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MEMORANDUM

TO: CIJE Steering Committee

Morton L. Mandel
Stephen H. Hoffman
Seymour Fox
Annette Hochstein
Virginia Levi
Henry Zucker

FROM: Shulamith Elster

RE: Progress Report: mid-November/December 1991

DATE: December 19, 1991

I. Overview

This report of my activities during the past month consists of notes "from the field" and highlights issues that warrant our attention.

My work remains centered on the three CIJE projects underway- Lead Communities, Best Practice and Research and on the CIJE's working relationships with individuals, groups, organizations and institutions in the field.

My goals remain:

to establish personal contact with key individuals

to keep groups and their constituencies informed

to investigate programs, resources and people that may prove helpful

to involve Senior Policy Advisors as ongoing consultants

II. Denominations/Movements/Organizations

My ongoing assignment is to develop the plan to integrate the denominations, movements and organizations into the Lead Community Project. This work is informed by conversations, visits and my participation in meetings of professional organizations.

ISSUE: PUBLIC RELATIONS FOR THE CIJE

What is the best way to keep the larger education community informed? Should we consider a quarterly newsletter? An alternate approach: CIJE asks each major educational organization for space in its publication for regular reporting.

A. The Conservative Movement:

Educators Assembly Executive and Board

The Educators Assembly (EA), the professional organization of Conservative educators, includes day and supplementary school and camping professionals. I attended their meeting in Baltimore, gave a report on our agenda and our progress. There was special interest in Lead Communities. How can local educators generate interest and support in their respective communities? What can the concept mean- in very practical terms - for educators? Another area, predictably, was Best Practice. They were pleased to hear that educators from the field will be on the panels, that site visits will be involved and that a talent bank of educators was being assembled.

Dr. Miriam Klein Shapiro is President of the EA as well as lay president of the Foundation for Traditional Conservative Judaism. She is a consultant on the staff of the BJE in New York.

Solomon Schechter Principals Council

The principals and headmasters of the 64 Schechter Schools met in Atlanta earlier this month. I reported on our work. It was a presentation very similar to the EA except for its emphasis on the grant to JTSA for the training of day school teachers. One of the significant issues they are facing is the challenge to develop secondary day schools for the movement.

I used the trip to Atlanta as an opportunity to meet with Gerald Cohen of our Board and representatives of the Atlanta Federation. More on this follows.

Department of Education of the United Synagogue.

Bob Abramson and Rabbi Shelly Meltzer have developed a successful in-service program (U-STEP) for supplementary schools throughout the country. U-STEP is a model for a national team's work with local schools. They travel to local sites to "deliver" the program- content courses and courses in pedagogy. Synagogues pay the cost, allocate teacher time and some include a bonus .

ISSUE: DENOMINATIONS/IN-SERVICE

How can existing denominational programs be utilized by other groups? Can the experience/expertise gained by the United Synagogue in this area be of use to the other movements? Programs such as U-STEP are of interest to us for Best Practice Project and for the integration of national/denominational organizations into the Lead Community.

Koach: Program for College Students

The United Synagogue has yet another college-age program - the successor to Ometz, the successor to Atid. Richard Moline is the coordinator.

ISSUE: CIJE STRATEGIC PLAN FOR TRAINING

Once the Lead Community Project is launched we will direct attention to the strategic plan for training and this should include parallel work on the recruitment for the field.

Two years ago I was invited to join the Wexner Seminar on the establishment of a Graduate School of Jewish Education at the Jewish Theological Seminary. The final meeting of the Seminar was held this month. It recommends the establishment of a separate School of Education. Currently, there is a Department of Education. The MAF grants are presented prominently in the Seminar Report to Wexner.

Fern Katelman of Wexner attended. We discovered a mutual friend - her sister! Fern and I have plans to get together in New York in January. She echoed Maurice Corson's invitation to come to Columbus for a Wexner briefing.

I also attended a meeting of the Curriculum Advisory Committee for the Solomon Schechter High School (beginning with ninth grade) scheduled to open in September 1992 at the Seminary.

B. The Reform Movement:

I had meetings with Rabbi Daniel Syme, Mel Merians, Rob Nosanchuck (UAHC College Outreach Program) and will see Dr. Sam Joseph at Hebrew Union College in February.

Mr. Merian's view were summarized in my recent camper report. They reaffirm the place of Jewish education on the movement agenda, the support for the establishment of day schools, and the concern that training institutions meet the needs of the constituency. This will be especially important to keep in mind as we move to the training plan.

Dan Syme's comments were reactive and did not reflect an understanding of our position regarding synagogues. He reported that people in the field are saying that the lead communities are an effort to enhance the role of federations. By giving them access to the dollars (i.e., control) of Jewish education it will diminish the role of the synagogue in local communities.

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He says the CIJE should do more to involve those on the front lines and acknowledge that "the view from academe is vastly different from the view from the streets". While it is good to acknowledge that the field has highly trained educators and school heads, they work within the Reform movement with largely volunteer untrained staffs.

I'm pleased that Dan will come to the next Senior Policy Advisors meeting. I'd prefer to have his comments in public so we can deal with them. My colleagues at HUC/LA (Isa, Sara Lee and others) do not see eye-to-eye with him on many issues.

ISSUE: TO WHOM DO WE LISTEN IN PLANNING FOR WORK WITHIN THE MOVEMENTS?

Rob Nosanchuck stressed the role of the field workers in the various regions. This is precisely the way Mel feels that we should work with the movement.

C. The Orthodox Movement:

The meeting with the Educators Council of America (ECA) included its president Rabbi Mordecai Besser and Daniel Ehrlich, the YU staff person. Rabbi Besser is the principal of the Hebrew Academy of the Five Towns and Rockaway and the meeting was at his school. (Meetings at schools reinforce the critical nature of our work.) This Orthodox educator group appears interested in our work and Rabbi Besser will provide me with suggestions for educators who can help with Best Practices panels. Besser and other of his colleagues have participated in the US Department of Education panels on exemplary schools.

The EA is the "modern Orthodox" educator group closely affiliated with Yeshiva University. Dan Ehrlich is an employee of Yeshiva and works with Bob Hirt's office on placement of personnel and other community outreach activities.

ISSUE: THE CIJE AGENDA AND EDUCATIONAL OUTREACH TO INTERFAITH MARRIAGES

Mrs. Melton's interest in outreach to interfaith couples and those contemplating an intermarriage has led to some modest exploration about the attitudes/activities being undertaken by the movements.

Yeshiva University now has the Robert M. Beren Center on Intermarriage at Albert Einstein Medical Center/ The Ferkhauf Graduate School of Psychology. It is staffed by clinical psychologist Dr. Mark I. Sirkin.

"The Beren Center was established to help individuals, couples and families examine the multiplicity of questions inherent in a contemplated intermarriage". It arranges for counseling services through its personnel and through referrals to a network of specially qualified consultants.

D. The Reconstructionist Movement:

We now have Dr. Jeffrey Schein as a Senior Policy Advisor. He will attend his first meeting in January.

E. CAJE:

The dialogue I began with CAJE continues. It is I think, very useful for our work. CAJE leadership and membership are important as a link to the field. Elliot has been helpful in providing suggestions and most recently, a proposal developed years ago for a dissemination network. Barry now has a copy.

FYI: Rabbi Les Bronstein who chairs the COJOE group is a CAJE activist. More on the COJOE meeting follows.

F. JESNA

I gave a progress report to the JESNA Board at its meeting at the GA. In it I emphasized our partnership with JESNA. Attending this meeting were our own board members- Neil Greenbaum, Bennett Yanowitz and Bill Berman who now just happen to be my 'campers' and so I can pick up with them where I left off at the GA.

Jon's senior staff has come to accept me as "adjunct" and I think the time I spent with each of the senior members has proved to be a good investment. We see one another regularly in the field and it appears to others that we are truly "partners". I think this is very good for JESNA as well as for us.

ISSUE: COMMUNITY SUPPORT FOR JEWISH EDUCATION: LEADERSHIP DEVELOPMENT

An aside: Last year at the UJA Young Leadership Assembly Jon and I appeared together in a forum on Jewish education. We were invited back - I'm told by popular demand. Jon says maybe we should take the show "on the road" as a vehicle for building community support for Jewish education.

G. Jewish Community Center Association

ISSUE: PRE-SCHOOL JEWISH EDUCATION WITHIN THE CENTER MOVEMENT.

What is the central staff role in educational planning? The general sense is that centers may have a monopoly on the early childhood education in many communities. What is that education like? What drives the center's early childhood programs? What are the issues?

Jane Perman is responsible for retaining the "momentum" of the maximizing commission ! She has organized the Forum of JCC Jewish Educators- the 68 individuals at centers responsible for Jewish programs.

Among the responsibilities of her office is the development of a Jewish ambience at centers, publications such as A Guide to Jewish Family Programs at JCCA's, outreach activities and Jewish education programming for the Biennial, and overall responsibility for the exchange of ideas and information among center education professionals.

The pre-school programs are the "gateway" to JCC affiliation and Centers properly see these schools are very important for their future! Many have parent education programs. These are NOT the same as Jewish family education programs. Many of the preschools have non-Jewish staff and this limits their capacity to develop a Jewish pre-school program. Individual directors, centers and programs have been noted for possible inclusion in the Best Practices Project.

ISSUE: PERSONNEL

recruitment, training, in-service and retention of early childhood teachers and school directors

Is the JCCA serious about its role as an educational institution? Are there sufficient and high enough quality services from the JCCA. I want to check this out with Art and others.

Dr. Miriam Feinberg, Early Childhood Specialist at the Washington BJE, has been especially helpful in my investigations into programs. I am prepared to advocate early childhood as one of the first five Best Practice areas.

F. Council of Organizations of Jewish Educators

Rabbi Lee Bronstein (CAJE) is the chairman and I went to report and answer questions at their most recent meeting. Attending were the presidents of the major educator associations. Jon brought them up-to-date on the CIJE and I responded to their many questions and editorial comments about the lead community concept and especially the role of the educators/BJE's in the community planning and application process. There is strong sentiment that the local federations do not actively involve professional educators. This led to even more questions and comments concerning the status of the Jewish educator.

Again we have the issue of how to best keep in touch with the people in the field. They want to know what is happening. I think that it can also be an important source of pride/prestige. This is something that we can help give the educators as we work on additional ways to professionalize the field.

We will want to remember our promise to send duplicate RFP packets to the various education organizations and we should add the central agencies for Jewish education to that list.

G. Bureau Directors Fellowship

By leading a focus group for Isa at the GA, for all practical purposes I met with the Bureau Directors Fellowship. The comments reflect their collective concern for the future of the central agency given the outback in funds at the local community level. The best directors truly struggle on a day-to-day basis with the realities of our agenda!

H. Hillel

As a direct result of my camper conversations with Marty Lipset, I've begun to investigate the activities of Hillel and the other groups involved with college age students.

Richard Joel briefed me on Hillel and his plan to promote Hillel as the "foundation of Jewish life on campus" in a way that parallels the role of federation in our communities.

I went to the Annual Conference of Hillel Professionals earlier this week. Marty Kraar spoke at a plenary session on the implications of the population study for the campus. There were two responses. Alan Lettotsky of Cleveland was simply brilliant in his analysis of the challenges to Hillel staff. He was superb in his support for his overworked and underpaid colleagues. He received a well-deserved standing ovation.

ISSUE: THE CAMPUS

There are some 600,000 college students on campus this year. The only Jewish communities that are larger are - in the words of the Hillel brochure- New York and Los Angeles. Close to 50 groups came to the Hillel Professional Conference to meet with directors. They all have agendas- recruitment of students for training programs and Israel study programs, information and leadership development (AIPAC, UJA)- that are dependent on access to college populations. For CIJE, the issues may again be recruitment, training, compensation for the campus educators.

I. The Foundation World

Jim Joseph

Tim Hausdorff told me about the projects the foundation recently funded. Barry now knows about these so they can be investigated in his work. I offered to work with his foundation board to promote some of Tim's new ideas for funding day school projects. Two in particular are of special interest to Tim, but not of great interest to his board- regional teacher training institutes and management training programs for day school administrators. Both fit in nicely with our work!

We also spoke about the problems associated with dissemination of information, recognition of exemplary programs, grants for research and for a "blue ribbon school" program similar to that which the Department of Education just abandoned. Again, ideas that would help us in two areas.

Cummings Foundation

Isa and Rachel Cowan are long-time friends and Isa helped pave the way for me to meet with Rachel on January 6th. Cummings, I understand, is interested in public relations for Jewish education, supplementary schools and most recently, Isa has tried to convince Rachel of the importance of funding research. We'll see where we are after January 6th.

Wexner

At the GA Maurice Corson invited me to come to Columbus and learn about the "full operation". If Mort and Steve and Henry think this is a worthwhile investment, I'd be pleased to go.

Whizin

I met the Whizin's at the GA. I invited them to our session, they came with Ron Wolfson, the director of the Whizin Institute at the University of Judaism. As a follow-up, I wrote to them, sent a copy of A Time to Act and added their names to the invitation list for the Annual Meeting. Their support of family education programs should continue to be of interest to us.

J. Other meetings

New York Federation.

I met with Howard Wasserman of the staff. He asked for a meeting to explain Jewish education in New York to me and - as it turned out- to lobby for Suffolk County as a lead communities. It was an interesting meeting and instructive specifically regarding the funding of educational programs in New York.

Atlanta.

While in Atlanta for the Schechter Principals Conference, I met with Gerald Cohen, David Sarnat (Federation exec), Dr. Perry Brickman (President), Dr. Peter Aronson and Lauren Azoulai, the Senior Planning Associate. Mr. Cohen has been the chairman of the Year 2000 Committee and the force behind the educational planning for Atlanta. Dr. Brickman wants Atlanta to be the "Vilna of the South" and a regional center for Jewish education. They have completed a planning process, have specific programs in mind and are very interested in becoming our "Lead Community of the South".

VI. Report of Progress

Best Practice: I speak with Barry several times a week and forward material on a daily basis. As a follow up to my previous report, Barry has contacted Jon Woocher regarding his suggestions to make Best Practices a more inclusive process. Barry has spoken with Judith Ginsberg of the Covenant Foundation to "broker" the Foundation's wealth of information about fine programs in the field.

The first of the Best Practices Panels- on the Supplementary School- met on December 10th at the Melton Center.

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Participants included:

Gail Dorph (Director of the Fingerhut School of Education at the University of Judaism), Vicki Kellman (Curriculum Developer and Trainer/ Melton Center), Carol Ingall (Commissioner/BJE Providence), Professor Sam Heilman (Queens College/Orthodox/sociologist), Dr. Sherry Blumberg (Professor of Education at HUC/New York. She was recommended by Sara Lee), Joe Reimer (Brandeis). Isa was in New York and she joined us for the opening session.

Dr. Harold Himmelfarb of the Department of Education and an active member of the Research Network for Jewish Education arranged for Barry and me to meet January 23rd at the Department of Education in Washington with the staff of the National Diffusion Network to discuss how our Best Practices Project can benefit from their experience and expertise. Harold has also arranged for us to receive materials on exemplary practice. These contacts are the result of my meeting with Harold earlier this month about how CIJE can benefit from the work of the Department of Education. Harold has been very helpful and is also ready to help in other areas of our work.

Lead Communities: We are all up-to-date on the work that Jack Ukeles and Jim Meier are doing in preparation for the Senior Policy Advisors and Board meetings.

Research: Isa's work is on schedule and you have each received her Interim Report.

VII. Coming Soon: On the Calendar

Rabbi Sam Joseph/HUC- Cincinnati invited me to come to HUC and meet with fourth year Rabbinical students and to learn more about the Jewish education courses in Rabbinical School at HUC.

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12/20/91

Memorandum

TO: Steering Committee of CIJE
 Morton L. Mandel
 Seymour Fox
 Annette Hochstein
 Stephen H. Hoffman
 Virginia F. Levi
 Henry Zucker

FROM: Shulamith R. Elster

RE: Progress Report: January 1992

DATE: February 5, 1992

During the month of January my primary activities were:

1. Preparations for the launch of the Lead Communities Project

I have worked with Jack Ukeles and Jim Meier/Ukeles Associates in the preparation of the materials for presentation at our January meetings of the Senior Policy Advisors and the Board of Directors and, following those meetings, in their revision for publication as the guidelines to communities for their participation in the Lead Communities Project.

Together- with the ongoing guidance of Annette and Seymour- we planned the agenda for our consultation in Cleveland and for the participation of our consultants in the deliberation that was to result in the "gearing up" of the CIJE itself for its work in lead communities.

2. Preparations for the January meetings of the Senior Policy Advisors and the Board of Directors

I worked closely with Ginny in preparation of the Annual Report and the materials sent in advance of these meetings. We wanted them to be helpful to participants so as to elicit meaningful comments and suggestions.

I think the fine outcome of the Senior Policy Advisors meeting was, in part, due to the good advance preparation which included work with Barry, Jack and Jim on their fine presentations.

The presentation I made at the Board meeting on the Lipset Findings was an assignment that I enjoyed and we agreed that it helped to set the stage for the discussion that followed.

We had an opportunity to discuss the annual meeting together and I think that here, likewise, the outcome of it and the Board meeting met our expectations.

3. Working with Barry Holtz on Best Practices

Ongoing discussions with Isa Aron and Adam Gamoran on their respective projects

Dr. Harold Himmelfarb arranged for Barry and me to visit the United States Department of Education and meet with the administrator responsible for the Blue Ribbon Schools Programs and the National Diffusion Network and with the directors of these interesting projects. These two programs have striking parallels to our own work in "best practices" and with the diffusion of exemplary programs. It was an informative meeting and there is a great deal that we learned that can inform our work. We also had a brief visit with Sheldon Fisher who directs their computer/technology lab and he is very interested in what we are doing and with helping us see the possibilities that exist for Jewish education through new interactive video materials.

We have been given access to the Department library and publications rooms and plan to make use of every available resource that we can. There are some fine publications and many resources are available here under one roof; we left loaded down with materials!

Barry is circulating his most recent project report and a copy of his latest memorandum to participants in the first panel on supplementary schools. We are in contact several times a week on matters of substance and project management.

We have plans to meet with Art Rotman in mid-February to discuss the Best Practices within the JCC's and have moved to involve JESNA and Covenant Foundation in this work. It may be that our ongoing work with the CRB Foundation will lend itself to their assistance with Best Practices in Israel programs. More on this after their March meeting in New York which Barry and I both will attend as representatives of the CIJE.

I received copies of Isa's drafts and comment on them and I follow her progress with her advisory committee and her ongoing consultations with Annette and Seymour. Likewise, I stay in touch with Adam whose work will now have to be more closely integrated into my own. His recent paper was very helpful to me as it was to Jim, Jack and Barry.

4. Developing relationships with my new campers- and continuing conversations with my original group

My new campers include: Bill Berman, Irwin Field, Neil Greenbaum,
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Lester Pollack and Bennett Yanowitz. These are in addition to my "regulars": Gerald Cohen, Arthur Groon, Tim Hausdorff, Mark Lainer, Norman Lipoff, Marty Lipset, Matthew Maryles, Florence Melton and Melvin Merians.

I very much enjoy this aspect of my work. With the exception of Irwin Field, I've spoken at some length to each of them, have visited with others and have ongoing conversations with Gerald Cohen (Atlanta as a lead community), Mrs Melton, (the world of Jewish education, ideas for inclusion into lead communities), Marty Lipset (the state of the World and Jewish campus life, in particular) and Tim Hausdorff (funding needs of Jewish day schools).

5. Keeping in touch with the key individuals in the institutions and organizations

As an example: my conversations with Rabbi Sam Joseph of the Education Department/Rabbinical School at HUC led to an invitation to meet with rabbinical students in a seminar on Educational Leadership and with rabbinical students who are currently involved in field placements in Reform congregations in Cincinnati. I will fit this into one day on my way to our meeting in Cleveland. I think these activities while, not my first priority- are important as they help to establish the linkages of which we speak in our literature and which we know are important for our success.

6. The development of our talent bank

This has been an ongoing activity for me since November 1990 and this list of experienced individuals with all manner of expertise in the programmatic areas and with connections of various kinds has been enlarged and expanded by readings and meetings and by my ever-widening contacts within the field. This list is now coded by the programmatic areas in which we are interested and once it is as "rich" as I would like it to be we will organize it, screen those listed and develop our true "talent bank" for technical assistance in the lead communities.

At some point we might consider this our mailing list for newsletter and other informational materials that we would like to see in the hands of the education community- lay and professional.

A discussion on the talent bank is part of the agenda for Cleveland.

7. Meeting with some prospective funders: Rabbi Rachel Cowan of the Cummings Foundation, Mrs. Melton and the Amado Foundation

Barry and I met with Rachel Cowan. Barry and Isa are longtime person friends of Rachel and she knows of their involvement in the work of the CIJE. The purpose of my meeting was to formally meet Rachel and learn of the Foundation's specific interests.

We agreed at the close of our meeting that I would send Rachel materials and provide a personal briefing prior to her May program meetings. At the meetings she will do a presentation on the CIJE. We will plan for her to have a specific proposal for the Foundation in September; they can consider funding some pilot projects (in their specific areas of interest) in the lead communities. More on this as it develops.

I received a call from Dr. Tamar Frank, Program Director of the Amado Foundation concerning a meeting with her to discuss ways that the foundation's specific interests- Sephardic studies and the cultural diversity of the Jewish people can be incorporated into our educational projects. This will take place in Cincinnati where she lives during my visit to HUC.

One of my new assignments is the development of the proposal for the CRB Foundation. I will work with Annette on this since she has had the ongoing relationship with the principals and the staff and has already met with Barry Chazan on the development of a proposal.

8. Responding to inquiries to the CIJE regarding various projects and activities

This includes liaison with Jerry Strober and responding to calls from publications which this month included Moment Magazine, The New York Jewish Week, Atlanta Jewish Times and the JTSA Alumni Magazine.

The above is self-explanatory but does remind me of the need for a serious discussion of public relations for the CIJE and the development of a coordinated publications program including regular communication with the outside Jewish world.

srp
2/92

Memorandum

TO: CIJE Steering Committee
Mort Mandel
Seymour Fox
Annette Hochstein
Steve Hoffman
Ann Klein
Ginny Levi
Henry Zucker

FROM: Shulamith Elster

RE: Lead Communities Project: Review Panels

DATE: February 19, 1992

I. The subject of this memorandum is the structure and staffing of the review panels that the CIJE will ask to review the materials submitted by the prospective lead communities.

Please give me the benefit of your thinking by February 26th (Wednesday) and specific comments concerning the individuals whom I propose staff these panels. We want to have panelists who will work well together towards a consensus.

I will be in New York with the satellite teleconference on Monday the 24th and at 301-230-2012 on Tuesday and Wednesday. If I have not heard from you I will assume that you are in agreement.

II. As described in the materials prepared by Ukeles Associates "Proposed Review Process/January 30 Draft":

The short preliminary proposals will be read and discussed by review panels for input into the decisions on finalists; decisions on finalists are made by the Lead Communities Committee of the CIJE Board.

The plan anticipated that the panel members would be selected and briefed by March 3rd. I think we can meet this deadline with your prompt response.

The recommendation was for three panels - each would read 8 to 12 proposals. This assumes between 15 and 20 respondents. FYI: As of today there are 30 communities signed up for the teleconference.

The original recommendation was for each panel to include 4-5 people: 2 educators, 1-2 communal professional/planner/national organization, 1-2/ CIJE staff/consultant. I am proposing that we modify this.

III. Recommendations

A. I propose panels of five so as to involve more individuals from the field and make good use of our Senior Policy Advisors.

B. Each panel would be constituted keeping in mind the following:

- a. geographic distribution of members
- b. use of educators from the field
- c. diversity, but not necessarily official denominational representation, on each panel

C. Jim Meier and I will staff the panels working together on the project but with specific responsibilities for individual communities. The members of the Steering Committee along with Jon, Marty and Art will be kept informed with regular progress reports on the work of the panels.

V. Recommended Panelists

A. The following individuals will be asked to serve on the panels. Please note in the next category (B.) are individuals whose participation will depend on whether or not their respective communities are involved in the process. For those who are not among our Senior Policy Advisors, I have indicated an affiliation.

Senior educators:

Ettenberg, Schiff

Organizational/institutional educators:

Spack, Syme, Abramson, Lee, Hirt, Schein, Joel, Leonard
Rubin (JCCA), Ron Wolfson (Whizin Institute at UJ)

Community:

Yitz Greenberg, Pekarsky, Shluker and
Issacs (JESNA staff), David Elcott (CLAL), Carmi Schwartz,
Phil Bernstein, Adrienne Bank/ Los Angeles (consultant)

B. Depending on whether or not their own communities apply:

Educators in the field: BJE HEADS/STAFF

Abe Gittleson/Fort Lauderdale
Gil Graff/ Los Angeles
Gene Greenzweig/Miami
Stuart Kelman/ Oakland, CA
Daniel Margolis/Boston
Don Well/New York

DAY SCHOOL HEADS

Mordecai Besser/Five Towns/Educators Council
Steve Brown/ Solomon Schechter in Philadelphia
David Eliach/Yeshiva of Flatbush
Josh Elkin/Solomon Schechter/Boston
Philip Field/Akiba in Philadelphia
Yona Fuld/Riverdale, NY
Ada Michaels/Hobrow Academy of Tidewater-Norfolk, Virginia
Deborah Miller/Solomon Schechter/East Brunswick, NJ
Morris Sorin/Community School/Maitland, Florida
Susan Wall/former Ezra Academy/New Haven

COMMUNITY

Norbert Freuhauf
Barry Shrage/Boston
Stephen Solender/New York
Howard Wasserman/New York

EDUCATORS

Harlene Winnick Appleman/ Family Education
Jack Beiler/Washington
Robin Eisenberg/ President of NATE/Boon Raton
(supplementary school)
Betsy Katz/Chicago/Florence Melton Mini-School
Susan Shevitz/Boston (Hornstein Program: Brandeis)
Zena Sulkis/Clearwater, Florida (supplementary school)
Rabbi Michael Weinberg/Chicago/President of CASE
Lois Zachary/JESNA/Fayetteville, New York (adult ed)

- C. To "round-out" representation on the panel CIJE might want to include as part of our own pool:

ORTHODOX COMMUNITY

Rabbi Moshe Possick of Torah Umesora.

REFORM COMMUNITY:

Dr. Kerry Olitsky/HUC: New York
Rabbi Sam Joseph/ HUC: Cincinnati

- D. There should be Canadian representation. Please rank the following, assuming their own communities do not apply:

Jay Braverman: no longer at work in Montreal I understand but knowledgeable about the Canadian communities
Arnold Carmel: BJE/ Winnipeg
Marc Charendoff: JCC/York Ontario; also with CRB Foundation
Aaron Nussbaum: Toronto
Irwin Witty: Willowdale, Ontario

PANELS

CIJE SATELLITE TELECONFERENCE PARTICIPANTS (as of 2-19-92)

	State	City	RC	RSVP	Jewish Pop	Contact	Telephone
30		Detroit					
29	AZ	Phoenix	4	02/19	45,000		
28	CA	San Francisco	4	02/19	128,000		
27	FL	South Broward	2	02/19	60,000	Lauren Bernard	305 921-8810
26	GA	Atlanta	2	02/19	67,000	Lauren Azoulay	404 671-9293
25	IL	Ottawa	5	02/19	13,500		
24	NY	Buffalo	1	02/19	18,100	Charlotte Gendler	716 886-7750
23	NY	New York	1	02/19	1,700,000	Howard Wasserman	212 836-1357
22	OH	Cincinnati	3	02/19	25,000	Connie Hinitz	513 351-3800
21	OH	Cleveland	3	02/19	65,000	Mark Gurvis	216 566-9200
20	VA	Tidewater	2	02/19	18,000	Miriam Ruberg	804 489-8040
19	WI	Milwaukee	3	02/19	28,000	Colleen Veres	414 271-8338
18	AZ	Southern Arizona	4	02/18	20,000	Caitlin Bromberg	602 577-9393
17	CO	Denver	4	02/18	46,000	Susie Fishman	303 333-3359
16	DC	Washington	1	02/18	165,000	Robert Hyfler	301 230-7203
15	FL	Palm Beach County	2	02/18	65,000	Barbara Steinberg	407 640-0700
14	IL	Chicago	3	02/18	248,000	Hal Rosen	312 346-6700
13	MN	Minneapolis	3	02/18	22,000	Ayram Ettedgui	612 935-0316
12	MD	Baltimore	1	02/17	94,500	Elana Kaperstein	410 727-4828
11	BC	Vancouver	5	02/14	20,000	Jean Gerber	604 266-8371
10	CT	Hartford	1	02/14	26,000	Cindy Chazan	203 232-4483
9	RI	Rhode Island	1	02/14	17,500	Joselyn Krifcher	
8	PA	Philadelphia	1	02/13	254,000	Sol Daiches	215 893-5815
7	CA	San Diego	4	02/12	42,000	Michael Hirsch	619 549-4313
5	MO	Kansas City	3	02/11	19,100	Alan Edelman	913 345-8815
6	PQ	Montreal	5	02/11	95,000	Sherry Stern	514 735-3541
4	NJ	Metro West	1	02/10	121,000	Robert Kern	201 673-6800
3	MA	Boston	1	02/06	200,000	Barry Shrage	
2	NY	Rochester	1	02/06	25,000	Sharon Fried	716 461-0490
1	ONT	Toronto	5	02/01	135,000	Rabbi Irwin Witty	416 633-7770

Regional Code:

1 = Northeast	11
2 = Southeast	3
3 = Midwest	6
4 = West/Southwest	5
5 = Canada	4

===

29

** dish problem - unable to participate

Memorandum

TO: CIJE Steering Committee
Morton L. Mandel
Seymour Fox
Annette Hochstein
Stephen H. Hoffman
Ann Klein
Virginia F. Levi
Henry Zucker
FROM: Shulamith Elster
DATE: February 20, 1992
RE: Report of Activities: February 1992

This has been a very productive month! I am pleased that my work now encompasses all of the aspects of the CIJE agenda.

This report summarizes activities in the following areas:

- I. Planning for the launch of the Lead Communities Project
- II. Development of the CIJE Talent Bank
- III. Work with Best Practices and other CIJE Projects
- IV. Contacts with Board members
- V. Foundation contacts and new foundation assignments
- VI. Liaison with denominations, movements and organizations
- VII. ETC: Outreach and public relations

I. Planning for the Launch of the Lead Communities Project
Ongoing work with Ukeles Associates

I worked closely with Jack and Jim on the preparation of the Guidelines. This included editorial and production assistance and the plans for dissemination to individuals and organizations, including the CIJE Board and Senior Policy Advisors, the heads and other contacts at the institutions of higher learning with programs in Jewish education, the professional and educator associations in the field and "key" individuals. Personal letters were sent to all of these. I sent copies with personal letters to those foundations with whom I had contact in recent months.

Jon Woocher, earlier this week, told me of a list that he has of the sixty some foundations that have made grants for Jewish education this year. and I will circulate this list so that we can decide which foundations should receive the Guidelines and regular updates on the work of the CIJE; this for possible future collaborations in support of CIJE projects.

The circulation of the Guidelines beyond the communities and existing CIJE contacts raises again the issue of public relations for the CIJE. To the best of my knowledge, the latest Strober piece did not reach the wider audience that we hoped it would.

FOR THE CIJE PLANNING AGENDA: a real public relations plan

2. The Satellite Teleconference.

Jim developed the outline/script for the teleconference. I reviewed it, made suggestions and worked with him in promoting the event by contacting specific communities. I called several Senior Policy Advisors and other colleagues to ensure a good "turn-out" and to "plant" questions.

By all objective measures - number of communities on the line, the questions raised and general interest generated - the teleconference was successful. Jim called a number of communities and he and Jack are preparing a memorandum for the Steering Committee with the UAI assessment of the teleconference. Frank Strauss/ CJF was most helpful and I wrote to thank him for his help in coordination, technical assistance and general support of this project.

FOR THE CIJE PLANNING AGENDA: a discussion of the possible uses of this video - an edited version - and the production of additional ones for use in describing our program and individual projects

3. Review Panels

I developed and circulated a preliminary list of members of the review panels that will work with the preliminary applications. Thank you for your comments on both the structure of the panels and on the individual names. Once the list is finalized and approved I will call each participant, provide a personal briefing and then organize the individual panels.

Jim will develop the materials for use by the panels. We have agreed that we will together staff these panels and have worked out an efficient way to do so that will keep both of us informed and involved every step of the way.

C. Cleveland Meeting

All who participated agreed that the meeting in Cleveland on February 4th was very productive as it brought staff and consultants for discussions of important next steps. Ginny and I produced the follow-up memorandum, primarily a list of tasks to ensure that we would be moving right along. Jim and I worked on the preliminary agenda insofar as we wanted the day to include discussion of the items that require our immediate attention.

The planning done by Annette and Seymour prior to the meeting and their full participation resulted in a fine interchange of ideas. I was pleased that Mort was able to join us and that Mark Gurvis and Ann were able to participate.

FOR THE CIJE AGENDA: Face-to-face meetings such as those held previously in Cleveland and Jerusalem continue to be our most productive way of addressing the CIJE agenda. I think we have to plan now for a date for the next such meeting of staff and consultants- perhaps when Seymour and Annette are in the States for the Board meeting.

For certain we must resume our regular teleconferences to discuss the business at hand. I would like to suggest again that we find a way to include Jack in these for the next few months. He could stay on the line for whatever portion of the discussions relates to the work he is doing for CIJE- i.e., the lead communities.

II. Talent Bank/ The Blue Book

The BLUE book refers only to the color of my notebook containing the print copy of the computer listings.

My work collecting the "talented" continues. UAI is ready to develop specialty codes or classifications for the experts we want to have ready to meet the needs of the communities. While the list grows daily it is by no means comprehensive nor do the individuals listed currently bear my own or anyone else's Good Housekeeping Seal. This is an important next step which I plan to undertake with a select group of Senior Policy Advisers.

My three next tasks on this project are:

- o to expand the list by consultations with the Senior Policy Advisers and others who are well-traveled and well-connected
- o design the specialty codes using as its basis the 23 programmatic areas outlined in A Time to Act
- o to develop an approach to the training of the individuals we use as consultants in the communities.

III. Working with Barry Holtz on Best Practices

Ongoing discussions with Isa Aron and Adam Gamoran on Research and Monitoring, Evaluation and Feedback

A. Isa Aron

I receive regular copies of Isa's drafts and comment on them. I follow her progress with her advisory committee and her ongoing consultations with Annette and Seymour.

B. Adam Gamoran

I stay in touch with Adam whose work will now have to be more closely integrated into my own. His recent paper on ~~the~~ what we can learn from the New Futures Project was very helpful to me as it was to Jim, Jack and Barry.

-4-

I made contacts for Adam with colleagues at JESNA (Leora Isaacs) and the New York BJE (Miriam Klein Shapiro) regarding issues of standardized testing for Jewish education. Adam has followed up. I sent him today a copy of a letter to me from Dr. Harold Himmelfarb of the US Department of Education. Harold was helpful in arranging the meeting that Barry and I had at the Department last month. Harold had some very good comments- based on his review of the Guidelines- on the role of evaluation. In that it relates to research as well, I also sent Isa a copy.

c. Best Practices

1. Barry and I met with Jim and Jack this month to discuss the integration of Barry's work with the Lead Communities Project. Their comments were helpful and plans are now underway for a significant piece on the Supplementary Schools to be ready in time for use with the Community Seminars planned for September. It will be used, as an example, for the communities of how we intend the project to work.

2. I am pleased to report great progress with Best Practices. The supplementary school panel has been given their next assignments and they are at work "in the field" visiting sites and preparing written summaries of their findings.

3. We have a date to meet mid-March with Dr. Miriam (Mickey) Feinberg and Jane Perman (JCCA) to begin Early Childhood and to develop an appropriate approach to this programmatic area.

4. We had a meeting scheduled with Art Rotman and staff at the JCCA but Art wanted to postpone this until Barry Chazen was available to join the discussions. The current thinking is that should ask the JCCA to identify a group of places/programs that constitute Best Practices in Jewish Community Center settings. Barry and I are still discussing what the next step would follow the JCCA submission and the individual/s- from do the JCCA- who should be involved in reviewing the work, site visits and providing the level of documentation that object requires.

... similar way, we plan to use the CRB Foundation for help in the Israel Programs. Peter Geffen and Barry discussed this. Barry and I will attend the CRB meetings on Marketing Israel Programs next week. Barry has been in touch with Steve Cohen about his work for CRB. In this paper, Steve Cohen identifies the characteristics of outstanding programs. He does not name the programs. Annette tells me that there is an accompanying piece of work that does identify them. We do not intend to reinvent the wheel. We do intend to utilize all of the good resources. More on the approach to this after the CRB meetings.

6. To summarize, we have begun work on four of the five areas that we hope to complete this year: supplementary schools, early childhood, JCC settings, Israel programs. We are uncertain now about the fifth- perhaps day schools, camping or family education.

I am pleased to say that this project is on schedule!

IV. Board/Camper Contacts

I've spoken to several Board members- Neil Greenbaum, Matthew Maryles, Tim Hunderoff, Marty Lipeet about a number of matters but not in the traditional camper/counselor manner so no formal reports have been filed.

I spoke with Neil about the Board Lead Communities Committee. Matt and Tim were sent copies of the Torah Umesorah proposal after I called them about funding for the project. Marty asked me to help with a project that he has undertaken for Hillel. (More on the Hillel project later in this report)

V. Foundation Contacts

A. Amado Foundation

When the Foundation's Program Director, Dr. Tamar Frank, learned through her husband the Dean at HUC- that I would be at the Cincinnati campus, she asked if we could meet to discuss the Amado Foundation. Since then I've sent her the Guidelines and she sent along materials she developed citing the need for more multi-cultural experiences within Jewish education.

There is the possibility that this foundation will be interested in projects within the Lead Communities and I want to keep this prospect alive and well.

B. CRB Foundation

Steve asked me to prepare a preliminary proposal for CRB for Israel Programs in the Lead Communities. I consulted with Annette on this as she has been the one most directly involved. I will do some preliminary drafting for Annette's comments. The upcoming meetings should be helpful to me as I prepare this draft.

C. Cummings Foundation

I know that Rachel Cowan has been in discussion with the Melton Center regarding possible funding of their Teacher Retreat Program for supplementary school teachers.

-6-

There is a possibility that this can be a small project that could involve supplementary school teachers from schools in the Lead Communities. I will follow the progress of this through Barry.

I also plan to call Rachel in March and keep my promise to have her well-prepared for a presentation of the CIJE for the May meeting with her program committee.

D. Covenant Foundation

Judith Ginsberg and I have now become colleagues/friends and we speak regularly. We have a meeting scheduled for next week. I want to know about their latest experience and to continue to be the liaison for Barry and the CIJE in the collection of information about the talented people and interesting programs that come to her attention.

E. Whizin Foundation

In the letter from Bruce and Shelly Whizin with regrets that they were unable to attend the annual meeting, there was a suggestion that I contact Ron Wolfson about the work of the Whizin Institute and their Foundation. I called Ron and am scheduled to meet with him next month when he is in Baltimore.

An aside: Bill Berman is very interested in family education and has great regard for Wolfson and Harlene Appelman (Detroit), with whom I've also been in contact.

F. Jim Joseph Foundation

Tim Hausdorff remains very interested in the CIJE and I sent him the Torah Umesorah proposal for his review and possible joint funding. When we have specific day school projects in the Lead Communities, I am certain that we'll have a good partner in Jim Joseph.

VI. The denominations, movements and organizations

A. The Reform Movement

I spent a day at HUC in Cincinnati on my way to our meeting in Cleveland. While there I spoke briefly with Gottschalk. Rabbi Sam Joseph, the Education Department, invited me to and speak with Rabbinical students about the CIJE and about issues in Jewish education. I led a fourth year seminar and also spoke in a class of entering students. I now have a better understanding of how Reform rabbis are trained for their role as Jewish educators. I think it was very helpful for me and for the CIJE.

-7-

I have had many opportunities for similar kinds of experiences at JTSA- including my teaching at JTSA. I think these activities- while they should clearly not be my first priority- are important as they help to establish the linkages of which we speak and which we know are important for our success.

B. CLAL

I met with David Elcott and Alan Beyer at the CLAL office in New York. As I think we all know, Yitz Greenberg has been very interested in CLAL's involvement in leadership development in the Lead Communities- and beyond. Elcott called me several times inviting me to meet with them, and I was able to schedule this meeting for a day I would be in New York on other CIJE business.

