dr. Barry W. Holtz: The Best Practices Project
Dr. Jonathan Woocher: The Lead Community - A Concept, A Process, A Place

Appendix: The Recruitment and Selection of Lead Communities

The following approach has been proposed for the recruitment and selection of lead communities through a two round screening process.

Application and Selection

Round One: Request for Proposals (RFP)

Following a public announcement and communication to the local federation, which will include information about criteria and the selection process, communities will have six weeks to prepare a letter of intent which will be processed by CIJE staff, reviewed by Senior Policy Advisors and a committee of the Board of Directors.

Selection Criteria:

A. City Size: minimum population of 15,000 to maximum population of 250,000

B. Commitment
In the Letter of Intent the local federation will be asked to provide evidence of:
1. the community's capability of a joint effort by all elements of the community
* 2. commitment to involve all stakeholders
3. an existing planning process
4. initiatives and progress in Jewish education in recent years (5 years)
* 5. a serious commitment of lay leadership
6. potential to recruit strong community leaders
7. potential for funding for lead community activities
8. understanding of the importance of creating an environment conducive to innovation and experimentation
9. commitment to developing personnel.

* Letters of support should be included from a sampling of the stakeholders - educational and communal leaders.

Communities will be selected to participate in the second round.

Following discussion and approval by the Senior Policy Advisors and the Board of Directors, the CIJE staff will begin the recruitment process as outlined above.

Round Two: Formal Application

Communities selected for Round Two will be invited to send representatives to an informational seminar in preparation for Round Two and a more detailed application process that will include a site visit by CIJE staff upon receipt of the completed form.

Following screening by the CIJE staff, comments will be elicited from the Senior Policy Advisors and all applications, materials and comments will be reviewed by a committee of the Board of Directors and recommendations made for approval by the Board.

Timetable for Recruitment and Selection:

1. Requests for Proposals (RFP): early September 1991
2. Round One applications due: October 15, 1991
3. Decision by CIJE Board: mid November 1991
4. Seminar for Round Two Communities: early December 199
5. Round Two applications due: late January 1992
6. Decision by CIJE Board: by March 1992

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DRAFT: August 1, 1991

TOWARDS THE IMPLEMENTATION OF THE RECOMMENDATIONS OF THE COMMISSION ON JEWISH EDUCATION IN NORTH AMERICA: THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION LEAD COMMUNITY PROJECT

The Lead Community: A Concept, A Process, A Place

An Overview

A Lead Community is a concept, a process and a place-- a community engaged in planning for a comprehensive, far-reaching and systematic improvement of Jewish education.

Basic Conceptions

The CIJE and the Lead Community

Several lead communities will be established and each will enter a partnership with the CIJE committing itself to develop and implement a specific plan of programs and projects in the community.

Content

The community plan will include elements designed to address the 'enabling options' -professional growth programs for all educators, recruitment and involvement of key lay leadership and utilization of educational trips to Israel.

Programs

The communities should undertake programmatic initiatives most suited to meet local needs and resources and likely to have a major impact on the scope and quality of Jewish education in the community.

Best Practices

CIJE support for the communities should include the Best Practices Project designed to present successful models from which lead communities can learn as programs and projects are developed.

Monitoring, Evaluation and Feed-back

Community plans and projects should be carefully monitored and evaluated and feedback provided on an ongoing basis.

Appendix: Recruitment and Selection of Lead Communities

THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
LEAD COMMUNITY PROJECT

An Overview

A Time to Act reflects the North American Commission on Jewish Education's recommendation to establish local laboratories for Jewish education as a strategy for bringing about significant change and improvement.

> Three to five model communities will be established to demonstrate what can happen when there is an infusion of outstanding personnel into the educational system, when the importance of Jewish education is recognized by the community and its leadership, and when the necessary funds are secured to meet additional costs.
>
> These models, called "Lead Communities", will provide a leadership function for other communities throughout North America. Their purpose is to serve as laboratories in which to discover the educational practices and policies that work best. They will function as the testing places for "best practices" - exemplary or excellent programs - in all fields of Jewish education.
>
> Each of the Lead Communities will engage in the process of redesigning and improving the delivery of Jewish education through a wide array of intensive programs.
>
> (A Time to Act, p. 67)

Basic Conceptions

1. A long term project is being undertaken by the CIJE. The process of change is gradual. The Lead Community Project is a means of bringing about meaningful change in Jewish education in North America by addressing those elements thought to be most critical to improvement.

2. Without community support for Jewish education and dealing with the shortage of qualified personnel no systemic change is likely. These are the "building blocks or enabling options" identified by the Commission.

3. The initiative for bringing about community change should come from the local community itself.

4. Each locale will be encouraged to strengthen existing programs through the use of "Best Practices" and to develop innovative and experimental programs to expand thinking beyond existing ideas and approaches.

5. A local planning mechanism will be responsible for generating plans and ideas and designing programs that have the support of a coalition of the stakeholders -- key institutions and individuals.

4. In order for a community plan for change to be valid and effective it should fulfill two conditions:

   It must be comprehensive and of sufficient scope to have significant impact on the overall profile of Jewish education.

   It must ensure high standards of quality. This can be accomplished with the assistance of experts in the field, careful and thorough planning, and appropriate evaluation procedures.

5. The CIJE will assist in designing and field-testing solutions to local problems through the professional and technical support of its staff and consultants and the assistance of the many resources of its co-sponsors -- the Council of Jewish Federations (CJF), the Jewish Community Center Association (JCCA) and the Jewish Educational Services of North America (JESNA) -- and local, regional.

The CIJE and the Lead Community

Based on the specific needs of the community and the resources available for implementation each community should propose a specific program that it believes will make a significant impact on the scope and quality of Jewish education.

Each should be required to form a coalition of the majority of the local educational institutions to undertake a planning process and to make a commitment to recruit outstanding lay leadership so as to obtain the necessary financial support to ensure the success of the plan.

Each community should make specific programmatic choices selected by mutual agreement from a menu prepared by the CIJE. The CIJE menu will included required and optional elements. The required elements will include:

- activities to "build the profession" including in-service education for all personnel
- recruitment and involvement of outstanding lay leaders for "community support" of Jewish education
- maximum use of Best Practices so as to strengthen existing programs
- additional and enhanced utilization of trips to Israel as an educational experience

Optional elements may include the enrichment and/or modification of existing programs and the development of innovative and experimental programs for a variety of settings.

The CIJE should formalize its relationship with each lead Community specifying the programs/projects to be implemented - the goals, anticipated outcomes, and the additional human and financial resources that the community will make available. The agreement should likewise specify the support that can be expected from the CIJE.

The CIJE should provide each lead community with timely feed-back through the study of programs/projects. Data should be collected and analyzed and used to facilitate timely changes and to determine which programs or combinations of programs are successful in achieving goals and which warrant modification. At a later stage, the successful programs may be offered to additional communities for replication or modification in other settings. Others may be dropped altogether.

The CIJE should offer each lead community:

- professional guidance by staff and consultants
- on-going consultation on content and process issues
- liaison to continental and international resources
- facilitation of funding for special projects through the CIJE's relationship with foundations
- assistance in the recruitment of community leadership
- Best Practice Project
- Monitoring, Evaluation and Feed-back

CONTENT

A wide variety of possible options reflecting the commitments, concerns and interests of the commissioners were considered- any one of which could have served as the basis for the Commission's agenda. It was recognized that the options could be usefully divided into two large categories: enabling options and programmatic options.
(Background Materials, June 1, 1989)

The Commission decided to focus its work initially on two of the enabling options as major approaches to change without which other program options were unlikely to achieve their goals. The enabling options are to "build the profession" so as to deal with the shortage of qualified personnel and "the community - its leadership, structures and funding" so as to provide the support essential for community change. Each community will be required first to plan for the "enabling options", the required elements of the community plan.

The Commission identified programmatic areas for intervention as a means to improving existing programs, strengthening institutions and developing innovative and experimental projects. The programmatic areas include the target populations (early childhood through senior citizens), settings and frameworks (informal and formal - e.g., schools, centers and camps) and specific content and methods.

Each community should choose the programmatic areas through which they plan to address these options.

Required Elements

Community Support:

Each lead community should launch a major effort at building community support. This requirement includes the recruitment of top leadership for financial support for Jewish education so as to create a supportive community climate to influence funding decisions and provide effective leadership for lead community activities.

What is required is leadership at the congregational/school, agency board level and Federation levels.

Some possible approaches to developing stronger leadership have been identified. They include:

- improving the status of leadership in Jewish education
- providing mentors for younger leadership from among the well-established and influential community leadership
- training of school and agency boards through a community based training program
- recruiting leadership from active adult learners
- community leadership development programs designed specifically for Jewish educational leadership

(from " Enhancing Jewish Education Through Community Development" prepared for the CIJE by Mark Gurvis and Dr. Jonathan Woocher)

Among the specific activities that should be considered is the adoption of a formal agenda for COMMUNITY SUPPORT that includes:

- new financial commitments with specific appropriate approaches to local fund-raising
- establishment of a formal education "lobby"
- development of regional or inter-communal networks
- formalization of lay-professional dialogues
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AMERICAN JEWISH ARCHIVES

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as avocational educators. It should include a plan to recruit and train previously under-utilized community human resources.

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"Enabling options" should be reflected in the programmatic areas selected by the community, those most suited to local needs and conditions.

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AMERICAN JEWISH ARCHIVES

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Ongoing monitoring of progress-- collection and analysis of data-- should assist community leaders, planners and educators to improve and adjust implementation activities in the communities.

The CIJE should establish an Evaluation Project to provide:
- o ongoing monitoring of activities and elements of the community plan
- o evaluation of progress in appropriate form/s
- o a feedback loop(s) to "connect practical results with a process of rethinking, replanning and implementation"

(Background Materials, February 14, 1990)

Data will be collected locally and nationally to:
evaluate the impact and effectiveness of individual programs
- evaluate the effectiveness of the Lead Community Concept as a model for change
- create indicators and a data base to serve as the basis for an ongoing assessment of Jewish education in North America.

It is anticipated that this work may contribute to a periodic "State of Jewish Education Report" as recommended by the Commission.

Research findings provided through the feedback loop(s) will make information available on a continuous basis for decision-making purposes. The feedback loop(s) provide for the rapid exchange of knowledge and the ability to use information in both planning and practice. It is anticipated that this approach will result in ongoing adjustments and adaptations of plans.

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Next Steps

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A first workplan and time line have been established that includes the following elements:

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Separate papers will be forthcoming on each of the elements of the CIJE's program.

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Appendix: The Recruitment and Selection of Lead Communities

The following approach has been proposed for the recruitment and selection of lead communities through a two round screening process.

Application and Selection

Round One: Request for Proposals (RFP)

Following a public announcement and communication to the local federation, which will include information about criteria and the selection process, communities will have six weeks to prepare a letter of intent which will be processed by CIJE staff, reviewed by Senior Policy Advisors and a committee of the Board of Directors.

Selection Criteria:

A. City Size: minimum population of 15,000 to maximum population of 250,000 classified as
   1. Intermediate
   2. Large Intermediate
   3. Large

B. Commitment
   In the Letter of Intent the local federation will be asked to provide evidence of:
   1. the community's capability of a joint effort by all elements of the community
   * 2. commitment to involve all stakeholders
   3. an existing planning process
   4. initiatives and progress in Jewish education in recent years (5 years)
   * 5. a serious commitment of lay leadership

6. potential to recruit strong community leaders
7. potential for funding for lead community activities
8. understanding of the importance of creating an environment conducive to innovation and experimentation
9. commitment to developing personnel.

* Letters of support should be included from a sampling of the stakeholders - educational and communal leaders.

Twenty communities - a first list of ten and a second tier of 10 will be selected to participate in the second round.

Following discussion and approval by the Senior Policy Advisors and the Board of Directors, the CIJE staff will begin the recruitment process as outlined above.

Round Two: Formal Application

Twenty communities will be invited to send representatives to an informational seminar in preparation for Round Two and a more detailed application process that will include a site visit by CIJE staff upon receipt of the completed form.

Following screening by the CIJE staff, comments will be elicited from the Senior Policy Advisors and all applications, materials and comments will be reviewed by a committee of the Board of Directors and recommendations made for approval by the Board.

Timetable for Recruitment and Selection:

1. Requests for Proposals (RFP): early September 1991
2. Round One applications due: October 15, 1991
3. Decision by CIJE Board: mid November 1991
4. Seminar for Round Two Communities: early December 1991
5. Round Two applications due: late January 1992
6. Decision by CIJE Board: by March 1992

D R A F T
[7-31-91]

PROPOSAL: A CONTINENTAL STRATEGY FOR PREPARING JEWISH EDUCATORS

Submitted to:

The Council for Initiatives in Jewish Education

Ukeles Associates Inc.
Suite 505
611 Broadway
New York, N.Y. 10012

212 260-8758

AMERICAN JEWISH ARCHIVES

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- Background 1
- Overview of the Approach 2
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PURPOSE

The purpose of this project is to assist the Council on Initiatives in Jewish Education (CIJE) in its efforts to expand and improve the education, development and training of current and future Jewish educators in continental North America.

Specifically, the project has three objectives:

- To assess currently available resources and needs for pre-service and in-service training or professional development in the field of Jewish education;
- To develop a five to ten year strategic plan to expand and improve training for Jewish education in North America. This plan will incorporate an overall view of the future training system; priorities for the use of resources; and recommendations for policy directions and programs to be promoted by CIJE; and
- To develop a three year implementation plan specifying organizational, staffing and financial resources required to carry out recommendations in a timetable.

BACKGROUND

The field of Jewish education in North America is plagued by a severe shortage of trained and qualified educators for its numerous formal and informal settings. It is estimated that there are 5,000 full-time positions for Jewish educators and another 20,000 to 30,000 part-time positions. At the same time, all training programs for Jewish education (outside of the Charedi sector) graduate together approximately 100 people per year -- a figure woefully inadequate to meet the needs of the field. Improvement is contingent upon a significant increase in the number of well-trained educators. This will include training for matters such as: competence in Judaica, proficiency in Hebrew, mastery of theory and practice of education. It is estimated that today less than half the educators in the field possess these qualifications.

The Commission on Jewish Education in North America in its report, A Time To Act, cogently describes the "crisis" in Jewish education and identifies the interrelated problems that must be addressed:

- sporadic participation
- deficiencies in content
- inadequate community support
- underdeveloped profession
- unreliable data

Of all of these problems, addressing issues related to the profession of Jewish education is key. Accordingly, personnel in Jewish education is one of the major areas of concern for CIJE. This includes a focus on recruitment, career development (salary and status enhancement), creation of new types of jobs as well as the preparation of educators. While recognizing the inter-relationship of these different dimensions of personnel and building a profession, this proposal focuses on one dimension -- the education, development and training of educators.

OVERVIEW OF THE APPROACH

Jewish education in North America is increasingly being seen as a life-time experience; encompassing Yaldenu day care and ElderHostel. It includes intensive 5 year post-graduate degree programs and a lunch-and-learn experience in a downtown law firm in a major city. It takes place in schools, but also in a variety of non-school settings -- the home, summer camp, Jewish Community Center, college Hillel Center.

In such a complex enterprise, the programs, resources and needs with respect to the preparation of Jewish educators are diverse, diffuse, and decentralized. In the absence of a deep well of resources, an approved set of professional standards, and an acknowledged course or method for training of Jewish educators, a patchwork of solutions have arisen. These surely run the gamut in quality, creativity and relevance for other settings. They nonetheless complicate the task at hand.

Those who have studied to become professional educators might hold an advanced degree in Jewish education from a national institution (e.g. Jewish Theological Seminary); have a degree from a regional or local College under Jewish auspice (e.g. Spertus College); a degree from a secular University (e.g. Stanford University) or a certificate from a charedi Teachers seminary (e.g. Beis Yaakov). The training possibilities for people involved in informal Jewish education are even more wide-ranging.

This proposal will consider the need for, and training of, educators at all levels (from graduate professors to early childhood teachers); in a variety of settings (formal, informal and mixed); and for different types of positions (e.g. teachers, principals, specialty area experts).

Working with the Field: In order to cope with the complexity of this field it will be necessary to work closely with existing institutions, without necessarily being unduly limited by what has gone before.

Specifically, each of the institutions of higher education (IHE's) with Jewish education programs will be asked (both by survey instruments and field visits) for information on their program resources, plans, aspirations, assessment of needs, and recommendations for national level action. This will serve several purposes. First, it obtains the benefit of some of the best

thinking about preparation and training in Jewish education from practitioners who are close to the field, knowledgeable about best program practices, details and constraints; second, it provides data essential for a typology of current resources; and third, it is an important source for innovative ideas.

Project Committee: A committee will be formed to guide the work of this study. To be comprised of distinguished professional and lay leaders in Jewish education, the Project Committee will review progress at major stages of the work plan (see below). In addition, committee members by virtue of their stature and positions are likely to play significant roles in promoting recommendations and supporting implementation.

WORK PLAN

1.0 ORIENTATION

The project begins with review of project purposes, methods, and work plan with the Board of Policy Advisors, staff of, and consultants to CIJE; defining working assumptions and priorities; establishing and meeting with the Project Committee; and reviewing background materials.

2.0 RECONNAISSANCE

An interview schedule will be prepared, including a comprehensive list of topics on preparation and training of Jewish educators, to obtain key informants' -- lay leaders, professionals, subject area experts -- views about strengths, weaknesses, priority needs, opportunities, issues and important choices facing the training of Jewish educators.

Key informants will be selected to ensure a cross-section of all sectors of interest and involvement in Jewish education (e.g., professional and lay groups, geographic areas, formal and informal, etc.). Interviews will be conducted and responses compiled.

The results of the reconnaissance will be used to help focus the work in the remainder of the project. The suggestions for improving the preparation of Jewish educators will be reviewed from the point of view of probable benefit and probable feasibility or risk. This preliminary assessment will be used to
assess which areas of the preparation of Jewish educators should receive intense analytic effort and which ones less.
The most promising avenues --high potential benefit and relatively high probable feasibility -- will get the most attention in later phases of work.

3.0 RESOURCES AND NEEDS ANALYSIS[1]

Based on the reconnaissance, an assessment of in-service and pre-service training needs and resources in both formal and informal settings of Jewish educators will be carried out.

Given the weakness in existing information, it will be very difficult to develop reliable quantitative estimates of existing needs (e.g. lacking reliable data on teacher turnover and the creation of new positions) it is difficult to estimate the number of annual teacher openings let alone to project forward into the future). It should be possible to get approximate numbers and qualitative information utilizing existing information and the judgment of experienced observers.

On the resource side, some data -- e.g. estimates of the number of people receiving degrees in Jewish education from institutions of higher learning -- will be relatively easy to assemble. It will be much more difficult to get useful information on the numbers receiving various levels and types of in-service training; the training resources being utilized to produce educators for informal Jewish education , or to get estimates of the numbers coming out of a variety of non-degree programs in the charedi community.

The information about needs and resources will be put together to generates estimates of program gaps -- both qualitative and quantitative -- for different types of positions, settings and parts of the country.

4.0 STRATEGIC ISSUES

In charting future directions there are a number of important policy choices: i.e., strategic issues. These will emerge from the key informant interviews and the analysis of resources and needs.

Issues will be classified into:

- Fundamental Issues -- i.e. choices relating to the vision of a national approach to education, development and training of Jewish educators, and the desirable size and structure of the training "system" given current and emerging needs in the field. Examples of such issues include: Should we be thinking of one integrated training system or several? a competitive model or cooperative one? What should be relationship between training for the formal and informal sectors? What should be the role of different types of institutions in relation to

[1]See 3A below for an alternate, more systematic and elaborate, approach to the effort to estimate needs and service gaps.

different types of needs? Should institutions be encouraged to specialize? Which elements of the continental training system should be local, which regional, and which national?

- Policy and Program issues -- i.e. choices relating to specific policies and programs. Some of these choices relate to existing programs (e.g., what are the best policies and program choices available to insure high-quality in-service training for teachers or policies or programs for creating or locating skilled and knowledgeable trainers of educators. Others relate to the creation of new programs (e.g. programs to upgrade the skills of undergraduates teaching in supplementary school on a temporary basis).

- Resource and organization issues -- i.e. choices relating to the internal capacity of present institutions or possible new ones to carry out policies and programs. (e.g. the financial resources, organizational structure, possible coordinative and integrative mechanisms).

5.0 BASIC POLICY STATEMENT

A draft of the Basic Policy Statement will be developed by the UAI team working with the Project Committee of CIJE. It will represent the resolution of fundamental strategic issues and frame a broad response to the Needs Assessment. The Statement should describe in broad terms a model of the future training system. It should define the roles of various types of institutions both existing and new. It should project an overall approach to upgrading the quality of Jewish educators in the future.

6.0 PRELIMINARY RECOMMENDATIONS

In this phase the Basic Policy Statement will be developed into preliminary recommended policies and programs. The probable effectiveness and feasibility of each proposal will be assessed. The entire package would be reviewed from the perspective of completeness and internal consistency.

The recommendations may include the allocation of scarce resources among competing priorities (e.g., intra-regional priorities) and suggested criteria for deciding what kinds of programs to fund under what circumstances.

7.0 FINAL REPORT

The Final Report will include a summary of the needs; basic policy statement and recommended policies and programs for the next decade.

8.0 IMPLEMENTATION PLAN

A detailed implementation plan will be developed for CIJE that specifies the specific actions that CIJE could undertake to carry out the Plan. Major tasks, persons or organization responsible for carrying out tasks, annual costs, and time frames will be specified. By this point in the process, a number of other key players in this arena will have become committed to the Plan. Thus, it may be appropriate and necessary to develop a series of sketch implementation plans, each targeted to a different stake-holder in training Jewish educators. The process of developing the implementation plan(s) itself provides a useful opportunity for developing partnerships among key stakeholders (e.g., consortia of institutions). The implementation plan becomes the framework for assigning accountability and for getting work done.

3.0A. RESOURCES AND NEEDS ANALYSIS[3]

Based on the reconnaissance, an assessment of in-service and pre-service training needs and resources in both formal and informal settings of Jewish educators will be carried out.

Given the weakness in existing information, it is only possible to get reliable quantitative estimates of needs and resources with a significant investment of effort in the collection and analysis of new survey information.

In this approach, this project would begin the development of a to-be-periodically updated database on training in Jewish education, including information and projections about numbers of institutions providing training, staffing, enrollments, expenditures, etc. The baseline data will illuminate currently available resources, and permit measurable assessments of progress in future years.

Another database would include information on positions by school type and location (including full-time and part-time status, salary levels, requirements, etc), openings, turnover, incumbents (including their qualifications and training experience, years of service).

Such an effort will yield estimates of the demands for educators (at different levels, and with different kinds of knowledge and expertise); estimates of the qualified Jewish educators now being produced by higher education institutions in North America and Israel; and comparing the two to identify gaps. A variety of sub-markets will be identified by: geography (regions of the country), level of education (pre-school, elementary, secondary, post-secondary), educational role (e.g. professors, teachers, senior educators, guidance counselors), knowledge and skill areas of expertise. In addition to estimating the size of each submarket, we will examine related needs, such as job definitions and hierarchies, and salary structures.

While such an approach is time-consuming and expensive, sooner or later it should be done.

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[3]This work step represents an alternate, more systematic and elaborate, approach to the effort to estimate needs and service gaps discussed above under 3.0.

DATE: April 24, 1991
TO: Seymour Fox and Annette Hochstein

FAX NUMBER: 011-972-2-699951

FROM: Shulamith R. Elster

Total number of pages including this sheet : 4

If you do not receive all of the pages, please call 301-984-6176.

Faxed by:SRE
Date: 4/24/91
Time: 6:45 P.M.

Notes from April 17, 1991-
Meeting in New York with Annette and Seymour:
Barry Holtz, Jack Ukeles

I. Lead Communities **

A. There is a revision in the recommended approach to lead communities based on Annette and Seymour's discussions in Chicago with Jim Coleman and Michael Inbar

1. Summary of latest thinking:
CIJE should direct a process whereby local communities (perhaps as many as 5-20 sites) make a select from a CIJE defined 'package' of issues and concerns to be that the individual community would address.

The 'package' of educational issues and concerns would be carefully defined by a simulation and planning process and might include as many as 30-50 topics. These would be both 'core', that is required, and 'elective' topics chosen by the individual communities in response to their particular concerns.

The original concept of a lead community as an action site or lab remains: experimentation, data collection, analysis; exemplary/ "best practice", commitment to on-going research and evaluation remain.

2. Coleman has agreed to role as consultant, possible addition of Adam Gamoran to direct research
SF to speak with Gamoran and be liaison with Coleman.

B. Next steps
Proceed with simulation
1. AH and SF to provide a revised descriptive statement on lead communities and work on the simulation (description of conditions, issues and concerns). SE has time constraints until July 1st and after that is prepared to go to Israel, if appropriate to continue planning for lead communities.

2. Planner should be selected in time for full participation in July. In the interim, suggested that SE and Steve work with Ukeles on the selection process and a time line.