I think that when we are ready we should take advantage of CLAL's experience in the development of lay leadership. They have worked with many communities and we can use their experience to shape our own program. They can also be a source of information as we go about the selection process which is why I would like to see Yitz Greenberg and David Elcott serve on review panels.

I am interested in the work that they have done in bringing rabbis and rabbinical students together from the various denominations and in the materials they have developed for use in their community seminars.

After our meeting I dropped Yitz a note to let him know that I had been there and keeping the door open for our future work together.

C. JESNA

My meeting with David Shluker rounded out a series of individual meetings with the senior members of Jon's staff. David works on community consultations and planning.

D. Torah Umesorah

In my efforts to help with their funding proposal I visited Rabbi Fishman and Rabbi Possick at Torah Umesorah. They were very anxious for me- and Jon Woocher- to attend their annual conference in May to witness first hand their fine program and to meet some of the educators. I'm not certain I can take the time to do this but I did speak to Jon about the possibility of our going there for a day.

E. Hillel Foundation

Richard Joel and Marty Lipset asked me to join a Hillel Task Force on the implications of the CIJE Study for the College Campus. The group will meet twice. The first meeting was February 23rd (Sunday) here in Washington. I think that I was able to make a contribution to the discussion in light of some of the experience I've gained in recent months. Jack was there as well. It is an interesting group of campus workers, some students, Board people and community leadership such as Phyllis Margolis (Washington) and Norma Fierst (Philadelphia). It was good for the CIJE for me to be there as I had several opportunities to talk about our work.

As you know from previous reports and conversations I am very concerned about the college age population.

VII. ETC

A. I was interviewed by the Atlanta Jewish Times and our project was mentioned in a recent editorial.

B. Steven Ain of the New York Jewish Week called about Lead Communities but I did not see anything in print following our conversation.

C. I was also called by the Voice of America for information regarding Jewish education for a series they are doing about various forms of education within the United States. Though the reporter wanted specific information about day schools for a particular project, she soon became interested in the work of the CIJE and will schedule a time to talk about our work.

the long time back

D. Moment Magazine continues to follow our work closely. My friend Suzanne Singer is the Executive Editor. She is at the moment most interested in Lead Communities and in the Mandel Institute's project on the Educated Jew. When we are ready for a big story, I think they will feature our work.

E. The JTSA Alumni Association has asked for an article for their next issue and I will get this to them early next month.

F. My speech at last year's Rabbinical Assembly convention is being printed in the Convention Proceedings due to appear in May.

Onward and upward!

sre
B:febreport

Memorandum

TO: Annette Hochstein
011-972-2-619951
FROM: Shulamith Elster 301-230-2012 *HE*
Council for Initiatives in Jewish Education
DATE: April 13, 1992 *12:30 pm EST*

1. Barry will be speaking with Seymour very soon about the Best Practices in JCCA's and providing an update on our latest work. There has been a wonderful response to the invitations to participate in the early childhood deliberations. He will also fax copies of the first write-ups- those by Carol Ingall.

2. I am sending along several items related to my ongoing work with Jon Woocher for your information and your comment and direction as to how to best proceed.

- a. A memo to CJF regarding their continuity agenda.
(I will as you suggested this morning speak with Steve about this.)
- b. A draft of a letter to Leighton Rosenthal of Cleveland regarding a proposal. This work was begun months ago by Jon and Steve with my full knowledge. I asked both Barry and Adam for their comments. I also have asked Jon to do nothing further until we have your reactions.
- c. The issue of the relationship between the Crown Family and the CIJE and MLM comes up from time to time. It has been mentioned a number of times in my discussions with Judith Ginsberg of the Covenant Foundation and with Jon. This is a matter to which we should pay attention very soon.

3. San Francisco Federation also called to explain why this is not a good time for them to apply and indicated their continuing interest in our work.

4. I will look forward to our conversation tomorrow.

Total number of pages including this sheet: *4*

*Rosenthal and Crown
coming separately*

A



M E M O R A N D U M

JEWISH EDUCATION
SERVICE OF
NORTH AMERICA, INC.

משרד השכלה יהודית
אגף חינוך

TO: Norbert Fruehauf
Planners group on Jewish continuity / Jewish
education

cc.: Shulamith Elster

FROM: Jonathan Woocher

DATE: April 8, 1992

SUBJECT: Possible directions for pursuing the Jewish
continuity agenda

750 BROADWAY
YORK, NY 10003-0540
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I appreciated being able to join the planning meeting on Sunday at the Quarterly. I want to share one idea on a possible component of national initiative on Jewish continuity / Jewish education to get your reaction to it and to contribute to the ongoing discussion.

Ron Wolfson of the University of Judaism and I met several weeks ago and discussed the idea of an invitational conference devoted to a candid examination of some of the key educational strategies that have been proposed as vehicles for promoting Jewish continuity. The enclosed document describes our concept in greater detail.

Our notion was that such a conference would not be an end in itself. Rather, an explicit goal would be to stimulate the establishment of a set of ongoing, linked workgroups made up of educators, planners, foundation people, and possibly lay persons that would continue to monitor and plan for the various strategies and for their integration. With support and staffing from CJF, JESNA, and others, these groups would form the skeleton of an infrastructure for promoting communication, evaluation, and dissemination of continuity / education initiatives being undertaken at the local level.

I welcome your reactions.

PROPOSAL FOR A CONFERENCE ON EDUCATING FOR JEWISH CONTINUITY

Background:

The Jewish community has come to recognize that Jewish education constitutes its best (and perhaps only) tool in the struggle to perpetuate Jewish identity, commitment, and involvement in North America. Over the last decade, a "continuity agenda" has emerged that incorporates several educational strategies which are widely seen as holding great promise for strengthening Jewish life. Among these strategies are:

1. institutionalizing Jewish family education as a normative component of congregational and other institutional programming;
2. developing day schools as an attractive and effective educational option for broad segments of the Jewish community;
3. providing high quality educational experiences in Israel for (nearly) all Jewish youth;
4. conducting sophisticated outreach to marginal populations.

These strategies, singly or in combination, have been incorporated in several local Jewish educational planning and development efforts and have received support from a number of Jewish foundations. The Jewish community is now investing substantially in these areas, from both "public" and "private" philanthropic sources.

If this investment is to produce the maximum results, it is clear that additional program development and policy making must be anchored in research and thoughtful deliberation that seek to illuminate how these educational strategies actually advance the prospects for Jewish continuity. Designing a broad-based, integrated approach to educating for Jewish continuity requires that we pull together what is known about each of these arenas of activity and consider what the appropriate next steps are to develop each singly and all collectively to their fullest potential.

The Conference: Delivering on the Promise -- Educating for Jewish Continuity

To meet this need we propose a conference on the theme: "Delivering on the Promise -- Educating for Jewish Continuity." The conference will bring together an invited group of educators, researchers, lay leaders, professionals in policy-making positions, religious leaders, and foundation principals. Substantively, the conference will focus on the four educational strategies identified above and will seek to answer the following questions:

1. What contribution can/does each strategy make to Jewish continuity? (to be addressed from both a conceptual/theoretical and empirical perspective)
2. What are the next steps needed to develop each strategy? (based on the perspective of state-of-the-art practitioners)
3. How can these strategies be most effectively linked to build the most powerful overall educational strategy for Jewish continuity?
4. What are the roles of various stakeholders in moving this continuity agenda forward?

In pursuing this agenda, the conference will also create connections between and among those engaged in working in the different areas and in different roles (planners, educators, researchers, funders).

Sponsorship:

The co-sponsors are the Whizin Center at the University of Judaism and JESNA. Participation will be sought from:

- a. the Council for Initiatives in Jewish Education
- b. major national Jewish organizations
- c. foundations active in supporting the program areas being examined.

JESNA



JEWISH EDUCATION
SERVICES OF
NORTH AMERICA, INC.

תחנת שידור רדיו יהודית
בניו יורק

MEMORANDUM

TO: Bennett Yanowitz
Steve Hoffman
Shulamith Elster
Barry Holts

FROM: Jonathan Woocher

DATE: March 23, 1992

SUBJECT: Revised draft of letter of inquiry to Leighton Rosenthal

730 BROADWAY
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Following conversations with our staff, Shulamith and Adam Gamoran, I've prepared this slightly revised draft of the proposal to the Rosenthal Foundation for a project on evaluation.

I'd appreciate it if you would review this and fax any suggested changes or concerns to me within the next few days. If we can get agreement on the letter, I'd like to get it out as quickly as possible.

I'm not sure what the chances are, but I think it's worth a shot.

Thanks to you all for your help on this.

D R A F T #2 - March 25, 1992

Dear Loughton,

In the period since Bennett and I met with you a few months ago, we have been giving considerable thought to how JESNA could respond to the challenge you posed: How do we know that the investments we are being asked to make in Jewish education are really worthwhile? This is, indeed, a critical issue not only for us, but for our colleagues at the Council for Initiatives in Jewish Education (CIJE) who are working to assemble an inventory of "best practices" in Jewish education. Together, we have come up with a proposal for a project that could, we believe, begin to provide an answer to your question that we hope the Rosenthal Foundation might be interested in supporting.

As we discussed when we met, the major problem we face in demonstrating the impact of new program initiatives is that evaluation is costly and time-consuming (especially if done correctly). As a result, most institutions undertaking new projects at the grass-roots level (where much innovation occurs) are unable to properly evaluate what they have done. When we think programs have been successful, and want to replicate and disseminate them, we don't have the hard evidence to convince potential funders that this is worthwhile.

JESNA and the CIJE would, therefore, like to undertake a three-year project to identify and evaluate properly fifteen promising programs in three key educational areas: family education, supplementary school improvement, and personnel development. We've chosen these areas because of their centrality to current efforts to strengthen Jewish education and promote Jewish continuity. Our project would have two goals: First, to determine which of these programs in fact represent significant educational achievements worthy of replication. And second, to develop the evaluation models and procedures that can subsequently be employed more widely and (hopefully) more efficiently, thereby encouraging more evaluative work in Jewish education. Ultimately, if successful, the project might lay the groundwork for the establishment of a Center for Jewish Educational Evaluation, something which could make a major lasting contribution to the field.

Through our own work over the years, that of the Covenant Foundation, a special program that JESNA operates in partnership with the Crown family of Chicago, and the first phases of CIJE's Best Practices project currently underway, we are in an excellent position to identify the programs that might be studied. In addition, our staff expertise in evaluation and close contacts with other experts in this area give us confidence that we would produce the quality of work that would represent a genuine contribution to the field.

2

- * We estimate that this project would cost approximately \$100,000 a year for the three year period, for staff, expert consultants, travel, and other expenses. The products of the project would include not only the individual program evaluations, but a handbook on program evaluation that would be widely disseminated throughout the Jewish educational world.

While a project of this scope could not in itself provide definitive guidance to all potential investors in new educational programs regarding where and how to invest, it will establish protocols and standards for program evaluation that can ensure that future investments are properly monitored. It will also contribute significantly through the evaluation studies themselves to our knowledge of what approaches in the areas of family education, supplementary schooling, and personnel development are worthy of additional investment.

The support of the Rosenthal Foundation for this project would be a significant contribution to the field with widespread impact. If you are interested in pursuing this, we would be pleased to prepare a more formal request with a full budget and timetable.

In all events, I thank you for stimulating us to think further about this issue, and look forward to hearing from you.

With my best wishes.

Cordially,

Jonathan S. Woocher

cc.: Bennett Yanowitz
Dr. Shulamith Elster
Stephen Hoffman

Memorandum

TO: Annette Hochstein
011-972-2-619951
FROM: Shulamith Elster 301-230-2012
Council for Initiatives in Jewish Education
DATE: April 15, 1992

I look forward to our conversation in the morning. I'll try to briefly sketch some of my thinking about the lead communities project at this time. I haven't had time to speak with anyone about this. I came home from Cleveland and then left this morning for the day in New York. The following is not particularly well-organized but I've been in New York all day and I do want to get this to you before I go to sleep tonight.

1. I see reason for great optimism and I like MLM's formulation of the response of the communities as an opportunity. It is important that we all see this- as Mort does- as an affirmation of the work of the Commission and a direct result of the attention, goodwill etc. generated by your work, A Time to Act and some of the very few activities to date of the CIJE. At some point if we have time tomorrow I'll tell you what Peter Geffen told me about the impact of preparing the preliminary proposal on the thinking of some people with whom he is working, on behalf of CRB, in Atlanta. This for our anecdotal records!

2. This is one of the times when I regret not being a part of the historic work of the Commission in its deliberations about lead communities. I have, however, read every word. I know that the lead communities concept- that is the notion of several, a few carefully selected, laboratories, demonstration projects whatever we might call them- was carefully considered before it became part of the CIJE's well-articulated agenda for action. I think from the papers that I've read that the intent was for the rest of North America to have an opportunity to see "initiatives in action", innovations in action and to be in a position to witness first-hand the reality of lead communities for Jewish education. Lee Shulman's 'existence proofs' strikes me as being apt. This was to be an incremental approach to the continent and the planting of seeds in the best available soil thereby increasing the probability of a high success rate.

3. Throughout the past fifteen months we have separately and when together spoken of the need for careful planning for the lead communities project. Even though we have guidelines for proposals, applications in hand, a timetable etc., we have not yet proceeded to the point where we have the approach, content and resources for three communities even if they were to be announced on August 25th. What we do have are some fine operating assumptions for the 3 lead communities and the benefit of the thinking that you and Seymour are continuing to do on content and other areas.

4. Enter now a new challenge for the CIJE: working with all (and more) of the communities that have expressed interest and commitment and varying degrees of capability.

5. What are our assets?

- a. Mort
- b. you and Seymour and the resources of the Mandel Institute
- c. the previous work of the Commission and its good standing with communities, the national organizations and movements and key people in the field
- d. a fine board and an active working group of Senior Policy Advisors
- e. terrific consultants: our first team- Steve, Jack and Jim, Barry, Isa, Adam
- f. good and effective partners: Jon, Art and Marty
- g. the hometown team: Ginny, Hank Zucker, and now Stanley Horowitz and Art Naparstak
- h. some linkages with foundations; possibilities for others
- i. the possibility of attracting additional consultants for projects- these from among our own Senior Policy Advisors, commissioners, Jerusalem Fellows, staff of other organizations
- j. I'm not certain where to put this but it may be an asset or just another consideration. It could also be a liability. Who knows?

The CIJE's Lead Communities Project- the original conception- is now a high visibility item on the North American Jewish community's agenda. It has been publicized. It has been promoted. It has been communicated and it has been widely accepted.

6. What are our current liabilities? (not in order of priority)

- a. full-time staff for program and project implementation and the time that it would take to develop this staff
- b. a plan for a new conception and its subsequent ratification by the stakeholders
- c. time: How long would it take to begin to implement this concept? What would this 'cost' in the way of credibility and good will with the communities? Would the benefits of this project far outweigh any of the negative aspects? Who knows? How can we tell? Is this important to us?
- d. financial information and resources: I don't think we have an idea as to how much a new conception might cost. We don't have a good idea other than some early efforts- of what the better-developed concept costs. I think this whole area is problematic.

7. I will leave it to you to structure our conversation. Shall we begin with some working assumptions about what involving 23 communities might look like?

I'm off to bed. If you'd like to fax me an outline or some questions to think about before we begin our conversation please do..

S.

[2J [H79 shulman@CAMIS.Stanford.EDU =>
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Date: Wed, 15 Apr 1992 11:17:21 PDT
From: Lee Shulman <shulman@camis.stanford.edu>
To: <MANDEL@HUJIVMS.HUJI.AC.IL>
In-Reply-To: Your message of Wed, 15 Apr 92 17:02 +0300
Message-Id: <CMM.0.88.703361841.shulman@camis.Stanford.EDU>

Dear Annette and Seymour:

Judy and I will arrive in Israel on May 26 and will
be leaving about
June 12. Yehuda Elkana's assistant Tzippi Hecht is arranging
our
accommodations and our schedule. My first obligation will be
to Van Leer, to
visit, advise and participate in planning for three of their
present projects
(directed by Eashi, Canaan and Brug) as well as anticipated
new projects. I
assume that I will have time to spend the equivalent of a few
days working
with you as well, but I do not as yet have a fixed schedule
from Van Leer. I
believe that most of the staff is out of the country now. As
soon as things
are more fixed, I will let you know. Alternately, will both
of you be in
Israel during that period so that we could make on-the-spot
plans if need be?

I enjoyed the chance to meet with you as well. and
thank you,
Annette, for helping me connect with Sidra. We were able to
spend some time
together and reminisce about old times. It was great.

Cathy Simon still plans to spend the summer in
Israel. We have some
ideas about productive ways for her to work on educational
questions. Can we
discuss that by e-mail.

Chag sameach to both of you.

Lee

APR 21 '92 15:35 PREMIER CORP. ADMIN.

PAGE.02

Status Report on the CIJE Lead Communities Project
April 21, 1992

1. Twenty-three North American Jewish communities responded to the call for proposals for the Lead Communities Project. Together, the communities represent 1.5 million Jews--about 26% of the Jewish population of North America. A number of other communities indicated a keen interest in the process, but felt they were not ready to apply. Fifty-seven communities were eligible on the basis of the population guidelines--that is, Jewish communities with populations of between 15,000 and 300,000.
2. While a substantial response to the recruitment process was expected, the Steering Committee was surprised with both the number and quality of proposals actually received.
3. In order to provide time for serious consideration of our approach in light of the quality and quantity of proposals, a decision was made to see whether any revisions in our review process were indicated. Several modifications to the Lead Communities Project were quickly considered in light of the historic opportunity suggested by the commitment to Jewish education contained in these preliminary proposals.
4. After thinking it through, it was decided to proceed as originally scheduled and resume the process to select finalist communities as originally planned. Three communities will be selected during the next four months. The review panelists--educators and professionals--many of whom are Senior Policy Advisors--will be asked to resume their work immediately.
5. The unusually strong response will be communicated to CIJE Board, Steering Committee, advisors and consultants and to the applicant communities.
6. (The following is to be included in discussions with CIJE consultants and sponsors and members of the Lead Communities Committee of the Board.)
At a planning meeting now scheduled for May 3rd, the CIJE Steering Committee, staff and consultants, and the professional and lay leadership of sponsoring organizations (JCCA, CJF, JESNA) will meet to rethink the implications of this high quality response, if any.

DRAFT Memorandum
TO: CIJE Steering Committee
FROM: Shulamith Elster
RE: Communications
DATE: April 21, 1992

The purpose of this memorandum is to suggest an approach to communicating information concerning the status of the Lead Communities Project to key individuals.

I. CIJE Consultants and Sponsors: (individual phone calls/Elster)

Jon Woocher	Neil Greenbaum
Art Rotman	Lester Pollack
Marty Kraar	Charles Goodman

Adam Gamoran	Jack Ukeles
Barry Holtz	Jim Meier
Isa Aron	

II. CIJE Senior Policy Advisors: (written communication from Elster)

III. All Review Panelists: (BY FAX)

Senior Policy Advisors and non-Senior Policy Advisors:

Peter Geffen
Mark Berger
Mark Gurvis

IV. Board of Directors (note from MLM)

V. Members of Lead Communities Committee: (note from MLM and call from SE)

Charles Ratner
Tim Hausdorff
David Hirschhorn
Lester Pollack
Charles Bronfman

VI. Applicant Communities

written note

phone calls to Shrager (Boston), Friedman (Baltimore); Senior Policy Advisors

DRAFT #2: TALKPIECE

Status Report on the CIJE Lead Communities Project
April 21, 1992

1. Twenty-three North American Jewish communities responded to the call for proposals for the Lead Communities Project. Together the communities represent 1.5 million Jews - about 26% of the Jewish population of North America.

Fifty-seven communities were eligible on the basis of the population guidelines- that is, Jewish communities with populations of between 15,000 and 300,000.

2. While a substantial response to the recruitment process was expected, the Steering Committee was impressed with both the number and quality of proposals actually received.

3. In order to provide time for serious consideration of our approach in light of the quality and quantity of proposals, a decision was made to temporarily "hold" the review process. Several modifications to the Lead Communities Project were considered in light of the historic opportunity suggested by the commitment to Jewish education contained in these preliminary proposals.

4. At this time, the CIJE will proceed with the selection of finalist communities. Three communities will be selected during the next four months, as originally planned. The review panelists - educators and professionals many of whom are Senior Policy Advisors- will be asked to resume their work immediately as to be prepared to advise the Lead Communities Committee of the Board.

5. This information will be communicated to CIJE Board, Steering Committee, advisors and consultants and to the applicant communities.

6. (The following is to be included in discussions with CIJE consultants and sponsors and members of the Lead Communities Committee of the Board).

At a planning meeting now scheduled for May 3rd the CIJE Steering Committee, staff and consultants, and the professional and lay leadership of sponsoring organizations (JCCA, JCF, JESNA) will meet to discuss a plan for involving all applicant communities- and perhaps additional interested communities- in an initiative to improve Jewish education in areas described as "enabling options" in the work of the Commission on Jewish Education in North America.

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)?

- 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 fundamental 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 CLJE'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 CLJE'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.

RESPONSE

by

Annette Hochstein and Seymour Fox

*Mandel Institute for the Advanced Study and Development of Jewish Education
Jerusalem, Israel*

The timing of this symposium on the Report of the Commission on Jewish Education in North America is particularly appropriate, as the process initiated by the Commission has now entered into a new phase. From the beginning, the Commission explicitly viewed its mission as

- a) to study the problems of Jewish education,
- b) to develop strategies for addressing them,
- c) to issue a report, and then
- d) to see to the implementation of its recommendations.¹

At this juncture, the first three phases have been completed, and we have moved forward to the stage of large-scale implementation.

In this paper, we will briefly review the status of this implementation process, and then respond to some of the important ideas and issues raised by our colleagues.²

Implementation work is presently underway on all five of the Commission's recommendations.³

1 "From the outset, all the Commissioners shared the determination to make a concrete impact on Jewish life. We agreed that we would not conclude the work of this Commission without beginning the implementation process the very day we issued our report." (*A Time to Act*, p. 22.)

2 The first annual progress report of the Council for Initiatives in Jewish Education will be published in January, 1992.

3 See summary of recommendations, (*A Time to Act*, pp. 17-18).

Specifically:

- The Council for Initiatives in Jewish Education has been created,⁴ to serve as the implementing authority for the recommendations of the Commission.
- The Lead Communities Project is now in the process of recruiting 3-5 communities for participation. Detailed plans for the improvement of Jewish education in those communities are being designed. The emerging plan involves each community in multiple simultaneous efforts, affecting the two key building blocks of personnel and community support, as well as youth trips to Israel.⁵ These multiple programs are designed to complement each other, based on the assumption that a cumulative impact is likely to lead to significant change.
- In preparation for the Lead Communities Project, a program has been launched to identify and characterize best practices in key areas of Jewish education.⁶
- A monitoring and evaluation program has been initiated, designed to offer continuous feedback to educators and planners staffing the various projects, facilitating ongoing improvement, change, and fine-tuning of implementation. This program will require a definition of the desired outcomes of projects, as well as the development of indicators for the objective assessment of Jewish education. It is reasonable to expect this effort to yield tools that will equip the Jewish community to engage in systematic analysis and planning for Jewish education.⁷
- We are beginning to approach foundations with a view to their funding elements of the implementation program in areas of interest to them, first in Lead Communities and then throughout North America. Thus, it is hoped that Lead Communities will become testing grounds for new and experimental programs which can subsequently be diffused to communities across the continent.
- The Mandel Associated Foundations have allocated major grants to Jewish institutions of higher learning and the JCCA for the development of their personnel training programs.⁸
- The Commissioners, early in their deliberations, insisted that all investment, innovation, and experimentation be accompanied by research and evaluation, so that impact could be carefully considered. A plan is being designed for the development of a research capability

4 It has assembled a staff including Stephen H. Hoffman, acting Executive Director, Dr. Shulamith Elster, Education Officer, Henry L. Zucker and Virginia F. Levi; and Seymour Fox and Annette Hochstein as consultants.

5 Dr. Jacob B. Ukeles, Columbia School of International and Public Affairs, President of Ukeles Associates Inc. is planning the recruitment and selection of the Lead Communities.

6 Project director: Dr. Barry Holtz, Co-Director, the Melton Research Center for Jewish Education, The Jewish Theological Seminary of America.

7 Evaluation consultant: Dr. Adam Gamoran, associate professor of sociology and educational policy studies at the University of Wisconsin, Madison.

8 The Mandel Associated Foundations have now awarded grants of \$750,000 each to Yeshiva University, The Jewish Theological Seminary, and the JCCA; a grant for Hebrew Union College-Jewish Institute of Religion is currently in the planning stages.

in North America, to ensure that the field of Jewish education will consistently operate according to an adequate theoretical and practical knowledge base.⁹

It is significant that the implementation of the Commission's recommendations comes at a time when additional foundations are taking important steps on behalf of Jewish education. The CRB Foundation, in its program of Youth Trips to Israel; the Wexner Foundation, in the recruitment of personnel, training grants, and institutional planning grants; the Crown Foundation, in its Covenant Program grants; and others are together showing a new receptivity and creating a new momentum that make this an opportune time for undertaking the Commission's program.

* * * * *

Participants in this symposium have raised several important issues concerning the Commission's work. Four major themes run through the various comments; therefore we have chosen to organize our response according to these four questions:

1. *Why does the report not present a definition of the goals of Jewish education?*
2. *What is new or different in the report of the Commission as compared to other reports that have been issued in the area of Jewish and general education?*
3. *Why did the Commission choose to concentrate its efforts on those options it termed enabling – the shortage of qualified personnel and the mobilization of community support – rather than on programmatic areas such as the preparation of curriculum materials or the development of family education?*
4. *What is the strategy for the improvement of Jewish education adopted by the report, and why did the members of the Commission believe that it could succeed and make a difference?*

1. The Goals of Jewish Education

The Commission on Jewish Education in North America carefully and consciously avoided dealing with the goals of Jewish education in its report, for several reasons:

- a. The composition of the Commission reflected the diversity within the North American Jewish community. It would have been more than surprising if such a variegated group of educators, rabbis, heads of foundations, and community leaders, representing the entire spectrum of religious and ideological viewpoints, had reached agreement on a joint conception of the goals of Jewish education. The papers included in this very symposium clearly demonstrate that even among a group of distinguished Jewish educators there is no consensus on goals.

⁹ Principal investigator: Dr Isa Aron, associate professor of Jewish education at the Rhea Hirsch School of Education at Hebrew Union College in Los Angeles.

- b. The Commission's diverse composition was designed to support a broad range of views on Jewish education. If this pluralism were to have been replaced by a uniform definition of goals — something of a party line — much of the vitality of the Commission and its ability to consider the complex realities of the Jewish community and of its educational system would have been lost.
- c. We believe that the goals of education are of theoretical and practical concern, worthy of serious and systematic attention. However, the articulation of goals requires a long-term, systematic process of collaborative effort between scholars in Jewish thought and in Jewish education and practitioners. Such an application of talent and energy in an intensive, long-term, joint effort may offer descriptions of goals that could inspire and guide the field. Currently such efforts are weak in general education¹⁰ and practically non-existent in Jewish education.¹¹

2. *What is new or different in the work of this Commission?*

Only the future will tell what this Commission will contribute to the field of Jewish education and what impact its work will have. We would only like to point here to some aspects of the work of the Commission which distinguish it from other such endeavors:

a. Composition:

The Commission was a private-communal partnership: though convened by one foundation,¹² it brought together in a joint study and decision-making effort—for the first time on the subject of Jewish education—educators, scholars, rabbis, heads of the institutions of higher Jewish learning, outstanding community leaders, major philanthropists, principals of family and private foundations, and heads of major communal organizations. The underlying assumption was that this joint effort of the communal and private leadership of the Jewish community would be able to muster the human and financial energy necessary for implementation of change. This approach contrasts with individual efforts and links private efforts to communal priorities and values. In the words of the report, “enormous power can be marshaled when the different sectors of the Jewish community join forces, develop a consensus, and decide on a plan of action.”¹³

10 See Arthur G. Powell, Eleanor Farrar, and David K. Cohen, *The Shopping Mall High School*, Houghton, Mifflin Co., Boston, 1985, pp. 305-308.

11 At the Mandel Institute for Research and Development of Jewish Education in Jerusalem, we have undertaken a long-term project aimed at formulating alternative conceptions of the Educated Jew. Participants in this effort include scholars such as Professors Menachem Brinker, Seymour Fox, Moshe Greenberg, Michael Rosenak, Israel Scheffler, and Isadore Twersky, and educators such as Ami Bouganim, Dr. Howard Dictcher, Beverly Gribetz, Annette Hochstein, Daniel Marom, Dr. Marc Rosenstein, and Debbie Weisman. This is a collaborative project with the Philosophy of Education Research Center at Harvard University.

12 Convened by the Mandel Associated Foundations of Cleveland, Ohio. JCCA and JESNA in collaboration with CJF.

13 *A Time to Act*, p. 21.

b. High stature of leadership:

There are examples of outstanding lay leaders working for Jewish education. However, in the past, only a few of the top leaders in the organized Jewish community treated the field of Jewish education as a high priority; most tended to choose for themselves other areas of endeavor. This Commission placed Jewish education at the top of the agenda for the highest level of communal leadership.

c. Method:

The Commission chose a thoughtful, planning-based process for its work, based on the careful gathering of data, on the polling of experts, the commissioning of research, and an intensive ongoing dialogue among Commissioners, scholars, and staff. Each of the six well-attended plenary meetings of the Commission was the culmination of extensive preparatory work: Before and after each meeting a staff member spoke with each commissioner to discuss progress and consider next steps. Frequent exchange of views occurred through letters, telephone conversations, and individual meetings of commissioners with scholars and staff, thus engaging all involved in a joint learning process. This process was deemed an essential part of the work of the Commission.

The initial commitment of the Commission that its work would lead to implementation, and that implementation was to start the day the report was published, required that each suggestion, recommendation, and alternative offered for discussion be considered according to the twin criteria of likely impact in achieving the desired change and feasibility. This, as explained below, led to decisions concerning the content (e.g., the specificity of the personnel and community components), to the conclusion concerning the need for a local and community-based setting for implementation (Lead Communities), and to the need for an intermediary organization charged with implementation¹⁴ (the CIJE).

The work of the Commission was accompanied by an extensive data-collection and research program, aimed at providing commissioners with a knowledge base useful for their decisions. Several research papers produced for the Commission have already been published.¹⁵ To the best of our knowledge, this was the first time that such systematic methods were applied by a commission in the field of Jewish education. Indeed, even in the larger context of general education, which has known many commissions and reports during the past decade, the link of the Commission's work to specific proposals and to a mechanism charged with their implementation is unique, as is the conception of a Lead

14 Intermediary organizations are conspicuously absent from the field of education. They have played an important role in major social reform programs over the past decades.

15 Walter Ackerman, "The Structure of Jewish Education in North America," 1990; Isa Aron, "Towards the Professionalization of Jewish Teaching," 1990; Aryeh Davidson, "The Preparation of Jewish Educators in North America: A Research Study," 1990; Joel Fox, "Federation-Led Community Planning for Jewish Education, Identity, and Continuity," 1989; Joseph Reimer, "The Synagogue as a Context for Jewish Education," 1990; Bernard Reisman, "Informal Education in North America," 1990; Henry L. Zucker, "Community Organization for Jewish Education—Leadership, Finance, and Structure," 1989. Also, see in this issue "A Time to Act: A Research Perspective," by Prof. Stuart Schoenfeld.

Community as a setting where major systematic change can be introduced and systematically monitored.¹⁶

c. Content:

A review of the recent reports on general education in the United States, or of past reports on Jewish educational renewal reveal the extent to which their recommendations are general, often failing to present a clear, specific agenda of required changes. This Commission has attempted to avoid this pitfall by focussing on the specific areas of personnel and community support, detailing not only what needs to be done, but also how it should be done. In particular, the unique content of the Commissions work can be characterized by two major themes:

- i. Specific ideas and detailed recommendations;¹⁷
 - ii. Comprehensive, coordinated treatment of personnel and community.
- i. Already at the second meeting of the Commission, the Commissioners addressed the need for specificity, challenging themselves and the Commission staff to spell out, in detail, what would be involved in creating change in the areas of personnel and community support. As a result, at its meeting of June 14, 1989, the Commission considered a large number of suggestions, including:
 - programs for the recruitment of key leadership to the area of Jewish education; encouragement of the establishment of additional local commissions for Jewish education;
 - specific communications programs aimed at creating more understanding, knowledge, and support for Jewish education in the community at large;
 - the recruitment of Judaic studies majors for the field of Jewish education;
 - the expansion of in-service training opportunities and the recruitment of the institutions of higher Jewish learning to offer more in-service programs;
 - the establishment of new positions for professors of Jewish education;
 - the recruitment of Jewish professors in university departments of education, psychology, philosophy, and sociology, to teach in the education programs of institutions of higher Jewish learning;
 - the development of portable benefits packages for both full-time and part-time teachers;

16 Marshall S. Smith and Jennifer O'Day, *Systemic School Reform, Politics of Education Association Yearbook*, 1990, pp. 233-267.

17 "The Report is impressive . . . in its specificity: no other major reform document that I can think of indicates clear-cut and short-term changes along with the long-term and more abstract goals. One has only to compare *A Time to Act* with "America 2000" (President Bush's recent education manifesto) to appreciate the specificity of the former." (Personal correspondence, Dr. Adam Gamoran, associate professor of sociology and educational policy studies, University of Wisconsin, Madison, May 6, 1991).

- the development of career ladders in Jewish education which are not simply linear, offering options other than advancement to administrative positions;
- the development of additional networks of collegiality: publications, meetings, conferences, and computerized networking.

Each of these recommendations has been linked to a specific framework for implementation, and efforts are being made to secure appropriate funding.

- ii. After considering the specific ideas suggested, the Commission concluded that dealing effectively with the shortage of qualified personnel for Jewish education requires that recruitment to Jewish education, training, profession-building, and retention be addressed simultaneously, as none of these can be separated from the others, and no one factor is the limiting factor. Clearly, a multidimensional approach—not a simple solution—is in order. Similarly, the Commission learned that for Jewish education to benefit from the resources necessary for appropriate development, it must become a major priority of the community. This will only happen if outstanding community leaders take positions in support of such priority, and if members of the community understand and support these efforts. Thus, the Commission decided that a strategy needed to be developed to deal with both personnel and community in a comprehensive fashion. Moreover, the Commissioners realized that personnel and the community were interrelated, each being dependent on the other for success. For Jewish education to attract talented and dedicated Jews to the field, these individuals must believe that the Jewish community will give them the support and resources necessary to make the difference. The community, on the other hand, will only mobilize for the cause of Jewish education if it believes that a highly qualified profession of Jewish educators is being developed. It is therefore necessary to develop a program that includes simultaneous treatment of both the shortage of personnel and the community's support for Jewish education.

3. Why did the Commission choose to concentrate its efforts on those options it termed "enabling"?

There are so many aspects of Jewish education that urgently need attention that the task of choosing among them was an exceedingly difficult one. In August, 1988 the Commissioners listed as many as 27 areas on which the Commission's work could concentrate, each important enough to warrant a commission of its own. Between August and December, 1988, staff and consultants developed a methodology to analyze each of these areas.¹⁸ This methodology required that the best available information on each area be gathered and analyzed in terms of several criteria of importance, feasibility, benefits, cost, and time involved for implementation. The outcome of this analysis revealed the difficulty of assigning relative priorities to programmatic areas. All are important and it is difficult to rank the benefits that would accrue from investment in each. The analysis, in the end, did not provide guidance in selecting any particular populations, age levels, or institutional settings for intensive work; the Commission

¹⁸ See Commission on Jewish Education in North America, Background Materials for the Meeting of December 13, 1988.

was left with the question of how to decide set priorities for action, among all the competing claims. Ultimately, the criterion of “importance”—both relative and absolute—helped the Commission reach a decision.¹⁹ The critical questions turned out to be: “Are there any interventions in Jewish education on which improvement in many or all areas depends? Is there any intervention without which improvement in many or all areas is not likely?” Analysis revealed that almost all areas need personnel and community resources as conditions for improvement. It became clear that for across-the-board improvement in the field of Jewish education to occur at this time, a heavy investment in educational personnel and a major effort to mobilize community support is required. The Commission reached the understanding that the key to change lies in developing a feasible strategy for addressing these building blocks of Jewish education.

4. What is the strategy for the improvement of Jewish education adopted by the Commission?

The need to deal with personnel and to mobilize community support has been stated many times in the past, without this articulation leading to significant change. This Commission, several of its members wise from the lessons of the past, took steps to plan a strategy for change. This strategy was developed with two questions in mind:²⁰

1. What should be done concerning personnel and the community; and
2. How should it be done?

We have dealt above with the first question: we now turn to the second. The core of the Commission’s plan is to infuse Jewish education with a new vitality by recruiting and training large numbers of talented and dedicated educators. To succeed, these educators need to work in a congenial environment, supported by a Jewish community that recognizes Jewish education as the most effective means for insuring Jewish continuity and creating a commitment to Jewish values and behavior. The Commission recognized the enormity of the task. Thousands of educators, working in scores of institutions, are involved. In addition, the field is beset by doubt and skepticism. Therefore, the Commission decided to include demonstration as a major element in its strategy. Demonstration provides a means to develop solutions, to demonstrate feasibility, and to allow for results within a reasonable period of time. Moreover, education takes place locally, within communities, in schools, centers, and synagogues. The most recent literature on educational change points to the need to link educational change to community-wide processes.²¹ Thus, the cornerstone of the Commission’s strategy is the setting up of several Lead Communities, followed by the diffusion of innovations shown to be successful, throughout the continent. At the same time, however, systemic change requires continental efforts. Matters such as salaries and benefits are of concern for all communities in North America, and answers to the financial and organizational issues involved require continental policies. Similarly, though some training can be done locally, much will have to be

¹⁹ Ibid.

²⁰ Commission on Jewish Education in North America, *Background Materials for the Meeting of June 14, 1989*.

²¹ Smith and O’Day, *Systemic School Reform*, pp. 233-267.

done in major centers in North America and Israel. And candidates for the profession will have to be recruited on a continental basis.

The Commission adopted a strategy for change which posits two criteria for evaluating possible actions:

- a) the likelihood of having broad systemic impact on the field of Jewish education; and
- b) the likelihood of implementation.

Hence, the central foci of the Commissions work:

- personnel, since the shortage of qualified professionals affects every area of educational endeavor;
- community support, since leadership, moral support and material resources are vital to change;
- major local efforts (Lead Communities) since this is where education takes place (a bottom-up approach);
- the need for a continental, multidimensional perspective and effort, based on the recognition that problems, programs, and communities cannot be dealt with in isolation (a top-down approach).

In conclusion, we would like to thank the editor of *Jewish Education Magazine*, Dr. Alvin Schiff, for inviting us to participate in this symposium. As a member of the Commission on Jewish Education in North America, he made a significant contribution to its work. By organizing this symposium, he has helped to disseminate its findings and recommendations and to stimulate further discussion on the issues that the Commission considered.