II. Meeting with Jack Ukeles

Jack Ukeles willing to serve as advisor to SE as 'gift' from MAP... possible areas: 'mapping' training field, selection of lead communities
SE to meet with Jack on May 5th in New York

III. Identification of Personnel for Steering Committees

SF and AH made suggestions for individuals for each area

SE has compiled a master list which includes Commission and CIJE participants- individuals who worked with the Commission and - others (from general and Jewish education, lay and professional) who are potential resources
* this may become a mailing list for newsletter or the dissemination of information about CIJE and its work.

Lead Communities:
Beiler, Gribetz, Shapiro (Boston)
Schiff, Spack, Kay (Reform)
Research: Scheffler, Coleman, Shulman
Training: Ettenberg, Reimer, Lee, Hirt, Ukeles
Informal: Carolyn Keller, Shelly Dorph, Reform camping (?)
JCCA: Dubin, Poupko (Chicago)
Supplementary Schools:
Reimer, Gail Dorph, Vicki Kelman
Early Childhood:
Ginzberg, Micky Feinberg

SE: every Senior Policy Advisor should be assigned to one of the committees

IV. Best Practices:

A. Barry's role
definition of best practice
expertise- contacts for best practice
B. Panels for each area
C. Timetable
six months- one year to determine current best practice
D. SF: elaboration on stages in the life of best
Stage #1: Servicing the lead community through provision of information and ideas concerning best practice
Stage #2: Conference on "X" (areas or subject matter)
Annotated bibliography of practice
Stage # 3: Next stage
establishment of Center on "X" sponsored by foundations at institutions of higher learning or other sites

Stage #4: Research

NOTES FROM MEETING WITH BARRY HOLTZ
March 3, 1991 RE: Best Practice

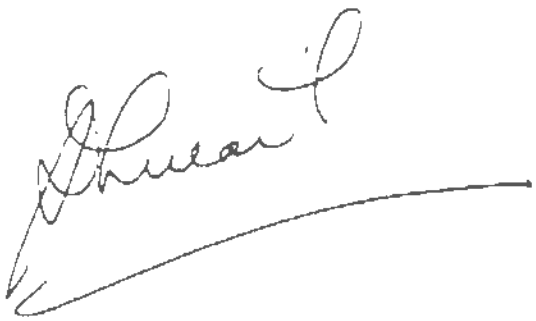
1. Basic questions:
   - What is good practice?
   - What are the intellectual/content standards for selection? How are these to be established?
   - Where do "unique" and "creative" programs fit in?
   - What of "good enough" practice?
     Reference: Introduction by Sara Lightfoot Lee to The Good High School.
   - How does "best practice" relate to research issues?

2. One of several possible approaches:
   a. Barry Holtz will write a brief document identifying the issues and posing a set of questions.
   b. Identify a group of consultants - (from general education and senior policy advisors).
   c. Speak with them individually and as a group. (Written responses and interviews.) Possible meeting of group at CAJE.
   d. Final document with bibliography.

5. Funding Options
   a. Grant to Barry - appoint him Project Director and award a fixed budget
   b. Grant to Barry for his work and direct compensation to consultants ($500 per day), and reimbursement of their expenses.

6. Timetable

March	Continuing dialogue on "conceptual" issue
April	Agreement with Barry
May	Initial Document/Identify Consultants
June	Interviews
July	Interviews
August	Yom I'yun/Group Meeting at CAJE
September	Final Document



c:holtz

Charles E. Smith
JEWISH DAY
SCHOOL

1901 East Jefferson Street
Rockville, Maryland 20852
Telephone (301) 881-1404

FAX COVER LETTER

Date: 2/22/91

To:

Name: Annette Hochstein

Company: _____

Phone: 011972 2699951

From:

Name: S. R. Elster

TOTAL NUMBER OF PAGES 3 TRANSMITTED INCLUDING THIS COVER LETTER.

Special Instructions: This is a second draft that incorporates comments on the first attempt.

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Faxed by: Canter

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Time: 1:45

A BENEFICIARY OF THE UNITED JEWISH APPEAL FEDERATION OF THE METROPOLITAN WASHINGTON

SECOND DRAFT/FOR COMMENT:

THE COUNCIL FOR INITIATIVES IN JEWISH EDUCATION (CIJE)

Position Description: Planning Director

The mission of CIJE is the implementation of ambitious goals to bring about change in Jewish education in North America. These goals are the recommendations of the North American Commission on Jewish Education/The Mandel Commission and are fully documented in the Commission Report, A Time To Act, published in November 1990.

The successful candidate will exhibit evidence of commitment to the Jewish people and to the specific goals of the CIJE's. S/he will have specific knowledge of and experience with Jewish educational issues.

The Planning Director will be responsible to the Executive Director for all aspects of STRATEGIC PLANNING in the Council's effort to develop comprehensive implementation strategies for specific program goals.

Prerequisites:

- A graduate degree from an accredited school in a related field i.e., public policy, social work, education, Jewish communal service, the Rabbinate.

- Specific training in policy analysis and technical skills in strategic planning and one or more of the following:
  community planning and organization
  social work
  education
  program administration
  program evaluation and applied social research
  grantsmanship

- Experience in a Jewish communal or educational setting with demonstrated success.

Major Responsibilities and Tasks:

- to **IDENTIFY STRATEGIES AND TO FACILITATE** ongoing activities with CIJE's various constituencies which include educational organizations, schools of higher Jewish education, professional organizations, local Jewish communities through their federations and central agencies for Jewish education, professional and lay leadership of the North American Jewish community.

- to **GATHER AND ASSESS INFORMATION** necessary for activities and on-going decision-making including data collection and analysis, critical review of materials to evaluate the

usefulness of information and to identify areas where additional data is essential highlighting areas requiring further clarification and articulating questions/ideas.

- to **EVALUATE AND MONITOR** programs utilizing established criteria and to make specific suggestions for improvement.

- to utilize **KNOWLEDGE OF RESOURCES AND THE FIELD** to develop policies that insure the integrity of the planning process.

- to maintain ongoing communication with planners within the Jewish community nationwide.

- to assume other related duties and activities as assigned by the Executive Director and Chief Educational Officer.

Specific Skills:

- Personal skills, knowledge and diplomacy, the ability to maintain a positive working relation with staff, advisory boards and lay leadership.

- Technical skills to include research and quantitative skills and, specifically, the ability to utilize demographic data, research and survey techniques in planning functions.

- Effective writing skills to prepare reports and accompanying documentation and effective skills for related oral presentations.

- Knowledge of computers and experience with data bases preferred.

Salary commensurate with training and experience.

Position available Spring 1991. The offices of the Council for Initiatives in Jewish Education will be located at 730 Broadway New York, New York. Interested candidates are invited to send a resume and names of three references to:

Dr. Shulamith R. Elster
CIJE
1901 East Jefferson Street
Rockville, Maryland 20852

2/22/91
SRE

Mandel Institute

מכון מנדל

For the Advanced Study and Development of Jewish Education

February 1991

A STRATEGIC PLAN FOR THE TRAINING OF JEWISH EDUCATORS

FOR NORTH AMERICA

GUIDELINES FOR PROPOSALS

I. *Background*

The field of Jewish education in North America is plagued by a severe shortage of trained and qualified educators for its numerous formal and informal settings. It is estimated that there are approximately 5,000 full-time positions for Jewish educators and another 20,000-30,000 part-time positions. At the same time, all training programs for Jewish education (outside of the Haredi sector) graduate together approximately 100 people per year -- a figure woefully inadequate to meet the needs of the field. Improvement is contingent upon a significant increase in the number of well-trained educators. This will include training for matters such as: competence in Judaica, proficiency in Hebrew, mastery of theory and practice of education. It is estimated that today less than one-half the educators in the field possess these qualifications.

22a Hatzfira St., Jerusalem 93102, Israel. Tel. 02-668728. Fax 02-669951. רח' התצפירה 22 א, ירושלים 93102. טלפון 02-668728. פקס 02-669951

The Commission on Jewish Education in North America has developed several recommendations to improve Jewish education. Among these is the recommendation to Build the Profession. The Commission has identified the need to significantly expand the training capability as a cornerstone of its program.

II. *The Assignment*

A planning process must be undertaken to deal with the systematic development of pre-service and in-service training for Jewish educators for North America. The product will consist of alternative short, medium and long-term development strategies, their policy implications and plans for their implementation.

Recommendations might include strategies for the expansion of existing training programs; links with existing educator training programs at general universities; the use of Israel as a resource for training (the enlargement of existing programs and the development of new programs); recommendations for the creation of new and innovative programs; any mix of programs and more. The product will also include recommendations for the recruitment of candidates for training; strategies for dealing with the current shortage of faculty for training institutions; improvement of the curriculum of training programs; the financial aspects of the entire endeavor -- e.g., the cost of the above as well as tuition costs, student scholarships and fellowships.

Policy recommendations will deal with issues such as the

relationship between pre-service and in-service education; the relationship of pre-service education to salary increases and to professional advancement; sponsorship of training - in particular in-service training: is this an activity appropriate for the bureaus of Jewish education, for individual schools, for community centers or for national organizations and training institutions? What is the most appropriate role for Israeli institutions in this area -- what kind of partnerships should or could be built? What incentives should be made available to encourage participation in in-service training?

III. *The Plan*

The planning process will include the preparation of a map of the field of training, including an overview of current training opportunities in North America and in Israel, in both Jewish and general institutions. Parts of this map are already available, in particular as regards pre-service training. Mapping the current availability of in-service training programs is a more complicated assignment because of the wide variety, geographic distribution and local nature of much of this training. Relevant institutions such as JESNA, bureaus of Jewish education, the training institutions in the United States and in Israel, the WZO education departments, will all need to be consulted on the scope, content, quality and availability of training.

The map will offer a picture of the current resources available for development, and will help identify both challenges and

opportunities. Key issues facing the training of educators will be identified and analyzed as part of this effort. E.g., how will faculty for training programs be recruited and trained; what kind of specialized programs must be developed (informal education, senior personnel) and where (at general universities, in Israel, etc.).

A detailed needs assessment will be prepared. This is a complicated assignment since not much exists in most areas, and a great deal is probably required for all. How much pre-service training and of what kind is required (e.g., the field presently needs "X" early childhood teachers and will need "Y" more within five years). For in-service training, teachers of subjects in Jewish schools -- Hebrew, history, Bible, prayer, etc. -- probably need to be involved in regular, systematic upgrading programs. New programs are probably required for informal educators who are now faced with the challenge of intensifying the role of the JCCs as Jewish educational institutions. The need of faculty for training will have to be addressed for the different assignments. Faculty for in-service education is probably more readily available than faculty for pre-service education.

Alternative strategies for development will be designed. In order to inform the staff's analysis, key actors (lay leaders, heads of training programs, experts in the fields of Jewish and general education, members of the CIJE board, others) will be interviewed. The purpose of these interviews will be to identify

the problems, the ideas and the visions that should inform the development of the field and will lead to preferred policies and directions for development.

Because the issue of training is so massive an undertaking, the setting of priorities will be a particularly important assignment. With what segment of the field should we begin, with teachers of Hebrew or teachers of history? Should we concentrate on didactic skills or on the commitment of teachers to Jewish values? What will be the respective scope of efforts in the area of pre-service and in-service training?

Recommended policies for development need to be spelled out and must include the anticipated outcomes, required resources -- human, financial, organizational -- and the time frame. The various recommendations must include detailed implementation plans. The plan must allow the CIJE to select the appropriate policies and to have a clear picture of their implications.

Planning Workshop with the Council for Initiatives in Jewish Education

January 7-10, 1991

Held at the Mandel Institute, Jerusalem

Participants:

Ami Bouganim, Shulamith Elster, Seymour Fox, Annette Hochstein, Steve Hoffman, Alan Hoffmann, Danny Marom, Marc Rosenstein, Arthur Rotman

Introduction

S. Hoffman reviewed his paper on the mission, method of operation, and structure of the CIJE (Exhibit 1).

There was a discussion of relative priorities of the recommendations of the Commission in order to determine where to begin: lead communities, building the profession, research, and building community support.

There was general consensus that all areas interact, but that lead communities seems to serve as a focus for the others, as well as being visible, concrete and proactive. Therefore, it was agreed that this area should be our first priority. At the same time, there was consensus that the lead communities effort does not entirely subsume all other areas — and that we therefore must move on the other fronts too.

Lead Communities

Some concerns and dilemmas which arose in the discussion of how to implement the local communities project:

a. We cannot ignore other efforts underway and focus only on lead communities; there may be other community and foundation projects deserving of our interest and support.

b. In choosing candidates for lead communities, do we prefer those which have weaknesses (e.g. lack of top leadership) which we can remediate as a demonstration, or do we choose communities which are already strong, to model excellence (but possibly not significantly replicable)?