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

CJIE, 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 feedback 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 CJIE, 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 CJIE, 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 CJIE. 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 CJIE 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 CJIE, 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 CJIE's Role:** Facilitating implementation and ensuring continental input. The CJIE, 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 CJE 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 CJE

The CJE 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 CJE 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 CJE 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 CJE 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

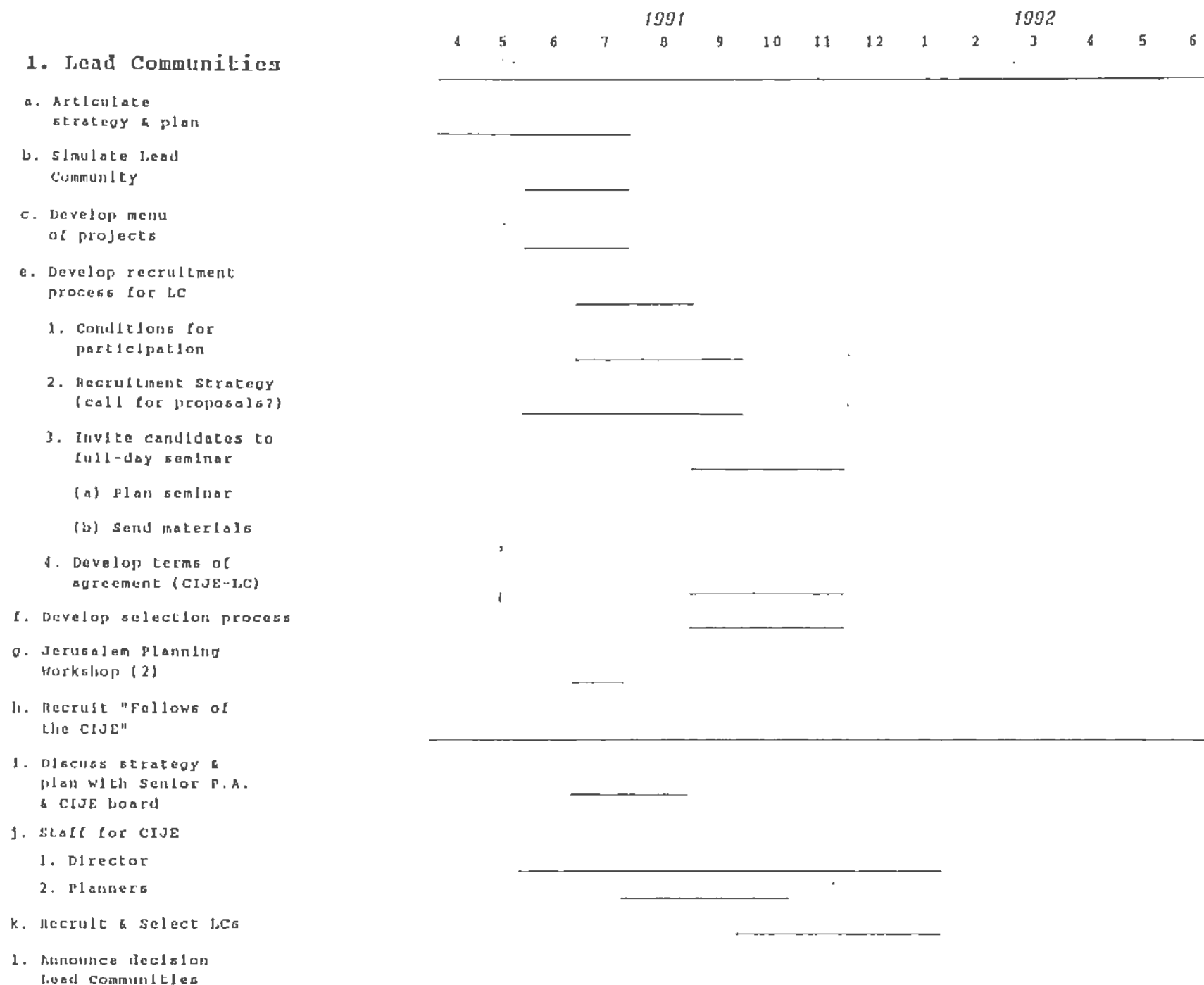


Exhibit 1

1991 1992

- m. Negotiate terms
- n. Launch Lead Communities
(set up local planning
& implementation group)
- o. Data collection, Evaluation
& Feedback loop
 - 1. Hire researchers
(for LC; coordinators;
Steering Committee;
Researchers in LC)
 - 2. Launch research
 - 3. Diffuse findings
- p. Best Practices
 - 1. Hire consultant &
launch
 - 2. Diffuse findings
- q. Communication programs
 - 1. LC network &
 - 2. Other communities

2. Community Support

- a. Prepare Strategic Plan
- b. The CIJE Board
 - 1. Campers
 - 2. Board meetings
 - 3. Interim communications
- c. Senior Policy Advisors
 - 1. Meetings
 - 2. Interim communications

CIJE TIME LINE - APRIL 1991-JUNE 1992

				<i>1991</i>						<i>1992</i>				
4	5	6	7	8	9	10	11	12	1	2	3	4	5	6

1. Develop communications program

1. Engage foundations

2. Joint planning of
specific areas
(e.g., Israel Experience;
media; Early Childhood;
supplementary 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/ IAF & training institutions

b. Ladder of Advancement

c. Terms of Employment

d. Etc.

5. Quality Control

a. Develop method for CISE

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.



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March 11, 1992

Dr. Shulamith Elster
5800 Nicholson Lane
508
Rockville, MD 20852

Dear Shula,

I've just returned from my sabbatical stint in Israel and I've had occasion to read the materials you sent out on the recent developments with CIJE. While I've only been away less than three months, certainly a great deal has happened with CIJE. I read over the materials on the Lead Communities and the minutes of the Senior Policy Advisors in January, and then the annual meeting a week or so later, and there does seem to be some important momentum underway. Earlier I also had a letter from Barry Holtz about his work with Lead Communities and Best Practice. I've also just written a letter with some suggestions to him. I am ready to get involved further so other meetings may be scheduled in the spring months. I will be away finishing up my sabbatical with a stint in Argentina and then in South Africa, working with Jewish communal leaders during the months of May and June.

My work in Israel was very exciting and I think I was helpful. Most of my time was spent both teaching and doing research on the use of informal education with adult groups visiting in Israel. I'm continuing that project now that I'm back home. It relates in many ways to some of the ideas which are beginning to get focused in the CIJE initiatives.

While in Jerusalem I spent some time talking with Seymour Fox. He encouraged me to write to you. I think a particular expertise, both of me and of my colleagues at the Hornstein Program at Brandeis, is in the realm of informal Jewish education and our faculty is determined to make this a central direction for our future growth. The idea which emerged from my conversation with Seymour was the possibility that our Brandeis faculty might be a resource for you to think about in some of the training of personnel working on the innovative education projects in the Lead Communities. In addition to informal education, I would list two other realms in which I think we could be helpful. One such area is in the creation of responsive organizational environments which will help educators be more aware of ways of responding to students, young or old, and also of working with

families in ways that assure the motivation and commitment of the students. Another area of special competence is the relationship between lay and professionals. Given that our program generically educates Jewish professionals, including educators and more traditional communal workers, we spend a good deal of time on helping people develop good collaborative relationships between volunteers and professionals.

A primary faculty which would be available for this kind of consultative/training work include Susan Shevitz, Joe Reimer and myself. I hope we'll have the opportunity to talk further about these matters at some point in the near future,

Best regards,

Sincerely,

Bernie
Bernard Reisman
Director

ng

cc: Dr. Seymour Fox

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.

Status Report on the CIJE Lead Communities Project
April 23, 1992

1. Twenty-three North American Jewish communities responded to the call for proposals for the Lead Communities Project. Together the communities represent 1.5 million Jews--about 26% of the Jewish population of North America. A number of other communities indicated a keen interest in the process, but felt they were not ready to apply. Fifty-seven communities were eligible on the basis of the population guidelines--that is, Jewish communities with populations of between 15,000 and 300,000.
2. The response to the recruitment process was an enormous source of encouragement to us, and a further indication of the impact of the work of the Commission on Jewish Education in North America.
3. In order to provide time for further consideration of our approach--in light of the quality and quantity of proposals, CIJE ~~staff~~ decided to consider whether revisions in the review process were indicated.
4. It was decided to proceed with the process to select finalist communities as originally planned. Three communities will be selected during the next four months. The review panelists--educators and professionals--many of whom are Senior Policy Advisors--will be asked to continue their work.
5. In order to consider these various developments, Mr. Mandel is convening a senior advisory group consisting of our partners (CJF, JESNA, JCCA), Mr. Chuck Ratner (Chairman of the CIJE Lead Communities Committee), and staff. The group will convene on May 3rd to review our plan and rethink implications of the large number and high quality of proposals.

Reviewed by AH and SRE
4/23/92

MEMORANDUM

TO: CIJE Steering Committee
Morton L. Mandel
Seymour Fox
Annette Hochstein
Steve Hoffman
Virginia P. Yavi
Henry Zucker

FROM: Shulamith Elster *se*

SUBJECT: Report of Recent Activities

DATE: April 29, 1992

I. Lead Communities

Selection

At our meeting on Sunday, May 3rd, there will be an up-to-date report on all aspects of the selection process. At this time, it is important for the Steering Committee to know that all of the review panelists have been contacted personally to resume their work and tentative times have been set for the teleconferences on May 12-13-14, just one month later than originally scheduled.

II. CIJE Projects

Best Practices

The Early Childhood Panel will meet on May 11th at the Jewish Theological Seminary. From Barry's report, the participants are very enthusiastic about the project. In my next report I will report on the meeting and on the meeting we have planned at JCCR with Barry Chazan on educational programs at centers.

Research

Isa awaits comments on the final draft of the report on the building of a research capability.

Monitoring, Evaluation and Feedback

Adam reports a good response to his advertisement for field researchers in the Lead Communities and several suggestions of candidates from members of the Senior Policy Advisors. He has written to Annette and to me with his thinking about an interview process for the most promising candidates.

III. Senior Policy Advisors

I would like to prepare a written report to the Senior Policy Advisors as soon as practical after May 3rd. I want to report on recent activities especially those that were on the agenda of their most recent meetings - Best Practice, Lead Communities, Adam's work.

APR 28 '92 23:59

PAGE 02

IV. JCCA

I am looking forward to the biennial and the opportunity to join the discussions regarding the centers as settings for informal Jewish education. I have plans to meet with several review panelists: Mark Berger of the OUF West Coast office, David Dubin, Leonard Rubin. I was also contacted by the San Francisco Federation and will be meeting with Nancy Tandler of their staff. You will recall that they expressed interest in the Lead Communities Project though they are not in a position to submit a proposal at this time.

V. Movements/Denominations/ Organizations

The paper on the CIJE and these groups continues to be my assignment. At the JTSA Chancellors Education Cabinet meeting earlier this month there was a serious discussion that was of great interest and concern. The participants reflected a continuing concern that the CIJE's work in the communities formally encourage pluralism. I would like to explain very briefly and use this comment as a catalyst to move my own work forward in this area.

The movements/denominations find themselves in "competition" in several programmatic areas with local federations, JCC's and central agencies - the addresses we used for the Guidelines for Lead Communities Proposals.

Three programmatic areas can serve as illustrations: Israel programs, family education and camping. There are others.

The following are specific questions raised by the Conservative educators:

Will the manner in which Israel programs are organized in Lead Communities support pluralism? Will there be a "rule" that they must encourage young people to select movement programs - Ramah, USY, Nifty, NCSY - even as they are encouraged to participate in those sponsored by local central agencies, Zionist youth movements and JCC's?

Will synagogue-sponsored family education programs receive the same level of support as those at JCC's, central agencies, Federations?

In some communities Federation sponsored camps entice staff from movement camps because they offer training-grants, higher salaries etc. - all funded through community campaigns and endowment funds? Will the movements have an "even-playing field"?

Yes, the movements have work to do with their local communities to strengthen their synagogues and affiliated organizations. How do we encourage pluralism? How do we consider the issue of the "even playing field"?

VI: Anado Foundation

Tamar Frank called today to report that the Foundation is very interested in the work of the CIJE and will look forward to receiving program proposals for work in the Lead Communities.

VII. Research Network for Jewish Education

At the network conference last June in Cleveland there was a presentation on the CIJE and specifically on the opportunity that our work presents for the development of both the research capability and agenda. The 1992 conference will take place at the end of June in California. Lois Zachary, the program chair, has invited me to participate in a panel with Adam and Isa. It is an opportunity to look at our work a year later and specifically present the work of both Adam and Isa, who are active in the organization. Leo Shulman might call them an "existence proof"!

I think it's a wonderful opportunity for us to continue to be a part of the existing research community in North America. Lois has spoken to both Isa and Adam who are enthusiastic about it. There has been a request to circulate their papers in advance of the conference.

VIII. L'hitraot. I look forward to seeing you all in New York on Sunday.

srs

C:\april29report

from GUNNY

from Eusebius

מכור מנדל

התקבל 26/4/92 לתיק

מיון של ☐ טופל

FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) is recruiting a team of full-time field researchers to study "lead communities," demonstration sites for new, comprehensive programs to improve Jewish education.

Requirements: Strong academic background in education or related discipline; extensive fieldwork experience; outstanding communication skills; ability to work as part of a team. Knowledge of Jewish education preferred but not required.

To apply, send letter of application, résumé, and a writing sample, by May 11, 1992, to:

Professor Adam Gamoran
CIJE Evaluation Project
Department of Sociology
1180 Observatory Dr.
Madison, Wis. 53706

AMERICAN
JEWISH
ARCHIVES



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***Council for Initiatives
in
Jewish Education***

To: Annette Hochstein
Company Name: Ritz Carlton
Phone Number: 202-293-2100
Fax Number: 202-293-0641

From: Shulamith R. Elster

Description:

Please add this to your
Torah Umesorah materials

I asked specific questions & this letter
incorporates his response.

Number of pages (including cover): 3

Date sent:

5/18/92

Time sent:

8:00 pm

If there are any problems receiving
this transmission please call:

301-230-2012

Torah
Umesorah



National
Society for
Hebrew
Day Schools

11 Nisan 5752
April 14, 1992

Mrs. Shulamit Elster
6424 Needle Leaf Drive
Rockville, Md. 20852

Dear Shulamit:

Congratulations on your appointment as the head of C.I.J.E. I'm confident that you will be eminently successful. We're eagerly looking forward to working with you.

This is being written in response to your memo of April 2 concerning the Torah Umesorah proposal to the Mandel Associated Foundations.

The establishment of a Teacher Training Institute in Lakewood has the potential of creating a major source for the recruitment of Day School teachers.

These young men exude a great warmth and excitement for Yiddishkeit and Jewish children, as well as a passionate commitment to Jewish community service.

Our program is designed to train these young men as Day School teachers for the 560 Torah Umesorah Day Schools across the continent. It is our belief that every one of these schools, from the most Hassidic to the most modern deserves to have candidates for teaching positions who are professionally trained. It is our responsibility to train teachers for all of these schools.

The students of Beth Medrash Govoha of Lakewood represent a broad spectrum of the American Jewish community. There will be many recruits in our program who would be happy to teach in a co-ed setting. There will be those who won't.

Many Day School teachers supplement their incomes by teaching in supplementary schools or by undertaking other assignments in the Jewish community. The graduates of our program will certainly do the same.

Rabbis Merkin, Feuerman and Leibenstein have, over the years, played a leading role in all of our teacher training efforts. Distance, of course, will prevent them from daily contact with the program. They will, however, serve on the Board and participate in an advisory and occasionally active capacity as well.

There are several Yeshiva educators in the New York/New Jersey area who are highly qualified and very capable to run this program. Some of them are principals in the Lakewood area where we expect to receive their cooperation in providing the setting for supervised student teaching.

We believe that the best instructors for this program, would be academically qualified educators who are familiar with Day School education, rather than secular educators who have no understanding of the Day School system. However, in isolated subject matter where there would be no qualified teachers other than secular teachers, I am certain that we would be willing to make the appropriate choice.

L.I.U. is anxious to work with us on this program. There are other universities which have shown an interest as well. No formal agreement has been reached.

In conclusion, let me quote the words of Dr. Harold S. Himmelfarb in his article, "The American Jewish Day School: The Third Generation", published in Private Education and the Public Interest, Greenwood Press, 1991.

"The personnel crisis in regard to Judaic studies teachers is a growing challenge to Day School supporters. The graduates of Orthodox talmudic and teacher seminaries remain the most vital sources for recruiting of new teachers".

C.I.J.E. is committed to upgrading and professionalizing Jewish education.

Our program will bring more such teachers into the profession and will train them so that they will be truly professionals.

We need your help.

Sincerely yours,



Rabbi Joshua Fishman
Executive Vice-President

JF:la
Enc.

< TRANSACTION REPORT >

05-12-1998(TUE) 18:55

[RECEIVE]

NO.	DATE	TIME	DESTINATION STATION	PG.	DURATION	MODE	RESULT
10640	5-12	18:56		3	0'01'48"	NORMAL	OK
				3	0'01'48"		

Shan'el
Ansel

FAX Memorandum

TO: Annette Hochstein
Ritz Carlton Hotel
202-293-0641

FROM: Shulamith Elster 301-230-2012
Council for Initiatives in Jewish Education

DATE: May 8, 1992

Total number of pages including this sheet:

Attached is the draft letter to Leighton Rosenthal. It began with discussions between Jon Woocher and Steve. Please let me have your reactions which I will then share with Jon. Or you may want to speak with him directly.

The Torah Umesorah is too big to fax so I am mailing it to you.

Shabbat Shalom! Sorry we don't have beautiful Washington weather for your visit. I will stay in touch.

MEMORANDUM

LOCATION
OFFICE OF
AMERICA, INC.

מיקום משרד
אמריקה, אי. אי.

TO: Bennett Yanowitz
Steve Hoffman
Shulamith Elster
Barry Holtz

FROM: Jonathan Woocher

DATE: March 25, 1992

SUBJECT: Revised draft of letter of inquiry to Leighton
Rosenthal

730 BROADWAY
NEW YORK, NY 10003-9540
Entrance 418 Lafayette Street
(212) 529-2000
FAX: (212) 529-2009

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Following conversations with our staff, Shulamith and Adam Camoran, I've prepared this slightly revised draft of the proposal to the Rosenthal Foundation for a project on evaluation.

I'd appreciate it if you would review this and fax any suggested changes or concerns to me within the next few days. If we can get agreement on the letter, I'd like to get it out as quickly as possible.

I'm not sure what the chances are, but I think it's worth a shot.

Thanks to you all for your help on this.



2

We estimate that this project would cost approximately \$100,000 a year for the three year period, for staff, expert consultants, travel, and other expenses. The products of the project would include not only the individual program evaluations, but a handbook on program evaluation that would be widely disseminated throughout the Jewish educational world.

While a project of this scope could not in itself provide definitive guidance to all potential investors in new educational programs regarding where and how to invest, it will establish protocols and standards for program evaluation that can ensure that future investments are properly monitored. It will also contribute significantly through the evaluation studies themselves to our knowledge of what approaches in the areas of family education, supplementary schooling, and personnel development are worthy of additional investment.

The support of the Rosenthal Foundation for this project would be a significant contribution to the field with widespread impact. If you are interested in pursuing this, we would be pleased to prepare a more formal request with a full budget and timetable.

In all events, I thank you for stimulating us to think further about this issue, and look forward to hearing from you.

With my best wishes.

Cordially,

Jonathan S. Woocher

cc.: Bennett Yanowitz
Dr. Shulamith Elster
Stephen Hoffman

SENT BY: OLIVETTI FX 1500

: 3-25-92 : 10:52 :

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D R A F T #2 - March 25, 1992

Dear Leighton,

In the period since Bennett and I met with you a few months ago, we have been giving considerable thought to how JESNA could respond to the challenge you posed: How do we know that the investments we are being asked to make in Jewish education are really worthwhile? This is, indeed, a critical issue not only for us, but for our colleagues at the Council for Initiatives in Jewish Education (CIJE) who are working to assemble an inventory of "best practices" in Jewish education. Together, we have come up with a proposal for a project that could, we believe, begin to provide an answer to your question that we hope the Rosenthal Foundation might be interested in supporting.

As we discussed when we met, the major problem we face in demonstrating the impact of new program initiatives is that evaluation is costly and time-consuming (especially if done correctly). As a result, most institutions undertaking new projects at the grass-roots level (where much innovation occurs) are unable to properly evaluate what they have done. When we think programs have been successful, and want to replicate and disseminate them, we don't have the hard evidence to convince potential funders that this is worthwhile.

JESNA and the CIJE would, therefore, like to undertake a three-year project to identify and evaluate properly fifteen promising programs in three key educational areas: (1) family education, (2) supplementary school improvement, and personnel development. (3) We've chosen these areas because of their centrality to current efforts to strengthen Jewish education and promote Jewish continuity. Our project would have two goals: First, to determine which of these programs in fact represent significant educational achievements worthy of replication. And second, to develop the evaluation models and procedures that can subsequently be employed more widely and (hopefully) more efficiently, thereby encouraging more evaluative work in Jewish education. Ultimately, if successful, the project might lay the groundwork for the establishment of a Center for Jewish Educational Evaluation, something which could make a major lasting contribution to the field.

more specific

Evaluation in Jewish Ed. - ?

Through our own work over the years, that of the Covenant Foundation, a special program that JESNA operates in partnership with the Crown family of Chicago, and the first phases of CIJE's Best Practices project currently underway, we are in an excellent position to identify the programs that might be studied. In addition, our staff expertise in evaluation and close contacts with other experts in this area give us confidence that we would produce the quality of work that would represent a genuine contribution to the field.

< TRANSACTION REPORT >

05-08-1992(FRI) 12:01

[RECEIVE]

NO.	DATE	TIME	DESTINATION STATION	PG.	DURATION	MODE	RESULT
10651	5-08	11:58		4	0*02'11"	NORMAL	OK
				4	0*02'11"		

FAX MEMORANDUM

TO: Annette Hochstein
FROM: Shulamith Elster
RE: DRAFT Communication to Board and SPA
DATE: May 15, 1992

Welcome home!

I'm faxing a copy of this to Ginny at the same time. If you could give her your suggestions and comments by Monday morning, we will be together in Cleveland on Monday and can collaborate on a version to send along to MLM.

News about Rotman is very good. Telecons with panclists have been just terrific. More details when we speak!

Best regards and good wishes to Seymour.

Shabbat Shalom!

total: 5 pages.

p.1.

DRAFT: Update On CIJE Activities: May, 1992

Memorandum

TO: Board of Directors/ Senior Policy Advisors (2 separate memos- same next except for last paragraph as noted)

FROM: Morton I. Mandel

RE: Update on CIJE Activities: May 1992

DATE: May 22, 1992 (?)

I am pleased to report on the fine progress the CIJE has made in the few months since our last meeting in January.

In February fifty-seven North American Jewish communities, eligible on the basis of their Jewish populations of between 15,000 and 300,000, were invited to participate in the CIJE Lead Communities Project by submitting preliminary proposals.

Twenty-three Jewish communities- representing 1.5 million Jews - about 26% of the Jewish population of North America responded. Both the number and quality of proposals actually received were far greater than we had anticipated prompting us to consider the historic opportunity suggested by the commitment to Jewish education contained in these preliminary proposals.

A list of these twenty-three communities is appended for your information. (Alphabetical listing suggested.)

p2.

Working in close consultation with Professor Seymour Fox and Annette Hochstein of the Mandel Institute and CIJE Acting Director and Education Officer Dr. Shulamith Elster, a carefully developed selection process was developed for the project by CIJE consultants Dr. Jacob Ukeles and Dr. James Meier of Ukeles Associates, Inc.

The selection of finalist communities is taking place this month and an announcement of the final candidates will take place early in June following the deliberations of the Lead Communities Committee of the CIJE chaired by Charles Ratnor. Committee members include: Charles Bronfman, Thomas Hausdorff, David Hirschhorn, Mark Lainer, Melvin Merians and Lester Pollack.

<? Mention Art Ratman >

Twelve experienced and distinguished educators and professionals, participated in the process through panels organized to review and discuss the preliminary proposals in an advisory capacity to the Board Committee. Review panelists included: Dr. Robert Abramson, Mark Derger, David Dubin, Sylvia Ettenberg, Dr. Peter Geffen, Mark Gurvis, Richard Joel, Sara Lee, Leonard Rubin, Alvin Schiff, Eliot Spack, and Jonathan Woocher.

p. 3

With the able assistance of colleagues working in the fields of supplementary and early childhood Jewish education, Dr. Barry Holtz has convened two working groups to identify criteria for the Best Practice Projects in these two programmatic areas. Work has begun with the cooperation of the Jewish Community Centers Association senior staff to identify and document the exemplary programs and center projects. Panelists will visit recommended sites and programs and provide written documentation to assist in the work of the CIJE in the Lead Communities and to record exemplary practice for replication and dissemination at a later date.

A field research component of the Lead Communities Project is centered in the Monitoring, Evaluation and Feedback Project developed by Dr. Adam Gamoran. With the process of selecting the communities well-underway, Dr. Gamoran is recruiting and interviewing candidates for the position of field researchers in the selected communities. He has developed a training program and work plans to ensure that the CIJE and the communities have the information and data required for informed decision-making.

FOR BOARD MEMBERS: I look forward to discussing the Lead Communities Project and other CIJE --

p.4.

FOR SENIOR POLICY ADVISORS: I am appreciative of your participation and ongoing assistance to the staff and consultants of the CIJE. Your helpful suggestions and guidance have informed our work.

ure

5/15/92

C:WP/UPDATE

fax memorandum

TO: Annette Hochstein/ Mandel Institute
011-972-2-619951
FROM: Shulamith Elster 301-230-2012 *le*
Council for Initiatives in Jewish Education
DATE: May 27, 1992

I know that these are very busy and exciting days -and nights- with Mort and the Institute Board. I do want to take your time now to bring you up-to-date on a number of items and ask for your counsel on several.

1. Adam Gamoran's project: Adam has asked me to review the resumes and writing samples of the 13 semi-finalists in his search for field researchers. We will be selected a number to interview in person in Madison early in June. His understanding is that we will have 2, possibly 3, field researchers. I think he has a fine selection in the 13 portfolios that I read last evening and I don't think it will be hard to select 5-6 to consider as finalists.

Do I have the authorization to proceed with Adam into the final round? For me, that means that we go ahead with the interviews and then discuss the finalists with you and SF. I know that Adam will be in Israel with you around June 21st so he can present the finalists to you at that time. Please advise.

2. Art Naparstek has review his foundation paper with me and will be sending a preliminary paper to Israel to MLM for review. Can we be certain that this will be on the agenda for the June 12th telecon? I think it needs a full discussion by our advisory group as everyone will have specific assignments.

3. June 12th telecon: Will you be discussing the preliminary agenda with MLM while he is in Israel?

4. I met with Jon Woocher regarding the newsletter and I am sending you a copy of his memo of May 22nd to me. I would like your comments so that together Jon and I can have something to present on the June 12th telecon. Yet another agenda item.

I am sending it separately as I often have problems with transmitting faxes to you that are more than several pages in length.

5. Barry and I have a meeting set for June 2nd in New York to discuss next steps and the next year's plan for Best Practice. This will include discussion of budget for the project.

6. Finally, I hope to have revised budget materials to you within a few hours. I have made the cuts we discussed, but it has some ramifications which we should discuss. I will give you time to review and comment and then we can schedule a time to discuss it.

From : CIJE

PHONE No. :

May.27 1992 10:01AM PC

/. Finally, and most important at this time... have you had an opportunity to review the materials that Art brought regarding the Lead Communities Committee? I spoke with Jim and Jack at the end of the day yesterday and we are interested in your reactions and those of SF and MLM. We would like to make the proposed revisions and get them to Chuck and following his approval to the members of the committee.

Best regards to Mort, Seymour, Art and friends.

Fax Memorandum

TO: Annette Hochstein
011-972-2-619951
FROM: Shulamith Elster 301-230-2012
Council for Initiatives in Jewish Education
RE: Field Researchers
DATE: June 1, 1992

1. Adam's advertisements in the Chronicle of Higher Education and Education Week and his contacts with colleagues in education and our Senior Policy Advisors and consultants produced 63 applicants.

2. Adam reviewed the credentials and work of the applicants and selected 13 for the semi finalist pool.

3. To assist in the effort, Adam contacted two colleagues to participate in the selection of finalists and in the process of interviewing candidates.

Ellen Goldring is Associate Professor of Educational Administration at Vanderbilt. She came to Vanderbilt after several years at Tel Aviv University where she was a tenured faculty member in education.

Gary Wehlage is Adam's colleague at the University of Wisconsin and conducted the evaluation of the New Futures Program about which Adam wrote in a recent memorandum circulated to CIJE colleagues.

4. Adam, his associates and I reviewed the 13 files and made independent judgments about finalists. We had the option of using the enclosed form or another means to rank them. There was agreement on 5 of the 13. Adam is polling the group about one more- for a total of 6 finalists.

5. Adam has developed an interview schedule and protocol that will have the 4 of us (Adam, Ellen, Gary and me) meeting together in Madison on Sunday evening (hopefully on June 14) and then with candidates individually and as a panel on the 15th.

6. FYI: I plan to stay in Madison for an additional day to work with Adam. I want to know more about his plans, training etc. and I think all of this has to be integrated into the IC project.

7. Adam's original budget estimated recruitment costs at \$8,000. \$2,000 was approved for advertisements and other costs associated with the development of an applicant pool. Adam reported to me this morning that \$1,200 of this has been spent thus far.

8. Adam estimates that it will cost \$4,200 for the next phase- that is transportation, incidental travel, housing, food etc.- for the six candidates and Ellen- and a modest honorarium for Ellen and Gary. (Honorarium is \$100 for the review of applicant portfolios towards the selection of the finalists and \$200 for participation in the interviews in Madison.) This is modest!

We are assuming that my travel and associated costs is a part of the overall CIJE administrative budget.

9. Adam will present candidates to you and SF in Jerusalem on July 1st. Immediately following, we will want to issue formal contracts for the field researchers so that training can begin prior to Adam's departure for Scotland,

10. IMPORTANT: Terms of employment contract: base salary, usual benefits, health insurance (through CJP?Premier? Cleveland federation?) and other issues (vacation, expense accounts). This is not a simple matter given our work style so thought has to be given now so that we can proceed without delay on July 2nd.

Thank you for your assistance. I await your response.

S.

c:interviews

Call Her
Call me

Re: Memorandum

To: Annette Hochstein
011-972-2-619951

FROM: Shulamith Elster 301-230-2012
Council for Initiatives in Jewish Education

DATE: June 4, 1992

1. I will send you a report at the end of the date regarding the status of the Board committee telecon. Art is reviewing the availability of members and will decide which of two dates is the better. *- now Friday at 3pm - se*

2. As soon as practical, we will need to discuss the agenda for the Friday telecon next week. Should we think about:

- ** Report on Board Lead Communities Committee
- Do we want to have Art report? Chuck Ratner?

*I don't believe
he participate*

- Anything on next steps: site visits
- Status Report on Camoran project
- Art Naparstak's paper

Too early to start planning for Board meeting agenda? *Certainly*

3. Attached memorandum concerning field researchers

4. We will be away for Shavuot returning late Monday night. We are generally away from Friday afternoon through Sunday evening until Labor Day.

FI: The phone number at Virginia Beach is 804-425-7922

Elster
Pino Needle Hill
216 78th Street
Virginia Beach, Va 23451

This fax - 2 pages

✓

MEMORANDUM

TO: Annette Hochstein, Seymour Fox
 FROM: Shulamith R. Elster *RE*
 RE: Reform Commission on Jewish Education
 DATE: June 3, 1992

BACKGROUND

At the UAHC Biennial last October (1991) in Baltimore, Sara Lee introduced me to a number of Reform Jewish Educators who she believed should be KEPT informed about the work of the CIJE. It was at that time that I met Dr. Kerry Olitzky (HUC/New York), Rabbi Sam Joseph (HUC/Cincinnati) and heard Daniel Syme address the NATE Convention. I thanked Sara for the suggestion that I go and meet the stakeholders (on the professional side) and learn more about the issues of concern to them.

It is clear to me, since my visit to Cincinnati and conversations with Sherry Blumberg (HUC/New York and a member of the Best Practices Panel on Supplementary Schools), that there was work to be done within the movement.

I contacted Rabbi Jonathan Stein (Indianapolis Hebrew Congregation) the chairman of the Reform Commission on Jewish Education. We spoke and agreed to meet in May with his co-chairs, Robert Thornberg, Educational Director of Holy Blossom Temple in Toronto) and Dr. Jane Sherman of Santa Fe, a lay leader. In the interim, there was a meeting of the Commission and both Sara Lee and Isa Aron attended. It was fortunate that they were there because the subject of the CIJE came up, and the movement, Sara and Isa were able to make clarifying comments and move my agenda forward.

In the end, we were not able - for logistical and financial reasons - to meet face-to-face so a telephone conference call was a reasonable substitute. Dr. Sherman was not available by phone but I called to briefed her on the conversation.

THE TELECONFERENCE

Both had attended the focus group of Reform educators convened as part of the work of the Commission. Both left with the feeling that the supplementary school was not properly emphasized and reiterated that this is the reality of Reform religious education. Rabbi Stein was left with the impression that the process had perhaps even "denigrated" some of accomplishments of the synagogue school and family education programs. It was clear that this meeting left the Reform education community highly skeptical of the Commission and that this has affected current reactions to the CIJE.

- 2 -

Mel Merians has encouraged the work of the Reform Commission on Jewish Education and they have adopted a mission statement which emphasizes the Commission's role as the meeting place for educators, rabbis, and lay leadership of the movement - a type of central address for our own purposes. They asked me to be aware that the presence of Syme, Lee, and Aron within our CIJE community was not the same as a Commission/movement presence. Of great importance to the Commission is the title given to the VAHC department - DEPARTMENT OF RELIGIOUS EDUCATION. Rabbi Stein, in particular, wanted to be certain that this was emphasized. This is not a matter of Jewish identity: it is a religious identity that is of concern to them. The Reform movement is a religious movement with the synagogue as its center.

At the last Commission meeting, there was considerable discussion of research issues with Isa taking a prominent role here. The discussion centered around: What kinds of things do we want to know? They think that part of their job is to develop a research agenda. However, they know that the primary obstacle to its implementation is the lack of financial resources.

The Commission will meet again on February 27-28, 1993. The NATE Convention will be in Houston in 1993. These may be times when the CIJE could work with the Reform education community.

FOLLOW-UP/NEXT STEPS

1. I have asked for materials on the work of the Commission.
2. I will talk with Isa and Sara about the research questions and see if there is a way to work with them.
3. Rabbi Stein and I will stay in touch and I will give him periodic reports on our work that he can share with others - particularly, Best Practices and Lead Communities. I will also use the Commission members as a resource in the development of our approach to utilizing the movements and denominations in the Lead Communities.
4. I will let Mel Merians and Daniel Syme know about the conversation and of interest in continuing work with the Commission.

SRE
5/4/92

Memorandum

TO: Annette Hochstein
 FROM: Shulamith Elster
 RE: Field Researchers: Monitoring, Evaluation and Feedback
 DATE: June 5, 1992

In advance of the interviews (June 14 and 15), Adam and I want to discuss with you the following issues related to the field researchers:

1. Length of employment *One year*
 - one year (or more) July 1st. June 30th? August 1- July 31? *to be determined by Adam's needs / would plan then*
 - date by which decision will be made about continued employment
2. Compensation *Identify relevant scale and practice. University? Research institution?*
 - base salary
 - customary benefits (health plan: What health plan can they join- Cleveland Federation? CJE? Premier Foundation? other?)
3. Vacation/ time off *what is the norm? (e.g. Federation, JESNA)*
 - Jewish and legal holidays
 - vacation: one month (?)
4. Supervision
 - for whom do field researchers work
 - who is responsible for performance evaluation
 - Where do they work? Office and clerical support?
5. Expenses *CIJE*
 - reimbursement for specific items
 - how is this handled
6. Contract or letter of employment *CIJE*
 - who drafts
 - who signs
 - when issued: start date- July 1st?

IMPORTANT: The most promising of the candidates are not as "well-versed in the Jewish community and/or Jewish education" (Adam's words) as we would want. He has reviewed all of the files again to see if there are more candidates to place in the finalist group. At the moment, two of the more promising of the people we will see in June are not Jewish. I think it very important that we discuss this issue.

Can we schedule a telecon for the three of us next week? Will you let me know some good times Tuesday or Wednesday or Thursday morning no later than 11 A.M./EST and I will clear them with Adam and get back to you. *Yes*

S.

cc: Adam Gamoran

Fax Memorandum

TO: Annette Hochstein
011-972-2-619951

FROM: Shulamith Elster 301-230 2012 *SE*
Council for Initiatives in Jewish Education

DATE: June 10, 1992

Thank you for your helpful comments on the workplan which I will incorporate into the next draft.

Please look at the enclosed revised memorandum which I am also sending along to Art Rotman. I would like to have Mort review and hopefully approve to mail out by the end of this week.

I am leaving for Cleveland tomorrow (Thursday) afternoon and will be "in person" at the telecon and then meeting with Henry and Art Naparstek.

Then I will be at Virginia Beach for Shabbat and leaving from there on Sunday afternoon for Madison and Adam's interviews. If you need to reach me on Sunday evening or Monday or Tuesday morning, I will be with Adam.

P.

①

DRAFT

Memorandum

TO: Board of Directors/ Senior Policy Advisors (2 separate memos -
same next except for last paragraphs as noted)

FROM: Morton L. Mandel

RE: Update on CIJE Activities: June 1992

DATE: June , 1992 (?)

I am pleased to report on the fine progress the CIJE has made in the six months since our last meeting in January.


In February fifty-seven North American Jewish communities, eligible on the basis of their Jewish populations of between 15,000 and 300,000, were invited to participate in the CIJE Lead Communities Project by submitting preliminary proposals.

Twenty-three Jewish communities responded- representing 1.5 million Jews in North America . Both the number and quality of proposals actually received were far greater than we had anticipated, prompting us to consider the historic opportunity suggested by the commitment to Jewish education contained in these preliminary proposals.

A list of these twenty-three communities is appended for your

②

Twelve experienced and distinguished educators and professionals,



served in an advisory capacity to the Board Committee. The Lead Communities Committee of the CIJE is chaired by Charles Ratner. Committee members include: Charles Bronfman, Thomas Hausdorff, David Hirschhorn, Mark Lainer, Melvin Merians and Lester Pollack. Arthur Rotman is serving as the staff for the Committee.

1. The selection of finalist communities was made by the Committee on June 5th during its deliberations. The following North American communities have been informed that they are to be finalists:

| | | |
|-----------|------------|------------|
| Atlanta | Columbus | Oakland |
| Baltimore | Metro West | Ottawa |
| Boston | Milwaukee | Palm Beach |

Finalist communities will be visited during the month of July by Committee members, staff and educational consultants.

Work is proceeding on the identification of Best Practices to be integrated into the Lead Communities. Under the direction of Dr. Barry Holtz working educator groups have identified criteria for supplementary and early childhood programs and discussions are under way with the JCC Association to identify and document the exemplary Jewish educational programs within the center movement.

The Monitoring, Evaluation and Feedback Project being developed

Communities Project.

Lead Communities Project component of the Lead ³



FOR BOARD MEMBERS: I look forward to discussing the Lead Communities Project and other CIJE programs and plans with you and other members of the Board at our August 25th meeting. The Lead Communities Committee plans to make a final selection report as part of the agenda.

II.

FOR SENIOR POLICY ADVISORS: I am appreciative of your participation and ongoing assistance to the staff and consultants of the CIJE. Your helpful suggestions and guidance have informed our work. Plans are now under way for a meeting of the advisors in mid-September.

srp

6/10/92

C:WP/UPDATE

CIJE STEERING COMMITTEE

June 12, 1992

7:30 AM

Agenda

Participants - In Cleveland: Mort Mandel, Chair, Shulamith Elster,
Steve Hoffman, Ginny Levi, Art Naparstek, Henry Zucker
In New York: Art Rotman
In Jerusalem: Seymour Fox, Annette Hochstein

| | <u>Assignment</u> |
|--|-------------------|
| I. Review Minutes of May 3, 1992 | VFL |
| II. Review Assignments | VFL |
| III. Lead Community Update | AR |
| A. Report on selection of finalist communities | |
| B. Next steps | |
| IV. Foundation Development Plan | AJN |
| V. Progress Reports on CIJE Projects | SRE |
| A. Best Practices | |
| B. Monitoring, Evaluation and Feedback | |
| VI. Communications | SRE |
| A. Status report on newsletter | |
| B. Memo to Board and Senior Policy Advisors | |
| C. PR/press release | |
| D. Camper contacts before Aug. 25 meeting | |
| VII. Confirm future meetings (all 7:30 a.m.) | MLM |
| Fri., June 26 | |
| Fri., July 10 | |
| Fri., July 24 | |
| Tues., Aug. 18 | |

MEMORANDUM

TO: CIJE Steering Committee
Morton L. Mandel
Seymour Fox
Annette Hochstein
Stephen H. Hoffman
Stanley Horowitz
Virginia Levi
Arthur Naparstek
Henry Zucker

FROM: Shulamith Elster

SUBJECT: Report of Activities - May-June 10, 1992

DATE: June 10, 1992

I. Lead Communities Selection

Review Panels/Board Committees

The twelve review panels completed their work by mid-May and the telecon deliberations were compiled and organized with other materials - including summaries of the community proposals - for use by the Lead Communities Committee. The Committee of the Board.