22a Hatzfira St., Jerusalem 93102, Israel. Tel. 02-668728. Fax. 02-699051 רח' הצפירה 22 א, ירושלים 93102 טלפון 668728. פקס

c. There may be a tension between the local perception of the community's priorities and our view of what must be done to fulfill our goals for the lead community as a demonstration site or model of excellence.

d. Possible considerations in selection process:

1. city size
2. geographical location
3. lay leadership commitment
4. planning process underway
5. financial stability
6. availability of academic resources
7. strength of existing institutions
8. presence of some strong professional leadership
9. willingness of community to take over process and carry it forward after the initial period.

In general, there was difficulty in conceptualizing a clear set of criteria for choosing lead communities – and in deciding among the goals of replicability/demonstrability/models of excellence. What emerged from this discussion was consensus on the idea of differentiated criteria: different communities might be chosen for different reasons. On the other hand, we clearly cannot afford to fail: however we choose candidates, we must be convinced that between the community's resources and our own, success is likely.

There was agreement that the CIJE needs to clarify what a lead community is: what are the specific categories of actions and/or programs and/or processes which form the heart of the lead community effort. However, there was no closure on content. Two aspects were considered:

a. The lead community is characterized by a certain type of planning approach, involving comprehensive, systematic planning; a national perspective and involvement (via various national educational institutions, movements, etc.); and the bringing in of outside resources, human and material.

b. In addition to "a," the lead community would be required to make certain educational, programmatic commitments (e.g., to in-service training, leadership development, etc.)

The following points were agreed upon:

a. The centrality of systematic assessment and planning and the role of the CIJE in providing resources and incentives for this process.

b. The full support of top local lay leadership as a sine qua non.

c. The overall goal of creating fuudamental reform, not just incremental change; of creating new approaches, not just extinguishing fires.

d. The importance of an approach based upon research, analysis and national decision-making.

e. Lead communities serve as laboratories, but not as the only laboratories: we might be supporting experiments elsewhere for eventual application in a lead community.

f. The need to establish a contractual relationship between the CIJE and the lead community.

The discussion moved on to the issue of what the CIJE would provide for a lead community. A model which served as a basis for discussion was that of an account manager: someone who must work closely with a client and understand all of his needs in depth and who must be creative in bringing in various other resources to fulfill those needs.

Thus, the CIJE would serve a facilitating, matchmaking, guiding, managing role. Closure was not attained on an exact role description, but a number of specific applications of this concept were discussed:

a. Providing a "roster of experts" (persons and institutions) on whom the lead community can call for specific assistance.

b. Arranging for the seconding of staff resources from existing institutions to the lead community.

c. Providing up-to-date information on developments in general and Jewish education relevant to the communities' planning process.

d. Finding and "certifying" best practices is a valuable service which the CIJE needs to provide to assist lead communities. This turns out to be not as simple as first appears. The CIJE will have to invest resources and energy into studying the whole concept of best practice, and developing procedures for finding, certifying, and communicating best practices to lead communities and others.

e. Serving as a broker between lead communities and foundations, for providing funding and for particular programs relevant to the communities' needs.

f. Guiding the local planning and research process, providing assistance as needed, quality control, monitoring and feedback.

There ensued a discussion of the essential "building blocks" which would have to be part of a lead community's plan of action. At this stage of our work, the following were suggested:

a. Programs to train personnel.
b. Lay leadership development.
c. Israel program development.
d. A framework or frameworks for deliberation on educational philosophy and goals.

It was agreed that the "tone" set by the CIJE is important: we need to embody and stand for excellence, continuously to hold before the communities a model of thoughtful, serious planning, research, and implementation.

The consensus was that the CIJE has a responsibility to set the very highest standards possible, demanding tough quality control, never "settling" for compromises on work quality.

ACTION AGENDA FOR IMPLEMENTING LEAD COMMUNITIES

1. Recruit planning team (in-house and/or borrowed) to map out overall program.
2. Develop selection procedure and criteria, and "visiting team" if necessary.
3. Prepare assessment/diagnostic tools to assist communities in self study ("educational profile").
4. Set up monitoring/feedback loop: procedure and framework for ongoing evaluation.
5. Set up process for identifying, documenting, and disseminating "best practice."
6. Set up framework for training and assisting community leadership in developing: 1) proposals, 2) community educational plans, and 3) local monitoring/feedback loop.
7. Establish framework for creating "programmatic menus" to help communities choose new ideas and programs for implementation.
8. Start ongoing process of accumulating "roster of experts" – contacts in the academic world (and other worlds) who can provide assistance to communities in self-examination, planning, and introducing innovations.
9. Start ongoing process of building contacts with foundations with interests in supporting specific categories of programming, in order to help find funding for lead communities' innovations.
10. Develop key elements of contract defining relationship between lead communities and CIJE; what are the specific requirements of the lead community and of the CIJE?
11. Create framework for discussions with and among continental agencies (e.g., JESNA, JCCA, denominational education bodies, etc.) regarding a) their providing services to lead communities; b) the identification of "best practice" programming which may exist on a continental level under the auspices of these agencies and may be useful to lead communities.

Building the Profession

All participants contributed to a list of components of the process of building the profession of Jewish education:

- recruitment
- pre-service training
- in-service training
- senior personnel development
- retention
- image and recognition
- certification
- compensation
- professional organizations and networking
- career development
- supervision and evaluation
- research
- the contribution of general education
- empowerment
- paraprofessionals and volunteers.

Of these, five received highest priority ranking by the group:

1. Pre-service training
2. In-service training
3. Recruitment
4. Compensation
5. Networking

In discussion of how to attack this list, the issue arose of the tension between the CIJE's inclination to do its own process leading to a master plan for, say, pre-service training, and the need to involve other "players" in the planning (e.g., Y.U., J.T.S., H.U.C., J.C.C.A., federation planners, etc.). What will happen if there are conflicts between CIJE's standards, methods and directions and the possibly less exacting approaches of existing institutions? The Mandel Associated Foundations, the Wexner Foundation and others must also be integrated into the picture since they have decided to invest in pre-service education. It was agreed that this is a difficult issue, requiring sensitive and creative thought.

Moving to pre-service training, several suggestions were made:

1. We should see what we can learn from work being done in general education, and possibly use scholars and institutions from that world in our planning.

2. We should talk to all the current "players" to get a picture of the state of the art.

3. We could involve other foundations (Bronfman Foundation to fund Israel Experience components of teacher- training, Wexner Foundation for the training of elites, etc.).

4. The Mandel Institute in Jerusalem may be running a world-wide planning seminar in the spring, of which we could take advantage.

5. We must keep all options open and under careful scrutiny and look at all possible options including those in general education.

A. Hochstein accepted the assignment to produce a paper defining the questions and issues which must be addressed in developing a master plan for pre-service training, to guide the CIJE in beginning the process. A. Hoffmann accepted a similar assignment for in-service education.

With respect to compensation, discussion was brief; no closure was reached on a plan of action, or even whether the CIJE should remain in a study/advocacy role or actually become involved, for example through encouraging the setting up of a national pension plan.

Networking was also discussed briefly; while there was consensus that networks must be studied and supported, no specific suggestions were made.

ACTION AGENDA FOR BUILDING THE PROFESSION

1. A. Hochstein's paper to guide development of a master plan in pre-service training.

2. A. Hoffmann's paper to guide development of a master plan in in-service training.

3. Coordinate efforts with MAF in developing plans with existing pre-service training institutions.

4. Establishing contact with interested foundations to become involved in parts of the program.

5. Set up a planning team to map out efforts and assign roles in pursuing the five top priorities (and others).

Research Agenda

Two aspects of educational research which are necessary were presented:

- Policy research, including monitoring, evaluation and program design.
- Pure research including the education of educators, the philosophy of education, etc.

Participants suggested a number of areas crying out for research attention:

- standardized achievement testing
- market research
- research itself – a "map" of the field is needed
- best practices
- data about teachers
- evaluation methods
- history and philosophy of Jewish education.

And they proposed several different ways in which the CIJE might serve the needs of Jewish educational research:

a. Coordination of research efforts; influencing and stimulating.
b. Reaching out to research institutions to create centers for Jewish educational research.
c. Making useful connections among research needs, researchers, and sources of funding.
d. Modeling research-based planning.
e. Work to create new centers of research and train/recruit new researchers.

Three concrete results:

a. The CIJE will commission a preliminary paper, preferably by Israel Scheffler, on the state of Jewish educational research. This will serve as the basis of the work of a high level task force which will recommend a course of action in order to establish a research capability.

b. J. Woocher will prepare a thought paper on the issue of maintaining a data base of Jewish educational research.

c. There is a need to pay special attention to current good research while the longer term approach is being developed.

ACTION AGENDA FOR RESEARCH

1. Commission a preliminary paper, preferably by Israel Scheffler, on the state of Jewish education research and on the need for strategic planning.

2. Based on this paper, set up a high level task force which will recommend a course of action in order to establish a research capability.

3. J. Woocher will prepare a thought paper on the issue of maintaining a data base of Jewish educational research.

4. Seek to develop connections among and support for existing researchers, on specific need-drive projects, while waiting for the entire system to be rebuilt.

5. Actively model research-based planning from the beginning, commissioning research and borrowing researchers to provide a research base for every project we undertake.

6. Make it clear, to our lay leadership and to that of communities (e.g., lead communities) and agencies interacting with us, that we do not move without research.

Developing Community Support

A number of suggestions were made regarding models and directions for pursuing this goal:

a. The model of the Commission on Jewish Education in North America: give top leaders important decisions to make and let them work with outstanding professionals.

b. A constant flow of special events, programming, support, and personal cultivation is necessary to keep lay leaders enthusiastic and involved.

c. We need to select and cultivate first-echelon leaders in the federation and UJA worlds and bring them into education.

d. We should use exciting and dramatic methods to interest our target leadership; e.g., prestigious retreats, meetings with high-status leaders and scholars like Nobel laureates, university presidents.

e. We should capitalize on the headway already made in this direction, by working to involve people who already have been touched by the Commission.

f. Systematic creation of a supportive climate by PR and marketing activities; e.g., wide distribution of *A Time to Act*, newsletters, materials for rabbis, encouragement of Commission members to speak and write.

g. We should develop new programs for educating lay leadership, and work with existing ones (e.g., CLAL, JESNA, JCCA).

h. We need to cultivate the heads of the three religious movements.

No specific plan of action was agreed upon, though there was consensus that we need to develop one. Meanwhile, S. Hoffman undertook personally to work to involve several key leaders of national stature in the work of the CIJE.

ACTION AGENDA FOR DEVELOPING COMMUNITY SUPPORT

1. Marketing plan for *A Time to Act*.
2. Efforts to cultivate top echelon continental leadership from non-educational settings for involvement in CIJE.
3. Reach-out to existing top leadership with interest in education (e.g., denominations, Commissioners).
4. Planning team to develop series of high level programs for attracting new top leadership and keeping those already involved excited (e.g., retreats, prestigious meetings, etc.).
5. Establish systematic ongoing public-relations program.

Putting It All Together

The final session was devoted to considering some of the elements of a rough strategic plan, connecting priorities in a logical order and fitting them to a calendar.

Several general principles were agreed upon:

a. **Work of CIJE must be characterized by expertise, quality, and excellence.**

b. **We must focus on change—planned, systematic, monitored change.**

c. **We must have a comprehensive outlook.**

July 4, 1991 Draft 1

The Second Jerusalem Workshop of the CIJE

Implementing the Recommendations of the Commission for Jewish Education in North America:

Documents for Discussion—Prepared by S. Fox and A. Hochstein

Introduction

During its initial setting up period the CIJE has succeeded in establishing a human, organizational, and financial infrastructure that is now ready to launch work on several of the recommendations of the Commission. A first workplan and time line were established that include the following elements (Exhibit 1):

- Establishing Lead Communities
- Undertaking a "best practices" project
- Drafting a policy paper towards the establishment of a research capability in North America
- Building community support, including the preparation of a strategic plan
- Developing a masterplan for the training of personnel
- Developing and launching a monitoring, evaluation and feedback program alongside the implementation work

This paper will deal with Lead Communities. Separate papers will be prepared on each of the other elements (forthcoming).

Lead Communities

In the pages that follow we will outline some of the ideas that could guide the CIJE's approach to Lead Communities.

1. What is a Lead Community?

In its report *A Time to Act* the Commission on Jewish Education in North America decided on the establishment of Lead Communities as a strategy for bringing about significant change and improvement in Jewish Education (Exhibit 2). A Lead Community (LC) will be a site—an entire community or a large part of it —that will undertake a major development and improvement program of its Jewish education. The program—prepared with the assistance of the

CIJE, will involve the implementation of an action plan in the areas of building the profession of Jewish education, mobilizing community support and in programmatic areas such as day-schools or Israel experience programs. It will be carefully monitored and evaluated, and feed-back will be provided on an ongoing basis.