The review panelists were:

| | |
|---------------------|------------------|
| Dr. Robert Abramson | Richard Joel |
| Mark Berger | Sara Lee |
| David Dubin | Leonard Rubin |
| Sylvia C. Ettenberg | Dr. Alvin Schiff |
| Dr. Peter Geffen | Dr. Eliot Spack |
| Mark Gurvis | Jonathan Woocher |

The Board Lead Communities Committee, chaired by Chuck Ratner, met on Friday via telecon to select the finalists from the 23 preliminary applicants. The Committee dealt with issues of geographic distribution, community size and potential for the realization of CIJE and community goals.

Letters were mailed following the meeting to each applicant community. The finalist communities are the following nine communities:

| | | |
|-----------|------------|------------|
| Atlanta | Columbus | Oakland |
| Baltimore | Metro West | Ottawa |
| Boston | Milwaukee | Palm Beach |

-2-

The members of the Board of Directors Lead Communities include Charles Bronfman, Thomas Hausdorff, David Hirschhorn, Mark Lainer, Melvin Merians, Lester Pollack, Chuck Ratner. Art Rotman is staffing the Committee for the CIJE.

We are working now on plans for the next phase which will include site visits in July by committee members, staff and educators to these communities. I hope to visit all of the sites so as to provide continuity for the work of the Committee.

The staff work done by Ukeles Associates and Jim Meier, in particular, was instrumental in our ability to meet the June 5th deadline for this phase of the Lead Communities Project.

The Board Committee has plans to meet on the afternoon of August 24th, the day prior to the scheduled Board meeting, to formulate its recommendation to the CIJE Board.

II. CIJE Projects

BEST PRACTICE PROJECT

The initial meeting of the Early Childhood Panel took place on May 11th at the Jewish Theological Seminary. The early childhood educators who attended included:

| | |
|-------------------------------------|--------------------|
| Elissa Blaser (Covenant Foundation) | Esther Friedman |
| Lucy Cohen | Charlotte Muchnick |
| Esther Elfinbaum | Jane Perman (JCCA) |
| Miriam (Mickey) Feinberg | Ina Regosin |
| Shulamit Gittleson | Rina Routenberg |
| Ruth Pinkerson-Feldman | Roanna Shorofsky |

With the exception of Marvell Ginsburg was unable to attend, all of the invitees enthusiastically accepted the invitation to participate. It was an extraordinarily productive afternoon and considerable progress was made in the identification of criteria for inclusion in Best Practice. Plans were made for the next steps: identification of sites, field visits and documentation. Work will continue at the beginning of the new school year in September.

Barry and I were joined at the meeting of the JCCA senior staff by Barry Chazan. The discussion was most productive in that it ended a discussion of a work plan which would involve those most closely associated with CENTER PROGRAMS IN JEWISH EDUCATION in the identification of those programs,

-3-

projects and centers most appropriate for inclusion in the Best Practices Project (excluding early childhood and camping programs that will be included elsewhere in the project).

Within the Supplementary School Division * , the following educators are writing programmatic descriptions of ten "Best Practices" Sites/schools: Sam Joseph, Michael Zeldin, Kathy Green, Carol Ingall, Vicki Kelman, Joe Reimer, and Stuart Schonfeld.

Barry and I are pleased with the status of the project and on June 2nd met to assess progress to date, review the initial year budget and plan for the year ahead.

Research Project

Isa has received comments on the final draft of her report on the research capability and is now finalizing it.

Monitoring, Evaluation And Feedback

Adam received 70 applications for the field researcher positions. He screened the applicants and identified 13 semi-finalists. To assist in the identification of finalists, Adam called on two colleagues and together with them we identified 4-5 with whom we will meet next week in Madison. Adam and I will interview the finalists with his colleagues Ellen Goldring (Vanderbilt, formerly of Tel Aviv University) and Gary Wehlage (Wisconsin).

Among the criteria we will use include: field-work research experience, experience in developing descriptive accounts of educational or community endeavors, earned doctorate or ABD, involvement in and knowledge of Jewish education.

Once selected, the training of the field researchers will take place in three components between July-September. Adam will be leaving for Scotland on August 9th and so we are using this period of time to pay attention to administrative issues including: employment agreements, project management, training and supervision.

III. Planning Agenda for CIJE

I forwarded to Annette today a revised DRAFT of the CIJE agenda (including specific staff assignments) for July - September and hope to have this assignment completed by

* Division is the term that we are now using as a substitute for rounds.

June 17th. This will take the CIJE through the selection of the Lead Communities and the proposed seminar for participating communities.

Likewise, we are working on the next draft of the CIJE operating budget which takes into account our various projects and preliminary plans for a fiscal year to begin July 1, 1992.

IV. Senior Policy Advisors and Board of Directors

A revised memorandum to Board members and Senior Policy Advisors is being drafted for review later this week. It will provide an update on CIJE activities, especially on the status of the Lead Communities Project.

I propose that Rabbi Jonathan Stein, chairman of the Reform Commission on Jewish Education, be added to the Senior Policy Advisors. Please see discussion that follows later in this report on the Commission.

If a Cummings Family member joins the Board of Directors then perhaps Rabbi Rachel Cowan should also be considered for the SPA. If not, she would make a fine addition to the Board.

I would like to propose a meeting of the Senior Policy Advisors for early September following the selection of the Lead Communities. I would like to set the date as soon as possible for the week of September 14th.

V. ETC/For Your Information:

Reform Commission on Jewish Education:

I spoke with co-chairs Robert Tornberg (Educational Director of Holy Blossom Temple in Toronto) and Dr. Jane Sherman of Santa Fe, a lay leader, and with Rabbi Jonathan Stein (Indianapolis Hebrew Congregation) and the chairman of the Commission.

Mel Merians has encouraged the work of the and it has adopted a mission statement which emphasizes the Commission role as the meeting place for educators, rabbis and lay leadership of the movement - a type of central address for our own purposes. They asked me to be aware that the presence of Syme, Lee and Aron within our CIJE community was not the same as a Commission/movement presence.

Of significance to the Commission is the name of the UAHC department - DEPARTMENT OF RELIGIOUS EDUCATION. Rabbi Stein, in particular, wanted to be certain that this was emphasized.

"This is not a matter of Jewish identity. It is a religious identity that is of concern. The Reform movement is a religious movement with the synagogue as its center."

At the last Commission meeting, there was a prominent place for discussion of research issues with Isa taking an important role in her HUC/UAMC capacity. The discussion centered around a research agenda. However, the primary obstacle to its implementation is the lack of financial resources.

The Commission will meet again on February 27-28, 1993 in Houston in 1993. It may be well for the CIJE to work with the Reform community through the Commission and this will be one recommendation within my paper on the movements/denominations.

Rabbi Stein and I will stay in touch and I will give him periodic reports on our work that he can share with others- particularly, Best Practice and Lead Communities. I will let Mel Merians and Daniel Syme know about the conversation and my interest in working with the Commission.

FROM THE FIELD

Covenant Foundation:

Jon Woocher reported on the recent meeting of the Covenant Foundation Board in Chicago. He suggests that we think about ways to integrate their interest in dissemination grants with our Best Practices Project. When we're ready, we should put together a group to think about best ways to approach this funding source. Art and I have a meeting with Dr. Judith Ginsberg and Jon scheduled for June 19th.

CLAL:

This week, CLAL has its annual kallah and content of Jewish continuity is the theme. Steve Bayme, Jon Woocher, Carl Scheingold, Deborah Lipstadt and Arnie Eisen are presenters. Isa is attending and I will ask her and Jon for a report on the substance of the deliberations.

CJF:

Jon Woocher, Barry Shrage and Carl Scheingold will participate in a CJF think tank on Jewish Identity and Continuity this summer.

Meeting with Carl Scheingold: Carl has been working with John Colman on the CJF Long-Range Planning and with others on the Continuity Commission. He also has major responsibility for the Summer Think Tank and continuing education activities for federation and CJF staff. Carl told me of plans for a full day at GA on "identity and continuity". It is probably not too early for CIJE to think about a GA program. Our experience with Lee Shulman last year was positive and we attracted a large and interested audience to the session.

HOWARD JOHNSON

P'za-Hotel

8. 081 Johnson Street
Madison, Wisconsin 53703
(608) 251-4824 FAX
(608) 251-5511

| SEND TO | | |
|--|---------------------------------------|------------|
| Company
<i>Annette Hochstein / Mandel Institute</i> | Location | FAX Number |
| Name | Department
<i>011-972-2-619951</i> | Floor |

| SENT FROM | | |
|--------------------------|---------------------------|---|
| Name
<i>Elster</i> | Department
<i>CITE</i> | Date
<i>6/15/92</i> |
| Comments (if applicable) | | Total Pages to Follow:
<i>3 pages including this cover letter.</i> |

Thank you for your comments to Gary
on the memo to Bd & SPT. Once, UCM
reviews today we plan to go ahead
with the mailing.

Fax Memorandum

Madison, Wisconsin

TO: ^{Seymour Fox} Annette Hockett

FROM: Shulamit Elster

DATE: June 15, 1992

RE: ETC.

Just a few notes to bring you up-to-date.

1. Friday's meeting in Cleveland was very productive. As usual, your contributions moved us right along and the foundation agenda is now more sharply focused.
2. Today - interviews and meetings - has gone very well. Adam has the process well in hand. Ellen and Gay have added additional dimensions to the interview process and to the process of narrowing the field. It's always interesting to see Resumes and C.V.'s come to life. Some were as expected and some surprises.
3. I'd like to schedule a time to speak with you on Wednesday or Thursday.

Wednesday a.m. until 3pm. ?

Thursday a.m. until noon ?

Please let me know via fax ^{at 301-230-2012} when you are available.

4. I want to send you material on newsletter and communications before we talk. Also I'll send new draft of workplan also by Wednesday.
5. Art, Tim and I have telecon scheduled for Tuesday a.m. regarding site visits.
6. Received very excited phone calls from Ottawa, Palm Beach and Columbus. Much enthusiasm and anticipation of next steps.
7. I'd like to know about your thinking (Content) regarding September Seminar. Also are we going to have our planning meeting? I have to hear very soon thinking about vacation plans.

8. When Adam and I meet tomorrow we will
- review the staffing proposal he will be presenting to you and Seymour
 - talk about what he would like me to keep in mind during the site visits next month
 - discuss his plans for training of the researchers.

9. I contacted Terry Strober on Friday regarding p.r. for finalist stage. He sent draft release which I am forwarding to Art Rotman now for his comments. I will also send copy to Ginny and ask her to forward it to you for comments as well.

10. Art Rotman sent me materials used by JCEA for site visits by their Commissioner. I know that you sent a set to Jim. We have - in there - materials - a good model for our CITE materials.

Best regards.

S.

Fax Memorandum

TO: Annette Hochstein
011-972-2-619951

FROM: Shulamith Elster 301-230-2012
Council for Initiatives in Jewish Education

DATE: June 18. 1992

I would appreciate your comments on the draft which follows. If we can, I would like to circulate it advance of next Friday's (6/26) telecon so that it can be included on the agenda.

Did you receive the workplan? Whenever you are ready we can discuss it so I can work on revisions and final format.

I spoke with Ginny and will work today on draft letters of agreement re: Adam's candidates. Will check out the various provision with Art Naparstok and others before proceeding.

Best regards.

Total - 5 pages.

①

DRAFT

Memorandum

TO: CIJE Steering Committee
FROM: Shulamith R. Elster
RE: Communications Plan for CIJE
DATE: June 17, 1992 (date of actual memo)

WORKING ASSUMPTIONS

I. The CIJE should develop a coordinated communications program to reach the following constituencies:

- A. CIJE Steering Committee
(telecon group: Cleveland, Jerusalem, New York, Washington and selected consultants)
- B. CIJE Advisory Committee
(Staff, consultants, executives and presidents of sponsoring institutions, chairs of Board committees (e.g., Lead Communities Selection, Search)
- C. CIJE Board of Directors
- D. CIJE Senior Policy Advisors
- E. National organizations/denominations with whom CIJE is currently or plans to work within Lead Communities or other projects
(religious movements and their leadership)
- F. The Jewish Education Community
(central agencies, institutions of higher learning, academics involved in educational research and educator training, JCC's, prominent educators in the programmatic areas, educator organizations)
- G. The Jewish Community in North America
(federations and lay and professional leadership, Jewish press)
- H. The Foundation Community/ Funders
(Jewish and those involved in general education)

II. Each of the above requires specialized communication in order to keep them informed about work and progress, to highlight specific projects and initiatives, to provide information for "informed" decision-making and to focus attention on key issues related to CIJE goals and agenda.

III. This communication plans assumes several formats and schedules so as to meet more specific objectives with each group.

Types of formats include: memoranda, formal reports from the CIJE, occasional letters from the Chairman, periodic reports from project directors, a newsletter and press releases when appropriate to announce major events/developments to a wider print audience.

(2)

IV. Sponsorship of programs at the GA and other national meetings is an integral part of the communications program. The Annual Meeting of the CIJE can also be considered an important communications activity.

V. Responsibility for the development of communications is to be assigned to the Executive Director with specific assignments to be undertaken by staff members, consultants (e.g., Jerry Strober, David Finn) and organizations (e.g., JESNA).

CONSTITUENCIES

A. CIJE Steering Committee

1. Members of the Steering Committee now received monthly (or more frequent) reports from SRE. These notes from the field are supplemented by minutes of regular meetings, background materials prepared for discussion and keyed to the meeting agenda as well as lists of assignments.

2. It is assumed that this group will also receive copies of all communications to other groups.

B. CIJE Advisory Committee

1. Members of the Advisory Committee now receive minutes of meetings and materials in anticipation of the agenda of a future meeting.

2. PROPOSAL: Advisory Committee members to receive a monthly report of progress from the Executive Director.

C. CIJE Board of Directors

1. Board members now receive minutes of meetings and materials in anticipation of the agenda of a future meeting. There have been occasional memos from the Chairman, as in the case of the recent announcement of finalist communities. Camper contacts are now generally limited to before and after meetings of the Board.

2. PROPOSAL: A letter from the Chairman every two months on the following schedule.

August 1992: in anticipation of the Board meeting

October 1992:

December 1992: in anticipation of a January
? Annual Meeting of the CIJE

(3)

February 1993:

April 1993: in anticipation of a May meeting

June 1993: Progress Report/ Year in Review

D. CIJE Senior Policy Advisors

1. Senior Policy Advisors now receive minutes of meetings and materials for discussion at forthcoming meetings as well as occasional updates from MLM and/or SRE, such as two recent communications related to the selection of finalist communities. Senior Policy Advisors are contacted by SRE for specific guidance on an ad hoc basis.

2. PROPOSAL: Proposal: A letter from the Director/Education Officer every three months on the following schedule. The goal is to keep advisors well-informed and to prepare for semi-annual meetings of the group.

August 1992: In preparation for September/October meeting

If meeting is in October, September 1992 and information on Lead Communities

November 1992: progress report

7 December 1993: in anticipation of Annual Meeting

February 1993: in anticipation of March meeting

May 1993: progress report

Summer 1993: report of progress

OTHERS: National Organizations/denominations
The Jewish Education Community
The Jewish Community in North America
The Foundation Community/ Funders

PROPOSAL: A CIJE Newsletter: INITIATIVES

This proposal for a quarterly newsletter INITIATIVES reflects discussions with Jonathan Woocher and a preliminary proposal from JESNA. This was an assignment made at the May Advisory Committee meeting.

Purpose: To keep the E/F/G/H groups noted above informed about CIJE

(4)

To highlight specific initiatives being undertaken under CIJE sponsorship or with its collaboration and support.
To focus attention on key issues related to CIJE goals and activities

Content: A feature article in each issue on a timely aspect of CIJE work- Lead Communities, Best Practice Updates on other projects
Lead Community activities
profiles of involved lay leadership, consultants, staff
insert/article on themes related to CIJE work such as recent Holtz article on educational change, reprints from educational publications or from CIJE partners, think pieces by Board members, consultants or staff statements about Jewish education from a variety of sources that provoke thought and comment

Format: eight pages plus inserts
three hole punched for reference/ CIJE supply notebook?
clean layout/easy to read/ use of pictures and charts as appropriate/ production assistance by Ruder/Finn ?

EDITORIAL PROCESS: JESNA will compile and edit on behalf of CIJE. A mutually-agreed upon editor will have responsibility for production working under the supervision of Jon Woocher in close consultation with the director of CIJE who will approve all copy. A small editorial board of CIJE board members and educational professions can be established to deal with overall policy issues.

COST: Cost will depend on the following factors:

1. circulation(as many as 10,000 ?)
2. production methods and values
type set/desktop/ type of paper/colors
3. number, type and length of inserts
4. editorial and support staff time required
5. availability and cost of outside production assistance

FYI: JESNA Update/ staff time, desktop publishing layout, printing, distribution of 2500 copies of two issues per year is approximately \$20,000.

Schedule: September, December, March, June editions

Memorandum

TO: CIJE Steering Committee
 Morton L. Mandel
 Seymour Cox
 Stephen H. Hoffman
 Stanley Horowitz
 Virginia Levi
 Arthur Naparstek
 Henry Zucker

FROM: Shulamith R. Elster

RE: Communications Plan for CIJE

DATE: June 22, 1992

WORKING ASSUMPTIONS

- I. The CIJE should develop a coordinated communications program to reach the following constituencies:
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 (telecon group: Cleveland, Jerusalem, New York, Washington and selected consultants)
 - B. CIJE Advisory Committee
 (Staff, consultants, executives and presidents of sponsoring institutions, chairs of Board committees (e.g., Lead Communities Selection, Director Search)
 - C. CIJE Board of Directors
 - D. CIJE Senior Policy Advisors
 - E. National organizations/denominations with whom CIJE is currently or plans to work within Lead Communities or other projects
 (religious movements and their leadership, CLAL)
 - F. The Jewish Education Community
 (central agencies, institutions of higher learning, academics involved in educational research and educator training, JEC's, prominent educators in the programmatic areas, educator organizations)
 - G. The Jewish Community in North America
 (federations and lay and professional leadership, Jewish press)
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 (Jewish and those involved in general education)
- II. Each of the above requires specialized communication in order to keep them informed about work and progress, to highlight specific projects and initiatives, to provide information for "informed" decision-making and to focus attention on key issues related to CIJE goals and agenda.

2

III This communication plan requires several steps to be taken so as to meet more specific objectives with each group. Types of formats include: memoranda, formal reports from the CIJE, occasional letters from the Chairman, periodic reports from project directors, a newsletter and press releases when appropriate to announce major events/developments to a wider audience.

IV Sponsorship of presence at the on and other national meetings is an integral part of the communications program. The Annual Meeting of the CIJE can also be considered an important communications activity.

V. Responsibility for the development of communications is to be assigned to the Executive Director with specific assignments to be undertaken by staff members, consultants (e.g., Jerry Strober, David Finn) and organizations (e.g., JESNA).

CONSTITUENCIES

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1. Members of the Steering Committee now received monthly (or more frequent) reports from SRE. These notes from the field are supplemented by minutes of regular meetings, background materials prepared for discussion and keyed to the meeting agenda as well as lists of assignments.

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Summer 1993: report of progress

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PURPOSE: To keep groups noted above informed about CIJE work and progress

To highlight specific initiatives being undertaken under CIJE sponsorship or with its collaboration and support

To focus attention on key issues related to CIJE goals and activities

Content: A feature article in each issue on a timely aspect of CIJE work- Lead Communities, Best Practice

Updates on other projects

Lead Community activities

profiles of involved lay leadership, consultants, staff

insert/article on themes related to CIJE work such as recent Holtz article on educational change, reprints from educational publications or from CIJE partners, think pieces by Board members, consultants or staff statements about Jewish education from a variety of sources that provoke thought and comment.

Format: eight pages plus inserts

three hole punched for reference/ CIJE supply notebook?

clean layout/easy to read/ use of pictures and

charts as appropriate/ production assistance by Ruder/Finn ?

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COST: Cost will depend on the following factors:

1. circulation(as many as 10,000 ?)

2. production methods and values

type set/desktop/ type of paper/colors

3. number, type and length of inserts

4. editorial and support staff time required

5. availability and cost of outside production assistance

FYI: JESNA Update/ staff time, desktop publishing layout,
printing, distribution of 2500 copies of two issues per year
is approximately \$20,000.

Schedule: Fall, Winter, Spring editions/ three times a year
To be coordinated with six time per year communications with CLJE
Board and Advisors.

SRB
6/92
C:wp51plan

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

1750 Euclid Avenue
Cleveland, Ohio 44115
216/366-9200 Fax 216/861-1230

Honorary Chair
Max M. Fisher

Chair
Morton L. Mandel

Chief Education Officer
and Acting Director
Dr. Shulamith Elster

FOR IMMEDIATE RELEASE

For information contact:
Shulamith Elster (301) 230-2012

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION ANNOUNCED FINALISTS FOR LEAD COMMUNITIES PROJECT

CLEVELAND--June 24, 1992....The Council for Initiatives in Jewish Education (CIJE), an entity formed to implement the recommendations of the Commission on Jewish Education in North America, today announced nine finalists for the organization's Lead Communities Project. On August 25, three Lead Communities will be chosen from the nine finalists.

The finalist communities, selected on June 5 by the CIJE's Lead Communities Selection Committee, include: Atlanta, Baltimore, Boston, Columbus, Metro West, Milwaukee, Oakland, Ottawa and Palm Beach. These communities will be visited during the month of July by committee members, staff, and educational consultants.

Commenting on the selection process, CIJE Chairman Morton Mandel, the former President of the Council of Jewish Federations who served as Chairman of the Commission on Jewish Education in North America, stated: "I am delighted at the progress our Lead Communities Selection Committee is making under the chairmanship

of Charles Ratner. The Committee has reviewed preliminary proposals from twenty-three of the fifty-seven North American communities eligible to participate in the project. The number of communities submitting proposals was far greater than we had anticipated and suggests significant interest in the Lead Communities concept."

The purpose of the Lead Communities Project is to demonstrate that Jewish education can be improved in local communities through the combination of leadership, program, financial resources and planning. CIJE will act as a catalyst to help identify funders and to obtain financial support. It will also offer examples of good programs and experiences through a "Best Practices Project."

In its work, the CIJE has followed the pattern of the Commission, of working in partnership with JESNA and JCCA, in collaboration with CJF.

In addition to Mr. Ratner, Lead Communities Committee members include Charles Bronfman, Thomas Hausdorff, David Hirschhorn, Mark Lainer, Melvin Merians and Lester Pollack.

Fax Memorandum

TO: Annette Hochstein
011-972-2-619951

FROM: Shulamith Elster 301-230-2012
Council for Initiatives in Jewish Education

DATE: June 23, 1992

RE: Staffing/Monitoring, Evaluation and Feedback

Adam is on his way to Israel and is bringing with him recommendations and materials related to the employment of the field researchers for his project. The enclosed letter to you, Annette, specifies the terms of employment that I recommend based on both Adam's recommendations and my discussion on Friday with Art Naparstek related to generally accepted practice in the field.

The details of the health plan have not been worked out - possibilities are Cleveland Federation or CJE and maybe JESNA as a final resort.

Best regards. I hope to have the budget materials to you later today.

S.

→ I have left out the references to workshops, meeting etc. - Adam can handle this on an ad hoc basis. I have also left out references to specific \$'s in the salary discussion. The two candidates - complementing one another - will require very different salaries. One in the 30's & one maybe more.

S.

June 23, 1992

Dear Annette,

RE: Field Researchers

This letter will outline my recommendations for the letter of (employment agreement) between the Council for Initiatives in Jewish Education (CIJE) and the field researchers for the Monitoring, Evaluation and Feedback Project directed by Dr. Adam Gamoran.

Length of employment: Field researchers will begin work on August 1, 1992 and the initial year of employment will end on July 31, 1992. No later than April 15, 1993 the researchers will be informed of the CIJE's intention to re-employ for an additional year(s).

Compensation: Compensation for the researchers will be keyed to the academic community. The academic requirements for the position (earned doctorate) and specific experience in the field of evaluation (including major projects, publications) are similar to an assistant professor. Thus the salaries projected in the proposed budget and in preliminary discussions have been in the mid-thirties depending on the individual candidate.

Benefits: Health insurance will be provided by the CIJE. No provision is to be made at this time for pension/retirement contributions.

Vacation: The CIJE observes all Jewish holidays. Two weeks of paid vacation will be provided to be taken at a time approved by the project director.

Supervision and Evaluation: The field researchers will work under the supervision of the project director, Dr. Adam Gamoran, who is responsible for performance evaluation.

Expenses: Expenses for travel, telephone, communication and other appropriate business expenses will be approved for reimbursement by the project director.

Following your meeting with Adam and the discussion of his proposal, we can finalize the elements of the letters of employment and have them prepared for the candidates.

Sincerely yours,


Shulamith R. Elster

v:wp51employ

***Council for Initiatives
in
Jewish Education***

To: A. Hochstein & S. Hoy

Company Name: _____

Phone Number: _____

Fax Number: 011-972-2-619951

From: Shulamith R. Elster

Description:

Number of pages (including cover): 2

Date sent: 7-30-92

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From : CITE

**The Sixth Annual Conference
of the
Network for Research
in
Jewish Education**

01/28/92

June 28-30, 1992

**Hosted by
The Jewish Studies Program,
California State University, Northridge**

01/24/92 11:25PM 503

B. EV

About

Sunday, June 28

1:30 CONFERENCE REGISTRATION (at

5:00 FIRST-TIMERS ORIENTATION

--Stuart Schoenfeld, York Uni

12:15-1:30

5:30 RECEPTION

1:45-3:15

6:30 DINNER

7:30 OPENING SYMPOSIUM

Common Ground or Common Border

What do we mean by "research," as
practitioners? Three panelists will
approach in working with practiti
attempts to bridge the gap between

--Gail Dorph, University of I

--Susan Shevitz, Brandeis Un

--Adrienne Bank, UCLA

Facilitator: Joseph Reimer, Brandeis

About 25-30
people were at
the best-attended
sessions!

Sunday, June 28

1:30 CONFERENCE REGISTRATION (at CSUN Hillcl)

5:00 FIRST-TIMERS ORIENTATION

--Stuart Schoenfeld, York University

5:30 RECEPTION

6:30 DINNER

7:30 OPENING SYMPOSIUM

Common Ground or Common Borders: Reframing Research and Educational Practice.

What do we mean by "research," and how is research used in our work with practitioners? Three panelists will present an example of using a defined research approach in working with practitioners and students, and will describe their attempts to bridge the gap between the worlds of work and practice.

--Gail Dorph, University of Judaism
--Susan Shevitz, Brandeis University
--Adrienne Bank, UCLA

Facilitator: Joseph Reimer, Brandeis University.

Monday, June 29

9:00-10:30 EDUCATIONAL CHANGE

Both were excellent!

(2)

Reform and Redemption: The Maharal of Prague and John Amos Comenius

--Carol Ingall, Melton Center for Jewish Education

This paper compares the educational philosophies of the two pedagogues and finds them remarkably similar. Some suggestions for the similarities in their thoughts are presented, including the influence of Prague as a cultural center, and the shared concern for the redemption of their respective people.

Collaborative Reflective Practice: School Improvement in a Jewish Day School

--Michael Zeldin, HUC-JIR

Professionals in a Jewish Day School collaborated with a consultant/researcher to study the educational practices in their school. Three theoretical models describe the merging of research and action into the "collaborative reflective practice" that developed: Action research, reflective practice, and Deweyan deliberation.

Facilitator: Leora Isaacs, JESNA

10:45-12:15 WORKS IN PROGRESS (Choose either A or B)

A. CASE STUDIES

She did not come.

Using Case Analysis to Assess Student Development in Professional Preparation Programs

--Lifsa Schachter, Cleveland College of Jewish Studies

The goal of the study is to determine if the case study technique can serve as an important indicator of the impact of a program on a student. Analysis will examine: What variables should be included, who are the relevant "players" to consider, what is the range of responses to the case study, what goals are embedded in these responses, and what are the relationships between the responses and community realities.

Facilitating Adult Jewish Learning Through Continuing Education: A Comparative Case Study

--Paul Flexner, JESNA

This study will utilize qualitative research methods to compare three adult education programs. Using information collected from learners, teachers, and program administrators, it seeks to clarify what constitutes good learning practice and to make recommendations for the development, implementation, and evaluation of more effective adult Jewish learning programs.

Facilitator: Aryeh Davidson, JTS

Room : C-711

Phone No. :

JUL 01 1992 11:59 AM

B. EVALUATION: WHAT WORKS

Assessing how the Jewish Educational Summer Camp Exerts its Impact Upon Campers

--Burton Cohen, JTS

There is little research that sheds light upon the processes by which informal Jewish education programs achieve their impact. One issue is methodology. Is Jewish camping best studied by (1) quantitative research into what occurs in camps, (2) detailed analysis of camp programs, (3) interviewing committed adults who feel they were significantly influenced by camp experiences, or (4) some other paradigm?

Oral Literature in Western and Judaic Traditions: Report on and Evaluation of a Masterwork Project for Day School Teachers

--Saul Wachs, Gratz College

Jewish and General Studies teachers participated in a year-long seminar devoted to the myths, legends, and fables of Western, African, and Jewish culture. To be discussed: What motivates American and Israeli educated teachers to work in Jewish Day Schools, how is teaching looked at in Israel, is there congruence between the goals of these different groups of teachers, and what research tools should be used to study these questions?

Facilitator: William Cutter, HUC-JIR

12:15-1:30 LUNCH/WORKALIKES

1:45-3:15 TEACHERS' PERSPECTIVES

Save for a Miracle

--Daniel Pekarsky, Cleveland Fellows

Using a passage from Plato's Republic as a springboard, this paper makes the case that in the absence of adequate settings for field-experiences, internship experiences are destined -- short of a miracle -- to be destructive. This position is challenged through a midrash about Abraham's religious development.

The Development of an Instrument: Religious School Teachers' Perception of Context

--Barbara Rosoff, Rutgers University

Correlations between two questionnaires (Teacher Perception of Context and Student Motivation to Learn) indicated that there is a relationship between teachers' perceptions of situational support (parental encouragement, etc.) for students' motivation and learning and the use of extrinsic motivational strategies.

Facilitator: Gail Dorph, UJ

good -
See didn't come!

(3)

FROM: CICE

3:30-5:00 CONTEXTS FOR EDUCATION

The Kibbutz as a Resource for Jewish Education for North American Youth: An Educational Policy Research

-- Asher Shkedi, Hebrew University

This study asks two general questions: Can the kibbutz movement develop Israel programs for North American Jewish youth, and if so, how should this be accomplished? The researchers used interview techniques to clarify the Jewish characteristics of the potential participant population and the nature of the kibbutz staff.

A Parent Rebellion: Social Drama in a Synagogue School

-- Joseph Reimer, Brandeis University

This paper describes a "parent rebellion" over the weekly schedule of the supplementary school in a suburban synagogue from the perspective of the principal. Drawing upon the works of Turner, Myerhoff and Hailman, the rebellion is described in terms of a social drama, in which the conflicts of worldviews between the participants are played out on the stage of the religious school committee that makes school policy.

Excerpt

Facilitator: Stuart Schoenfeld, York University

5:00 BREAK

6:00 Leave CSUN Hillel for University of Judaism.
(Transportation will be arranged)

6:30 Dinner with the Whizen Institute at the UJ.

7:30 Evening program with the Whizen Institute

Creating New Partnerships: Family Education and Research Dialogues.

-- Ron Wolfson, Whizen Institute

-- Jo Kaye, Whizen Institute

(Followed by focus-group discussions on the research issues.)

Facilitator: David Ackerman, Pressman Academy

10:00 Back to CSUN

He's terrific - will use him on day school!

PHONE NO. :

JUL 01 1992 1:13PM P22

Tuesday, June 30

9:00-10:20 IMPLEMENTING THE CJE AGENDA REPORT FROM THE FIELD

About 15 people!
--Shulamith Elster, CJE
--Isa Aron, HUC-JIR

Facilitator: Stuart Schoenfeld, York University

10:30-12:00 THE ROLE OF TEXT IN JEWISH EDUCATION

Teaching Ethics: Thoughts on Performance

--William Cutter, HUC-JIR

The author draws upon the work of J.H. Miller and tries to find a fit between the procedure of examining texts and deriving ethical guidance, and the textual material itself. He argues that most educational leaders have not paid enough attention to available narrative theory, and that none have tried to develop a firm link between reading and the material being read.

Textuality, Media Culture, and Jewish Education: Harvey Goldman Meets Neil Postman.

--Stuart Schoenfeld, York University

The traditional form of acting out Jewish identity is by relating to a text. The 20th Century, though, has marked the transition to a media-based culture. The general culture, then, doesn't support the major focus of most Jewish schools. Using Postman's and Goldberg's theories, the author seeks feedback on the following issues: What strategies/methods should be used to turn these ideas into empirical research? What research is already being done? Who else is interested?

Facilitator: Walter Ackerman, Ben Gurion University

12:15-1:45 LUNCH/BUSINESS MEETING

1:45 - 3:45 POST-CONFERENCE WORKSHOP

Designing Qualitative Research: Issue and Methods.

--Harold Levine, UCLA

From : CIJE

PHONE NO. :

JUL 01 1992 1:10PM P23

The Network thanks the following organizations for their support

Conference Sponsors

→ Council for Initiatives in Jewish Education
Jewish Education Service of North America

Conference Contributors

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Hebrew College
Hebrew Union College - Jewish Institute of Religion
Jewish Educational Council
Jewish Education Council of Montreal
The Jewish Theological Seminary of America
Pressman Academy of Temple Beth Am
San Diego Agency for Jewish Education
Spertus College of Judaica
Temple Beth Israel, Skokie

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Stuart Schoenfeld, Chair
Lois Zachary, Program Chair
David Ackerman, Conference Chair
Leora Isaacs, Newsletter
Elisa Schachter, Treasurer
Howard Deitcher, Israel Linson

Fax Memorandum

TO: Annette Hochstein
011-972-2-619951

FROM: Shulamith Elster 301-230-2012
Council for Initiatives in Jewish Education

DATE: July 6, 1992

Thank you so very much for your thoughtful paper. I'm pleased that we have this for the upcoming visits. I will speak with you about some of the issues later this week. In the meantime, for your information:

Site Visits:

We are all set for Boston for tomorrow and for Columbus (Ratner, Woocher) on Friday. Hirschhorn has agreed to visit Metrowest (that was his preference and I spoke with him today about possible dates). Merians will not be able to visit the communities as he will be leaving for Jewish Agency meetings and Europe and not returning to the States until August 8th. Chuck Ratner will be visiting Atlanta on the 20th. We are still waiting to schedule Milwaukee and Palm Beach. *- Reuter, Pallach, May will Palm Beach - will know later today*

Barry Holtz:

We will speak at 8 a.m. your time on Wednesday. If you want me to place the call, please let me know where you will be. Since there is a problem with the fax printer, leave a message on the tape if I am not here. If you are placing the call, Barry will be at home 212 064-3529.

Adam Gamoran:

Spoke with Adam a few minutes ago. He was pleased with your meetings, will send me the new proposal and is now awaiting the outcome of your discussions with MLM re: budget. He will be away with his family from July 8 - 13th and will let me know where he can be reached.

P.

total: 5 pages

Fax Memorandum

TO: Annette Hochstein
0117972-2-619951

FROM: Shulamith Elster 301-230-2012
Council for Initiatives in Jewish Education

DATE: July 1, 1992

Good to be home... attached

1. Attached is a copy of the program from the Network Conference. It was good to see so many CIJE affiliates represented: Anyeh, Carol, Dan, Michael Zeldin, Joe Reimer. Our precontation was well received - I presented what I called a "briefing/ status report" and highlighted Adam's and Darryl's work in absentia. I also distributed guidelines for the Lead Communities Project and reviewed the rationale etc. bringing people up-to-date now that we are at the finalist stage.

2. I am anxious to hear about your meetings with Adam and the decisions you have made about the candidates and also about Ellen and the proposal for training.

3. I'm in constant communication with Art regarding the site visits. The scheduling is going slowly- but methodically- and the pieces are beginning to fall into place.

4. I'm working with Art Naparstek to help him with the information he needs about the various programmatic areas in order to be effective in planning the approaches to the various foundations. This will take time but I think a very good investment.

5. Spoke earlier today with Barry about possibility of expanding his work with CIJE. He will probably call you very soon to follow up on a recent conversation he had with Seymour.

6. Based on our last conversation about "content" of lead communities, I am going to make the assumptions we discussed and get going on the role of the denominations and the program suggestions.

7. I would like to again raise the Talent Bank proposal with you. I think it would be very valuable to us to have for the communities.

8. I'm so glad to hear that you will be here in August.

FAX MEMORANDUM

TO: Morton L. Mandel 216-361-9962
Art Rotman 212-481-4174
Annette Hochstein and Seymour Fox 011-972-2-619951
Jack Ukeles and Jim Meier 212-260-8760
FROM: Shulamith Elster
RE: Status Report: Site Visits
DATE: July 9, 1992

This is an update on the status of our visits.

| <u>COMMUNITY</u> | <u>VISITORS</u> | <u>DATE</u> |
|------------------|--|-------------|
| Boston | Morton Mandel
Art Rotman
Jack Ukeles
Shulamith Elster | completed |
| Columbus | Chuck Ratner
Jon Woocher
Shulamith Elster | July 10 |
| Oakland | Mark Lanier
Sara Lee
Shulamith Elster | July 13 |
| Atlanta | Chuck Ratner
Jim Meier
Shulamith Elster | July 20 |
| Metrowest | David Hirschhorn
TBD
Shulamith Elster | July 21 |
| Baltimore | Charles Bronfman
Art Rotman
Shulamith Elster | July 23 |
| Palm Beach | Lester Pollack
Bob Abramson
Shulamith Elster | July 27 |
| Ottawa | Thomas Hausdorff
Leonard Rubin
Shulamith Elster | July 30 |
| Milwaukee | John Colman
Sylvia Ettenberg
Shulamith Elster | August 6 |



In The Running

Baltimore is a finalist this summer not only for an NFL football franchise but for a major project in Jewish education.

The Council for Initiatives in Jewish Education, based in Cleveland, has chosen Baltimore and eight other North American communities as finalists for its Lead Communities project. The "winners" will participate in a three-to-five year partnership with the Council, receiving funds and professional expertise, as part of a unique, experimental plan. The Council is an offshoot of the Mandel Commission, which has been working for several years at ways of improving the level of Jewish education in North America.

Three staff members of the Council will visit Baltimore on July 23 for a series of meetings with local Jewish educators and federation officials. After visiting all nine finalist communities — the others are Atlanta, Boston, Columbus, MetroWest (New Jersey), Milwaukee, Oakland, Ottawa and Palm Beach — the Council will, on Aug. 26, choose the three Lead Communities.

Shulamith Elster, former headmaster of the Charles E. Smith Jewish Day School in

Rockville, is chief education officer of the Council. She noted that the goal of creating Lead Communities is to establish several models of Jewish educational excellence for other communities to emulate. The cooperative effort will involve the Council working with the local community on all levels of education — formal, informal, day schools, religious schools, synagogue programs, camps, etc.

"Our research has found that it is better to build a few models of excellence rather than instituting hit and miss reforms on a wider level," Ms. Elster said. "We're looking for communities involved in serious educational planning, with a strong track record, a bold vision and a willingness to work closely with us in a collaborative way."

William Bernstein, senior vice president of the Associated, said Baltimore officials are looking forward to the opportunity to present their vision to the Council staff at next week's meeting. "We'll share with them what we've done, what we plan to do in the future, and hope that they'll see us as a model to work with together."

— Gary Rosenblatt

FAX MEMORANDUM

TO: Morton L. Mandel 216-361-9962
Art Rotman 212-481-4174
Annette Hochstein and Seymour Fox 011-972-2-619951
Jack Ukeles and Jim Meier 212-260-8760
Virginia F. Levi 216-361-9962

FROM: Shulamith Elster

RE: Status Report: Site Visits

DATE: August 6, 1992

This is the final list of site visits to finalist communities and the names of the CIJE leadership and educational consultants who participated in each of the visits. I hope to have my own travelogue and comments which I am now calling "A Tale of Nine Cities" completed by the middle of next week.