Several Lead Communities will be established. Communities selected for the program will be presented with a menu of projects for the improvement of Jewish education. This menu, prepared by the staff of the CIJE, will include required programs (e.g., universal in-service education; recruiting and involving top lay leadership; maximum use of best practices) as well as optional programs (e.g., innovation and experimentation in programmatic areas such as day schools, supplementary schools; summer camps; community center programs; Israel experience programs). Each LC will prepare and undertake the implementation of a program most suited to meet its needs and resources, and likely to have a major impact on the scope and quality of Jewish education provided. Each community will negotiate an agreement with the CIJE, which will specify the programs and projects to be carried out by the community, their goals, anticipated outcomes, and the additional resources that will be made available. Terms for insuring the standards and scope of the plan will also be spelled out. The agreement will specify the support communities will receive from the CIJE. A key element in the LC plan is the centrality of on-going evaluation of each project and of the whole plan.

Through the LCs, the CIJE hopes to implement a large number of experiments in diverse communities. Each community will make significant choices, while they are being carefully guided and assisted. The data collection and analysis effort will be aimed at determining which programs and combination of programs are more successful, and which need modification. The more successful programs will be offered for replication in additional communities, while others may be adapted or dropped.

This conception of Lead Communities is based on the following conceptions:

a. Gradual Change: A long-term project is being undertaken. Change will be gradual and take place over a period of time.

b. Local Initiative: The initiative for establishing LCs will come from the local community. The plan must be locally developed and supported. The key stakeholders must be committed to the endeavor. A local planning mechanism (committee) will play the major role in generating ideas, designing programs and implementing them. With the help of the CIJE, it will be possible for local and national forces to work together in designing and field-testing solutions to the problems of Jewish education.

c. The CIJE's Role: Facilitating implementation and ensuring continental input. The CIJE, through its staff and consultants will make a critical contribution to the development of Lead Communities. (See Item 2a below.)

d. Community and Personnel: Meaningful change requires that those elements most critical to improvement be addressed. The Commission has called these "the building blocks of Jewish education" or "enabling options." It decided that without community support for Jewish education and dealing with the shortage of qualified personnel, no systemic change is likely to occur. All LCs will therefore, deal with these elements. The bulk of the thinking, planning, and resources will go to addressing them.

e. Scope and Quality: In order for a LC's plan to be valid and effective, it must fulfill two conditions:

1. It must be of sufficient *scope* to have a significant impact on the overall educational picture in the community.

2. It must ensure *high standards* of quality through the input of experts, through planning, and evaluation procedures.

f. Evaluation & Feedback-Loop: Through a process of data- collection, and analysis for the purposes of monitoring and evaluation the community at large will be able to study and know what programs or plans yield positive results. It will also permit the creation of a feedback-loop between planning and evaluation activities, and between central and local activities.

g. Environment: The LC should be characterized by an environment of innovation and experimentation. Programs should not be limited to existing ideas but rather creativity should be encouraged. As ideas are tested they will be carefully monitored and will be subject to critical analysis. The combination of openness and creativity with monitoring and accountability is not easily accomplished but is vital to the concept of LC.

2. Relationship Between the CIJE and Lead Communities

a. The CIJE will offer the following support to Lead Communities:

1. Professional guidance by its staff and consultants

2. Bridge to continental/central resources, such as the Institutions of Higher Jewish Learning, JESNA, the JCCA, CJF, the denominations, etc.

3. Facilitation of outside funding—in particular by Foundations

4. Assistance in recruitment of Leadership

5. Ongoing trouble-shooting (for matters of content and of process)

6. Monitoring, evaluation and feedback loop

7. Communication and networking

b. Lead Communities will commit themselves to the following elements:

1. To engage the majority of stakeholders, institutions and programs dealing with education in the planning process—across ideological and denominational points of view.

2. To recruit outstanding leadership that will obtain the necessary resources for the implementation of the plan.

3. To plan and implement a program that includes the enabling options and that is of a scope and standard of quality that will ensure reasonable chance for significant change to occur.

3. The Content:

The core of the development program undertaken by Lead Communities must include the "enabling options." These will be required element in each LC program. However, communities will choose the programmatic areas through which they wish to address these options.

a. Required elements:

1. Community Support

Every Lead Community will engage in a major effort at building community support for Jewish education. This will range from recruiting top leadership, to affecting the climate in the community as regards Jewish education. LCs will need to introduce programs that will make Jewish education a high communal priority. Some of these programs will include: new and additional approaches to local fund-raising; establishing a Jewish education "lobby," inter-communal networking, developing lay-professional dialogue, setting an agenda for change; public relations efforts.

2. Personnel Development:

The community must be willing to implement a plan for recruiting, training, and generally building the profession of Jewish education. The plan will affect all elements of Jewish education in the community: formal; informal; pre-service; in-service; teachers; principals; rabbis; vocational; a-vocational. It will include developing a feeder system for recruitment; using previously underutilized human resources. Salaries and benefits must be improved; new career paths developed, empowerment and networking of educators addressed. The CIJE will recommend the elements of such a program and assist in the planning and implementation as requested.

b. Program areas

Enabling options are applied in programmatic areas. For example, when we train principals, it is for the purpose of bringing about improvement in schools. When supplementary school teachers participate in an in-service training program, the school should benefit. The link between "enabling" and programmatic options was made clear in the work of the Commission. It is therefore proposed that each lead community select , as arenas for the implementation of enabling options, those program areas most suited to local needs and conditions. These could include a variety of formal and informal settings, from day-schools, to summer camps, to adult education programs or Israel experience programs.

c. The Role of the CIJE

The CIJE will need to be prepared with suggestions as to how LC's should work in program areas. Therefore it will need to build a knowledge base from the very inception of its work. The CIJE will provide LCs with information and guidance regarding "best practices" (see separate paper on "best practices"). For example, when a community chooses to undertake an in-service training program for its supplementary school or JCC staff, it will be offered several models of successful training programs. The community will be offered the rationale behind the success of those programs. They will then be able to either replicate, make use of, or develop their own programs, in accordance with the standards of quality set by those models.

d. Outcomes

The Commission on Jewish Education in North America was brought into existence because of an expressed concern with "Meaningful Jewish Continuity." The pluralistic nature of the Commission, did not permit it to deal with the goals of Jewish education. However the question of desired outcomes is a major issue, one that has not been addressed and that may yield different answers for each ideological or denominational group in the community. The role of evaluation in the process of Lead Communities will require that the question of outcomes be addressed. Otherwise, evaluation may not yield desired results. How will this be handled? Should, for example, each group or institution deal with this individually? (e.g. ask each to state what is educationally of importance to them). Should it be a collective endeavor? The CJE may have to develop initial hypotheses about the desired outcomes, base its work on these and amend them as work progresses.

4. Monitoring, Evaluation and Feedback-loop

The CJE will establish an evaluation project (unit). Its purpose will be three-fold:

1. to carry out *ongoing monitoring of progress* in Lead Communities, in order to assist community leaders, planners and educators in their daily work. A researcher will be commissioned and will spend much of his/her time locally, collecting and analyzing data and offering it to practitioners for their consideration. The purpose of this process is to improve and correct implementation in each LC and between them.

2. to *evaluate progress* in Lead Communities—assessing, as time goes on, the impact and effectiveness of each program, and its suitability for replication elsewhere. Evaluation will be conducted in a variety of methods. Data will be collected by the local researcher and also nationally if applicable. Analysis will be the responsibility of the head of the evaluation team with two purposes in mind: 1) To evaluate the effectiveness of individual programs and of the Lead Communities themselves as models for change, and, 2) To begin to create indicators and a data base that could serve as the basis for an ongoing assessment of the state of Jewish education in North America. This work will contribute to the publication of a periodic "state of Jewish education" report as suggested by the Commission.

3. *The feedback-loop*: findings of monitoring and evaluation activities will be continuously channelled to local and central planning activities in order to affect them and act as an ongoing corrective. In this manner there will be a rapid exchange of knowledge and mutual influence between practice and planning. Findings from the field will require ongoing adaptation of plans. These changed plans will in turn, affect implementation and so on.

5. Recruitment and Selection of Lead Communities

Several possible ways for the recruitment of LC's should be considered.

1. Communities, thought to be appropriate could be invited to apply, while a public call-for-proposal would also make it possible for any interested communities to become candidates.

2. Another method could be for the CJE to determine criteria for the selection of communities and encourage only those appearing most suitable to apply as candidates.

As part of the application process for participation, candidate communities will be invited to undertake an organizational process that would lead to:

a. The recruitment of a strong community leader(s) to take charge of the process and to engage others to assist in the task.

b. Establishing a steering committee/commission to guide the process including most or all educational institutions in the community.

c. Conducting a self-study that will map the local state of Jewish education, identifying current needs and detailing resources.

d. Engaging a professional planning team for the process.

Some or all of these elements may already exist in several communities.

A side benefit from such a process would be community-wide publicity regarding the work of the CIJE and the beginning of a response to the expectations that have been created.

Criteria for the selection of Lead communities were discussed at the January Workshop and at the March meeting of Senior Policy Advisors (Exhibit 3). They must now be refined and finalized.

* * * * *

We hope that this document will help us in our discussions at the seminar. It is meant to be modified, corrected and changed. In addition we will need to consider some of the following issues:

1. How will the CIJE gear itself up for work with the LC? In particular it will have to recruit staff to undertake the following:

a. Community relations and community development capability

b. Best Practices

c. Planning; research; monitoring, evaluation and feedback loop (a research unit?)

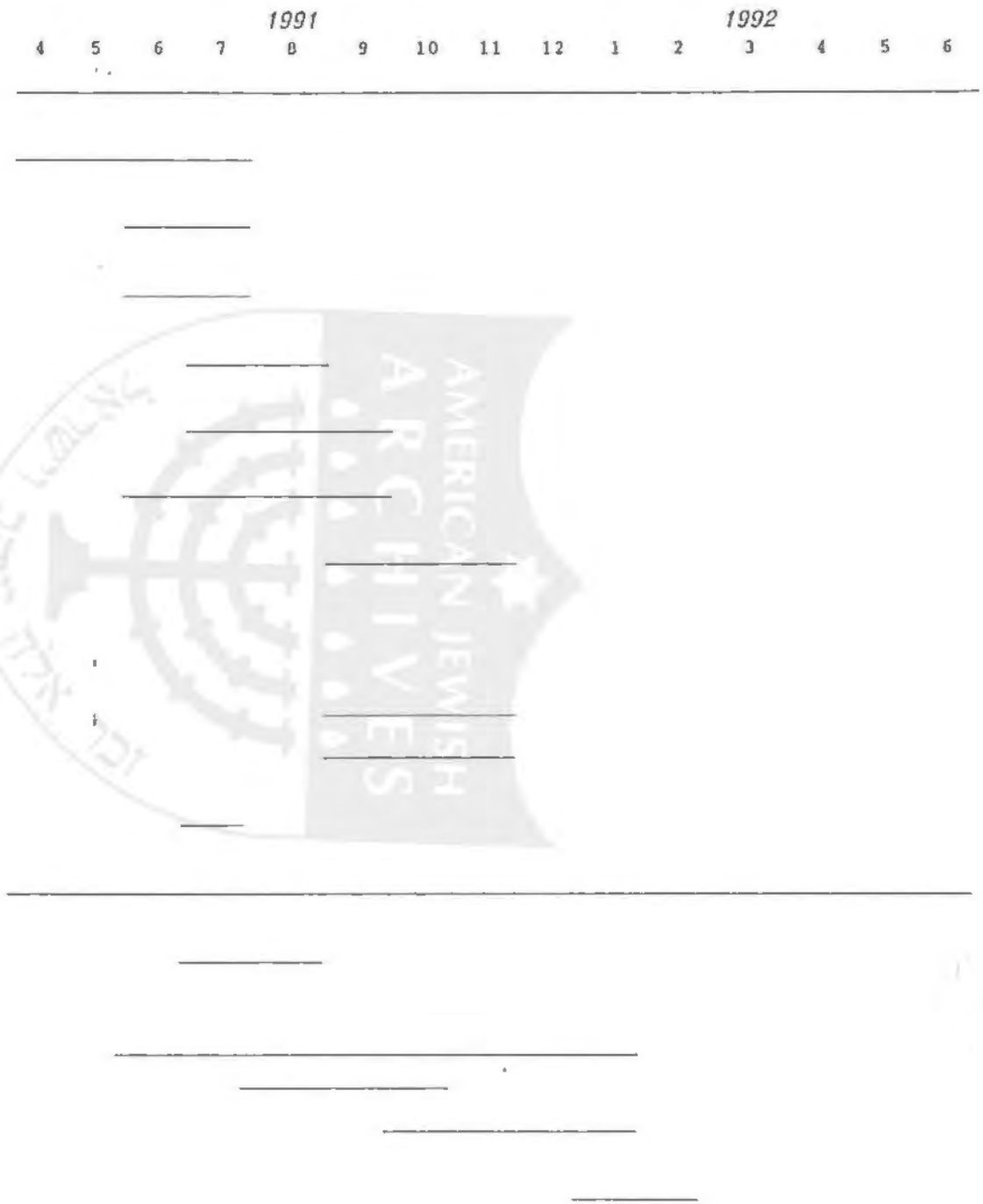
d. Overall strategies for development (e.g. plan for the training of educators; development of community support).

e. Development of financial resources—including work with foundations, federations and individuals.