COMMUNITY**VISITORS**

Atlanta

Chuck Ratner
Jim Meier
Shulamith Elster

Baltimore

Charles Bronfman
Art Rotman
Shulamith Elster

Boston

Morton Mandel
Art Rotman
Jack Ukeles
Shulamith Elster

Columbus

Chuck Ratner
Jon Woocher
Shulamith Elster

Metrowest

David Hirschhorn
Sylvia C. Ettenberg
Shulamith Elster

Milwaukee

John Colman
Sol Greenfield
Shulamith Elster

Oakland

Mark Lanier
Sara Lee
Shulamith Elster

Ottawa

Thomas Hausdorff
Leonard Rubin
Shulamith Elster

Palm Beach

Lester Pollack
Robert Abramson
Shulamith Elster

**Council for Initiatives
in
Jewish Education**

To:

Seymour Goff
Annette Hochstein

Company Name: _____

Phone Number: _____

Fax Number: _____

011-972-2-619951

From: Shulamith R. Elster

Description:

Number of pages (including cover):

3

Date sent:

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FAX MEMORANDUM

TO: Morton L. Mandel 216-361-9962
 Art Rotman 212-481-4174
 Annette Hochstein and Seymour Fox 011-972-2-619951
 Jack Ukeles and Jim Meier 212-260-8760
 Virginia F. Levi 216-361-9962

FROM: Shulamith Elster

RE: Status Report: Site Visits

DATE: August 6, 1992

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COMMUNITYVISITORS

Atlanta

Chuck Ratner
 Jim Meier
 Shulamith Elster

Baltimore

Charles Bronfman
 Art Rotman
 Shulamith Elster

Boston

Morton Mandel
 Art Rotman
 Jack Ukeles
 Shulamith Elster

Columbus

Chuck Ratner
 Jon Woocher
 Shulamith Elster

Metrowest

David Hirschhorn
 Sylvia C. Ettenberg
 Shulamith Elster

Milwaukee

John Gelman
 Sol Greenfield
 Shulamith Elster

Oakland

Mark Lanier
 Sara Lee
 Shulamith Elster

Ottawa

Thomas Hausdorff
Leonard Rubin
Shulamith Elster

Palm Beach

Lester Pollack
Robert Abramson
Shulamith Elster

Memorandum

TO: Art Rotman

Annette Hochstein and Seymour Fox

Virginia F. Levi

Jack Ukeles and Jim Meier

FROM: Shulamith Elster

RE: Status Report: Site Visits

DATE: July 8, 1992

As of this time, this is the "line-up" of confirmed site visits and visitors:

| COMMUNITY | VISITORS | DATE |
|------------|--|-----------|
| Boston | Morton Mandel
Art Rotman
Jack Ukeles
Shulamith Elster | completed |
| Columbus | Chuck Ratner
Jon Woocher
Shulamith Elster | July 10 |
| Oakland | Mark Janier
Sara Lee
Shulamith Elster | July 13 |
| Atlanta | Chuck Ratner
not certain
Shulamith Elster | July 20 |
| Metrowest | David Hirschhorn
not certain
Shulamith Elster | July 21 |
| Baltimore | Charles Bronfman
Art Rotman
Shulamith Elster | July 23 |
| Palm Beach | Lester Pollack
Bob Abramson
Shulamith Elster | July 27 |
| Ottawa | Thomas Hausdorff
not certain
Shulamith Elster | July 30 |

This leave Milwaukee to be scheduled most probably will have to wait until August 4, 5 or 6.

Best regards!

Memorandum

TO: Art Rotman
Annette Hochstein and Seymour Fox
Virginia F. Levi
Jack Ukela and Jim Meier

FROM: Shulamith Elster

RE: Status Report: Site Visits

DATE: July 2, 1992/ 8:55 A.M.

As of this time, this is the "line-up" of confirmed site visits and visitors:

| COMMUNITY | VISITORS | DATE |
|---------------------------------|---|---------|
| Boston | Morton Mandel
Art Rotman
Shulamith Elster | July 7 |
| Columbus | Chuck Ratner
Jon Woocher
Shulamith Elster | July 10 |
| Oakland | Mark Lanier
Sara Lee
Shulamith Elster | July 13 |
| Baltimore
(80%
certainty) | Charles Bronfman
Art. Rotman
Shulamith Elster | July 23 |
| Ottawa | Thomas Hausdorff
not certain
Shulamith Elster | July 30 |

I hope to have Atlanta and Palm Beach added to the list no later than Monday. This will leave Motrowest and Milwaukee- both are in progress.

Best regards!

Fax Cover Sheet.

TO: Annette Hochstein
- 011-972-2-619951
FROM: Shulamit R. Elster
301-230-2012

Re: Draft of workplan

Total of 10 papers
including this one.

Revised
This draft is simpler than the previous one. It
assumes a director in place by the Fall or
continued shared responsibility. Before making
format changes and having it retyped, please
comment.
Thank you - S.

JUN 24 1992 10:05AM FD

PHONE NO. :

FROM : CISE



#3.

DRAFT - CICE WORKPLAN

JUNE - SEPTEMBER 1992

| | June-July-August | September-Oct. | November |
|----------------|------------------|------------------|------------------|
| ADMINISTRATION | | | |
| Staffing | | | |
| Director | _____ | _____ | |
| Planner | | _____ | _____ |
| IC Coordinator | | | |
| Consultants | _____ | _____ | _____ |
| | | | |
| | | | |
| OPERATIONS | | | |
| Daily | _____ | _____ | _____ |
| Planning | _____ | _____ | _____ |
| Reporting | _____ | _____ | _____ |
| Mtg. Coord. | | | |
| Scheduling | _____ | _____ | _____ |
| Assignments | _____ | _____ | _____ |
| Agenda | _____ | _____ | _____ |
| | | | |
| | | | |

#3.

1.

DRAFT - CIJE WORKPLAN

JUNE - SEPTEMBER 1992

| | June-July-August | September-Oct. | November-Dec. | Jan. | Staff. |
|----------------|------------------|----------------|---------------|------|-------------------|
| ADMINISTRATION | | | | | |
| Staffing | | | | | |
| Director | | | | | HLZ |
| Planner | | | | | Director FAH |
| LC Coordinator | | | | | |
| Consultants | | | | | Director / All SE |
| | | | | | |
| | | | | | |
| OPERATIONS | | | | | |
| Daily | | | | | Director + SE |
| Planning | | | | | Director < All SE |
| Reporting | | | | | Director + SE |
| Mtg. Coord. | | | | | |
| Scheduling | | | | | VFL |
| Assignments | | | | | VFL |
| Agenda | | | | | Director < All SE |
| | | | | | |
| | | | | | |

All + SE
Shooting
MLM

[illegible]

| 1992 | June-July-Aug. | Sept-Oct. | Nov-Dec. | Jan | Staff |
|------------------------|----------------|-----------|----------|-------|--------------------|
| BOARD OF DIRECTORS | | | | | |
| Communications | _____ | _____ | _____ | _____ | Director |
| Campers | _____ | _____ | _____ | _____ | All areas assigned |
| Meetings | | | | | |
| Agenda | _____ | | _____ | _____ | Director |
| Materials | _____ | | _____ | _____ | VFL |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| SENIOR POLICY ADVISORS | | | | | |
| Communications | _____ | | _____ | | SE |
| Meetings | | _____ | | | SE |
| Materials | | _____ | | | SE/VFL |
| Agenda | | _____ | | | SE |
| Arrangements | _____ | _____ | | | VFL |
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| | | | | | |
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Fax Cover Sheet.

TO: Annette Hochstein
- 011-972-2-619951

FROM: Shulamit R. Elster
301-230-2012

Re: Draft of workplan

Total of 10 papers
including this one.

Revised
This draft is simpler than the previous one. It
assumes a direction in place by the Fall or
continued shared responsibility. Before making
format changes and having it retyped, please
comment.
Thank you - S.

JUN 24 1992 10:09AM PC

PHONE NO. :

FROM : CISE

#3.

DRAFT - CICE WORKPLAN

JUNE - SEPTEMBER 1992

| | June-July-August | September-Oct. | November |
|----------------|------------------|----------------|----------|
| ADMINISTRATION | | | |
| Staffing | | | |
| Director | _____ | _____ | |
| Planner | | _____ | _____ |
| LC Coordinator | | | |
| Consultants | _____ | _____ | _____ |
| | | | |
| | | | |
| | | | |
| OPERATIONS | | | |
| Daily | _____ | _____ | _____ |
| Planning | _____ | _____ | _____ |
| Reporting | _____ | _____ | _____ |
| Mtg. Coord. | | | |
| Scheduling | _____ | _____ | _____ |
| Assignments | _____ | _____ | _____ |
| Agenda | _____ | _____ | _____ |
| | | | |
| | | | |

#3.

DRAFT - CIJE WORKPLAN

JUNE - SEPTEMBER 1992

| | June-July-August | September-Oct. | November-Dec. | Jan. | Staff |
|----------------|------------------|----------------|---------------|------|------------------|
| ADMINISTRATION | | | | | |
| Staffing | | | | | |
| Director | | | | | HLZ |
| Planner | | | | | Director / AH |
| IC Coordinator | | | | | |
| Consultants | | | | | Director / AI SE |
| | | | | | |
| | | | | | |
| OPERATIONS | | | | | |
| Daily | | | | | Director + SE |
| Planning | | | | | Director < AI SE |
| Reporting | | | | | Director + SE |
| Mtg. Coord. | | | | | |
| Scheduling | | | | | VFL |
| Assignments | | | | | VFL |
| Agenda | | | | | Director < AI SE |
| | | | | | |
| | | | | | |

| 1992 | June-July-Aug | Sept-Oct | Nov-Dec | January |
|------------------|---------------|----------|---------|---------|
| BUDGET | | | | |
| Development | _____ | | | |
| Review | | _____ | | |
| Approval | | _____ | | |
| | | | | |
| | | | | |
| PUBLIC RELATIONS | | | | |
| Press Release\$ | _____ | _____ | _____ | |
| Newsletter | | | | |
| Planning | _____ | | | |
| First Issue | | _____ | | |
| Second Issue | | | | _____ |
| | | | | |
| | | | | |
| | | | | |

All + SE
Steering
MLM

Director + SE

SE + Steering
JESUA?
JESUA?

| 1992 | June-July-Aug. | Sept-Oct. | Nov-Dec. | Jan | Staff |
|------------------------|----------------|-----------|----------|-------|----------|
| BOARD OF DIRECTORS | | | | | |
| Communications | _____ | _____ | _____ | _____ | Director |
| Campers | _____ | _____ | _____ | _____ | Assigned |
| Meetings | | | | | |
| Agenda | _____ | | _____ | _____ | Director |
| Materials | _____ | | _____ | _____ | VFL |
| | | | | | |
| | | | | | |
| | | | | | |
| SENIOR POLICY ADVISORS | | | | | |
| Communications | _____ | _____ | _____ | _____ | SE |
| Meetings | _____ | _____ | | | SE |
| Materials | _____ | _____ | | | SE/VFL |
| Agenda | _____ | _____ | | | SE |
| Arrangements | _____ | _____ | | | VFL |
| | | | | | |
| | | | | | |
| | | | | | |

PHONE NO. :
 FROM : CUE

| 1992 | June-July-Aug. | Sept-Oct. | Nov.-Dec. | Jan. | Slap |
|-------------------|----------------|-----------|-----------|-------|--------|
| LEAD COMMUNITIES | | | | | |
| • Site Visits | _____ | | | | Robman |
| • Planning | _____ | | | | Ukles |
| • Materials | _____ | | | | Meier |
| • Scheduling | _____ | | | | Elsta |
| • Reporting | _____ | | | | |
| • Board Committee | _____ | | | | Robman |
| • Communications | _____ | | | | Robman |
| • Materials | _____ | | | | Robman |
| • Meeting 8/24 | _____ | | | | Robman |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| IMPLEMENTATION | | | | | |
| Plan | _____ | _____ | _____ | _____ | AH+SF |
| Budget | _____ | _____ | _____ | _____ | |

continued

5.

| 1992 | June-July-Aug | Sept-Oct | Nov-Dec | Jan. | Sept |
|----------------------------------|---------------|----------|---------|------|-----------|
| JOINT PLANNING SEMINAR | | | | | |
| Content | | | | | ALL / SF |
| Planning | | | | | ALL / SF |
| Materials | | | | | ALL / SF. |
| Logistics | | | | | UFL |
| Arrangements | | | | | UFL |
| Staffing | | | | | |
| Communications | | | | | |
| Relations with Institutions | | | | | SE |
| Relations with Foundations | | | | | AN |
| Funding (ongoing) | | | | | |
| brokering (ongoing) | | | | | |
| Relations with Service Providers | | | | | SE |
| Relations with communities | | | | | |
| Talent Bank | | | | | ? |
| start-up | | | | | |
| seminar | | | | | |
| local planning | | | | | |

| 1992 | June-July-Aug | Sept-Oct | Nov-Dec | Jan | Staff |
|-----------------------|---------------|----------|---------|-----|----------|
| self-study | | | | | |
| five year plans | | | | | |
| pilot projects | | | | | |
| BTC | | | | | |
| | | | | | |
| | | | | | |
| BEST PRACTICE | | | | | BH/SF/SE |
| Supplementary Schools | | | | | BH |
| Write-Ups | | | | | |
| Panel Meeting | | | | | |
| Early Childhood | | | | | |
| Site Selection | | | | | |
| Site Visits | | | | | |
| Write-ups | | | | | |
| CCC Association | | | | | BH |
| Next Meeting | | | | | |
| Criteria | | | | | |
| Site Selection | | | | | |
| Write-ups | | | | | |
| Next Steps | | | | | |

continued

| 1992 | June-July-Aug | Sept-Oct | Nov-Dec | Jan | Staff |
|---|---------------|----------|---------|-----|-------|
| Israel Programs | | | | | BH |
| Review of Materials | _____ | | | | |
| Proposal | | _____ | | | |
| Day Schools | | | | | BH |
| Approach | _____ | | | | |
| Criteria/Panel | | _____ | | | |
| Next Steps | | _____ | | | |
| Liaison with IC | | _____ | | | Staff |
| Plan | | _____ | | | |
| Timetable | | _____ | | | |
| Seminar | | _____ | | | BH |
| | | | | | |
| | | | | | |
| | | | | | |
| MONITORING,
EVALUATION AND
FEEDBACK | | | | | AG |
| Field Researchers | | | | | AG |
| Recommendations | _____ | | | | AG |
| Agreements | _____ | | | | AA/SE |

Continued

| 1992 | June July Aug | Sept-Oct | Nov-Dec | Jan | Staff |
|----------------------------|---------------|----------|---------|-----|-----------|
| Training | — | | | | AG |
| Implementation | — | | | — | AG/Staff. |
| Next Steps | | | | — | |
| FUNDING | | | | | |
| Funding Strategy | — | | | | AN |
| Timetable | — | | | | |
| Contracts with Foundations | | | | | AN |
| Cummings | — | | | | |
| CRB | | | | | |
| Crown/Covenant | | | | | |
| Revson | | | | | |
| OTHERS | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| RESEARCH | | | | | |
| Final Draft of Paper | — | | | | IA |
| Paper Review | — | — | | | SF/AN |

continued

[illegible]



PREMIER INDUSTRIAL CORPORATION
FACSIMILE HEADER SHEET
73138 (5/90) PRINTED IN U.S.A.

DATE: 6/10

TIME:

NUMBER OF
PAGES SENT: 11

| | |
|--|------------------------------|
| TO: FAX NO. (011) 972 2-61995/
ANETTE HOCHSTEIN | FROM: FAX NO. (216) 341-9962 |
| Name SEYMOUR FOX | Name GINNY LEVI |
| Company | Company |
| Street Address | Tele. No. () Ext. |
| City State Zip Country | |

Dear Seymour + Annette,

This may be a mish mosh fax as I accumulate things throughout the day.

1. The girls and I are wait listed on ELAL flight 8, leaving Kennedy at 9:00 p.m. on Thurs., July 9, arriving Tel Aviv at 2:25 p.m. on Fri., July 10. Anything you can do to confirm would be wonderful. (There is evidently a Delta flight that we might take. What do you think?)
2. What phone number should I use for the June 12 telecon?
3. I see no grants that require renewal at the July MAF meeting. The big one for potential renewal is the HUC request.
Melitz - general support - renewal should be requested in Sept. for consideration in Oct.
4. I'm sending you the minutes and assignments referred to on the 6/12 agenda.
5. Ray has now spoken with Eli Dlin and seems very pleased with the plans. It looks like he'll be arriving on July 1 and will need a single room until we get there on the 9th or 10th. He's going to participate in an Ulpan. Is that something we should consider for the kids?

MINUTES
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
STEERING COMMITTEE
MAY 3, 1992
NEW YORK CITY

Attendance: Morton L. Mandel, Chair, Shulamith Elster, Annette Hochstein,
Stephen Hoffman, Stanley Horowitz, Virginia Levi, Arthur
Naparstek, Henry L. Zucker

I. Introduction

This was a brief meeting following the meeting of a larger advisory group. The purpose was to review the larger meeting and to determine what next steps should be taken.

II. Meeting Review

It was felt that the meeting was useful in involving a larger group in the deliberations of CIJE. It brought the entire group to a more clearly focused understanding of CIJE's objectives. It was agreed that this smaller steering group should continue to meet regularly to develop and manage the CIJE work plan.

A. Future Meetings

It was agreed that we will propose the following dates and places for meetings of the larger advisory committee:

Sunday, July 12 - New York

(Monday, August 24 - New York? Is this for the larger group?)

Sunday, November 8 - Cleveland

Sunday, January 10 - Cleveland

It was agreed that this steering committee will meet at 7:30 a.m. as follows (SF and AH, and sometimes SE by phone):

Friday, May 15

Friday, June 12

Friday, June 26

Friday, July 10

Friday, July 24

Tuesday, August 18

III. Next Steps

A. Communications

- Assignment 1. It was agreed that SE will draft letters for MLM summarizing the decisions of May 3 to participant communities, the Lead Communities Committee, board members, CIJE partners and senior policy advisors.
- Assignment 2. SE will ask Jon Woocher for a proposal to prepare a simple, four-page newsletter, four to six times per year, to the community at large. The purpose will be to introduce CIJE and keep the community aware of what is happening.
3. This committee should continue to discuss how we relate most effectively to federations, foundations, and the religious community.

- Assignment B. SE will work with AH to develop a work plan by May 18.

- Assignment C. SHH will take the lead on community issues, working closely with SBH and HLZ. He will contact Marty Kraar to find out who serves on the CJF Jewish Continuity Committee.

D. Foundation Development

- Assignment AJN will coordinate foundation activities. He will work with SHH, SBH, and HLZ to develop approaches by May 18.



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL, POLICY NO. 8.5
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- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73690 (REV. 1/99) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 6/10/92

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Draft letters for MIM to CIJE Board and Senior Policy Advisors providing update on lead communities. | | SE | 5/3/92 | 6/12/92 | |
| 2. | Discuss with SF and AH, the key elements of papers on content and personnel in lead communities. | | SE | 2/4/92 | 6/15/92 | |
| 3. | Work with AH to develop a work and management plan for CIJE for the next 4 months and beyond. | | SE | 5/3/92 | 6/18/92 | |
| 4. | Review JW newsletter proposal and prepare a recommendation for the Steering Committee. | | SE | 5/3/92 | 6/30/92 | |
| 5. | With JM/JU, develop a first draft description of possible programs for implementation in lead communities and a cost range for each. | | SE | 2/4/92 | 6/30/92 | |
| 6. | Follow up with Cummings Foundation on funding. | | SE | 2/18/92 | 6/30/92 | |
| 7. | Work with AH on preparation of a draft annual operating budget. | | SE | | 6/30/92 | |
| 8. | Develop an outline for a preliminary plan to prepare seminars, continental agencies, and people at general universities to gear up to support lead communities. | | SE | 2/4/92 | 6/30/92 | |
| 9. | Contact the following board members in advance of the August 25 meeting and send brief report to VFL: | | SE | | 8/15/92 | |
| | a. Bill Berman
b. Gerald Cohen
c. Irwin Field
d. Arthur Green
e. Neil Greenbaum
f. Tim Hausdorff
g. Henry Koschitzky
h. Mark Lainer
i. Norman Lipoff
j. S. Martin Lipset
k. Matthew Maryles
l. Florence Melton
m. Melvin Merians
n. Lester Pollack
o. Richard Scheuer
p. Bennett Yanowitz | | | | | |



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☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 6/10/92

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|--|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Call Revson Foundation about CIJE funding. | | SF | 2/18/92 | 5/10/92 | |
| 2. | With AH, prepare a brief paper outlining the content of lead communities. | | SF | 2/4/92 | 5/15/92 | |
| 3. | With AH, prepare a proposal to submit to David Hirschhorn asking that he support the full cost of research and evaluation. | | SF | 3/8/92 | 5/15/92 | |
| 4. | Discuss with SE and AH, the key elements of papers on content and personnel in lead communities. | | SF | 2/4/92 | 5/15/92 | |
| 5. | Explore with Florence Melton the possibility of funding a mini-school in each Lead Community and general support for CIJE. | | SF | 8/28/91 | 5/31/92 | |
| 6. | Contact the following board members in advance of the August 25 Board meeting and send brief report to VFL:

a. Alfred Gottschalk
b. David Hirschhorn
c. Isadore Twersky | | SF | | 8/15/92 | |
| 7. | Send MLM a list of suggested members of a training oversight committee. | | SF | 3/20/91 | TBD | |
| 8. | Invite Rabbi Twersky to prepare an op ed piece. | | SF | 10/30/90 | TBD | |



PATRIARCH INDUSTRIAL CORPORATION

- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/10/92

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|---|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | With SF, outline a brief paper on the content of lead communities. | | AH | 2/4/92 | 5/15/92 | |
| 2. | With SF, prepare a proposal to submit to David Hirschhorn asking that he support the full cost of monitoring and evaluation. | | AH | 3/8/92 | 5/15/92 | |
| 3. | Follow up with Eli Evans about Revson participation in the Lead Communities Project. | | AH | 3/8/92 | 5/15/92 | |
| 4. | Discuss with SE and SF, the key elements of papers on content and personnel in lead communities. | | AH | 2/4/92 | 5/15/92 | |
| 5. | With Barry Chazan and SE, prepare a background paper outlining the implementation of the Israel experience through Lead Communities. | | AH | 1/3/92 | 5/31/92 | |
| 6. | With SE, prepare management plan for CIJE for the next 4 months and beyond. | | AH | 4/15/92 | 5/31/92 | |
| 7. | Work with SE on preparation of a draft annual operating budget. | | AH | | 5/31/92 | |
| 8. | Report on status of proposal for CRB Foundation involvement in Lead Communities | | AH | 5/3/92 | 6/12/92 | |
| 9. | Contact the following board members in advance of the August 25 Board meeting and send brief report to VFL:

a. David Arnow
b. Charles Bronfman
c. Ludwig Jesselson
d. Norman Lamm
e. Esther Leah Ritz
f. Ismar Schorsch | | AH | | 8/15/92 | |
| 10. | Prepare a paper summarizing the components of profession building and suggest where to begin. | | AH | 10/21/91 | TBD | |



- ☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE

5/12/92

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVE DATE |
|-----|---|----------|------------------------|-----------------------|----------|--------------------------|
| 1. | Contact Marty Kraar to find out who serves on the CJF Jewish Continuity Committee. | | SHH | 5/3/92 | 5/15/92 | |
| 2. | Secure second year CIJE funding from the Jim Joseph Foundation. | | SHH | 3/10/92 | 5/31/92 | |
| 3. | Talk with Bob Hiller about how to approach the Zanvyl/Krieger Foundation for CIJE funding. | | SHH | 2/18/92 | 5/31/92 | |
| 4. | With Jonathan Woocher, schedule a meeting with Susan Crown to discuss Crown support for Best Practices. | | SHH | 9/17/91 | TBD | |
| 5. | Talk with Dina Charnin of the Dorot Foundation about CIJE funding. | | SHH | 1/20/92 | TBD | |



PREMIER INDUSTRIAL CORPORATION

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☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 5/12/92

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|---|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Talk to Leslie Wexner about CIJE funding. | | MLM | 1/20/92 | 5/31/92 | |
| 2. | Talk with Ratner family about CIJE funding. | | MLM | 1/20/92 | 5/31/92 | |
| 3. | Develop a plan to get Ludwig Jesselson more involved in CIJE funding. | | MLM | 2/18/92 | 5/31/92 | |
| 4. | Develop a plan to approach Lester Pollack about CIJE funding. | | MLM | 2/18/92 | 5/31/92 | |
| 5. | Consider the following persons for CIJE board membership: | | MLM | 9/17/91 | TBD | |
| | a. Rachel Cowan | | | | | |
| | b. Eli Evans | | | | | |
| | c. Doug Goldman | | | | | |



PREMIER INDUSTRIAL CORPORATION

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- ☐ ACTIVE PROJECTS
- ☐ RAW MATERIAL
- ☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE NAPARSTEX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 5/12/92

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|---|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Work with SHH, SBH, and HLZ to develop approaches to foundations. | | AJN | 5/3/92 | 5/18/92 | |



SEE MANAGEMENT MANUAL POLICY NO. 9.5
FOR GUIDELINES ON THE COMPLETION
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- ☐ ASSIGNMENTS
- ☐ ACTIVE PROJECTS
- ☐ RAW MATERIAL
- ☐ FUNCTIONAL SCHEDULE

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| FUNCTION | CIJE STAFF |
|---|---|
| 1. Chief of Mission | 1. Chief of Mission |
| 2. Deputy Chief of Mission | 2. Deputy Chief of Mission |
| 3. Director of Administration | 3. Director of Administration |
| 4. Director of Consular Affairs | 4. Director of Consular Affairs |
| 5. Director of Economic and Commercial Affairs | 5. Director of Economic and Commercial Affairs |
| 6. Director of Information and Public Affairs | 6. Director of Information and Public Affairs |
| 7. Director of Intelligence and Security | 7. Director of Intelligence and Security |
| 8. Director of Legal Affairs | 8. Director of Legal Affairs |
| 9. Director of Protocol and Liaison | 9. Director of Protocol and Liaison |
| 10. Director of Training and Personnel | 10. Director of Training and Personnel |
| 11. Director of Technical Cooperation | 11. Director of Technical Cooperation |
| 12. Director of Tourism and Cultural Affairs | 12. Director of Tourism and Cultural Affairs |
| 13. Director of Women's Affairs | 13. Director of Women's Affairs |
| 14. Director of Youth Affairs | 14. Director of Youth Affairs |
| 15. Director of Sports and Physical Education | 15. Director of Sports and Physical Education |
| 16. Director of Health and Medical Affairs | 16. Director of Health and Medical Affairs |
| 17. Director of Environmental Affairs | 17. Director of Environmental Affairs |
| 18. Director of Science and Technology | 18. Director of Science and Technology |
| 19. Director of Energy | 19. Director of Energy |
| 20. Director of Agriculture and Forestry | 20. Director of Agriculture and Forestry |
| 21. Director of Fisheries and Aquaculture | 21. Director of Fisheries and Aquaculture |
| 22. Director of Industry and Commerce | 22. Director of Industry and Commerce |
| 23. Director of Transport and Communications | 23. Director of Transport and Communications |
| 24. Director of Urban Planning and Construction | 24. Director of Urban Planning and Construction |
| 25. Director of Social Services | 25. Director of Social Services |
| 26. Director of Culture and Arts | 26. Director of Culture and Arts |
| 27. Director of Media and Information | 27. Director of Media and Information |
| 28. Director of International Organizations | 28. Director of International Organizations |
| 29. Director of Regional Cooperation | 29. Director of Regional Cooperation |
| 30. Director of Global Issues | 30. Director of Global Issues |

SUBJECT/OBJECTIVE WOOCHEER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 5/12/92

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO
(INITIALS) | DATE
ASSIGNED
STARTED | DUE DATE | COMPLETED
OR REMOVED
DATE |
|-----|--|----------|---------------------------|-----------------------------|----------|---------------------------------|
| 1. | With SHH, plan to meet with Susan Crown. | | JW | 9/78/91 | TBD | |



PREMIER INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL POLICY NO. 8.5
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☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STAFF

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 5/12/92

| NO. | DESCRIPTION | PRIORITY | ASSIGNED TO (INITIALS) | DATE ASSIGNED STARTED | DUE DATE | COMPLETED OR REMOVED DATE |
|-----|---|----------|------------------------|-----------------------|----------|---------------------------|
| 1. | Contact the following board members following the May 3 staff meeting and send brief report to VFL:

a. John Colman
b. Maurice Corson
c. Max Fisher
d. Charles Goodman | | HLZ | | 5/31/92 | |
| 2. | Follow up with Maurice Corson about Wexner Foundation CIJE funding. | | HLZ | 2/18/92 | TBD | |

Fax Memorandum

TO: Annette Hochstein
011-972-2-619951
FROM: Shulamith Elster 301-230 2012
Council for Initiatives in Jewish Education
RE: Field Researchers
DATE: June 1, 1992

1. Adam's advertisements in the Chronicle of Higher Education and Education Week and his contacts with colleagues in education and our Senior Policy Advisors and consultants produced 63 applicants.

2. Adam reviewed the credentials and work of the applicants and selected 13 for the semi-finalist pool.

3. To assist in the effort, Adam contacted two colleagues to participate in the selection of finalists and in the process of interviewing candidates.

Ellen Goldring is Associate Professor of Educational Administration at Vanderbilt. She came to Vanderbilt after several years at Tel Aviv University where she was a tenured faculty member in education.

Gary Wohlgate is Adam's colleague at the University of Wisconsin and conducted the evaluation of the New Futures Program about which Adam wrote in a recent memorandum circulated to CJJE colleagues.

4. Adam, his associates and I reviewed the 13 files and made independent judgments about finalists. We had the option of using the enclosed form or another means to rank them. There was agreement on 5 of the 13. Adam is polling the group about one more- for a total of 6 finalists.

5. Adam has developed an interview schedule and protocol that will have the 4 of us (Adam, Ellen, Gary and me) meeting together in Madison on Sunday evening (hopefully on June 14) and then with candidates individually and as a panel on the 15th.

6. FYI: I plan to stay in Madison for an additional day to work with Adam. I want to know more about his plans, training etc. and I think all of this has to be integrated into the LC project.

7. Adam's original budget estimated recruitment costs at \$8,000. \$2,000 was approved for advertisements and other costs associated with the development of an applicant pool. Adam reported to me this morning that \$1,200 of this has been spent thus far.

RATING SHEET FOR FIELD RESEARCHER CANDIDATES

Rater: AG SE EG GW

Candidate _____

1. Field research experience --Highly experienced-- 1 2 3 4 5 --Inexperienced--

Has the candidate carried out extensive fieldwork? Is there evidence that the work was of high quality? In what substantive areas?

2. Familiarity with Jewish education --Extensive-- 1 2 3 4 5 --None--

Has the candidate participated in Jewish education? At what level and in what way? Does the candidate have other bases for familiarity with Jewish education? How might this affect the candidate's motivation for the study?

3. General skills --Highly skilled-- 1 2 3 4 5 --Poor skills--

Does the candidate write well? Is there evidence of administrative skills, good organization, taking initiative, ability to work collaboratively, etc.?

Memorandum

TO: Annette Hochstetern
Ritz Carlton Hotel

FROM: Shulamith Elester 301-230-2012
Council for Initiatives in Jewish Education

DATE: May 12, 1992

Total number of pages including this sheet:

Please take a look at this DRAFT if your time permits. I am going to continue to work on it to get it in a format and style that will work well for all of us.

As you will see, I decided to break the work plan into two- one for the month of May and the next for the three month period- June, July and August.

Travel well and safely. Special regards and good wishes to Seymour.

S.

DRAFT

(Incomplete, in progress)

CIJE WORK PLAN: May

Budget
Development
Review

Lead Communities
Selection Process
Review Panels
Panel Telecons
Report on telecons/recommendations
Notes to panelists
Board Committee
Selection of staff
Chairman's briefing
Preparation of materials
Individual member briefing
Meeting
Selection of finalists
Site Visits
Planning: Materials
Visiting Teams
Community Contacts
Agenda for visit
Communications
Communities
Board
Senior Policy Advisors
Press
Newsletter

Best Practices
Report on recent activities

Monitoring, Evaluation and Feedback
Review of resumes submitted
Interviewers for candidates

Research
Reply to Isa's draft (?) next steps

Foundations
CRB Proposal/draft
Cummings Foundation/draft
Articulation with Art Naparetek

DRAFT

in progress

CIJE QUARTERLY WORK PLAN
June - July - August

CIJE Administration

Staffing

Executive Director

Planner

Educational Staff

LC Coordinators

Assistance with projects

Lead Communities

Beyond May workplan

Financing the Lead Communities Project

Site Visits (as above)

Announcement of finalists: June 5th

Gearing up

staffing: CIJE staff assignments

movement and denominations

articulation with Best Practices

Talent Bank (?)

Staff seminar- July/August (?)

Community Seminar- September

Planning

Content

Coordination

Selection of 3 communities

Board Committee

Timetable reset and review

Announcement

Best Practices

Write-up's: rounds one and two

Supplementary Schools

Early Childhood

Continue discussions with JCCA

Israel Programs: start

Planning for next steps

Liaison with LC Project

Monitoring, Evaluation and Feedback

Selection of staff

Staff Training

Adam's plans

Board of Directors

Camper assignment/review

materials for camper calls

Meeting plans (August 25th)

Agenda setting

Meeting announcement

Materials

Senior Policy Advisors

Schedule meeting

Plan agenda

Coordination

Materials

Foundations

Core support for CIJE

CRB (Jerusalem meeting)

Cummings

Board position for family member

SPA position for Rachel Cowan

5/12

MEMORANDUM

TO: Morton L. Mandel
FROM: Shulamith R. Elster

RE: Assignments

DATE: May 11, 1992

Copies to: Annette Hochstein and Henry Zucker

-
- I. A. This memorandum is a list of my current assignments and ongoing activities organized on the basis of major responsibilities and priorities. It reflects our recent conversations and your review of my memorandum of April 29, 1992 as well as Annette's very helpful suggestions made during on meeting on May 7, 1992.
B. The following are the major areas in which I now work:

CIJE Administration
Advisory and Decision-Making Bodies
Steering Committee
Senior Advisory Group
Senior Policy Advisors
Board of Directors
CIJE Projects
Lead Communities
Best Practice
Sponsoring Organizations
Movements, Denominations, and Organizations
Foundations
Occasional Assignments

- C. For purposes of this memorandum and related planning each assignment/ongoing responsibility has been designated as:

Top priority
Special priority
Regular priority

II. Top Priorities

- A. CIJE Administration
1. Work on the preparation of a CIJE operating budget with Annette (5/31)
 2. Planning
 - a. Prepare on-going work plan and timeline
 - b. Consultations with steering committee members, staff and consultants towards the implementation of CIJE agenda.
 3. Prepare responses to correspondence, proposals, and program suggestions by individuals, organizations, and various groups interested in the work of the CIJE.

4. Keep JESNA (Jon Woocher), JCCA (Art Rotman), CJF (Marty Kraar) informed and involved in the CIJE agenda.
5. Planning responsibility for Board of Directors (agenda-setting, materials, campers).

B. Senior Policy Advisors

1. Provide advisors with up-to-date information about the activities of the CIJE.
2. Plan meetings, develop agendas, and materials.
3. Plan for the best utilization of this group of veteran educators and community professionals.
4. Utilize the experience and counsel of the Senior Policy Advisors in the development of CIJE activities and projects

C. Lead Communities Project

1. Community selection process: work with Jack Ukeles and Jim Meier and panelists.
2. Coordination of activities for the Board Lead Communities Committee.
3. Work with Annette and Seymour on content of lead communities.
4. Planning for site visits.
5. Planning for the implementation of the project

D. CIJE Agenda

1. Best Practice: Barry Holtz
 - a. Work with and supervise Barry in all aspects of the project:
 1. Assist in the identification of professionals for panels.
 2. Participate in discussions regarding criteria.
 3. Review materials prepared by Barry and those submitted by participants.
 - b. Liaison with CIJE Steering Committee through regular reports.
 - c. Monitoring of project budget.
2. Monitoring, Evaluation and Feedback: Adam Gamoran
 - a. Communicate with Adam on CIJE activities and work to integrate the project into other Lead Communities efforts.
 - b. Approve requests for expenditures within the project's approved budget.
3. Research: Isa Aron
 - a. Review work in progress, provide comments and guidance as requested.

E. Foundations

1. Nathan Cummings Foundation
 - a. Prepare program profiles for Rachel Cowan towards funding of a special project within the Lead Communities (5/15).

2. CRB

- a. Work with Annette on proposal to CRB (5/15).

F. Movements, Denominations, and Organizations

Assignment: Develop an outline for a preliminary plan to prepare seminaries, continental agencies, and people at general universities to gear up to support lead communities (6/15).

III. Special Priorities

A. Board of Directors

- 1. Provide information to and seek reactions and counsel from the following members of the Board through the CIJE camper system (5/31):

Berman
Cohen
Field
Green
Greenbaum
Hausdorff
Koschitzky
Lainer
Lipoff
Lipset
Maryles
Melton
Merriams
Pollack
Scheur
Yanowitz

- 2. Work with the Steering Committee to plan for effective meetings of the Board of Directors.

C. CIJE Administration

- 1. Communications and public relations
 - a. Work with JESNA to communicate the mission and activities of the CIJE to the North American Jewish community through a written newsletter
- 2. Prepare regular reports to the Steering Committee.

D. Foundations

- 1. CRB
- 2. Covenant (Crown) Foundation
 - a. Ongoing discussions with Judith Ginsberg and Jon Woocher regarding ways to involve Crown Family and Covenant Foundation.

E. Talent Bank

- 1. Maintain current CIJE master of list of educators and others on whom we can call for specialized assistance.

2. Work to fully develop the CIJE Talent Bank, plan for operation within the lead communities project including the training of consultants.

IV. Regular Priorities

A. Movements, Denominations and Organizations

Ongoing work with the following groups:

Conservative: Chancellor's Cabinet.

Hillel: Task Force on Implications of CJE Population Study on the Campus, chaired by Marty Lipset.

CAJE: Educator Empowerment Task Force.

Liaison with the movements' professional educator associations.

B. Foundations

1. Maurice Amado (with AN)

- a. Maintain contact with Tamar Frank to secure future funding for projects on multi-cultural/Sephardic heritage.

2. Whizin Foundation (with AN)

- a. Arrange meeting with Ron Wolfson (recently postponed) at the suggestion of Bruce and Shelly Whizin.
- b. Arrange meeting with Harlene Appleman Winnick at suggestion of the Whizins and Bill Berman.

3. Torah Umesorah Proposal (with SHH)

- a. Circulate responses from Rabbi Fishman to Matt Maryles and Tim Hausdorff.