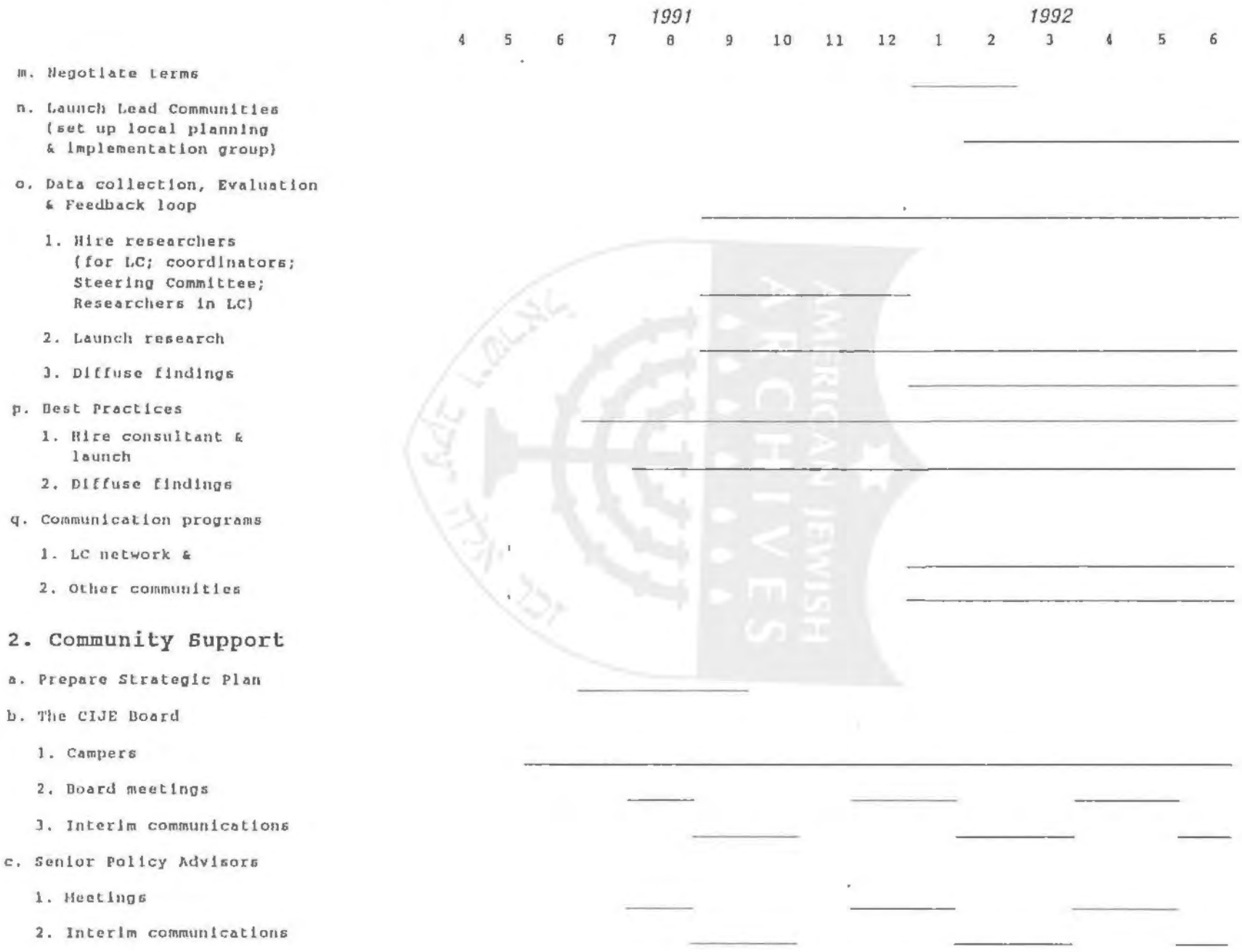
2. How many Lead Communities can be launched simultaneously? This will require a careful consideration of resources needed and available.

3. What are the stages for establishing an LC, from selection, to planning, to undertaking first programs and activities.

CIJE TIME LINE -- APRIL 1991-JUNE 1992



July 1, 1991 CIJE TIME LINE -- APRIL 1991-JUNE 1992 *Exhibit 1*



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CIJE TIME LINE -- APRIL 1991-JUNE 1992

	1991								1992					
	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
d. The Community-at-Large															
1. Develop communications program															
e. Work with Foundations															
1. Engage foundations															
2. Joint planning of specific areas (e.g., Israel Experience; media; Early Childhood; supplimentary schools; research)															
3. Develop a Research Capability															
a. Commission policy paper															
b. Engage Foundation for Implementation															
4. Developing the Profession															
a. Training															
1. Prepare comprehensive plan															
2. Work w/ MAF & training institutions															
b. Ladder of Advancement															
c. Terms of Employment															
d. Etc.															
5. Quality Control															
a. Develop method for CIJE															

AMERICAN JEWISH ARCHIVES

III: Establishing Lead Communities

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

Local Laboratories for Jewish Education

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

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

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

Selection of Lead Communities

Fundamental to the success of the Lead Communities will be the commitment of the community and its key stakeholders to this endeavor. The community must be willing to set high educational standards, raise additional funding for education, involve all or most of its educational institutions in the program, and thereby become a model for the rest of the country. Because the initiative will come from the community itself, this will be a "bottom-up" rather than a "top-down" effort.

A number of cities have already expressed their interest, and these and other cities will be considered. The goal will be to choose those that provide the strongest prospects for success. An analysis will be made of the different communities that have offered to participate in the program, and criteria will be developed for the selection of the sites.

Once the Lead Communities are selected, a public announcement will be made so that the Jewish community as a whole will know the program is under way.

Getting Started

Lead Communities may initiate their programs by creating a local planning committee consisting of the leaders of the organized Jewish community, rabbis, educators, and lay leaders in all the organizations involved in Jewish education. They would prepare a report on the state of Jewish education in their community. Based on their findings, a plan of action would be developed that addresses the specific educational needs of the community, including recommendations for new programs.

An inventory of best educational practices in North America would be prepared as a guide to Lead Communities (and eventually made available to the Jewish community as a whole). Each local school, community center, summer camp, youth program, and Israel experience program in the Lead Communities would be encouraged to select elements from this inventory. After deciding which of the best practices they might adopt, the community would develop the appropriate training program so that these could be introduced into the relevant institutions. An important function of the local planning group would be to monitor and evaluate these innovations and to study their impact.

The Lead Communities will be a major testing ground for the new sources of personnel that will be developed. They will be a prime target for those participating in the Fellows program as well as the Jewish Education Corps. In fact, while other communities around the country will reap the benefits of these programs, the positive effects will be most apparent in the Lead Communities.

The injection of new personnel into a Lead Community will be made for several purposes: to introduce new programs; to offer new services, such as adult and family education; and to provide experts in areas such as the teaching of Hebrew, the Bible, and Jewish history.

Thus Lead Communities will serve as pilot programs for continental efforts in the areas of recruitment, the improvement of salaries and benefits, the development of ladders of advancement, and generally in the building of a profession.

Exhibit 3

Criteria for the Selection of Lead Communities

Senior Policy Advisors

What Criteria Should be Used in Selecting Lead Communities?

The following criteria will be considered in selecting lead communities:

a. City size

b. Geographic location

c. Lay leadership commitment

d. The existence of a planning process

e. Financial stability

f. Availability of academic resources

g. Strength of existing institutions

h. Presence of some strong professional leadership

i. Willingness of community to take over process and carry it forward

j. Replicability

k. Commitment to coalition building (synergism)

l. Commitment to innovation

m. Commitment to a "seamless approach," involving all ages, formal and informal education

n. Commitment to the notion of *Clal Yisrael*—willingness to involve all segments of the community

o. Agreement with the importance of creating fundamental reform, not just incremental change

AMERICAN JEWISH ARCHIVES

Criteria for the Selection of LCs

January 1991 Workshop

Possible considerations in selection process:

1. City size
2. Geographical location
3. Lay leadership commitment
4. Planning process underway
5. Financial stability
6. Availability of academic resources
7. Strength of existing institutions
8. Presence of some strong professional leadership
9. Willingness of community to take over process and carry it forward after the initial period

In general, there was difficulty in conceptualizing a clear set of criteria for choosing lead communities—and in deciding among the goals of replicability/demonstrability/models of excellence. What emerged from this discussion was consensus on the idea of differentiated criteria: different communities might be chosen for different reasons. On the other hand, we clearly cannot afford to fail: however we choose candidates, we must be convinced that between the community's resources and our own, success is likely.

June 27, 1991

To: Shulamith Elster
From: Barry Holtz
Re: Best Practice Version 2

Based on my original memo, our subsequent discussions and our meeting with Annette and Seymour, here is the way I see the Best Practice Project at this point.

I. Introduction

As I understand it the purpose of the project is to develop an inventory of "Best Practice" Jewish education programs in North America. This inventory would aid the future work of the Council, particularly in the "Lead Communities" aspect of its work, because it would offer a kind of data base (or Rolodex) of successful programs/sites/curricula to which the Council staff could refer as it worked with the various Lead Communities. Thus a person from the Lead Community in "Toledo" (or wherever) could ask the Council "where is Hebrew taught well?" and the Council staff would be able to find such a program or school or site some place in the country through consulting the Best Practice inventory. E.g. You, Shulameth, would be able to say: "Go to Temple Ansche Schmutz in Boston and there you'll see how Hebrew can be taught well in a day school/afternoon school/JCC/whatever setting." (I assume that the inventory would not be a published document but a kind of data base that the Council would keep or make available to particular interested parties.)

Theoretically, in having such an index the Council would be able to offer both psychological and programmatic assistance to the particular Lead Community asking for advice. "Psychological"-- because for many people (both lay and professional) there is doubt about the actual existence of "Best Practice" about many aspects of Jewish education. ("Is there really such a creature as a good Hebrew School," I have been asked.) "Programmatic"-- because by viewing the Best Practice of "X" in one location, the Lead Community could see a living example of the way that "X" might be implemented in its local.

I say "theoretically" in the paragraph above because we really don't know how this will play out in real life and certain significant stumbling blocks will have to be overcome. First, do we really know that viewing the Best Practice of "X" in Boston offers psychological comfort or confidence building to the person sitting in the Lead Community of Toledo. Perhaps he or she will say: "Hey, that's fine for Boston, but in Toledo we don't have "A" and therefore can't do "B." Of course, we could reply, learning that they don't have "A" and discovering (by seeing it in action) that they want to accomplish "B" may be the first step toward defining goals and a plan of action for a particular Lead Community.

For me, however, the programmatic side of the Best Practice model is more problematic than the psychological issue. Knowing that Boston is able to implement a particular program and seeing that program in action does not guarantee that Toledo will be able to pull it off in their locality, no matter how good their intentions. The issue of translation from the Best Practice site to the Lead Community community site is one which will require considerable thought. I will come back to this later on in this memo.

II. What do we mean by "Best Practice" and how do we go about figuring it out?

Let's say for the sake of argument (and this is a big assumption from the theoretical point of view, but probably justified in the realm of the practical) that "we" know what we mean by "Best Practice". The "we" here is the network of people we know, trust or know about in the field of Jewish education around the country. I assume that we could generate a list of such people with not too much difficulty. Let's say Best Practice is-- in the tradition of D.W. Winnicott to Sarah Lightfoot Lawrence (The Good High School) to Joe Reimer (Mandel Commission paper)-- something like "good enough". Let's say that when you and I talk about Hebrew schools and Day schools we know what we mean by good enough. And that there are people with expertise in other areas that you and I might not have (e.g. early childhood; JCCs) who could do a similar task in those areas.

Of course there is no such thing as "Best Practice" in the abstract, there is only Best Practice of "X" particularity: the best (i.e. good enough) Hebrew School, JCC, curriculum for teaching Israel, etc. The first problem we have to face is defining the areas which the inventory would want to have as these particular categories. Thus we could talk about some of the following areas:
--Hebrew schools
--Day Schools
--Early childhood programs
--JCCs
--Adult Ed. programs

Etc.-- Yes, this is beginning to get to be a long list and what's more it's only one cut into the problem. The above list is essentially "sites" in which Jewish education takes place. But you could also run another list here: subject areas.
-- Bible
-- Hebrew
-- Israel
etc.

Complicating this is another factor: As you pointed out to me, sometimes you can find a "Best Practice" program for one subject area in a site that isn't necessarily so great-- for example, a not so great JCC that runs wonderful programs for early childhood.

Hence the following question needs to be decided: What are the appropriate categories for the inventory?

Perhaps the way to answer this is to say that we will choose the categories based on the following criteria:
a) what the Lead Communities appear to want and need. In other words, we wait for the Lead Communities before we do the job.
b) what we think the Lead Communities will want and need based on our discussions in Israel about the Lead Community business.
c) the quick and dirty approach: what we can get up and running quickly because we know the people (and maybe even some actual sites or programs) already (or can get that info. very fast.)

A guess on b-- Best Practice in: Hebrew schools, early childhood, Israel programs, family education curricula or programs.

III. Suggestions for a process.

What has to be done to launch and implement the Best Practice project? I would suggest the following steps:

1. Define the categories
I've tried to make a first stab at this immediately above.

2. Create a document (I will call it a "definitional guide") for each category.
The definitional guide is a document which is composed for each category. It briefly states what we are looking for when we use the term Best Practice of X. The definitional guide is an in-house "screen" used by the "location finders" (see below) as a reference guide. Since this is an "in house" document, my guess is that we should not waste a lot of time writing fancy documents: You don't need to hand Vicky Kelman a definitional document to ask her to identify 3-5 best, really good, or good enough Hebrew Schools.

Okay we know we want to write some kind of definitional guide: how much expertise do you need to do this? Perhaps I should say, how many experts do you need? What I mean is this. You and I could do this job for day schools and Hebrew schools, could we do it for adult ed. programs? (I'll answer for myself: probably yes). For early childhood? (probably no) For special ed? (definitely no), etc. So how many people have to be involved

here? Here's a suggestion: I suspect that via "the network" we know how to find out who knows about each of these areas (that is, once we've figured out what the areas are). Can we commission a short statement from teams of people who could write this for each area. These are short pieces. They should also include a suggested list of "location finders" for each area. I suggest two-person teams just so there can be some bouncing back and forth of ideas.

3. Identify the location finders

Once we define a list of categories and definitional guides for each, we would then want to find a group of "location (or subject) finders" who would recognize or know about "Best Practice." It may also require a meeting of people to brainstorm places, sites, people as well. Maybe there should be a brainstorming group of well-traveled Jewish educators who could suggest the "location finders"? And maybe there is another group of people who are real generalists just because they've been around the country so much that we would be able to ask them about any of the categories: Bob Abramson, Joel Grishaver, Eliot Spack, Gail Dorph, Vicky Kelman, Betsy Katz, etc.

4. Get the lists

Once we have the "location finders" for each category and the definitional guides, we can then put together the suggested lists for each category. This could come via meetings (as mentioned above), through phone calls or simply through getting submissions of lists from the location finders for each category. Obviously, we will have to buy some time from people, but except for meetings this should not be an expensive or burdensome task for them.

5. Evaluate the choices

Here is something we haven't talked about before. Once we receive the proposed lists in each category, are we going to implement some independent evaluation? Who would do that and is it necessary?

6. Write up the reasons

This project begins to overlap with "Research" at this point. Let's say we have received these lists of Best Practice sites, programs, etc. Well, can't we ask what makes them "best" (or "good" enough). Perhaps this is the same as #5, outside evaluation; perhaps not. But I think we would have to go beyond mere lists to figure out what it is that defines the "goodness" of the good. (E.g. Reimer's Commission paper). Of course this is no small job. We could probably get some of this from the location finders. They could tell us their reasons for their choices. We

might be able to hire some of the location finders to write up the reasons in brief or in detail. Perhaps we would not need this for every example in every category but it does seem to me that we're going to need this if we want to get to #7:

7. Translate to Action for the particular Lead Communities

What in each Best Practice case can be translated to the Lead Community and what cannot? This is a complicated question and requires the job described in #6 above, at least for those cases in which the Lead Community is planning to implement action. It then requires a careful monitoring of what is going on when the attempt to translate particular Best Practices actually is launched. Which of course leads us to #8:

8. Research Dimensions

Here we can mean many things: action research in looking at the implementation of Best Practice from one place to another; evaluation research to see what is "best" about best and how things translate from one setting to another; comparative research as Best Practice from "Boston" is tried out both in Toledo and Los Angeles. And more too, I imagine, but I will leave this to Isa's project.

IV. Timetable

What of the eight steps above can and should be done when? I will not address this here, but leave it as an open question for us to determine. But one thing is clear-- we do have to have a sense of schedule and probably should discuss this with the group in Israel.

V. Don't underestimate the political dynamite in such an inventory.

A bit of advice here: This is a matter that needs to be well thought out. Who sees this inventory? Is is public? If it's a secret that's also a problem. How do you keep this from becoming politicized by denominations or localities? Does making it onto the inventory mean you have a running start on getting funding? (I can hear it now: "after all our school is on the Inventory"-- it's now a capital letter) How do you deal with people who are annoyed because they are not on it?!

July 4, 1991 Draft 1

The Second Jerusalem Workshop of the CIJE

Implementing the Recommendations of the Commission for Jewish Education in North America:

Documents for Discussion—Prepared by S. Fox and A. Hochstein

Introduction

During its initial setting up period the CIJE has succeeded in establishing a human, organizational, and financial infrastructure that is now ready to launch work on several of the recommendations of the Commission. A first workplan and time line were established that include the following elements (Exhibit 1):

- Establishing Lead Communities
- Undertaking a "best practices" project
- Drafting a policy paper towards the establishment of a research capability in North America
- Building community support, including the preparation of a strategic plan
- Developing a masterplan for the training of personnel
- Developing and launching a monitoring, evaluation and feedback program alongside the implementation work

This paper will deal with Lead Communities. Separate papers will be prepared on each of the other elements (forthcoming).

Lead Communities

In the pages that follow we will outline some of the ideas that could guide the CIJE's approach to Lead Communities.

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CJE, will involve the implementation of an action plan in the areas of building the profession of Jewish education, mobilizing community support and in programmatic areas such as day-schools or Israel experience programs. It will be carefully monitored and evaluated, and feed-back will be provided on an ongoing basis.

Several Lead Communities will be established. Communities selected for the program will be presented with a menu of projects for the improvement of Jewish education. This menu, prepared by the staff of the CJE, will include required programs (e.g., universal in-service education; recruiting and involving top lay leadership; maximum use of best practices) as well as optional programs (e.g., innovation and experimentation in programmatic areas such as day schools, supplementary schools; summer camps; community center programs; Israel experience programs). Each LC will prepare and undertake the implementation of a program most suited to meet its needs and resources, and likely to have a major impact on the scope and quality of Jewish education provided. Each community will negotiate an agreement with the CJE, which will specify the programs and projects to be carried out by the community, their goals, anticipated outcomes, and the additional resources that will be made available. Terms for insuring the standards and scope of the plan will also be spelled out. The agreement will specify the support communities will receive from the CJE. A key element in the LC plan is the centrality of on-going evaluation of each project and of the whole plan.

Through the LCs, the CJE hopes to implement a large number of experiments in diverse communities. Each community will make significant choices, while they are being carefully guided and assisted. The data collection and analysis effort will be aimed at determining which programs and combination of programs are more successful, and which need modification. The more successful programs will be offered for replication in additional communities, while others may be adapted or dropped.

This conception of Lead Communities is based on the following conceptions:

a. Gradual Change: A long-term project is being undertaken. Change will be gradual and take place over a period of time.

b. Local Initiative: The initiative for establishing LCs will come from the local community. The plan must be locally developed and supported. The key stakeholders must be committed to the endeavor. A local planning mechanism (committee) will play the major role in generating ideas, designing programs and implementing them. With the help of the CJE, it will be possible for local and national forces to work together in designing and field-testing solutions to the problems of Jewish education.

c. The CJE's Role: Facilitating implementation and ensuring continental input. The CJE, through its staff and consultants will make a critical contribution to the development of Lead Communities. (See Item 2a below.)

d. Community and Personnel: Meaningful change requires that those elements most critical to improvement be addressed. The Commission has called these "the building blocks of Jewish education" or "enabling options." It decided that without community support for Jewish education and dealing with the shortage of qualified personnel, no systemic change is likely to occur. All LCs will therefore, deal with these elements. The bulk of the thinking, planning, and resources will go to addressing them.

e. **Scope and Quality**: In order for a LC's plan to be valid and effective, it must fulfill two conditions:

1. It must be of sufficient *scope* to have a significant impact on the overall educational picture in the community.

2. It must ensure *high standards* of quality through the input of experts, through planning, and evaluation procedures.

f. **Evaluation & Feedback-Loop**: Through a process of data- collection, and analysis for the purposes of monitoring and evaluation the community at large will be able to study and know what programs or plans yield positive results. It will also permit the creation of a feedback-loop between planning and evaluation activities, and between central and local activities.

g. **Environment**: The LC should be characterized by an environment of innovation and experimentation. Programs should not be limited to existing ideas but rather creativity should be encouraged. As ideas are tested they will be carefully monitored and will be subject to critical analysis. The combination of openness and creativity with monitoring and accountability is not easily accomplished but is vital to the concept of LC.

2. Relationship Between the CIJE and Lead Communities

a. The CIJE will offer the following support to Lead Communities:

1. Professional guidance by its staff and consultants

2. Bridge to continental/central resources, such as the Institutions of Higher Jewish Learning, JESNA, the JCCA, CJF, the denominations, etc.

3. Facilitation of outside funding—in particular by Foundations

4. Assistance in recruitment of Leadership

5. Ongoing trouble-shooting (for matters of content and of process)

6. Monitoring, evaluation and feedback loop

7. Communication and networking

b. Lead Communities will commit themselves to the following elements:

1. To engage the majority of stakeholders, institutions and programs dealing with education in the planning process—across ideological and denominational points of view.

2. To recruit outstanding leadership that will obtain the necessary resources for the implementation of the plan.

3. To plan and implement a program that includes the enabling options and that is of a scope and standard of quality that will ensure reasonable chance for significant change to occur.

3. The Content:

The core of the development program undertaken by Lead Communities must include the "enabling options." These will be required element in each LC program. However, communities will choose the programmatic areas through which they wish to address these options.

a. Required elements:

1. Community Support

Every Lead Community will engage in a major effort at building community support for Jewish education. This will range from recruiting top leadership, to affecting the climate in the community as regards Jewish education. LCs will need to introduce programs that will make Jewish education a high communal priority. Some of these programs will include: new and additional approaches to local fund-raising; establishing a Jewish education "lobby," inter-communal networking, developing lay-professional dialogue, setting an agenda for change; public relations efforts.

2. Personnel Development:

The community must be willing to implement a plan for recruiting, training, and generally building the profession of Jewish education. The plan will affect all elements of Jewish education in the community: formal; informal; pre-service; in-service; teachers; principals; rabbis; vocational; a-vocational. It will include developing a feeder system for recruitment; using previously underutilized human resources. Salaries and benefits must be improved; new career paths developed, empowerment and networking of educators addressed. The CIJE will recommend the elements of such a program and assist in the planning and implementation as requested.

b. Program areas

Enabling options are applied in programmatic areas. For example, when we train principals, it is for the purpose of bringing about improvement in schools. When supplementary school teachers participate in an in-service training program, the school should benefit. The link between "enabling" and programmatic options was made clear in the work of the Commission. It is therefore proposed that each lead community select , as arenas for the implementation of enabling options, those program areas most suited to local needs and conditions. These could include a variety of formal and informal settings, from day-schools, to summer camps, to adult education programs or Israel experience programs.

c. The Role of the CIJE

The CIJE will need to be prepared with suggestions as to how LC's should work in program areas. Therefore it will need to build a knowledge base from the very inception of its work. The CIJE will provide LCs with information and guidance regarding "best practices" (see separate paper on "best practices"). For example, when a community chooses to undertake an in-service training program for its supplementary school or JCC staff, it will be offered several models of successful training programs. The community will be offered the rationale behind the success of those programs. They will then be able to either replicate, make use of, or develop their own programs, in accordance with the standards of quality set by those models.