C. CIJE Administration

1. Liaison

- a. Represent the CIJE at meetings and public events, as time permits.
- b. Serve as member of the American Advisory Committee for Joint Authority/Jewish Agency.

wp51/c/assignments

From : CIJE

PHONE No. :

Apr. 29 1992 7:57AM P02

Memorandum**TO:** Morton L. Mandel**FROM:** Shulamith R. Elster**RE:** Assignments**DATE:** April 29, 1992

I. The Assignment

- A. This memorandum is a list of my current assignments and ongoing activities organized on the basis of major responsibilities and priorities.
- B. The following are the major areas in which I now work:
 - CIJE Administration
 - Senior Policy Advisors
 - Board of Directors
 - Sponsoring Organizations
 - Movements, Denominations and Organizations
 - CIJE Projects
 - Foundations
 - Occasional Assignments
- C. For purposes of this memorandum and related planning each assignment/ongoing responsibility has been designated as:
 - Top priority
 - Special priority
 - Regular priority
 - Continual

II. Top Priorities

- A. CIJE Administration
 - 1. Work with Annette on the preparation of a CIJE operating budget (5/31)
 - a. Preparation of background materials and information to inform ongoing work towards an annual operating budget
 - 2. Planning
 - Consultations with steering committee members, staff and consultants towards the implementation of CIJE agenda
- B. Senior Policy Advisors
 - 1. Plan for the best utilization of this group of veteran educators and community professionals
 - 2. Utilize the experience and counsel of the Senior Policy Advisors in the development of CIJE activities and projects
 - 3. Provide advisors with up-to-date information about the

From : CIJE

PHONE No. :

Apr. 29 1992 8:23AM P02

2

C. Board of Directors

Work with the Steering Committee to plan for effective meetings of the Board of Directors

D. Lead Communities Project

1. Community selection process: work with UAI and panelists,
2. Staff the Board Lead Communities Committee
3. Work with Annette and Seymour on content of lead communities
4. Planning for site visits
5. Planning for community seminar
6. Planning for utilization of existing resources and integration into project
7. Staff Lead Communities Committee of the Board
8. Communications with communities

E. CIJE Projects

1. Best Practice: Barry Holtz
 - a. Work with and supervise Barry
 - b. Assist in the identification of professionals for panels
 - c. Participate in discussions regarding criteria
 - d. Review materials prepared by Barry and those submitted by participants
 - e. Liaison with CIJE Steering Committee through regular reports
 - f. Monitoring of project budget
2. Monitoring, Evaluation and Feedback: Adam Gamoran
 - a. Keep Adam informed of CIJE activities
 - b. Work to integrate the project into the other CIJE efforts
 - c. Approve requests for expenditures within the project's approved budget
3. Research: Isa Aron

Review work in progress, provide comments and guidance as requested.
4. Talent Bank
 - a. Maintain current CIJE master of list of educators and others on whom we can call for specialized assistance
 - b. Work to fully develop the CIJE Talent Bank, plan for operation within the lead communities project including the training of consultants
 - c. Circulate proposal and work towards its approval

F. Foundations

1. Nathan Cummings Foundation

Prepare program profiles for Rachel Cowan towards funding of a special project within the lead communities. (5/15)
2. CRR

From: CIJE

PHONE No. :

Apr. 29 1992 6:01AM P03

3

III. Special Priorities

A. Board of Directors

Provide information to and seek reactions and counsel from the following members of the Board through the CIJE camper system: 5/31)

Berman
Cohen
Field
Green
Greenbaum
Hausdorff
Koschitzky
Lainer
Lipoff
Lipset
Maryles
Melton
Merriana
Pollack
Scheur
Yanowitz

B. CIJE Administration

1. Communications and public relations
Communicate the mission and activities of the CIJE to the North American Jewish community, including the education community, through written and oral presentations
2. Prepare regular reports to the Steering Committee

C. Movements, Denominations and Organizations

1. Assignment: Develop an outline for a preliminary plan to prepare seminars, continental agencies, and people at general universities to gear up to support lead communities (6/15)
2. Reform Commission on Jewish Education
telecon with Rabbi Jonathan Stein, (Indianapolis) Chairman and Robert Tornberg (Holy Blossom Temple, Toronto) Vice-Chairman of Commission as follow-up to recent meeting of the Reform Commission and discussion of ways to work with the CIJE

D. Foundations

1. CRB
Follow-up with Peter Geffen following recent meeting regarding the CRB marketing plan and integration of Israel programs within North American communities.
2. Covenant (Crown) Foundation
Ongoing discussions with Judith Ginsberg and Jon Woocher

From : CIJE

PHONE No. :

Apr. 29 1992 7:58AM P03

4

IV. Regular Priorities

- A. Movements, Denominations and Organizations
Ongoing work with the following groups:
 - 1. Conservative: Chancellor's Cabinet
 - 2. Hillel: Task Force on Implications of CJF Population Study on the Campus, chaired by Marty Lipset
 - 3. CAJE: Educator Empowerment Task Force
 - 4. Liaison with the movements' professional educator associations

V. Continual Activities:

- A. Foundations
 - 1. Maurice Amado
Maintain contact with Tamar Frank to secure future funding for projects on multi-cultural/Sephardic heritage
 - 2. Whizin Foundation
 - a. Arrange meeting with Ron Wolfson (recently postponed) at the suggestion of Bruce and Shelly Whizin
 - b. Arrange meeting with Harlene Appleman Winnick at suggestion of the Whizins and Bill Berman
 - 3. Torah Umesorah Proposal
Circulate responses from Rabbi Fishman to Matt Maryles and Tim Hausdorff
- B. CIJE Administration
 - 1. Liaison
 - a. Prepare responses to correspondence, proposals and program suggestions by individuals, organizations and various groups interested in the work of the CIJE
 - b. Represent the CIJE at meetings and public events, as time permits
 - c. Serve as member of the American Advisory Committee for Joint Authority/Jewish Agency
- C. Sponsoring Organizations
 - 1. JESNA/Jon Woocher
Covenant Foundation
 - a. Liaison in the development of JESNA sponsored project that further the CIJE agenda- e.g., Israel Intern Project, project on evaluation of educational programs
 - b. Identify areas of CIJE activity that appropriately utilize JESNA staff and resources so as to avoid duplication of activities and services

From : CIJE

PHONE No. :

Apr.29 1992 6:02AM P04

2. JCCA/Art Rotman

- a. Work with JCCA staff to integrate role of informal Jewish education into all CIJE programs and projects
- b. Keep JCCA informed and involved in CIJE agenda
- c. Identify areas of CIJE activity that appropriately utilize JCCA staff and resources so as to avoid duplication of activities and services

3. CJF/ Marty Kraar

- a. Keep in touch with Norbert Freuhauf on work and mission of new CJF continuity commission
- b. Identify areas of CIJE activity (e.g., research on applicant communities) that appropriately utilize CJF staff and resources so as to avoid duplication of activities and services

cc: Annette Hochstein
Henry Zucker

Cjwp5assignments



Memorandum

TO: Annette Hochstein
011-972-2-619951

FROM: Shulamith Elster 301-230 2012
Council for Initiatives in Jewish Education

DATE: April 27, 1992

Total number of pages including this sheet: just this one

1. Regarding communications: everyone has been called and their assignments reviewed. Steve will speak with Chuck Ratner. Please remind Seymour to speak with Art Rotman who has apparently inquired (I think to someone in Cleveland) as to what was going on. I did speak with Barry but he's on Seymour's list.

2. RE: Jim. I feel so strongly about it that I am willing to speak with Mort myself about the matter. Jim's name was on a list that MLM saw of names of individuals who were to get the meeting notice and he did not comment at that time. I know that this does not indicate approval. It will be very difficult for me if he cannot be at that meeting.

3. RE: Adam

I received a bitnet from him yesterday with a good report. I imagine you receive the same status report. I can't respond to him 'til I get rid of my problems with the system but I will call him tomorrow. He was on your list regarding status of the project. Let me know in the morning if you want me to include this in my conversation with him.

4. Review Panels:

Jim spoke with Schiff, Geffen and Spack and I spoke with the others. We will not be able to schedule telecons until May 13th at the earliest. Schedule conflicts, travel, personal and professional commitments etc. It is just about a month behind the original schedule.



PREMIER INDUSTRIAL CORPORATION
FACSIMILE HEADER SHEET
73138 (5/90) PRINTED IN U.S.A.

DATE: 4/24 TIME: _____
NUMBER OF PAGES SENT: 3

| | |
|---|--|
| TO: FAX NO. (011) <u>972 2-619951</u>
<u>ANNETTE HOCHSTEIN</u>
Name <u>SEYMOUR FOX</u>
Company _____
Street Address _____
City _____ State _____ Zip _____ Country _____ | FROM: FAX NO. (216) <u>361-9962</u>
Name <u>GINNY LEVI</u>
Company _____
Tele. No. () _____ Ext. _____ |
|---|--|

Annette -

Mort has approved the proposed talk piece, which he asked me to read to him. He's anxious to get the word out that this really was a "non-event." He advised me to let you and SE to get on it right away.

I referred to the memo on communications, which he didn't ask me to review. I have sent it to him and he will have seen it by Sun., in case SF wants to get his reaction. If he does, you might want to relay that to SE on Sun. No calls can be made before then, anyway.

Hope this is all clear.

Ginny

Status Report on the CIJE Lead Communities Project
April 23, 1992

1. Twenty-three North American Jewish communities responded to the call for proposals for the Lead Communities Project. Together the communities represent 1.5 million Jews--about 26% of the Jewish population of North America. A number of other communities indicated a keen interest in the process, but felt they were not ready to apply. Fifty-seven communities were eligible on the basis of the population guidelines--that is, Jewish communities with populations of between 15,000 and 300,000.
2. The response to the recruitment process was an enormous source of encouragement to us, and a further indication of the impact of the work of the Commission on Jewish Education in North America.
3. In order to provide time for further consideration of our approach--in light of the quality and quantity of proposals, CIJE ~~staff~~ decided to consider whether revisions in the review process were indicated.
4. It was decided to proceed with the process to select finalist communities as originally planned. Three communities will be selected during the next four months. The review panelists--educators and professionals--many of whom are Senior Policy Advisors--will be asked to continue their work.
5. In order to consider these various developments, Mr. Mandel is convening a senior advisory group consisting of our partners (CJF, JESNA, JCCA), Mr. Chuck Ratner (Chairman of the CIJE Lead Communities Committee), and staff. The group will convene on May 3rd to review our plan and rethink implications of the large number and high quality of proposals.

Reviewed by AH and SRE
4/23/92

DRAFT

TO: CIJE Steering Committee
FROM: Shulamith Elster
DATE: April 23, 1992
SUBJECT: Communications

The purpose of this memorandum is to make assignments regarding the communication of information (the talk piece) regarding the status of the Lead Communities Project.

I. CIJE Consultants and Sponsors: (individual phone calls)

SE to Jon Woocher and Woocher to Neil Greenbaum
SF to Art Rotman and Rotman to Lester Pollack
SHH to Marty Kraar, discuss with SHH who should speak to Charles Goodman

AH to Adam Gamoran
SE to Jack Ukeles and Jim Meier
SF to Barry Holtz
SE to Isa Aron

II. CIJE Senior Policy Advisors:

Wait until after May 3rd except those who are review panelists

III. All Review Panelists:

SE and Jim Meier in relation to resuming work on proposals

IV. Lead Communities Committee:

MLM or SHH to Charles Ratner

Reviewed by AH and SRE
4/23/92

Centre for
Jewish Studies



Sydney Eisen,
Director

4700 KEELE STREET • NORTH YORK • ONTARIO • CANADA • M3J 1P3

THE JEWISH EDUCATION PROGRAM AT YORK UNIVERSITY

Over the past fifteen years, York University has developed a Jewish education program that is based on the premise that there are three types of training that a potential Hebrew day school teacher must acquire: general skills in pedagogy, advanced academic knowledge of Judaica, and specialized working knowledge of Jewish practice and customs. At York we have developed a finely crafted program in which those three areas of training are provided by three separate units working in concert: pedagogical training by York's Faculty of Education, rigorous studies in academic Judaica by York's Religious Studies program and specialized knowledge of practical Judaica by Toronto's Board of Jewish Education.

Students proceed, at the same time, towards a B.A. and B.Ed. as part of a "concurrent program". In this program, which usually takes five years to complete, students pursue both the theoretical and practical aspects of the discipline of Education, while concurrently studying for a B.A. degree. Students also spend three years as student-teachers, usually in an innovative classroom where they can learn modern pedagogical techniques (o.g. open classrooms, cooperative learning etc.). Of the three years, one is spent in a public school and two in a Hebrew day school; in the latter they work and teach both in a Hebrew class and a general studies class.

Our students, who usually come to us with a Hebrew background, take most of their Judaica "content" courses in York's Religious Studies program, where they are expected to complete a full cycle of Hebrew language and literature courses, and also take a number of courses in Bible, Jewish history and Jewish philosophy. We are able to offer our students a wide array of subjects from which to choose; still, we encourage all our students to spend one of the years in the program at an Israeli university where they can do more courses in Judaica and strive to perfect their Hebrew language skills.

The final piece of training provided to our students comes from the Toronto Board of Jewish Education, whose professionals share the direction of the program with York Faculty members. The Board gives our students a variety of essential skills, ranging from teaching Hebrew as a second language to acquiring an in-depth knowledge of the Jewish calendar and the Jewish year. The Board is also crucial for finding our students appropriate placements as student-teachers and, ultimately, placing our graduates in teaching positions.

(over)

Centre for
Jewish Studies



Sydney Eisen,
Director

4700 KEELE STREET • NORTH YORK • ONTARIO • CANADA • M3J 1P3

Mr. Steve Hoffman
Executive Director,
Jewish Community Federation
Council of Initiatives for Jewish Education
1750 Euclid Avenue
Cleveland, Ohio
44115

January 30, 1991

Dear Mr Hoffman,

In recent years I have had the opportunity to discuss the work of the Mandell Commission with various distinguished educators in this community, including Rabbi Irwin Witty and Mr. Henry Koschitzky. I have spoken as well with Professors Seymour Fox and Moshe David and to my colleague Professor Michael Brown (now in Israel), who have all suggested that I write to you to establish formal contact between the Centre for Jewish Studies at York and the Commission. This is the purpose of my letter. Would it be possible for you to send me a copy of *A Time to Act*?

As you can see from the enclosed material, York University has been involved in the training of Hebrew teachers for about fifteen years. It has been a remarkable experience in cooperation among the Faculty of Arts, the Faculty of Education, and the Board of Jewish Education in Toronto. Professors Davis and Fox are quite familiar with our program.

Perhaps a good starting point for future discussions and possible joint-action would be the minutes of a meeting which took place April 19, 1990, among Professors Brown, Davis and Fox. The projects discussed are all attractive and I forward them to you without comment. There is, of course, a great deal more that we could do. We are very eager to cooperate with the Commission and to share our experience in the training of teachers.

I look forward to hearing from you. With good wishes,

Sincerely yours,

Sincerely yours,
 Lyndon B. Johnson

Sydney Eisen
Director

Encls.
30/4/2013 10:07 AM

Centre for
Jewish Studies



Sydney Eisen,
Director

4700 KEELE STREET • NORTH YORK • ONTARIO • CANADA • M3J 1K3

THE JEWISH EDUCATION PROGRAM AT YORK UNIVERSITY

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The final piece of training provided to our students comes from the Toronto Board of Jewish Education, whose professionals share the direction of the program with York Faculty members. The Board gives our students a variety of essential skills, ranging from teaching Hebrew as a second language to acquiring an in-depth knowledge of the Jewish calendar and life-cycle. The Board is also crucial for finding our students appropriate placements as student-teachers and, ultimately, placing our graduates in teaching positions.

(nvor)

It is gratifying to see that at York we have succeeded in getting three very different units -- an academic Religious Studies program, a practically-oriented Faculty of Education and a community-based Board of Jewish Education -- to work together to produce graduates, almost all of whom are teaching in Jewish day schools in North America. (A few of our students go on to graduate work and pursue careers in academic Judaica or Jewish communal services. Some have moved to Israel and are employed as educators there.)

In addition to receiving two degrees -- a B.A. and a B.Ed. -- our students graduate with two certificates -- a Hebrew teacher's certificate from the Board of Jewish Education and a standard teacher's certificate from the Province of Ontario. (Rarely, one of our graduates accepts a position teaching in a public school, but all of them have the credential to do so). The program involves a lot of commitment on the part of students, and a great deal of delicate administration to marry the needs and desires of the three educating units. We feel that the effort is worth it -- our students receive a first-rate education; our graduates find worthwhile positions; and the Jewish community gets highly-trained, highly-motivated and much-needed teachers for our Day Schools.

Memorandum

TO: Annette Hochstein
011-972-2-619951

FROM: Shulamith Elster 301-230-2012
Council for Initiatives in Jewish Education

DATE: April 20, 1992

Total number of pages including this sheet: 3

1. RE: additional/new "criteria" for the preliminary proposals. I think we need a very brief written statement about the issue if it is to be discussed on May 3rd. Will you or Seymour prepare it? Before I move ahead, can I have the benefit of your thinking about the proposals from the finalist communities?

2. Enclosed:

- a. draft of "talk-piece"/ status report
- b. suggestions for communicating about the status of LC Project

3. Following later today:

- a. thoughts about the May 3rd agenda

c:faxah

Because I have houseguests, please
do not call or fax today until 8³⁰ am
(EST.) Thanks very much!

DRAFT Memorandum

TO: CIJE Steering Committee
FROM: Shulamith Elster
RE: Communications
DATE: April 21, 1992

The purpose of this memorandum is to suggest an approach to communicating information concerning the status of the Lead Communities Project to key individuals.

I. CIJE Consultants and Sponsors: (individual phone calls/Elster)

Jon Woocher Neil Greenbaum
Art Rotman Lester Pollack
Marty Kraar Charles Goodman

Adam Gamoran Jack Wkeles
Barry Holtz Jim Meier
Isa Aron

II. CIJE Senior Policy Advisors: (written communication from Elster)

III. All Review Panelists: (BY FAX)

Senior Policy Advisors and non-Senior Policy Advisors:

Peter Geffen
Mark Berger
Mark Gurvis

IV. Board of Directors (note from MLM)

V. Members of Lead Communities Committee: (note from MLM and call from SE)

Charles Ratner
Tim Hausdorf
David Hirschorn
Lester Pollack
Charles Bronfman

VI. Applicant Communities

written note

phone calls to Shrage (Boston), Friedman (Baltimore): Senior Policy Advisors

- end -

DRAFT OF TALKPIECE

Status Report on the CIJE Lead Communities Project

April 21, 1992

1. Twenty-three North American Jewish communities responded to the call for proposals for the Lead Communities Project. Together the communities represents 1.5 million Jews - about 20% of the Jewish population of North America.

Fifty-seven communities were eligible on the basis of the population guidelines- that is, Jewish communities with populations of between 15,000 and 300,000.

2. While a substantial response to the recruitment process was expected, the Steering Committee was impressed with both the number and quality of proposals actually received and moved to consider the opportunities for strengthening Jewish education that this response suggests.

3. In order to provide time for serious consideration of an approach to working with all of the applicant communities, a decision was made to temporarily "hold" the review process. Several modifications to the Lead Communities Project were considered in light of the historic opportunity suggested by the commitment to Jewish education contained in these preliminary proposals.

4. At a planning meeting now scheduled for May 3rd the CIJE Steering Committee, staff and consultants, and the professional and lay leadership of sponsoring organizations (JCCA, JCF, JESNA) will meet to discuss a plan for involving all applicant communities and perhaps additional interested communities- in an initiative to improve Jewish education in areas described as "enabling options" in the work of the Commission on Jewish Education in North America.

5. At this time, the CIJE will proceed with the selection of finalist communities as originally proposed. Three communities will be selected during the next four months, as originally planned. The review panelists educators and professionals many of whom are Senior Policy Advisors- will be asked to resume their work immediately as to be prepared to advise the Lead Communities Committee of the Board.

6. This information will be communicated to CIJE Board, Steering Committee, advisors and consultants and to the applicant communities.

— and —

Fax Memorandum

TO: Mandel Institute Staff
011-972-2-619951
FROM: Shulamith Elster 301-230-2012
Council for Initiatives in Jewish Education
DATE: April 2, 1992

Total number of pages including this sheet: 28

Thank you, in advance, for seeing to it that Annette gets these materials. Because of the length of the fax transmission I will need your help to be certain that all of the materials are received and in place.

The cover memo to Annette is page number one and each page is numbered in the upper right hand corner. Please fax me and let me know if all pages were received and, if not, what pages are missing. It is important to me that Annette receive them all!

Again, I appreciate your help. Best regards from Washington where on April 2nd there are snow flurries!

Memorandum

TO: Annette Hochstein
FROM: Shulamith Elster
RE: Draft Budget/B Version
DATE: April 2, 1992

Here is DRAFT B as promised. Again, assumptions are just that--namely, some working assumptions that we have to make in order to begin the discussion on some of the programmatic elements.

I have provided as much detail as I can on some of the items and have included some of the working papers from Cleveland (through 12/91 and the 12/91 through 3/15 actuals). These are the figures used in developing the CIJE Actuals through 3/15/92 piece.

These materials are for discussion purposes only at this time.

I hope you had a pleasant trip. It is not too early to say Shabbat Shalom and to wish you a productive meeting on Sunday.

Shulamith Elster

FEBRUARY 19, 1992 • EDUCATION WEEK 7

FOCUS ON: Research

Fellows Program Links Researchers, Agencies To Bring the 'Real World' to Data Collection

By Robert Rothman

WASHINGTON—To Floraline I. Stevens, the director of the program-evaluation and assessment branch of the Los Angeles Unified School District, one of the most important benefits her time at the National Center for Education Statistics has given her is peace and quiet.

"I read an article all the way through, without a phone call or a disruption," she observes, with some amazement. "That's not the life of a director of research and evaluation."

Ms. Stevens is spending the 1991-92 school year at the N.C.E.S. studying ways to develop measures of students' opportunities to learn classroom content, in order to improve the understanding of test-score data.

She is here as part of an unusual partnership between the federal agency and the American Educational Research Association that is aimed at bringing researchers and huge government data sets closer together.

In the process, the arrangement has benefited both the statistics center and the researchers.

Emerson J. Elliott, the acting commissioner of the N.C.E.S., says that, thanks to Ms. Stevens, the agency has become more aware of how to present information in ways that would be useful to educators.

"We're frequently frustrated that we don't produce things of value," he says. "People like Flo can think through how we do things."

For her part, Ms. Stevens says, she has been able to work on a research project that is of great interest to her, while gaining a better understanding of how the fed-

eral government works.

"I feel I have a found a network with the N.C.E.S. data-gatherers," she says. "I know who is responsible. I'm on a first-name, pick-up-the-phone basis [with them]."

An Investment in Infrastructure

The project that brought Ms. Stevens to Washington for a year came about following a series of discussions between Mr. Elliott and Richard J. Shavelson, then the president of the research association.

Mr. Elliott says that he was seeking a way to open up to researchers the vast storehouse of information that the federal education-statistics center collects.

Recalling an earlier partnership with the American Statistical Association, in which the N.C.E.S. brought leading statisticians to Washington for a year to learn about the "real world" of data collection, Mr. Elliott says he was "interested in a counterpart that would be less statistical, and more on the research side."

"They could study the content of education," he says. "That would benefit the center and themselves."

At the same time, Mr. Shavelson, the dean of the school of education at the University of California at Santa Barbara, was seeking a way to open new avenues for federal support of education research, which he notes had dwindled during the 1980's.

"My concern was that, at the time, the federal government wasn't investing in the infrastructure of education research," he says.

Mr. Shavelson also approached the National Science Foundation, which expressed an interest in the idea. The N.S.F. and the statistics center, an arm of the Education Department, joined together to provide a \$500,000 grant to the A.E.R.A. to support a four-part research and training program.

The components include:

- A small-grant program, which provides three to five one-year grants for research on education policy and practice, particularly on mathematics and science education, using federal data sets.

To date, researchers supported under this program have studied such topics as why students drop out of middle schools, the making of minority scientists and engineers, and teachers' workplace conditions and their relation to retention.

- An institute on statistical analysis for education policy, held just before the A.E.R.A.'s annual meeting.

- A research-fellows program, which provides opportunities for young scholars—those working on or just completing their doctoral dissertations—to study policy-related research at one of the two agencies.

- A senior-fellows program, which allows prominent scholars to spend a year at one of the agencies to serve as a resource and conduct research on a topic related to the agency's mission.

The research association has been discussing with the agencies ways to expand and improve the program, Mr. Shavelson says. Currently pending is a grant proposal to extend the program for another three years.

In that proposal, he says, the statistics center and the association are looking at expanding the statistical-analysis training.

"Three days at a statistics institute only scratches the surface," Mr. Shavelson says.

In addition, he notes, the N.S.F. has asked for a greater focus on evaluation. He says the program would provide a series of training grants to universities to develop talent in that field.

The science foundation is also considering the creation of short-term "think tanks" that would bring together research-



While pursuing her own research project on students' "opportunity to learn," Floraline I. Stevens is also prodding N.C.E.S. researchers to produce materials more useful to teachers and administrators in the field. "My whole input has been how to make documents user-friendly so they are utilized by school districts," she says.

ers to "chew on" a particular problem for six weeks in the summer.

While all the efforts so far have been highly regarded, Mr. Shavelson says, the senior-fellows program is perhaps the most prestigious.

To select senior fellows, he says, the federal agency discusses with the association the topic it wants help for, and the association identifies a leading scholar in the field.

Researchers at the senior-scholar level are usually invited to apply for fellowships, Mr. Shavelson explains.

"By the time you get to that level, if you don't get a phone call, you don't apply," he says. "People at that level aren't looking for work."

The first senior fellow at the N.S.F. is Michael Huberman, a professor of education at the University of Geneva, who is developing a plan for disseminating research findings, as well as holding workshops on dissemina-

tion for staff members of the foundation.

At the N.C.E.S., the first senior fellow was James W. Guthrie, a professor of education at the University of California at Berkeley and a co-director of Policy Analysis for California Education, or PACE, a highly regarded research consortium in that state.

During the 1990-91 academic year, Mr. Guthrie helped develop a strategic plan for the statistics center at a time when a number of reports, such as that of the Special Study Panel on Education Indicators, proposed substantial changes in federal collection of education data.

"He helped us think through what we would do with the round of recommendations given to us," says Mr. Elliott.

In the second year, Mr. Shavelson says, the N.C.E.S. was looking for a "consumer" of data who could help the agency improve its reporting capabilities.

The association selected Ms. Stevens, the Los Angeles schools' research chief.

She also has experience with national issues as a member of the study panel on indicators and the Board on International Comparative Studies in Education, a National Academy of Sciences panel that oversees U.S. participation in cross-national studies.

Ms. Stevens says her selection represents a long-overdue recognition of the fact that not all research is conducted at a university.

"What it has done is brought legitimacy to the notion that school researchers do have qualifications and knowledge, and can work at a government agency to provide information," she says. "Normally, we don't get tapped for those things."

Bringing the 'Real World'

For her research project, Ms. Stevens chose to work on an issue that had occupied her attention in Los Angeles, as well as on the National Academy board: developing a

way to determine whether students have had the "opportunity to learn" the material on which they are tested.

"How can students do well on any assessment," she says, "if they had not been exposed to the content the assessment is developed for?"

Such a measure, she says, would indicate not only whether the material had been covered in the classroom, but also how well teachers had provided instruction.

The measures would be particularly important for low-income and minority students, she says, who often have the least-skilled teachers.

In setting about determining how to construct such a measure, Ms. Stevens says, she began by surveying large districts to find out if they collect such data.

The survey found that "local school districts seem not to have looked at this as an important element in relation to student academic achievement at this point in time," Ms. Stevens says.

"All school districts have this capacity," she says. "Very few do it."

But her work has put the issue on the N.C.E.S. agenda, Mr. Elliott says. In fact, the agency and the Council of Chief State School Officers have scheduled a conference on the topic for next week.

"Flo influenced our thinking," Mr. Elliott says. "She made sense, and made more clear this is a direction we ought to be moving. It was not one we were initially enthusiastic about."

Ms. Stevens has also helped the agency by bringing to the table the perspective of a consumer of data, the acting commissioner says.

As an example, Ms. Stevens notes that she has pressed the N.C.E.S. researchers to define in their reports technical language that policymakers may not understand.

Without such definitions, she points out, district research directors may be reluctant to present information from the reports to school-board members who need it.

"My whole input has been how to make documents user-friendly so they are utilized by school districts," she says.

She also points out that she has served as a liaison between N.C.E.S. staff members and researchers and practitioners.

"I have brought the real world to the N.C.E.S.," Ms. Stevens says. ■

Historian Outlines Project To Assess Federal Research Agency

To help the U.S. Education Department's office of educational research and improvement think through its mission, Diane S. Ravitch, the assistant secretary of education who heads the office, last month asked Maris A. Vinovskis, an education historian from the University of Michigan, to study the research that has been conducted at the O.E.R.I.

Mr. Vinovskis, a professor of history and a research scientist at the center for political studies at the university's Institute for Social Research, previously served in similar capacities in the federal Health and Human Services Department. From 1981 to 1983, he studied programs in the office of adolescent-pregnancy programs, and from 1983 to 1985, he served as a consultant for the office of family-planning programs.

A native of Latvia, Mr. Vinovskis is the author or editor of 11 books, including volumes on demography, population policy, the Civil War, and the history of education.

Mr. Vinovskis's appointment at the O.E.R.I. comes at a critical time for the of-

fice. As a result of the current move toward national standards in school subjects and a system of assessments to measure student performance against such standards, the O.E.R.I. is expected to play a major role in helping states revise their curriculum frameworks and develop new forms of student assessment.

At the same time, the O.E.R.I. must be reauthorized by the Congress this year, and a proposal pending in the House would make major changes in the agency's structure. Although Mr. Vinovskis has not been asked to suggest a future direction for the agency, his findings on the way it has worked could influence members of the Congress and the Administration.

He discussed his study with Associate Editor Robert Rothman.

Q. In the last year, the National Academy of Education has issued a major report on the status of education research, and the National Academy of Sciences is conducting a study of the federal investment in education research. What additional perspec-

tive can you add to the discussion?

A. I haven't met with the National Academy of Sciences, but I have seen their briefing books, and I'm aware of what they're doing. Probably, the difference is that I'm doing more of an in-depth analysis of the work that has been done in



A conversation
with
Maris A. Vinovskis



Bob Kautman

the O.E.R.I. in research.

I'm looking over the past five or six years at a specific program. My impression is, the focus of the National Academy of Sciences is broader.

Q. What do you think your perspective as an education historian can

bring to this study?

A. I come from several different perspectives. I am an education historian. I'm also a member of the Institute for Social Research at Michigan. In that, I'm concerned with issues of research design and the quality of research as well. I also have experience in government before, as a consultant in the offices of adolescent-pregnancy and family-planning programs.

What I see as my immediate task is to look at the way research has been conducted, to assess it, [to look at both] the quality of the research and the kinds of research that have been conducted.

My history-of-education perspective is useful, but my social-science orientation and my previous experience may be equally important in this situation.

Q. What do you see as the top priorities for education research at this time?

A. There are a whole series of things. But I am looking more at what has been done, rather than assessing what should be done.

My sense is, [the priorities for research] are going to be addressed elsewhere, such as in [President Bush's] America 2000.

I'm not saying I won't look at them later.

Q. Assistant Secretary Ravitch has said that a major problem at O.E.R.I. is the dissemination of research, that there is a vast storehouse of information that is not getting out to practitioners. Do you share that view?

A. If you look at the research that has been done, and you look at the products the centers and laboratories are putting out, it varies. But I am not looking systematically at dissemination.

Q. Do you have any initial impressions of the quality of research at O.E.R.I.?

A. As in any series of research, there are some excellent things going on, and things that need to be improved.

I have been impressed at the high quality of people involved. But there are issues of methodology and strategy that have to be considered.

EDUCATION WEEK - FEBRUARY 19, 1992

Grant to Union To Verse Chicago Teachers in Reform

By Ann Bradley

The Chicago Teachers Union last week received a \$1.1-million grant from the John D. and Catherine T. MacArthur Foundation to support a three-year effort to help the city's 26,000 teachers apply research about effective teaching and learning practices in their schools.

The grant—believed to be the largest ever given to a teachers' union by a private philanthropy—is part of the foundation's Chicago Education Initiative, a 10-year, \$40-million commitment to supporting school reform announced in 1990. (See *Education Week*, Oct. 17, 1990.)

The donation will support the new C.T.U. Quest Center, which will disseminate information about promising teaching practices and award grants to 40 schools to test their ideas for improvement.

The planning for the Quest Center also was supported by a grant from the MacArthur Foundation.

The project reflects a concern that the decentralization of school authority in Chicago, mandated under a 1988 reform law enacted by the state legislature, has yet to produce comparable reforms in instruction.

"It is recognized here that the school-reform legislation changed practices," said Deborah Walsh, executive director of the Quest Center, "but that there has been relatively little change in the classroom as a result of the legislation."

The center next month will announce a competitive-bidding process to solicit "radical, innovative ideas for transforming teaching and learning," Ms. Walsh said.

In June, the first 10 schools will be selected for the project, which will begin in September.

In each of the second and third years of the grant, an additional 10 schools will be chosen to work with the center.

The schools will receive planning grants and intensive assistance from the center to develop new models of schooling.

Financial Incentives

At the end of a three-year period, schools that have demonstrated the

most success with their projects will receive financial rewards, Ms. Walsh said.

The Quest Center plans to raise more money to make the incentives available.

"We're hoping to make it significant enough to really be meaningful to people who, for three years, put a commitment into an effort to try and make changes," Ms. Walsh said.

Over three years, the center expects to assist 1,500 teachers, support staff members, and principals working with 30,000 children.

In addition, the Quest Center will provide information, conferences, presentations, and school visits to other Chicago schools.

It also will offer a 45-hour course for teams from restructuring schools that want to learn more about assessment, curriculum and standards, and teaching strategies.

To kick off its work, the Quest Center next month will host a conference for city educators to share its vision of "restructured" schools.

In such schools, according to the center's literature, students will be active rather than passive learners, teachers will coach rather than lecture, and students will be encouraged to learn at their own rates in flexible groups.

For example, the center will encourage teachers to break down schools into smaller "houses," create teams of teachers to stay with students for three to five years, use multi-age grouping, and develop interdisciplinary lessons.

Through its outreach efforts, the center plans to expose teachers to new research about how children learn, Ms. Walsh said, and about which techniques have been found to be most successful in the classroom.

Turning Point for Union

The schools that will work with the Quest Center will be chosen by the center's governing board, a majority of whose members are teachers.

Members also include Ted D. Kimbrough, the general superintendent of the Chicago schools; Leonard Dominguez, the city's deputy mayor for education; and Chicago-area education professors, researchers, and business leaders.

A national panel of advisers will assist the governing board.

Peter Martinez, the senior program officer for the MacArthur Foundation's Chicago Education Initiative, said the Chicago Teachers Union's "recognized standing with its members and with the board of education place it in a unique position to be one of the most effective initiators of needed changes."

Mr. Martinez said he believed the Chicago-based foundation's grant was the largest ever donated to a teachers' union.

The creation of the Quest Center and the support of a major national foundation mark a turning point for the C.T.U., union leaders acknowledged. Members of the union had engaged in a series of bitter strikes before the 1988 reform law was passed, and they threatened to strike again last year over a salary dispute.

"After years of neglect and blame by state government and others unwilling to support our schools, Chicago educators are receiving the recognition they deserve," Jacqueline B. Vaughn, the union's president, said last week.

Added Ms. Walsh: "We're hoping to break some stereotypes here."

Fax

2/1/92

TO: Annette Hoelster 011-972-2-61995

FROM: SRE 301-230-2012

1) The attached are the notes from the wall charts in Cleveland (4 pages)

2) Ginny and I are reviewing our respective notes this afternoon so we can produce a formal memo (not minutes) of the meeting.

3) Are there descriptive materials on the Institute and The Educated Jew Project. Moment Magazine is interested. Its editor Sue Siegel - also editor of BAR - would like to know more.

CONTENT

Vision - cumulative definition based on:

- the mission of Jewish education for each constituency
 - articulated
 - specifically
- excellence aspired to
- goals specified by/for each
- scope
- minimum standards
- rationale made explicit

SPECIFIC (CONTENT)

SCOPE

formal
informal
Israel
age Group
proportion of people affected

STANDARDS

continuous - ongoing
staff education of minimal scope (weekly?) by high level
qualified trainers
best practices applied through explicit learning and
reinventing process
cumulative impact aimed at consciously?

COMMUNITY

- understanding
- identified and engaged and knowledgeable
 - leadership group
 - champion
 - wall-to-wall (ideologies represented)
- increased (local) funding
- ongoing advocacy (community at large)
- local "CIJE" (implementation mechanism) with professional head
- local and continental joint planning and activity

*Effective Governance Structure in place centralized or decentralized

*Public debate on educational issues

PERSONNEL

- new people
- new positions
 - career ladders must be horizontal as well as vertical
- thoughtful, improved conditions
- ongoing education for staff
 - L.C. - targeted game plan
- recruitment strategies
- positioning training institute and other national resources
- implementation must take into account understanding, motivation and ability
- empowerment - involvement of front line educators in process

Fax Memorandum

TO: Annette Hochstein
911-972-2-619251

FROM: Shulamith Elston 301-230 2012
Council for Initiatives in Jewish Education

DATE: February 7, 1992
Erev Shabbat

Welcome home! I trust the ladica had a wonderful time in London; what could be a better way than to travel with a lovely daughter!

Everyone with whom I have spoken agrees that the meeting in Cleveland was most productive. Ginny and I had a prior agreement that we would dispense with formal minutes; we would each take notes, compare them and record action attempts and decisions made in a memorandum for the record. This we plan to do together on Monday and Tuesday and then circulate a memo to all who attended or who have specific assignments.

The large sheets are being typed up over the week-end and I will send those along for your notes.

I went down to George Washington University this morning to meet with my Dean regarding BITNET. 'Tis done! I left the meeting with the software and I'll get it installed and the modem this coming week. I will send out a memo to our colleagues when it's all done and we can begin to communicate this way. Thank you for the suggestion!

My last monthly report is overdue: I hope to finish it and send it along by Monday.

Best regards to your staff and our colleagues in Jerusalem.

Shabbat Shalom!



Memorandum

TO: Steering Committee of CIJE
 Morton L. Mandel
 Seymour Fox
 Annette Hochstein
 Stephen H. Hoffman
 Virginia F. Levi
 Henry Zucker

FROM: Shulamith R. Elster

RE: Progress Report: January 1992

DATE: February 5, 1992

During the month of January my primary activities were:

1. Preparations for the launch of the Lead Communities Project

I have worked with Jack Ukeles and Jim Meier/Ukeles Associates in the preparation of the materials for presentation at our January meetings of the Senior Policy Advisors and the Board of Directors and, following those meetings, in their revision for publication as the guidelines to communities for their participation in the Lead Communities Project.

Together- with the ongoing guidance of Annette and Seymour- we planned the agenda for our consultation in Cleveland and for the participation of our consultants in the deliberation that was to result in the "gearing up" of the CIJE itself for its work in lead communities.

2. Preparations for the January meetings of the Senior Policy Advisors and the Board of Directors

I worked closely with Ginny in preparation of the Annual Report and the materials sent in advance of these meetings. We wanted them to be helpful to participants so as to elicit meaningful comments and suggestions.

I think the fine outcome of the Senior Policy Advisors meeting was, in part, due to the good advance preparation which included work with Barry, Jack and Jim on their fine presentations.

The presentation I made at the Board meeting on the Lipset Findings was an assignment that I enjoyed and we agreed that it helped to set the stage for the discussion that followed.

We had an opportunity to discuss the annual meeting together and I think that here, likewise, the outcome of it and the Board meeting met our expectations.

3. Working with Barry Holtz on Best Practices
Ongoing discussions with Isa Aron and Adam Gamoran on their respective projects

Dr. Harold Himmelfarb arranged for Barry and me to visit the United States Department of Education and meet with the administrator responsible for the Blue Ribbon Schools Programs and the National Diffusion Network and with the directors of these interesting projects. These two programs have striking parallels to our own work in "best practices" and with the diffusion of exemplary programs. It was an informative meeting and there is a great deal that we learned that can inform our work. We also had a brief visit with Sheldon Fisher who directs their computer/technology lab and he is very interested in what we are doing and with helping us see the possibilities that exist for Jewish education through new interactive video materials.

We have been given access to the Department library and publications rooms and plan to make use of every available resource that we can. There are some fine publications and many resources are available here under one roof; we left loaded down with materials!

Barry is circulating his most recent project report and a copy of his latest memorandum to participants in the first panel on supplementary schools. We are in contact several times a week on matters of substance and project management.

We have plans to meet with Art Rotman in mid-February to discuss the Best Practices within the JCC's and have moved to involve JESNA and Covenant Foundation in this work. It may be that our ongoing work with the CRE Foundation will lend itself to their assistance with Best Practices in Israel programs. More on this after their March meeting in New York which Barry and I both will attend as representatives of the CIJE.

I received copies of Isa's drafts and comment on them and I follow her progress with her advisory committee and her ongoing consultations with Annette and Seymour. Likewise, I stay in touch with Adam whose work will now have to be more closely integrated into my own. His recent paper was very helpful to me as it was to Jim, Jack and Barry.

4. Developing relationships with my new campers-
and continuing conversations with my original group

My new campers include: Bill Berman, Irwin Field, Neil Greenbaum.
FEB 9 '92 12:10 PAGE.03

Lester Pollack and Bennett Yanowitz. These are in addition to my "regulars": Gerald Cohen, Arthur Green, Tim Hausdorff, Mark Lainer, Norman Lipoff, Marty Lipset, Matthew Maryles, Florence Melton and Melvin Merians.

I very much enjoy this aspect of my work. With the exception of Irwin Field, I've spoken at some length to each of them, have visited with others and have ongoing conversations with Gerald Cohen (Atlanta as a lead community), Mrs Melton, (the world of Jewish education, ideas for inclusion into lead communities), Marty Lipset (the state of the World and Jewish campus life, in particular) and Tim Hausdorff (funding needs of Jewish day schools).

5. Keeping in touch with the key individuals in the institutions and organizations

As an example: my conversations with Rabbi Sam Joseph of the Education Department/Rabbinical School at HUC led to an invitation to meet with rabbinical students in a seminar on Educational Leadership and with rabbinical students who are currently involved in field placements in Reform congregations in Cincinnati. I will fit this into one day on my way to our meeting in Cleveland. I think these activities while, not my first priority- are important as they help to establish the linkages of which we speak in our literature and which we know are important for our success.