What does a(n) LC cost - must be pinned down
also cost to CIJE (consultants etc ---)

d. Outcomes

The Commission on Jewish Education in North America was brought into existence because of an expressed concern with "Meaningful Jewish Continuity." The pluralistic nature of the Commission, did not permit it to deal with the goals of Jewish education. However the question of desired outcomes is a major issue, one that has not been addressed and that may yield different answers for each ideological or denominational group in the community. The role of evaluation in the process of Lead Communities will require that the question of outcomes be addressed. Otherwise, evaluation may not yield desired results. How will this be handled? Should, for example, each group or institution deal with this individually? (e.g. ask each to state what is educationally of importance to them). Should it be a collective endeavor? The CIJE may have to develop initial hypotheses about the desired outcomes, base its work on these and amend them as work progresses.

4. Monitoring, Evaluation and Feedback-loop

The CIJE will establish an evaluation project (unit). Its purpose will be three-fold:

1. to carry out *ongoing monitoring of progress* in Lead Communities, in order to assist community leaders, planners and educators in their daily work. A researcher will be commissioned and will spend much of his/her time locally, collecting and analyzing data and offering it to practitioners for their consideration. The purpose of this process is to improve and correct implementation in each LC and between them.

2. to *evaluate progress* in Lead Communities—assessing, as time goes on, the impact and effectiveness of each program, and its suitability for replication elsewhere. Evaluation will be conducted in a variety of methods. Data will be collected by the local researcher and also nationally if applicable. Analysis will be the responsibility of the head of the evaluation team with two purposes in mind: 1) To evaluate the effectiveness of individual programs and of the Lead Communities themselves as models for change, and, 2) To begin to create indicators and a data base that could serve as the basis for an ongoing assessment of the state of Jewish education in North America. This work will contribute to the publication of a periodic "state of Jewish education" report as suggested by the Commission.

3. *The feedback-loop*: findings of monitoring and evaluation activities will be continuously channelled to local and central planning activities in order to affect them and act as an ongoing corrective. In this manner there will be a rapid exchange of knowledge and mutual influence between practice and planning. Findings from the field will require ongoing adaptation of plans. These changed plans will in turn, affect implementation and so on.

5. Recruitment and Selection of Lead Communities

Several possible ways for the recruitment of LC's should be considered.

1. Communities, thought to be appropriate could be invited to apply, while a public call-for-proposal would also make it possible for any interested communities to become candidates.

2. Another method could be for the CIJE to determine criteria for the selection of communities and encourage only those appearing most suitable to apply as candidates.

(13)

As part of the application process for participation, candidate communities will be invited to undertake an organizational process that would lead to:

a. The recruitment of a strong community leader(s) to take charge of the process and to engage others to assist in the task.

b. Establishing a steering committee/commission to guide the process including most or all educational institutions in the community.

c. Conducting a self-study that will map the local state of Jewish education, identifying current needs and detailing resources.

d. Engaging a professional planning team for the process.

① When in [illegible]

Some or all of these elements may already exist in several communities.

A side benefit from such a process would be community-wide publicity regarding the work of the CIJE and the beginning of a response to the expectations that have been created.

Criteria for the selection of Lead communities were discussed at the January Workshop and at the March meeting of Senior Policy Advisors (Exhibit 3). They must now be refined and finalized.

Add Section on Diffusion (ah)

- L.C. versus impt in big cities and other places
- Networking by area à la LAJE - formally

We hope that this document will help us in our discussions at the seminar. It is meant to be modified, corrected and changed. In addition we will need to consider some of the following issues:

1. How will the CIJE gear itself up for work with the LC? In particular it will have to recruit staff to undertake the following:

a. Community relations and community development capability

b. Best Practices

c. Planning; research; monitoring, evaluation and feedback loop (a research unit?)

d. Overall strategies for development (e.g. plan for the training of educators; development of community support).

e. Development of financial resources—including work with foundations, federations and individuals.

2. How many Lead Communities can be launched simultaneously? This will require a careful consideration of resources needed and available.

3. What are the stages for establishing an LC, from selection, to planning, to undertaking first programs and activities.

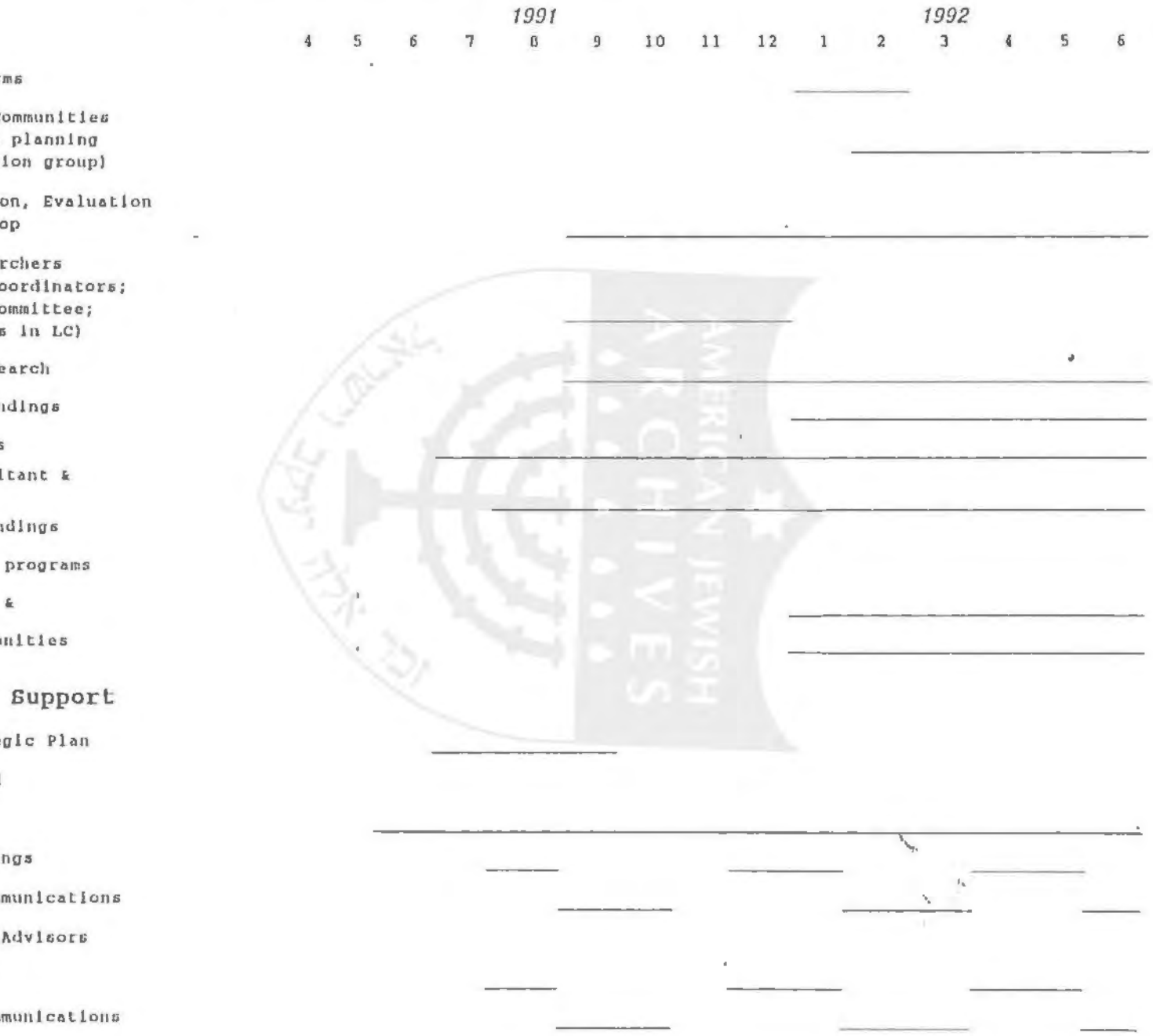
July 1, 1991

CIJE TIME LINE -- APRIL 1991-JUNE 1992

Exhibit 1

	1991									1992					
	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6
1. Lead Communities															
a. Articulate strategy & plan															
b. Simulate Lead Community															
c. Develop menu of projects															
e. Develop recruitment process for LC															
1. Conditions for participation															
2. Recruitment Strategy (call for proposals?)															
3. Invite candidates to full-day seminar															
(a) Plan seminar															
(b) Send materials															
4. Develop terms of agreement (CIJE-LC)															
f. Develop selection process															
g. Jerusalem Planning Workshop (2)															
h. Recruit "Fellows of the CIJE"															
i. Discuss strategy & plan with Senior P.A. & CIJE board															
j. Staff for CIJE															
1. Director															
2. Planners															
k. Recruit & Select LCs															
l. Announce decision Lead Communities															

CIJE TIME LINE -- APRIL 1991-JUNE 1992



CIJE TIME LINE -- APRIL 1991-JUNE 1992

d. The Community-at-Large

1. Develop communications program

e. Work with Foundations

1. Engage foundations

2. Joint planning of specific areas (e.g., Israel Experience; media; Early Childhood; supplmentary schools; research)

3. Develop a Research Capability

a. Commission policy paper

b. Engage Foundation for Implementation

4. Developing the Profession

a. Training

1. Prepare comprehensive plan

2. Work w/ NAF & training institutions

b. Ladder of Advancement

c. Terms of Employment

d. Etc.

5. Quality Control

a. Develop method for CIJE

AMERICAN JEWISH ARCHIVES

Exhibit 2

III: Establishing Lead Communities

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

Local Laboratories for Jewish Education

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

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

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

Selection of Lead Communities

Fundamental to the success of the Lead Communities will be the commitment of the community and its key stakeholders to this endeavor. The community must be willing to set high educational standards, raise additional funding for education, involve all or most of its educational institutions in the program, and thereby become a model for the rest of the country. Because the initiative will come from the community itself, this will be a "bottom-up" rather than a "top-down" effort.

A number of cities have already expressed their interest, and these and other cities will be considered. The goal will be to choose those that provide the strongest prospects for success. An analysis will be made of the different communities that have offered to participate in the program, and criteria will be developed for the selection of the sites.

Once the Lead Communities are selected, a public announcement will be made so that the Jewish community as a whole will know the program is under way.

Getting Started

Lead Communities may initiate their programs by creating a local planning committee consisting of the leaders of the organized Jewish community, rabbis, educators, and lay leaders in all the organizations involved in Jewish education. They would prepare a report on the state of Jewish education in their community. Based on their findings, a plan of action would be developed that addresses the specific educational needs of the community, including recommendations for new programs.

An inventory of best educational practices in North America would be prepared as a guide to Lead Communities (and eventually made available to the Jewish community as a whole). Each local school, community center, summer camp, youth program, and Israel experience program in the Lead Communities would be encouraged to select elements from this inventory. After deciding which of the best practices they might adopt, the community would develop the appropriate training program so that these could be introduced into the relevant institutions. An important function of the local planning group would be to monitor and evaluate these innovations and to study their impact.

The Lead Communities will be a major testing ground for the new sources of personnel that will be developed. They will be a prime target for those participating in the Fellows program as well as the Jewish Education Corps. In fact, while other communities around the country will reap the benefits of these programs, the positive effects will be most apparent in the Lead Communities.

The injection of new personnel into a Lead Community will be made for several purposes: to introduce new programs; to offer new services, such as adult and family education; and to provide experts in areas such as the teaching of Hebrew, the Bible, and Jewish history.

Thus Lead Communities will serve as pilot programs for continental efforts in the areas of recruitment, the improvement of salaries and benefits, the development of ladders of advancement, and generally in the building of a profession.

Exhibit 3

Criteria for the Selection of Lead Communities

Senior Policy Advisors

What Criteria Should be Used in Selecting Lead Communities?

The following criteria will be considered in selecting lead communities:

a. City size

b. Geographic location

c. Lay leadership commitment

d. The existence of a planning process

e. Financial stability

f. Availability of academic resources

g. Strength of existing institutions

h. Presence of some strong professional leadership

i. Willingness of community to take over process and carry it forward

j. Replicability

k. Commitment to coalition building (synergism)

l. Commitment to innovation

m. Commitment to a "seamless approach," involving all ages, formal and informal education

n. Commitment to the notion of *Clal Yisrael*—willingness to involve all segments of the community

o. Agreement with the importance of creating fundamental reform, not just incremental change

Criteria for the Selection of LCs

January 1991 Workshop

Possible considerations in selection process:

1. City size
2. Geographical location
3. Lay leadership commitment
4. Planning process underway
5. Financial stability
6. Availability of academic resources
7. Strength of existing institutions
8. Presence of some strong professional leadership
9. Willingness of community to take over process and carry it forward after the initial period

In general, there was difficulty in conceptualizing a clear set of criteria for choosing lead communities—and in deciding among the goals of replicability/demonstrability/models of excellence. What emerged from this discussion was consensus on the idea of differentiated criteria: different communities might be chosen for different reasons. On the other hand, we clearly cannot afford to fail: however we choose candidates, we must be convinced that between the community's resources and our own, success is likely.