6. The development of our talent bank

This has been an ongoing activity for me since November 1990 and this list of experienced individuals with all manner of expertise in the programmatic areas and with connections of various kinds has been enlarged and expanded by readings and meetings and by my ever-widening contacts within the field. This list is now coded by the programmatic areas in which we are interested and once it is as "rich" as I would like it to be we will organize it, screen those listed and develop our true "talent bank" for technical assistance in the lead communities.

At some point we might consider this our mailing list for newsletter and other informational materials that we would like to see in the hands of the education community- lay and professional.

A discussion on the talent bank is part of the agenda for Cleveland.

7. Meeting with some prospective funders: Rabbi Rachel Cowan of the Cummings Foundation, Mrs. Melton and the Amado Foundation

Barry and I met with Rachel Cowan. Barry and Isa are longtime person friends of Rachel and she knows of their involvement in the work of the CIJE. The purpose of my meeting was to formally meet Rachel and learn of the Foundation's specific interests.

We agreed at the close of our meeting that I would send Rachel materials and provide a personal briefing prior to her May program meetings. At the meetings she will do a presentation on the CIJE. We will plan for her to have a specific proposal for the Foundation in September; they can consider funding some pilot projects (in their specific areas of interest) in the lead communities. More on this as it develops.

I received a call from Dr. Tamar Frank, Program Director of the Amado Foundation concerning a meeting with her to discuss ways that the foundation's specific interests- Sephardic studies and the cultural diversity of the Jewish people can be incorporated into our educational projects. This will take place in Cincinnati where she lives during my visit to HUC.

One of my new assignments is the development of the proposal for the CRB Foundation. I will work with Annette on this since she has had the ongoing relationship with the principals and the staff and has already met with Barry Chazan on the development of a proposal.

8. Responding to inquiries to the CIJE regarding various projects and activities

This includes liaison with Jerry Strober and responding to calls from publications which this month included Moment Magazine, The New York Jewish Week, Atlanta Jewish Times and the JTSA Alumni Magazine.

The above is self-explanatory but does remind me of the need for a serious discussion of public relations for the CIJE and the development of a coordinated publications program including regular communication with the outside Jewish world.

STB
2/92

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

FAX COVER SHEET

| | | | |
|------------------------------|--------------------------|--------|------------|
| TO: | <i>Ganette Hochstein</i> | | |
| FROM: | <i>Isa Gron</i> | | |
| # OF PAGES (INCLUDING COVER) | <i>2</i> | | |
| SENT BY: | <i>FX</i> | EXT. # | <i>215</i> |

From Fax # - 213-747-6128

Phone # - 213-749-3424

If you do not receive the number of pages designated, please call the above phone number and report it to the sender.

MESSAGE _____

May 24, 1991

Ms. Annette Hochstein
Machon Mandel

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

Dear Annette,

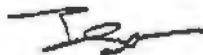
Thanks for your FAX of 5/17. I'm glad that your conception of this project and my proposal were on the same wavelength. I am in no rush to get started, having plenty of work with which to occupy myself in the interim; whenever you have an opportunity to get back to me will be fine.

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,

A handwritten signature in dark ink, appearing to be 'Isa' or similar, written in a cursive style.

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

FAX COVER SHEET

| | |
|------------------------------|---|
| TO: | <i>Constance Hochstein / Seymour Topf</i> |
| FROM: | <i>Sara Lee</i> |
| # OF PAGES (INCLUDING COVER) | <i>2</i> |
| SENT BY: | <i>72</i> |
| EXT.# | |

From Fax # - 213-747-6128

Phone # - 213-749-3424

If you do not receive the number of pages designated, please call the above phone number and report it to the sender.

MESSAGE _____

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 *SL*

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.

PROPOSED OUTLINE FOR MONOGRAPH ON RESEARCH IN JEWISH EDUCATION --DRAFT#2

I: What is research?

This section will present a conceptual overview of what constitutes research, and how research is differentiated from journalism, opinion pieces, and other genres of writing. Some points to be emphasized include:

- 1) that research is conducted according to widely accepted canons.
- 2) that the canons of research change over time, and, in the field of education, have undergone radical change over the past two decades.
- 3) one of the things which distinguishes research is the extent to which the data is presented in such a way as to allow readers to draw their own conclusions.
- 4) in secular education the significance of research does not inhere in individual studies, but rather in the cumulative effect of a group of inter-related studies.

II: What can practitioners, policy-makers and the general public expect from research?

Conventional wisdom holds that good educational practice ought to be "derived" from educational research, in the same way that principles of engineering are derived from the laws of physics. And, indeed, a number of research traditions in secular education (for example, "process-product" research on teaching and "effective schools" research) operate under this assumption. In the past two decades, however, this "logistic" view of research has been increasingly called into question. Three alternative views will be presented:

- 1) the operational, which holds that research and practice are entirely different realms, and that research ought to be done only for its own sake.
- 2) the problematic, which holds that research ought to originate from practical problems, and be conducted, wherever possible, by practitioners themselves.
- 3) the dialectical, which sees research as a tool for critiquing and revolutionizing current educational practice.

Examples of studies conducted from within each of these perspectives will be given. I will not advocate for any one of these views, but argue that a rich and balanced research capability would draw on each of the four perspectives.

III: The current state of research in Jewish education

- 1) the paucity of research in Jewish education will be documented through a review of journal articles, going back 10 - 15 years. Most research in Jewish education is conducted by doctoral students as part of their doctoral theses. These studies are, of necessity, of small scope.
- 2) aspiring researchers in Jewish education do not have any of the supporting infrastructure that enables research in secular education to flourish. There are no funds for research, no research centers, and only a limited number of venues for publication.
- 3) even the most basic data on enrollments, finances, salaries of teachers, etc. is not routinely collected. This section will summarize the data collected by Debra Markovic in the fall of 1989, and show how even these data are highly suspect because of the methods employed in their collection.
- 4) In contrast to secular education, in which large-scale replication of important studies is routine, Jewish educational research consists largely of isolated studies which are rarely replicated. An additional problem is that the audience for research in Jewish education is methodologically unsophisticated. Thus, isolated studies which may be methodologically problematic are widely disseminated and accepted without much critique; the Bock and Himmelfarb studies and the NYBJE study will be discussed as cases in point.

III: What type of research do we need in Jewish education?

- 1) data gathering
What types of data, and how best collected?
- 2) evaluation and assessment
Evaluation and assessment in secular education have advanced far beyond the simple checklists and multiple choice tests of previous decades. The extent to which these methodologies may be adapted to the field of Jewish education will be discussed. An important point to be made in this section is that both assessment and evaluation are predicated on agreement regarding the goals of particular forms of schooling. Before we can assess, we must reach consensus on our goals.
- 3) programmatic research addressing issues that are of priority

The most sophisticated research in secular education is conducted by teams of researchers, employing an eclectic combination of methodologies, comparing a number of different sites. This type of research, commonly known as programmatic research, is usually conducted by a research institute, or by several institutes working in tandem. Both the research agenda and the dissemination of the findings are likely to be overseen by a team which includes practitioners and policymakers, as well as researchers. In this section the virtues of programmatic research will be discussed, and examples will be given of areas of inquiry which would benefit from this type of concerted approach.

4) "basic" research

In addition to all of the above, there should still be room for "basic" research, conducted by independent scholars on questions whose implications for practice or policy might not be readily apparent. Not all research should be linked directly to policy and/or practice; there must be support for purely intellectual pursuits, such as historical studies.

5) research as a way of encouraging reflective practice

One way of linking research and practice is to encourage and enable practitioners to do their own research. Examples of this type of research will have been discussed in section II2. In this section the particular benefits which this type of research might have for Jewish education will be suggested.

IV: Creating an infrastructure which supports and encourages high quality research in Jewish education

- 1) How can we create a climate of opinion which values and supports research in Jewish education? How can researchers reach a broader audience of policymakers, practitioners and the interested public?
- 2) How can the quality of the research which is produced be raised?
- 3) What is the function of conferences, journals and other publications?
- 4) By what means can funds be disbursed fairly and equitably, while assuring high quality?

V: Concrete Proposals for Developing a Sophisticated Research Capability

Recognizing that research is a multi-faceted enterprise, I expect that I will end up proposing that a number of different support structures be set up. The following are some **very preliminary** and **very sketchy** proposals:

- 1) the institution of a mechanism for routine data collection, perhaps under the auspices of JESNA or the Bureau Directors' Fellowship.
- 2) the funding of a number of model evaluation/assessment studies, perhaps in conjunction with experiments in the various lead communities. These studies would be conceived of as models or prototypes which could be emulated by groups in a variety of settings.
- 3) the establishment of a fund for "basic research," which is not tied to any programmatic agenda. This fund might operate along the lines of the National Endowments, soliciting proposals at regular intervals and convening new panels of reviewers each year.
- 4) the establishment of a mechanism to encourage research by practitioners.
- 5) the adoption, by the CIJE, of a programmatic research agenda. This would constitute the most ambitious, and most costly, of the proposals. The following are some thoughts as to how to proceed:
 - a) In the fall, I would send out a mailing to members of the Jewish Education Research Network, AIHLJE, bureaus, and other interested parties, soliciting their ideas on high priority research items.
 - b) When the advisory board for this project meets, presumably in the fall of '91, one of its tasks should be to prioritize these research needs, and to delineate a mechanism whereby each would be carried out.
 - c) Working closely with members of the advisory committee, I would flesh out each of the 4 - 8 proposals which were assigned high priority. This would include developing a budget, assessing the availability of appropriate personnel, and establishing mechanisms for open competition, if that were deemed by the committee to be appropriate.

An important agenda item for me, when we meet in Jerusalem, is to create a diverse, but still manageable, advisory board. The following are the types of people that should be represented:

- established researchers in secular education, with an interest in Jewish education
- academics/researchers in Jewish education
- practitioners with a research background
- representatives of policy-makers: federations, bureaus, organizations (?)

FAX COVER SHEET

EXT. #

MESSAGE

HEBREW UNION COLLEGE—JEWISH INSTITUTE OF RELIGION

Cincinnati • New York • Los Angeles • Jerusalem

RHEA HIRSCH SCHOOL OF EDUCATION

3077 UNIVERSITY AVENUE • LOS ANGELES, CALIFORNIA 90007-3780
(213) 748-3424

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 convening 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

Transmittal Cover Sheet

Total Sheets (including cover sheet) _____

To:

Attention Seymour Fox

Company Name Machon Mandel

Fax Number 972-2-619-951

From:

Name Isa Aron

Company Name _____

Phone Number (213) 934-0426

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1227 South Hi Point
Los Angeles, CA 90035
July 26, 1991

Dear Seymour,

Enclosed is a copy of my revised proposal. I'm sending it to you and to Shulamith at the same time, because I would really like to get your feedback before I leave for vacation on August 1st.

Would it be possible for us to have a phone conversation sometime on Monday, Tuesday or Wednesday? I have two issues in particular to discuss with you:

1) I understand that you will be spending time next year travelling in the States visiting with some of the same people who appear on my list. I think we should explore the feasibility of either doing some of the interviews together, dividing up the visits, or, at the very least, staying very closely in touch with one another.

2) As I've tried to spell out in the time-line section, I can only work on this project part-time. Moreover, the travel involved will put a big strain on my family life. Bill and I have agreed that I can only participate in this project if my travel-time is limited to a week per month, and is scheduled well in advance, to allow him to adjust his work accordingly. I feel the need to be very up-front with you about this, because I sense that the people you are used to working with have a good deal more flexibility, and I don't want to get into a situation in which I'm accused of being inflexible and ungiving. I would really like to work on this project, but want to make sure that I don't take on more than I can handle. So it would be helpful to me if we could discuss your expectations, before my proposal gets any further.

My home phone number (as you know) is (213) 934-0426. I can be reached any morning at 7:30 a.m. (LA time); I will also be around most of Tuesday and Wednesday mornings. It might be a good idea for you to leave a message on my machine letting me know when you will call. If none of this works out, can we talk after August 18th? I understand you'll be in the States then.

B'Shalom,



Tel: 972-2-662 296; 618 728

Fax: 972-2-649 951

Facsimile Transmission

| | |
|--------------------------------|-------------------------------|
| To: <u>Ms. Isa Aron</u> | Date: <u>October 20, 1991</u> |
| From: <u>Annette Hochstein</u> | No. Pages: <u>2</u> |
| Fax Number: _____ | |

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 what is in the name 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,

A handwritten signature in cursive script, appearing to read "Annette".

c.c.: Shulamith Elster

70k pr 11505 SF
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 it 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

FAX SENT

DATE:

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

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 Daniel Chou about
your project.

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

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 -- 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,

*See inside for notes
Go more specific!*

**Monitoring, Evaluation, and Feedback in Lead
Communities:
A Three-Year Outline**

*Adam Gamoran
University of Wisconsin, Madison*

October, 1991

Monitoring, Evaluation, and Feedback in Lead Communities:

A Three-Year Outline

In late 1990, the Commission on Jewish Education in North America issued *A Time to Act*, a report calling for radical improvement in all aspects of Jewish education. At the center of the report's strategic plan was the establishment of "lead communities," demonstration sites that would show North American Jews what was possible:

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 (p. 67).

One year later the successor to the Commission, the Council for Initiatives in Jewish Education (CIJE), is mobilizing to establish lead communities and to carry out the strategic plan.

How will we know whether the lead communities have succeeded in creating better structures and processes for Jewish education? On what basis will the CIJE encourage other cities to emulate the programs developed in lead communities? Like any innovation, the lead communities project requires a monitoring, evaluation, and feedback component to document its efforts and gauge its success.

This proposal describes a plan for monitoring, evaluation, and feedback in lead communities. It emphasizes two aspects of educational change in lead communities:

- (1) What is the *process* of change in lead communities?

This question calls for field research in the lead communities. It requires a combination of qualitative and quantitative data, and offers formative as well as summative evaluation—that is, feedback as well as monitoring—for the lead communities.

- (2) What are the *outcomes* of change in lead communities?

This question is especially challenging because the desired outcomes have yet to be defined. Hence, addressing the question requires, first, enumeration of possible outcomes, second, development of indicators for measuring selected outcomes, and third, research on the connection between programs in lead communities and the measured outcomes.

Field Research in Lead Communities

Studying the process of change in lead communities should be a major component of the CIJE strategy. Documenting the process is especially important because the effects of innovation may not be manifested for several years. For example, suppose Community X manages to quadruple its number of full-time, professionally-trained Jewish educators. How long will it take for this change to affect cognitive and affective outcomes for students? Since the results cannot be detected immediately, it is important to obtain a qualitative sense of the extent to which the professional educators are being used effectively. Studying the process is also important in the case of unsuccessful innovation. Suppose despite the best-laid plans, Community X is unable to increase its professional teaching force. Learning from this experience would require knowledge of the points at which the innovation broke down.

Field Researchers.

At least one half-time field researcher would be hired for each community. Although budgetary and personnel constraints are likely to limit the number of researchers the CIJE is able to hire, we should be aware that the depth of monitoring, evaluation, and feedback will be related to the number of researchers supported by the CIJE. I estimate that one half-time researcher would be able to provide the level of detail described in this memo if the size of the Jewish community is approximately 50,000 or smaller.

Field researchers would have the following responsibilities:

1. Supplement community self-studies with additional quantitative data, as determined following a review of the self-studies in all of the lead communities.
2. Use these data, along with interviews and observations in the field, to gain an understanding of the state of Jewish education in the community at the outset of the lead community process.

3. Attend meetings and interview participants in order to monitor the progress of efforts to improve the educational delivery system, broadly conceived.
4. Prepare informal quarterly briefs which will serve as a source of feedback for participants in the lead communities.
5. Write a nine-month report (May 1993) describing and interpreting the process and products of change to date. An important contribution of the report would be to discuss the operative goals of programs in the lead community. The report would also assess progress toward the Commission's goals, and would speak frankly about barriers to implementing the plans of the local commission. In this way, the report would serve as formative evaluation for the community and the CIJE.
6. Replicate the initial data collection a year later, and continue monitoring progress toward the commission plan.
7. Issue a 21-month report (May 1994), which would describe educational changes that occurred during the first two years, and present an assessment of the extent to which goals have been achieved. Two types of assessment would be included: (a) Qualitative assessment of program implementation. (b) Tabulation of changes in rates of participation in Jewish education, which may be associated with new programs.

It may be possible to compare changes in rates of participation to changes that do or do not occur in other North American Jewish communities. For example, suppose the lead communities show increases in rates of Hebrew school attendance after Bar Mitzvah. Did these rates change in other communities during the same period? If not, one may have greater confidence in the impact of the efforts of the lead communities. (Even so, it is important to remember that the impact of the programs in lead communities cannot be disentangled from the overall impact of lead communities by this method. Thus, we must be cautious in our generalizations about the effects of the programs.)

The 21-month reports would serve as both formative and summative evaluation for the local commissions and the CIJE. In other words, they would not only encourage improvement in ongoing programs, but would also inform decisions about whether programs should be maintained or discontinued.

8. Field researchers would also serve as advisers to reflective practitioners in their communities (see below).

Schedule.

During fall 1991, a job description and list of qualifications would be prepared. The researchers would be hired and undergo training during spring and summer 1992. During this period, further details of the monitoring and feedback system would be worked out. The fieldwork itself would begin in late summer or early fall 1992.

Chief field researcher.

One of the field researchers would serve as chief field researcher. The chief field researcher would work full-time. In addition to studying his or her community, the chief field researcher would be responsible for training the others and coordinating their studies. S/he would also participate in developing a more detailed monitoring and feedback system.

Director of monitoring, evaluation, and feedback.

The chief field researcher would be guided by a director of monitoring, evaluation, and feedback. The director would be responsible for providing leadership, establishing an overall vision for the project. Further responsibilities would include making final decisions in the selection of field researchers; participating in the training of field researchers and in the development of a detailed monitoring and feedback system; overseeing the formal and informal reports from field researchers; and guiding plans for administration of surveys and tests in the lead communities.

Reflective practitioners.

In each lead community, two or more reflective practitioners would be commissioned to reflect on and write about their own educational efforts. The reflective practitioners, who could be selected by their local councils, would be teachers or administrators involved in CIE programs with reputations for excellent practice, or who are attempting to change their practices substantially. The local field researchers would supervise and advise the reflective practitioners.

Collection of achievement and attitudinal data.

Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect rudimentary quantitative data to use as a baseline upon which to build. Details of this data

collection, and a plan for longitudinal follow-ups, cannot yet be specified. As an example, we might administer a Hebrew test to seventh graders in all educational institutions in the community. Seventh grade would be chosen because it is the grade that probably captures the widest participation of students who study Hebrew. The test would need to be highly inclusive, covering, for example, biblical, prayerbook, and conversational Hebrew. It may not be restricted to multiple-choice answers, in order to allow respondents to demonstrate capacity to use Hebrew as a language. The test would be accompanied by a limited survey questionnaire of perhaps twelve items, which would gauge students' attitudes and participation levels. This data collection effort would be led by a survey researcher, with assistance from the field researchers, from community members who would be hired to help administer the survey, and from specialists who would score the tests.

Development of Outcomes

It is widely recognized that the question of the outcomes of Jewish education, which was not addressed in the Commission report, cannot be avoided by the CJE. This is not only a practical necessity, but a requirement of the research project: to evaluate the success of programs in the lead communities, one must know the criteria by which they are to be evaluated. Hence, the research project will take up the issues of (a) what are the aims of Jewish education; and (b) how can those aims, once defined, be measured?

Proposed tasks for this component of the project for the first two years are:

1. Commission a thought paper by an experienced professional on the outcomes of Jewish education. Guidelines for the paper would include:
 - (a) The focus would be concrete rather than vague. This might be accomplished by posing the question as, "If you were to evaluate the outcomes of Jewish education, what would you look at?"
 - (b) Outcomes should be addressed in the areas of cognition, attitudes, values/beliefs, practices, and participation.
2. Distribute the paper for comments to national/continental organizations for feedback.
3. Engage the original writer to expand the paper in light of feedback received from the major organizations. The revision should include an analysis of points of agreement and disagreement among the organizations.

4. Present the revised paper to the research advisory group, posing the following questions:
 - (a) What do you make of this set of outcomes?
 - (b) How might they be measured?

The research advisory group would have two additional sources of information to consider: the operative goals of programs in lead communities, as described by field researchers in their 9-month reports; and conceptions of the educated Jew developed by the Mandel Institute.
5. Commission appropriate experts to begin selecting or creating outcome indicators.

Stimulation of Self-Contained Research Projects

At any time during the process, the CIJE may require urgent attention to specific issues of educational effectiveness. (An example might be the relative effectiveness of supplementary school and summer camp attendance for Jewish identification.) After developing an internal consensus, CIJE would either (1) issue a request for proposals on that topic, or (2) recruit and commission individual to carry out the research project.

TIMELINE

| <i>Fieldwork</i> | | <i>Outcome Development</i> |
|----------------------|--|---|
| Fall 1991 | create job description | commission paper |
| Spring 1992 | oversee hiring, training | |
| August 1992 | | approve first paper |
| Fall-Spring, 1992-93 | fieldwork underway, quarterly briefs, administer surveys/tests | responses to paper from national organizations. |
| May 1993 | 9-month reports | revise paper |
| August 1993 | | meet with research advisory committee |
| Fall-Spring, 1993-94 | fieldwork continues, quarterly briefs | develop outcome indicators |
| May 1994 | 21-month reports | |

CURRICULUM VITAE

NAME: Adam Gamoran

DATE: May 1991

ADDRESS:

TELEPHONE: (608) 233-3757 (home)
(608) 263-7829 (office)

PRESENT RANK: Associate Professor

EDUCATION:

- 1984 Ph.D., University of Chicago (Education)
Program: Sociology of Education
- 1979 A.M., University of Chicago (Social Sciences)
- 1979 A.B., University of Chicago (Near Eastern Languages
and Civilizations)

POSITIONS HELD:

- 1989-present Associate Professor of Sociology and Educational Policy
Studies, University of Wisconsin, Madison
- 1988-1989 Assistant Professor of Sociology and Educational
Policy Studies, University of Wisconsin, Madison
- 1984-1988 Assistant Professor of Sociology,
University of Wisconsin, Madison
- 1983-1984 Lecturer in Social Sciences, Division of the
Social Sciences, University of Chicago
- 1981-1984 Research Assistant to Robert Dreeben and
Rebecca Barr, University of Chicago
- 1979-1980 Lecturer in English, Extension College of the Negev,
Sha'ar HaNegev, Israel

SPECIAL HONORS AND AWARDS:

- 1991-1992 Fulbright Scholar, United Kingdom (used in 1992-1993)
- 1989-1990 Spencer Fellow, National Academy of Education
- 1989 Citation for Excellence in Teaching, Department of
Sociology, University of Wisconsin, Madison

- 1985 Outstanding Dissertation Award, Division G,
American Educational Research Association
- 1979 Phi Beta Kappa

DISSERTATION:

- Title: "Teaching, Grouping, and Learning: A Study of the
Consequences of Educational Stratification."
- Advisory Committee: Robert Dreeben, Chairman
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ARTICLES PUBLISHED OR IN PRESS:

- Gamoran, Adam. 1986. "Instructional and Institutional Effects of Ability Grouping." Sociology of Education, 59, 185-198.
- Dreeben, Robert, and Adam Gamoran. 1986. "Race, Instruction, and Learning." American Sociological Review, 51, 660-669.
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- Gamoran, Adam, and Mark Berends. 1987. "The Effects of Stratification in Secondary Schools: Synthesis of Survey and Ethnographic Research." Review of Educational Research, 57, 415-435.
- Gamoran, Adam. 1988. "Resource Allocation and the Effects of Schooling: A Sociological Perspective." Pp. 207-232 in O. H. Monk and J. Underwood (Eds.), Microlevel School Finance: Issues and Implications for Policy. Ninth Annual Yearbook of the American Educational Finance Association. Cambridge, MA: Ballinger.
- Gamoran, Adam. 1989. "Rank, Performance, and Mobility in Elementary School Grouping." Sociological Quarterly, 30, 109-123.
- Gamoran, Adam. 1989. "Measuring Curriculum Differentiation." American Journal of Education, 97, 129-143.

Gamoran, Adam, and Robert D. Mare. 1989. "Secondary School Tracking and Educational Inequality: Compensation, Reinforcement, or Neutrality?" American Journal of Sociology, 94, 1146-1183.

Gamoran, Adam. 1990. "Instructional Organizational Practices that Affect Equity." Pp. 155-172 in H. P. Baptiste, Jr., J. E. Anderson, J. Walker de Felix, and H. C. Waxman (Eds.), Leadership, Equity, and School Effectiveness. Newbury Park, CA: Sage.

Gamoran, Adam. 1990. "Civil Religion in American Schools." Sociological Analysis, 51, 235-256.

Nystrand, Martin, and Adam Gamoran. 1991. "Student Engagement: When Recitation Becomes Conversation." Pp. 257-276 in H. A. Walberg and H. C. Waxman (Eds.), Contemporary Research on Teaching. Berkeley, CA: McCutchan.

Gamoran, Adam. 1991. "Schooling and Achievement: Additive Versus Interactive Models." Pp. 37-51 in S. W. Raudenbush and J. D. Willms (Eds.), International Studies of Schooling from a Multilevel Perspective. San Diego: Academic Press.

Nystrand, Martin, and Adam Gamoran. In press. "Instructional Discourse, Student Engagement, and Literature Achievement." Research in the Teaching of English.

Oakes, Jeannie, Adam Gamoran, and Reba N. Page. In press. "Curriculum Differentiation: Opportunities, Outcomes, and Meanings." In P. W. Jackson (Ed.), Handbook of Research on Curriculum. New York: Macmillan.

Gamoran, Adam. In press. "Social Factors in Education." In M. Alkin (Ed.), Encyclopedia of Educational Research. 6th Edition. New York: Macmillan.

Gamoran, Adam, and Martin Nystrand. In press. "Background and Instructional Effects on Achievement in Eighth-Grade English and Social Studies." Journal of Research on Adolescence.

ARTICLE FOR EDUCATIONAL PRACTITIONERS:

Gamoran, Adam. 1990. "How Tracking Affects Achievement: Research and Recommendations." National Center on Effective Secondary Schools Newsletter, 5, 2-6.

PAPERS PRESENTED AT PROFESSIONAL MEETINGS:

"Instructional, Institutional, and Social Effects of Ability Grouping." Paper presented at the Annual Meeting of the Midwest Sociological Society, Chicago: April 1984.

"Egalitarian versus Elitist Use of Ability Grouping." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans: April 1984.

"The Institutionalization of Educational Stratification." Paper presented at the Annual Meeting of the American Sociological Association, Austin, TX: August 1984.

"Race, Instruction, and Learning." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago: April 1985 (with Robert Dreeben).

"Organizational and Institutional Determinants of Instructional Pacing." Paper presented at the International Seminar of the Research Committee on Sociology of Education, International Sociology Association, Tel Aviv, Israel: April 1985.

"Coupling and Control in Educational Organizations." Paper presented at the Annual Meeting of the American Sociological Association, Washington, DC: August 1985 (with Robert Dreeben).

"The Stratification of High School Learning Opportunities." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco: April 1986.

"A Sociologist Measures Curriculum Differentiation." Didactic lecture presented at the Annual Meeting of the American Educational Research Association, Washington, DC: April 1987.

"Secondary School Tracking and Stratification in the United States: Reinforcement, Compensation, or Neutrality?" Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC: April 1987 (with Robert D. Mare).

"The Effects of Religious Participation among American Jewish Youth." Paper presented at the Research Network Conference on Research in Jewish Education, Los Angeles, CA: June 1987.

"Instruction and the Effects of Schooling." Paper presented at the Annual Meeting of the American Sociological Association, Chicago: August 1987.

"Instructional Organization and Discourse in the Middle School." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans: April 1988 (with Martin Nystrand).

"A Multi-Level Analysis of the Effects of Tracking." Paper presented at the Annual Meeting of the American Sociological Association, Atlanta: August 1988.

"Student Engagement and Instructional Discourse." Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco: April 1989 (with Martin Nystrand).

"Tracking and the Distribution of Status in Secondary Schools." Paper presented at the Annual Meeting of the American Sociological Association, San Francisco: August 1989.

"Classroom Instruction and the Effects of Ability Grouping: A Structural Model." Paper presented at the Annual Meeting of the American Educational Research Association, Boston: March 1990 (with Martin Nystrand and Mark Berends).

"Tracking, Instruction, and Achievement." Paper presented at the World Congress of the International Sociological Association, Madrid: July 1990 (with Martin Nystrand).

"Authentic Discourse in a Nonformal Educational Setting: The Jewish Summer Camp." Paper presented at the Annual Meeting of the Research Network on Jewish Education, New York: June 1990.

"Access to Excellence: Assignment to Honors English Classes in the Transition from Middle to High School." Paper presented at the Annual Meeting of the American Sociological Association, Washington, DC: August 1990.

"Alternative Uses of Ability Grouping." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago: April 1991.

"Race and Track Assignment: A Reconsideration with Course-Based Indicators of Curricular Track Locations." Paper to be presented at the Annual Meeting of the American Sociological Association, Cincinnati: August 1991 (with Samuel R. Lucas).

INVITED PAPERS AND ADDRESSES:

"Teaching, Grouping, and Learning: A Study of Stratification in Schools." Dissertation award address to Division G of the American Educational Research Association, Chicago: April 1985.

"Schooling and Achievement: Additive versus Interactive Multi-Level Models." Paper presented at the International Conference on Multilevel Methods in Educational Research, Edinburgh, Scotland: August 1989.

"Student Achievement and the Quality of Instruction." Paper presented at the Conference on School Organization and Student Achievement, University of Notre Dame, Notre Dame, IN: April 1990.

"The Effects of Ability Grouping in Ninth Grade English." Presentation to the National Academy of Education, Spencer Fellows Forum, Madison, WI: November 1990.

"The Variable Effects of Tracking: Inequality and Productivity in American High Schools." Paper presented at the Ogburn-Stouffer Center, University of Chicago, Chicago: November 1990.

BOOK REVIEWS:

Review of Jeannie Oakes, Keeping Track: How Schools Structure Inequality. (New Haven: Yale University Press, 1985.) American Journal of Education, 94, 268-272, 1986.

Review of Peter McLaren, Schooling as a Ritual Performance: Towards a Political Economy of Educational Symbols and Gesture. (London: Routledge and Kegan Paul, 1986.) American Journal of Sociology, 92, 503-506, 1987.

Review of Linda M. McNeil, Contradictions of Control: School Structure and School Knowledge. (New York: Routledge and Kegan Paul, 1986). Administrative Science Quarterly, 33, 641-642, 1988.

Review of Krishnan Namboodiri and Ronald G. Corwin, editors, Research in Sociology of Education and Socialization. Vol. 9: Selected Methodological Issues. (Greenwich, CT: JAI Press, 1989.) Contemporary Sociology, 19, 612-613, 1990.

RESEARCH IN PROGRESS:

Analyzing data from a two-year study of tracking, instruction, and learning in middle and high school English and social studies classes. Between-track variation in instructional processes is a central focus. The transition from middle to high school stratification systems is another.

Developing and estimating a set of hypotheses about the relation between structural features of school tracking systems and the effects of tracking on achievement.

RESEARCH SUPPORT:

"The Consequences of Stratification in Elementary and High Schools." University of Wisconsin Graduate School, \$8145, 9/85 - 6/86.

"Measuring the Effectiveness of Elementary Schools." University of Wisconsin Graduate School, \$6694, 7/86 - 12/86.

"The Stratification of Learning Opportunities in Middle and High Schools." (Principal Investigator, with Martin Nystrand) Office of Educational Research and Improvement, National Center on Effective Secondary Schools, \$694,030, 12/85-11/90.

"Stratification, Opportunity, and Achievement." Spencer Foundation Fellowship to the National Academy of Education, \$30,000, 1989-1990.

"Tracking and the Education of the Disadvantaged." University of Wisconsin Graduate School, \$11,200, 9/90 - 6/91.

"National Center on Organization and Restructuring of Schools." (Principal Investigator, with 17 others.) Office of Educational Research and Improvement, \$7.2 million, 10/90-9/95.

Projects: "Conditions for Productive Discourse in Small Groups" (with Martin Nystrand, Courtney Cazden, and Elizabeth Cohen).

"Conditions of Success for Homogeneous and Heterogeneous Ability Grouping" (with Martin Nystrand).

"Organizational Factors Affecting Teacher Empowerment, Teaching, and Student Achievement" (with Andrew Porter).

Project Funding, Years 1 - 2: \$131,810, 10/90-9/92.

"Inner-City Schools and Student Achievement." Institute for Research on Poverty, U.S. Department of Health and Social Services, \$65,000, 7/91 - 6/93.

"Curriculum Reform, Standards, and Inequality in Scottish Secondary Education, 1980-1988." Spencer Foundation, \$48,500, 9/92 - 5/93.
Fulbright Commission, travel expenses.

COURSES TAUGHT:

Sociology 181, Honors Introductory Seminar: The Sociological Enterprise
Sociology 210, Introduction to Sociology
Sociology 632, Complex Organization
Sociology 648, Sociology of Education
Sociology 908, Seminar: Sociology of Education
Topic: Stratification in School Systems
Integrated Liberal Studies 255, Problems in Social Science Analysis
(to be taught Fall 1991)

M.A. THESES SUPERVISED:

1988 Mark Berends: Leadership Strategies and Goal Consensus in Secondary Schools.

1989 Linzhu Tian: Track Position and Track Climate.

1990 Samuel R. Lucas: Course-based Indicators of Curricular Track Locations.

Sara Dorfman: Choosing a Math-Based Major.

PH.D. COMMITTEES:

1985 Elanor Scott Meyers: Professionalism and Centralization in the Free Church Tradition.

1987 Michiko Kawakubo: Perception of Authority, Control, and Commitment in Japanese Organization.

Hsiao-Chin Hsieh: Who Goes Where? The Determinants of Post-Compulsory Educational Placement in Urban Taiwan. (Education Policy Studies)

Lawrence C. Stedman: An Analysis of School Effectiveness Ratings and an Investigation of Effective Schools Characteristics. (Educational Policy Studies)

1990 Alexander K. Tyree, Jr.: School Effects on the Commitment of High School Teachings in the United States. (Educational Policy Studies)

Dae-dong Hahn: Post-high School Educational Differentiation and Stratification of Young Adults in the 1980s. (Educational Policy Studies)

READING COURSES SUPERVISED:

Fall and Spring, 1984-85: Sarah Bloor (Organization and Education in Summer Camps)

Fall 1985: Gloria Smyth (Human Resource Management)

Spring 1987: Katherine Campbell (Internship in Organizational Analysis)

Fall and Spring, 1988-89: Kathleen O'Connell (High School Dropouts)

Fall and Spring, 1990-91: Monica Vickman (Teacher Competency Assessment)

OTHER PROFESSIONAL EXPERIENCE:

1979-1980 English Teacher, Gotwirt Comprehensive High School, Sderot, Israel

1980-1983 Assistant Director of Education, K.A.M. Isaiah Israel Religious School, Chicago, Illinois

Summers
1981-1983 Director, Camp Tikvah, Hoffman Estates, Illinois

1983-1984 Principal, Congregation Etz Chaim Religious School,
Lombard, Illinois

DEPARTMENTAL COMMITTEE SERVICE:

Minors Committee, 1984-1987
Committee for the Evaluation and Improvement of Teaching, 1985-1986
Chair, Social Committee, 1985-1988
Assignment Committee, 1986
Chair, Undergraduate Honors Committee, and faculty adviser to Alpha Kappa
Delta (undergraduate honors society), 1987-1991
Faculty Senator, 1989-1991
Department Associate Chair, 1991-1992, 1993-1994

UNIVERSITY SERVICE:

Royalty Fund Committee, School of Education, 1987
Standing Research Committee on the Education of Minorities in Wisconsin,
1989-1991
University Appeals Committee, 1989-1992
University Fellowship Committee: member, 1990; chair, 1991-1992

COMMUNITY SERVICE:

Faculty Advisor, OSR Union Institute Camp, Oconomowoc, Wisconsin,
June 1985, 1989-1991.

"Religious Participation and Family Values among American Jewish
Youth." Discussion led for the rabbinic faculty of the OSR Union
Institute Camp, Oconomowoc, Wisconsin, July 1987.

"Ability Grouping in Elementary Schools." Workshop presentation for the
staff of the Lincoln Elementary School, Kenosha, Wisconsin, August 1987.

"The Uses and Abuses of Ability Grouping." Lecture and workshop for
area principals and school district staff, University of Wisconsin-
Extension, University of Wisconsin, Parkside, March 1988.

Consultant on survey of listener-sponsors, WORT Community Radio, Spring
1988.

"Curriculum Tracking and Access to Knowledge." Presentation to the
College Board School-College Collaboration Program, Lake Geneva, WI: June
1988.

"Equality in Educational Achievement." Four-day program for "College for
Kids." University of Wisconsin-Extension, Madison, June 1988; July 1989.

"Authentic Discourse in the Classroom." Presentation to The Principal's Workshop, Board of Jewish Education of Metropolitan Chicago, held in Madison, WI, November 1989.

"Authentic Discourse in the Summer Camp." Discussion led for the rabbinic faculty of the OSR Union Institute Camp, Oconomowoc, Wisconsin, June 1990.

"Ability Grouping and Achievement." Presentation to the Pennsylvania Superintendents' Study Council, held in Madison, WI: October 1990.

"How Tracking Affects Achievement: Research and Recommendations," and "A Closer Look at Tracking in Secondary Schools." Lecture and workshop for the Greenwich Public School System, Greenwich, CT, November 1990.

PROFESSIONAL ACTIVITIES AND ASSOCIATIONS:

Faculty Affiliate, Institute For Research on Poverty, 1990-present
Executive Board Member, 1990-present

Faculty Associate, Wisconsin Center for Education Research, 1985-present

Council Member, Sociology of Education Section of the American Sociological Association, 1986-1989

Chair, Nominating Committee, Sociology of Education Section of the American Sociological Association, 1989

Advisory Board Member, American Journal of Education, 1990-1992

Editorial Board Member, Sociology of Education, 1987-1990

Student Editor, American Journal of Education, 1983-1984

Referee,

- Administrative Science Quarterly
- American Educational Research Journal
- American Journal of Education
- American Journal of Sociology
- American Sociological Review
- Journal for Research in Mathematics Education
- Journal of Research on Adolescence
- National Science Foundation
- Office of Educational Research and Improvement
- Review of Educational Research
- Social Forces
- Social Science Quarterly
- Sociology of Education

Assistant Program Chair, Division G of the American Educational Research Association, San Francisco: April 1992.

Program Chair, Research Network Conference on Jewish Education, Cleveland: June 1991.

Respondent, Session on "The Research University and Jewish Education." Research Network Conference on Jewish Education, Chicago: June 1989.

Discussant, Session on "Jewish Education of Parents and Children." Research Network Conference on Jewish Education, Philadelphia: June 1988.

Organizer, Symposium on "Stratification in Schools: International Perspectives." Annual Meeting of the American Educational Research Association, Washington, DC: April 1987.

Critic, Session on "Student Misbehavior." Annual Meeting of the American Educational Research Association, Chicago: April 1985.

Organizer, Session on "Complex Organizations." Society for Social Research, Spring Institute, Chicago: April 1984.

Member: American Sociological Association
American Educational Research Association.
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National Society for the Study of Education

THE CHALLENGE OF SYSTEMIC REFORM:
LESSONS FROM THE NEW FUTURES INITIATIVE FOR THE CIJE

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THE CHALLENGE OF SYSTEMIC REFORM: LESSONS FROM THE NEW FUTURES INITIATIVE FOR THE CIJE

In 1988, the Annie E. Casey Foundation committed about \$40 million over a five-year period to fund community-wide reforms in four mid-sized cities: Dayton, Ohio; Little Rock, Arkansas; Pittsburgh, Pennsylvania; and Savannah, Georgia.¹ The reforms were aimed at radically improving the life-chances of at-risk youth, and at the core of the agenda were changes in educational systems and in relations between schools and other social service agencies. Despite major investments, not only financial but in time, energy, and good will, from participants as well as the Foundation, the New Futures Initiative has made little headway in improving education. According to a three-year evaluation:

The programs, policies, and structures implemented as part of New Futures have not begun to stimulate a fundamental restructuring of schools. For the most part, interventions were supplemental, leaving most of the basic activities and practices of schools unaltered. At best, these interventions have yet to produce more than superficial change (Wehlage, Smith, and Lipman, 1991, p. 51).

This is not a matter of failing to allow time for programs to take effect, nor is it the problem that weak outcome indicators prevented recognition of the benefits of innovative programs. Rather, the programs themselves have been weakly conceived and poorly implemented.

There are striking similarities between the action plans of New Futures and the CIJE's lead communities project. Consideration of the struggles of New Futures therefore provides important lessons for the CIJE which may allow us to avoid the pitfalls that New Futures has encountered. In this paper, I will describe the design and implementation of New Futures, and show its similarities to the CIJE's agenda. Next, I will summarize New Futures' successes and frustrations.² Finally, I will explore the implications of the New Futures experience for the CIJE.

The Design of New Futures

Just as the CIJE was born out of dire concern for the fate of American Jewry, the New Futures Initiative emerged in response to a sense of crisis in urban America. Like the CIJE, New Futures is concentrating major assistance in a few locations, and emphasizing community-wide (or systemic) reform, rather than isolated improvements. At the heart of New Futures' organizational plan are community collaboratives: local boards created in each of the New Futures cities which are supposed to build consensus around goals and policies, coordinate the efforts of diverse agencies, and facilitate implementation of innovative programs. These collaboratives began with detailed self-studies which served both as part of their applications to become New Futures cities, and as the groundwork for the agendas they developed subsequently. Each city developed a management information system (MIS) that would gauge the welfare of youth and inform policy decisions. Like the CIJE, the Casey Foundation listed certain areas of reform that each city was required to address, and encouraged additional reforms that fit particular contexts.³

Another similarity between New Futures and the CIJE is the decision to play an active part in the development and implementation of reforms. Unlike the sideline role played by most grant-givers, New Futures provided policy guidelines, advice, and technical assistance. New Futures has a liaison for each city who visits frequently. According to the evaluators, "the Foundation attempted to walk a precarious line between prescribing and shaping New Futures efforts according to its own vision and encouraging local initiative and inventiveness" (Wehlage, Smith, and Lipman, 1991, p. 8).

The New Futures Initiative differed from the CIJE in that it began with clear ideas about what outcomes had to be changed. These included increased student attendance and achievement, better youth employment prospects, and reductions in suspensions, course failures, grade retentions, and teenage pregnancies. New Futures recognized, however, that these were

long-term goals, and they did not expect to see much change in these outcomes during the first few years. The three-year evaluation focused instead on intermediate goals, asking five main questions (Wehlage, Smith, and Lipman, 1991, p. 17):

1. Have the interventions stimulated school-wide changes that fundamentally affect all students' experiences, or have the interventions functioned more as "add-ons"...
2. Have the interventions contributed to...more supportive and positive social relations...throughout the school?
3. Have the interventions led to changes in curriculum, instruction, and assessment...that generate higher levels of student engagement in academics, especially in problem solving and higher order thinking activities?
4. Have the interventions...give(n teachers and principals) more autonomy and responsibility...while also making them more accountable...?
5. Have the interventions brought to the schools additional material or human resources...?

Although Wehlage and his colleagues observed some successes, notably the establishment of management information systems, and exciting but isolated innovations in a few schools, by and large the intermediate goals were not met: interventions were supplemental rather than fundamental; social relations remained adversarial; there was virtually no change in curriculum and instruction; and autonomy, responsibility, and community resources evidenced but slight increases.

New Futures' Limited Success

New Futures' greatest achievement thus far may be the "improved capacity to gather data on youths" (Education Week, 9/25/91, p. 12). Prior to New Futures, the cities had little precise information on how the school systems were functioning. Basic data, such as dropout and achievement rates, were not calculated reliably. Establishing clear procedures for gathering information means that the cities will be able to identify key areas of need and keep track of progress. For example, the data pointed to sharp discrepancies between black and white

suspension rates, and this has made suspension policies an important issue. The outcome indicators showed little change over the first three years, but they were not expected to. New Futures participants anticipated that data-gathering will pay off in the future.

The intermediate outcomes, which were expected to show improvement from 1988 to 1991, have been the source of frustration. None of the five areas examined by Wehlage's team showed major improvement. For example, the most extensive structural change was the rearrangement of some Little Rock and Dayton middle schools into clusters of teachers and students. This plan was adopted to personalize the schooling experience for students, and to offer opportunities for collaboration among teachers. Yet no new curricula or instructional approaches resulted from this restructuring, and it has not led to more supportive teacher-student relations.

Observers reported:

(A)t cluster meetings teachers address either administrative details or individual students. When students are discussed, teachers tend to focus on personal problems and attempt to find idiosyncratic solutions to individual needs. They commonly perceive students' problems to be the result of personal character defects or the products of dysfunctional homes. "Problems" are usually seen as "inside" the student and his/her family; prescriptions or plans are designed to "fix" the student. Clusters have not been used as opportunities for collaboration and reflection in developing broad educational strategies that could potentially address institutional sources of student failure (Wehlage, Smith, and Lipman, 1991, p. 22).

The failure to take advantage of possibilities offered by clustering is symptomatic of what the Wehlage team saw as the fundamental reason for lack of progress: the absence of change in the culture of educational institutions in the New Futures cities. Educators continue to see the sources of failure as within the students; their ideas about improvement still refer to students' buckling down and doing the work. The notion that schools might change their practices to meet the needs of a changed student population has yet to permeate the school culture.

Another example of unchanged culture was manifested in strategies for dealing with the suspension problem. As New Futures began, it was not uncommon for a third of the student

body in a junior high school to receive suspensions during a given school year. In some cases, suspended students could not make up work they missed; this led them to fall further behind and increased their likelihood of failure. In response, several schools began programs of in-school suspensions. However, out-of-school suspensions remained common, and in-school suspensions were served in a harsh and punitive atmosphere that contradicted the goal of improving the schools' learning environments.

The newspaper account of New Futures' progress focused on a different source of frustration: the complexity of coordinating efforts among diverse social agencies, schools, and the Foundation. This task turned out to be much more difficult than anticipated. The article quotes James Van Vleck, chair of the collaborative in Dayton: "As we've sobered up and faced the issues, we have found that getting collaboration between those players is a much more complicated and difficult game than we expected" (p. 12). Part of the difficulty lay in not spending enough time and energy building coalitions and consensus at the outset. Otis Johnson, who leads the Savannah collaborative, is quoted as saying: "If we had used at least the first six months to plan and to do a lot of bridge-building and coordination that we had to struggle with through the first year, I think it would have been much smoother" (p. 13).

The push to get started led to an appearance of a top-down project, though that was not the intention. Teachers, principals, and social workers--those who have contact with the youth--were not heavily involved in generating programs. Both the news account and the evaluation report describe little progress in encouraging teachers and principals to develop new programs, and school staff appeared suspicious about whether their supposed empowerment was as real as it was made out to be (see Wehlage, Smith, and Lipman, 1991, p. 31).

Inherent tensions in an outside intervention contributed to these difficulties. The use of policy evaluation has made some participants feel "whip-sawed around" (Education Week, 9/25/91,

p. 15). A Dayton principal explained, "We were always responding to...either the collaborative or the foundation. It was very frustrating for teachers who were not understanding why the changes were occurring" (Education Week, 9/25/91, p. 15). Another tension emerged in the use of technical assistance: While some participants objected to top-down reforms, others complained that staff development efforts have been brief and limited, rather than sustained.

According to the evaluation team, the New Futures projects in the four cities have suffered from the lack of an overall vision of what needs to be changed. How, exactly, should students' and teachers' daily lives be different? There seem to be no answers to this question.

Implications: How Can the CIJE Avoid Similar Frustration?

The New Futures experience offers four critical lessons for the CIJE: (1) the need for a vision about the content of educational and community reforms; (2) the need to modify the culture of schools and other institutions along with their structures; (3) the importance of balancing enthusiasm and momentum with coalition-building and careful thinking about programs; and (4) the need for awareness of inherent tensions in an intervention stimulated in part by external sources.

The importance of content. Although New Futures provided general guidelines, no particular programs were specified. This plan may well have been appropriate in light of concerns about top-down reform. Yet the community collaboratives also failed to enact visions of educational restructuring, and most new programs were minor "add-ons" to existing structures. Wehlage and his colleagues concluded that reforms would remain isolated and ineffective without a clear vision of overall educational reform. Such a vision must be informed by current knowledge about education, yet at the same time emerge from participation of "street-level" educators--those who deal directly with youth.

This finding places the CJE's "best practices" project at the center of its operation.

Through a deliberate and wide-ranging planning process, each lead community must develop a broad vision of its desired educational programs and outcomes. Specific programs can then be developed in collaboration with the CJE, drawing on knowledge generated by the best practices project. In addition to information about "what works," the best practices project can provide access to technical support outside the community and the CJE. This support must be sustained rather than limited to brief interventions, and it must be desired by local educators rather than foisted from above. In short, each lead community must be able to answer the question, "how should students' and educators' daily lives be different?"; and the best practices project must provide access to knowledge that will help generate the answers.

Changing culture as well as structure. Jewish educators are no less likely than staff in secular schools to find sources of failure outside their institutions. Indeed, the diminished (though not eradicated) threat of anti-semitism, the rise in mixed-marriage families, disillusion with Israel, and the general reduction of spirituality in American public and private life,⁴ all may lower the interests of youth in their Jewishness and raise the chances of failure for Jewish education. Thus, Jewish educators would be quite correct to claim that if North American youth fail to remain Jewish, it is largely due to circumstances beyond the educators' control. But this is besides the point. At issue is not external impediments, but how educational and social agencies can respond to changing external circumstances. In New Futures cities, educators have mainly attempted to get students to fit existing institutions. If CJE communities do the same, their likelihood of failure is equally great. Instead, lead communities must consider changes in their organizational structures and underlying assumptions to meet the needs of a changing Jewish world.

How do CIJE plans address this concern? The intention to mobilize support for education, raising awareness of its centrality in all sectors of the community, is an important first step, particularly since it is expected to result in new lay leadership for education and community collaboration. New Futures' experience shows that this tactic is necessary but not sufficient. In New Futures cities, community collaboratives galvanized support and provided the moral authority under which change could take place. Yet little fundamental change occurred. Educators have not experimented much with new curricula, instructional methods, responsibilities or roles, because their basic beliefs about teaching and learning have not changed.

It is possible that the CIJE's strategy of building a profession of Jewish education address this problem. Perhaps unlike the secular educational world, where methods are well-entrenched, professionalization in Jewish education will carry with it an openness to alternatives, encouraging teachers to create and use new knowledge about effective programs. Professionalization may bring out the capacity to experiment with "best practices" and a willingness to adopt them when they appear to work.

Balance enthusiasm with careful planning. Those involved in New Futures believe they should have spent more time building coalitions and establishing strategies before introducing new programs. Douglas W. Nelson, executive director of the Casey Foundation, regrets that more time was not taken for planning. He observed: "We made it more difficult, in the interest of using the urgency of the moment and the excitement of commitment, to include and get ownership at more levels" (Education Week, 9/25/91, p. 13). Again, it is not just the structure that requires change--this can be mandated from above--but the unspoken assumptions and beliefs that guide everyday behavior which require redefinition. Institutional culture cannot be changed by fiat, but only through a slow process of mutual consultation and increasing commitment.

Lead communities also need a long planning period to develop new educational programs that are rich in content and far-reaching in impact. This process requires a thorough self-study, frank appraisal of current problems, discussions of goals with diverse members of the community, and careful consideration of existing knowledge. If "lead communities" is a twenty-year project, surely it is worth taking a year or more for preparation. Deliberation at the planning stage creates a risk that momentum will be lost, and it may be important to take steps to keep enthusiasm high, but the lesson of New Futures show that enthusiasm must not overtake careful planning. The current schedule for the lead communities project (as of January, 1992) appears to have taken account of these concerns.

Awareness of unavoidable tensions. New Futures' experience highlights tensions that are inherent to the process of an outside intervention, and the CIJE must be sensitive so the effects of such tensions can be mitigated. The CIJE must recognize the need for stability after dramatic initial changes take place. The CIJE's evaluation plan must be developed and agreed upon by all parties before the end of the lead communities' planning period. Technical support from the CIJE must be sustained, rather than haphazard. While the CIJE cannot hold back constructive criticism, it must balance criticism with support for honest efforts. Many of these tactics have been used by New Futures, and they may well account for the fact that New Futures is still ongoing and has hopes of eventual success, despite the frustrations of the early years.

Conclusion

The New Futures Initiative, the Casey Foundation's effort to improve the lot of at-risk youth in four American cities, has been limited by supplemental rather than fundamental change, the inability to modify underlying beliefs even where structural changes occur, and by the complexities of coordinating the work of diverse agencies. Although it will be difficult for the CIJE to overcome these challenges, awareness of their likely emergence may help forestall them

or mitigate their consequences. In particular, the CIJE should help lead communities develop their visions of new educational programs; think about cultural as well as structural change; ensure a thorough self-study, wide-ranging participation, and careful planning; and remain sensitive to tensions that are unavoidable when an outside agent is the stimulus of change.

Lo alecha ha-m'lacha ligmor, v'lo ata ben horin l'hibatel mi-menah. Ha-yom katzar v'ha-m'lacha m'rubah, v'ha-poalim atzeylim, v'ha-sahar harbeh. U-va'al ha-bayit dohek --- Pirke Avot.

(It is not your responsibility to finish the task, but neither are you free to shirk it. The day is short and the task is large, the workers are lazy, and the reward is great. And the Master of the House is pressing --- Sayings of the Fathers.)

NOTES AND REFERENCES

1. Lawrence, Massachusetts, was originally included as well, with an additional \$10 million, but it was dropped during the second year after the community failed to reach consensus on how to proceed.
2. This account relies largely on two sources. One is an Education Week news report by Deborah L. Cohen, which appeared on Sept. 25, 1991. The second is an academic paper by the Casey Foundation's evaluation team: Gary G. Wehlage, Gregory Smith, and Pauline Lipman, "Restructuring Urban Schools: The New Futures Experience" (Madison, WI: Center on Organization and Restructuring of Schools, May 1991).
3. The reforms required (or "strongly encouraged") by the Casey Foundation were site-based management, flexibility for teachers, individualized treatment of students, staff development, and community-wide collaboration. This list is longer than the CIJE's, whose required elements are building the educational profession and mobilizing community support.
4. On the decline of spirituality in America, see Robert N. Bellah et. al, Habits of the Heart (Berkeley, CA: University of California Press, 1985).

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Kozol Book Puts Human Face on Fiscal Inequities

Property-Tax System Is Culprit, Author Says

By Lynn Olson

"We have a school in East St. Louis named for Dr. King," the author Jonathan Kozol quotes a 14-year-old girl saying toward the beginning of his new book, *Savage Qualities: Children in America's Schools*. The school is full of sewer water and the girls are locked with chains. Every student that school is black. It's like a terrible scene from history." Such humor is bitter indeed, according to Kozol. He places most of the blame for the conditions on the "arcane machinery," based heavily on local property taxes, that is used to finance public education. Drawing on visits to inner-city and suburban classrooms in some 30 neighborhoods around the country, the prominent

and former teacher concludes

Reality Tempers 'New Futures' Leaders' Optimism

By Deborah L. Cohen

Three years after the Annie E. Casey Foundation committed \$50 million to an ambitious five-year effort to raise student achievement and stem dropout rates, teenage pregnancy, and youth unemployment in five cities, project participants' initial enthusiasm and optimism has been tempered by a healthy dose of reality.

"This was the first time we had a five-year commitment and a sense of quite a bit of money to work with" to address youth issues comprehensively, recalled James Van Vleck, a retired Mead Corporation senior vice president and the chairman of the interagency collaborative overseeing the grant in Dayton, Ohio.

"It made us think it was going to be a piece of cake," he said.

But Casey Foundation executives and project leaders now admit that the "piece of cake" was much bigger and more difficult to digest than they had first imagined.

They recount story after story about how complicated it has been to coordinate the efforts of a wide range of youth-serving institutions, including schools and human-service agencies.

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Mel Crafter, the principal at Roth Middle School in Dayton, Ohio, with students Chauiti Kirby, left, and Nikia Houston.

Arizona's Chief in the Eye of Storm As Lawsuits and Allegations Swirl By

By Peter West

state is ineligible for impact-aid payments because of the inadequacy of its school-f-

New Mission Sought For Diffusion Network On 10th Anniversary

By Julie A. Miller

Reality Tempers 'New Futures' Leaders' Optimism After 3 Years

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They talk about the difficulties of implementing change from the top down and of the price to be paid for not including educators fully in the process. And they tick off the problems that come with expecting results too quickly and now acknowledge that it will take much longer than originally anticipated to bring about lasting change.

"As we've sobered up and faced the issues," Mr. Van Vleck said, "we have found that getting collaboration between those players is a much more complicated and difficult game than we expected."

The "New Futures" grants were awarded in July 1988 to Dayton, Pittsburgh, Little Rock, Ark., Savannah, Ga., and Lawrence, Mass.

Collaborative organizations established under the grants were charged with developing a sophisticated management-information system to gather data on city youngsters and with setting strategies for reforming schools and coordinating services to more effectively aid troubled youths.

One city—Lawrence—was dropped from the project at the end of the second year, although the Casey Foundation continues to fund some related activities there. And officials elsewhere, while citing progress, acknowledge that their ultimate goals remain elusive.

"Anybody who doesn't admit to disappointment so far would not be realistic," Mr. Van Vleck said.

"An awful lot of things have taken longer to jell than we expected," said Ira Cutler, the associate director of the foundation and the director of the New Futures project.

Midway through the five-year timetable set under the program, evaluation data reveal only modest—and, in some cases, no—progress on key indicators, and im-

provements cannot necessarily be keyed to project interventions. (See related story, this page.)

In a draft paper under review for publication, researchers at the University of Wisconsin at Madison concluded that none of the sites has set in motion school reforms broad enough to substantially alter the outcomes for at-risk youths.

In most cases, project officials say, agencies are only now framing the agreements needed to ease bureaucratic barriers that have thwarted progress in providing aid.

"New Futures has not yet fundamentally influenced many of the factors that cause failure among youth," concluded a midpoint project review by the Washington-based Center for the Study of Social Policy.

'Starts and Restarts'

Project leaders, principals, teachers, and social workers in the New Futures cities sketch a scenario of a management structure that asked too much, too fast, and altered course too many times.

"The people who dealt with it on a front-line basis felt the most consistent thing we had was change," said Dale E. Frederick, one of three lead principals in the Dayton school district.

"We asked people to focus on a series of different problems, asked them to do it tomorrow, when there was no precedent for people doing this," Mr. Cutler said. "Each of the cities has had some false starts and restarts."

Lawrence was dropped from New Futures when it became apparent that the school department and the interagency board overseeing the project could not forge consensus. And officials in other cities, while reporting some success in forging collaboration and helping to mend the troubled lives of some youths

and families, say systemic change is still many years away.

"This is tough stuff—it's not going to be a quick fix," said Kathleen J. Emery, executive director of the New Futures project in Dayton.

But many key players still feel they are on the right course.

"I don't think anybody thinks we are on the wrong track," Mr. Van Vleck said.

"What has changed," according to a new plan for the second half of Dayton's New Futures project, "is our understanding and acceptance

"New Futures has not yet fundamentally influenced many of the factors that cause failure among youth."

—Center for the Study of Social Policy

that this is not a 5- or even 10-year effort, but a 15- to 20-year process of retooling and reshaping the youth-service system."

Program officials are hopeful that efforts to help cities gather extensive data on youths and that the dialogues that have begun, the agreements that have been forged, and the new plans that have been charted in recent months will reap long-term gains.

But while such accomplishments are "a big step forward," Mr. Van Vleck said, "I think we are going to continue to be frustrated with what

we can actually measure."

Since project weaknesses and strengths vary from site to site, no one city is representative of the entire effort. But Dayton's experience sheds light on many issues observers say are likely to influence the course for New Futures cities in the next two years.

Numerical Goals

As at all the project sites, a collaborative organization was formed in Dayton to identify youth problems and barriers to service and to set goals for addressing them. The 20-member body, called New Futures for Dayton Area Youth, includes representatives of youth-serving agencies, the school system and teachers' union, community organizations, universities, hospitals, and businesses.

A nonprofit corporation, Community Connections, was formed to manage the social-services piece.

As in the other cities, the school-reform component is targeted at middle schools. The Nettie Lee Roth Middle School and the Wilbur Wright Middle School were initially selected as pilots, and the Kiser Middle School was added last year.

All three schools serve large numbers of students from poor, multi-problem families, and Wilbur Wright has the highest dropout, truancy, and juvenile-court-referral rates of any school in the city.

Broad goals set for the five years included raising to 80 percent the high-school graduation rate for students in the pilot schools from the district's estimated rate of 65 percent at the outset; lowering to 20 percent the dropout rate, which was 35 percent; reducing to 10 percent the teenage-pregnancy rate, which was 12 percent for the city; and raising to 80 percent the rate of youths considered "active"—employed or in school or the military—which was

roughly 65 percent.

Year-by-year goals were also set for raising test scores, reducing expulsions and suspensions, and improving attendance rates.

Elements of the plan included:

- The "clustering" of core-subject teachers to coordinate activities for a common group of students.

- Home-based guidance periods for greater interaction between teachers and small groups of students.

- Interdisciplinary units designed to focus on problem solving.

- After-school tutorial activities.

- A fund for incentives, such as T-shirts, pizza parties, and outings, for improvements in achievement, attendance, or behavior.

- Case managers, known as "community associates," for each student in the pilot schools to arrange support services and to track the student's needs through high school.

- Youth-service centers at the pilot schools.

- Full-time, school-based

Beyond 'Add On' Programs

The youth-service centers never materialized beyond the assignment of some mental-health workers and the temporary placement of some child-welfare and juvenile-court personnel in schools. The home-based guidance period was dropped this year.

Other interventions, while beneficial to some students, have not fundamentally changed the way schools work or addressed the root causes of school failure, project evaluations say.

"The biggest challenge is to move beyond the 'add on' nature of many of these initiatives," concluded the midpoint project review conducted by the Center for the Study of Social Policy.

The analysis conducted by the University of Wisconsin researchers noted that the extended-day pro-

Continued on Following Page

Improved Capacity To Gather Data on Youths May be 'Real Winner' of New Futures

By Deborah L. Cohen

City and agency officials overseeing the Annie E. Casey Foundation's \$50-million New Futures initiative have scaled back their expectations of transforming the landscape for at-risk youths within five years.

But long after the Casey grants end, the management-information systems set up to track students' progress will be generating data with the potential to help better guide efforts to serve disadvantaged youths and their families, project officials maintain.

New Futures, launched in 1988, focuses on building community partnerships of schools and other youth-serving agencies in four cities: Dayton, Ohio, Pittsburgh, Savannah, Ga., and Little Rock, Ark. (See related story, page 1.)

In addition to sparking interventions to raise student achievement and lower dropout, youth-unemployment, and teenage-pregnancy rates, a key project aim is to bolster the cities' capacity to gather detailed data on youths and to track students' progress.

"That will be one of the biggest benefits of this whole activity," said Otis Johnson, executive director of the Chatham-Savannah Youth-Futures Authority, the oversight body for New Futures in Savannah.

"If, in the next couple of years, we can get cities to become independent in their ability to process and develop good information to make decisions, it will be a real winner," said Stanley J. Schneider, senior vice president of Metis Associates, a consulting firm under contract with the Center for the Study of So-

cial Policy to evaluate New Futures.

Metis has prepared statistical reports on each of the cities and a draft report summarizing trends in all four cities over the first two years of the project, 1988-89 and 1989-90. The data, covering 61,977 6th through 12th graders the first year and 58,040 the second, show overall school-district trends rather than singling out New Futures pilot schools.

Statistical Highlights

Some highlights include:

- Based on standardized tests, the average reading scores of students in the four cities, which ranged in the first year from the 42nd percentile in reading for 7th graders to the 52nd percentile for 11th graders, remained largely stable over the two years.

- Average mathematics achievement scores for 7th graders rose from the 44th percentile in the first year to the 48th percentile in the second year, but dropped from the 48th to the 44th percentile for 8th graders.

- Differences in the scores of black and white students were substantial. For example, black male 9th graders scored in the 33rd percentile in reading in the second year, while white male 9th graders scored in the 61st percentile.

- The total number of graduates in the four cities fell from 7,331 to 6,034 over the two years, an 18 percent decrease.

- The same proportion of 6th-through-12th-grade students, 11.6 percent, were retained in their grades during the first and second years of the project. But the rate for middle-school students fell from 8.8 percent to 6.6 percent and increased from 13.7 percent to

15.7 percent for high-school students.

- About 32 percent of students in grades 6 through 12 failed one or more courses in the first year, and nearly 41 percent failed in the second year, with the highest increases in the 9th through 12th grades.

- Black students failed courses at higher rates than whites both years; 36.9 percent failed one or more in the first year, compared with 26.7 percent of the white students.

- The high-school dropout rate, which factored in students unaccounted for as well as presumed dropouts, declined by 4.9 percentage points, from 18.1 percent in the first year to 13.2 percent in the second year, while the middle-school dropout rate declined by 1.4 percentage points, from 9.5 to 8.1.

- White students had higher dropout rates than blacks—a finding that Mr. Schneider said in some cities may reflect the lack of opportunities outside the schools for black youths—and male students had higher rates than female students.

- Average daily attendance rates in the four cities remained fairly stable over the two years, with slight improvements among middle-school students and slight declines among high-school students.

'Platform' for Policy

It is "premature," Mr. Schneider warned, to judge a five-year effort using data from the first two years. Third-year data isolating results from pilot New Futures schools will offer a better gauge, he said.

But he speculated that the focus on at-risk youths in the project cities and efforts to address their needs beyond the classroom

may have contributed to some gains.

"It is conceivable that, because of a greater awareness of needs, the general population may in fact be affected in positive ways," he said.

He cited, for example, the reduction in dropout rates across grades and better performance on some measures for middle-school students than for high-school students.

"Since this is largely a middle-school initiative," Mr. Schneider said, "it's a hopeful sign."

Pointing to the large disparities between black and white student achievement and the high numbers of students still failing, being retained, and dropping out, however, he said the most "powerful" role of the data has been to offer a "platform for the development of policies to address the need."

"What turned out to be most valuable," said Ira Cutler, the associate director of the foundation and the director of New Futures, "was how much attention [it] has focused on kids and their families and problems in the community that need to be fixed."

The data-collection effort may have also given project officials a more realistic view of how much they can accomplish in five years.

Kathy Emery, executive director of the collaborative managing the New Futures program in Dayton, noted that the Casey Foundation has "asked all the cities to relook at those numerical goals and decide whether we really want to hang on to the high numbers" they set initially.

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grams, while offering enrichment and less formal teacher-student interaction, did not "serve as the foundation upon which more fundamental school changes might arise."

The interdisciplinary units also "served mainly as a break from business as usual built around field trips or other special events," added the researchers, led by Gary Wehlage, the associate director of the Center on Organization and Restructuring of Schools and the head of the school part of the New Futures evaluation.

The draft paper said working relationships and grouping practices linked with clustering, which began in Dayton prior to New Futures, have offered more support for youths with academic problems.

But it has not yet led teachers and administrators to introduce new forms of curricula and instruction nor to establish in a systematic way more supportive relations with students, the paper said.

While making valuable inroads in "turning around" the lives of some youths, the case-management part of the project has also suffered from growing pains, observers say.

Plan Revised

Faced with the unpredictability of student mobility, limited budgets to serve youths with multiple needs, and pressure from the foundation to build stronger interagency bonds, the collaborative revised the plan in the second year to limit the ratio of caseworkers to students and to refer more of those identified as having problems to other service agencies.

Mr. Wehlage's paper also noted that, while helping to raise schools' awareness of the impact of family problems on achievement, community associates have not been in a position to sway policy.

"Case managers typically have been asked by the school to help students adjust to unquestioned institutional policies and practices," the paper concluded.

James Williams, promoted from deputy superintendent to superintendent of the Dayton schools in June, said he "had a lot of confidence in the project from the beginning."

But he also had nagging doubts. Some of his reservations, he said, reflect "my frustrations about any at-risk program." Such programs, he said, often favor rewards over strict rules and discipline and require too many "labels" to qualify.

He also believes the project "took the wrong approach" in targeting middle-school students.

"If we're talking about long-term solutions," he said, "we must start at kindergarten or much earlier."

Mr. Williams met on his own recently with other agency leaders to discuss channeling existing funds to such interventions as health screening for young children and training for parents.

'Blue in the Face'

But beyond his doubts about any one initiative, Mr. Williams voiced a deeper frustration about involving players from outside the schools in formulating education policy.

"Everyone is saying they can run education except the people who can do it," he said. "You can't just pull a group of people together from the community to try to tell educators what to do."

That approach, he maintained, runs counter to school reforms aimed at giving individual principals and teachers more autonomy.

"I'm trying to get rid of bureaucracy and we're building bureaucracy," said Mr. Williams, adding that he has aired his concerns with other members of the collaborative.

"I've fussed and argued until I'm blue in the face for four years," he said. "I would leave those meetings frustrated, with headaches."

While still "committed" to seeing through a new plan drafted for the remainder of the project, Mr. Williams said he would not stake his school district's success on the outcome of New Futures.

"I'm not running the school system based on the Casey grant," he said. "My interest is in 50 schools; I'm not looking at [only] two or three."

Push for Implementation

While other players in the New Futures initiative cast it in a more optimistic light, many issues raised by Mr. Williams surfaced in interviews with foundation and community leaders, parents, teachers, and social workers.

A common reason cited for why the program has not made more progress is that it moved too quickly.

"They wanted to see some positive numbers registered immediately," said Mr. Frederick, a lead principal overseeing the New Futures pilot schools in Dayton.

Susanne A. Weaver, a parent who serves on the New Futures collaborative, said pressure to put plans in place rapidly precluded a "total buy-in" from parents, teachers, students, social workers, and other grassroots players.

"There wasn't the luxury of sitting back and letting it grow and really sharing," she said.

Jewell K. Garrison, executive director of Community Connections, said community associates entered schools two weeks after being hired.

"We went into the building ill prepared for what the building had to offer," she said.

In Dayton and other project cities, officials also observed that teachers were not well prepared to collaborate with the social-services liaisons.

Donald Cray, executive director of the New Futures project in Little Rock, said "we ran into quite a bit of conflict" with teachers who wondered: "Who are these people and what are they going to do?"

Ms. Emery, the executive director of the New Futures project in Dayton, said one pilot school there recently began working with the Center for Leadership in School Reform in Louisville, Ky., to develop a school-restructuring plan.

"If we could rewrite history," she said, "we would have done that the first year."

In Little Rock, too, noted Mr. Cray, "There was such a push early on to get this thing up and running... It's only been in the last year that the collaborative's been able to step back from that enough that it could really start looking at institutional reform."

"If we had used at least the first six months to plan and to do a lot of the bridge-building and coordination that we had to struggle with through the first year," added Otis Johnson, executive director of the board overseeing New Futures in Savannah, "I think it would have been much smoother."

In hindsight, said Douglas W. Nelson, executive director of the Casey Foundation, "We would have probably given a longer initial planning period."



Kathy Arquilla and Kevin Jackson, top, both of the Community Connections program, talk with Watischa Jackson, a student at Roth Middle School. Above, Shawn Michael Jackson, also a community associate, gives advice to Louis Christman, another Roth student. Left, Dale E. Frederick, principal of the Wilbur Wright Middle School, helps out one of his students.

"We made it more difficult, in the interest of using the urgency of the moment and the excitement of commitment, to include and get ownership at more levels," he said.

Top-Down Approach Cited

As a result, project participants say, New Futures was orchestrated by the foundation and collaboratives with little initial input from teachers, principals, and social workers.

The project organization essentially put a program together and wound up "giving it to the workers and telling them to go with it," said Robert French, a member of both the Dayton school board and the New Futures collaborative.

"As the foundation got more involved, its initial posture of 'You tell us how you want to do these things' changed and became 'Here's how we think you ought to be doing that,'" Mr. Frederick, the Dayton principal, said.

Dayton has a "pretty good history" of collaboration at the policy and executive-leadership level, Ms. Emery said, but less attention was paid to assuring collaboration among "the folks who work with the kids."

"It's a real tricky juggling act," Mr. Cutler of the Casey Foundation said. "You want to include everyone you possibly can; on the other hand, it gets unwieldy if it's too big."

Many also agree that schools should have been more involved.

"We knew our school was going to participate in this program, but none of the decisions as to how things would be done involved the people who were going to be working with the students on a day-to-day basis," said Anita E. Jones, an 8th-grade math teacher at Roth Middle School.

"We did not adequately involve

teachers in framing the program, and that was a mistake," Mr. Van Vleck of Dayton said.

Officials in other cities acknowledge similar missteps.

"There was very little conversation or buy-in obtained from the local school building," Mr. Cray of Little Rock said.

"We made a fundamental mistake in not bringing in principals in the original planning process," Mr. Johnson of Savannah said.

Bernard Zeimet, a former interim director of the New Futures project in Lawrence and now the deputy director of the city department of training and development, suggested that failure to garner the full backing of the school system contributed to the breakup of the project there.

School officials in Lawrence resented acting "at the behest of what they saw as people coming in from the outside," she observed.

There was also tension in some New Futures cities over how project resources should be spent.

In Lawrence, "principals had a certain set of expectations as to what the Casey dollars were to bring about... which weren't necessarily the same as what the Casey Foundation had," noted Pat Kurl, program coordinator for the Lawrence Youth Commission, which is carrying out parent-training and youth-career activities still funded by the foundation.

The foundation was focused on systemic change and "wanted to see the model be successful before expanding it to all schools," she said, while principals "saw the need for day-to-day and immediate resources for their kids."

"The pull between those two attitudes was never resolved," she added. At the other sites as well, some

also suggested that sometimes teachers lacked the time, if not the will, to devote to the undertaking.

"Even good teachers are essentially retreating to their own rooms and trying to do the best they can," Mr. Van Vleck of Dayton said.

'Whip-Sawed Around'

Cheryl Rogers, a senior research associate with the Center for the Study of Social Policy, also noted that "there was no real concerted, sustained staff-development program" to bolster teachers' role in reform.

The Center for Leadership in School Reform led some institutes for school staff members and offered more intensive training, she said, but those plans "got caught up in the bureaucracy."

Leading players in New Futures also acknowledge that the numerical project goals were unrealistic.

"More of us know today that those projections were beyond what we could realistically expect to achieve in the original time frame," Mr. Nelson of the Casey Foundation said.

"I don't think anybody would deny that the measures set out at the beginning were not particularly appropriate," said Sue Elling, the executive director of the Dayton-Montgomery County Public Education Fund and a member of the collaborative's school-success committee.

"We tackled some very large systemic problems at a time when major agencies and systems are being challenged internally and externally," said Nancy K. Schaffer, the group vice president of the United Way of Dayton and a board of directors member of Community Connections.

"Constant evaluation" and re-

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Complexity of Task Trips Up 'New Futures' Projects

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evaluation of project components also resulted in frequent policy shifts, Mr. Frederick of Dayton observed.

"We were always responding to... either the collaborative or the foundation," he said. "It was frustrating for teachers who were not understanding why the changes were occurring."

Others suggest that elements of the social-services component were not given enough time to work.

"We would have our plans organized and be ready to move, and the staff would respond, and then they'd have to switch gears and go in a different direction," Ms. Schiffer said. "The staff was feeling whip-sawed around."

Dearly Needed Partner

Mr. Cutler of the Casey Foundation maintained that the foundation "always saw two roles for case management"—one directed at forming ties with individual students and one aimed at forging links among agencies.

"Maybe we didn't communicate the latter as much," he said.

An April 1990 status report on Dayton from the Center for the Study

of Social Policy said the shift in the community associates' role at first "caused some confusion and anxiety" among school staff members and families, who feared it would limit associates' contact with students.

Besides serving as counselors and role models, the community associates "also spent considerable time as teacher aides, helping out in classrooms, in the halls and lunchroom whenever they could," the report said.

The associates gave teachers "a partner they dearly needed," Ms. Garrison of Dayton's Community Connections said, and provided a base of sustained support for families.

"One of the things [troubled youths] need to prosper is a consistent adult—the families and students were given that promise," she said. "We had to go back to them every year with different interpretation of that promise."

Ms. Weaver, the parent serving on the New Futures board, also cited personnel shifts that hindered program continuity. The Wilbur Wright Middle School, for example, has had three principals in three years.

Competing Systems

New Futures personnel also conceded that getting the various systems to collaborate was far more time-consuming than they expected.

The first couple of years [were]

spent] trying to establish trust, establish boundaries, and come up with a common ground to operate on," Ms. Garrison of Community Connections said.

While school personnel were sometimes wary of outsiders, social-service personnel also described the rigors of working within the schools—a traditionally closed system.

"Involving people who look at issues from a different perspective has been difficult—and developing a level of trust between two sometimes competing systems," Ms. Garrison said.

Others hinted that not all members of the collaborative were equally receptive to joining forces.

"Some of the agency people will not acknowledge that they have their own barriers," said Kathy Arquilla, supervisor of Community Connections at Roth Middle School.

"You have to try to work through all those differences to build a common language, goals, values," Ms. Emery, the executive director of the New Futures project in Dayton, said.

Second-Phase Plan

Despite the missteps and the disappointments, most involved with the effort say they are prepared to continue the process.

"We are more convinced than ever that we are struggling to do the appropriate thing," said Mr. Van Vleck, the Dayton New Futures collaborative chairman.

"I think we're on the right track—not to get great results in the next two years—but to putting a system in place," said Mr. Williams, the school superintendent.

Mr. Frederick, the lead principal, said the pilot schools have been much more involved in planning the project's second phase.

"They listen to us and hear some of what we have to say," said Mozelle Garcia, a vocational-education teacher at Roth Middle School. "If you can convince them this is for the good of kids, they will think about implementing it."

Mr. Nelson, Casey's executive director, also said moves by the foundation to transfer more authority to New Futures cities have increased the "degree of ownership, understanding, and participation."

A plan for the second phase of New Futures in Dayton calls for "creating a bottom-up, building-based reform effort," with interventions tailored to each pilot school.

A component has also been added assigning six case managers to work intensively for two years—between the 8th and 9th grades—with 200 chronically absent students at risk of dropping out.

In addition, the schools are putting in place "youth-service intervention teams" of school health and counseling personnel, administrators, and community associates, and a team of "service brokers" from youth agencies is being formed to help bridge barriers and ease referrals.

In June, 11 agencies serving youths and families in Dayton and Montgomery County—from schools and human-service organizations to the juvenile courts and police—signed interagency agreements establishing liaisons to help bridge barriers. They also agreed to participate in cross-training.

The Casey Foundation, meanwhile, has told New Futures cities that it is willing to extend for up to two years the five-year time frame for spending the grant money, and that it will offer some additional

funding "for those with the greatest momentum at the end of the five years," Mr. Nelson said.

Learn as You Go

Many who played central roles in New Futures maintain that mistakes made along the way have been part of the learning process.

"New Futures was always meant to be a demonstration to see how this works," Ms. Emery, the executive director of the New Futures project in Dayton, said.

"It was sort of a connect-the-dot process—learn as you go," Ms. Garrison, executive director of Community Connections, said.

The initial missteps and shifts, observed Mr. Nelson of the Casey Foundation, were "a symptom of the evolution of the kind of commitment" needed to spur meaningful change.

"The kind of difference we're going to need to make for poor kids and their families absolutely requires such an innovative and unprecedented scale of effort that lots of

them are going to fail," he said. But "nothing is going to make the difference short of that kind of effort."

Foundation and other project officials also praised the project for bringing new attention to youth issues and setting in motion a mechanism for long-term change, and teachers and caseworkers recounted student success stories.

"I've seen kids turn around academically... and families realize that they can do so many things for themselves that they were not aware of," Ms. Arquilla, also of Dayton's Community Connections, said.

"We found kids who could not see or could not hear" or lacked clothing and food, Ms. Garrison said.

"We helped kids not to run away from home, got families into treatment, and worked with kids who were suicidal or drug dependent," she added.

Ms. Jones, the teacher at Roth, said community associates had more success reaching parents "than we would have just on our own" and made them "more aware of

services in the community."

"I don't always know who to get in contact with," said Carolyn Pacely, whose community associate arranged tutorial help for her son.

Many say the effort has also improved interagency communication.

"Before New Futures was initiated, those conversations weren't happening," said Ms. Elling of the Dayton-Montgomery County Public Education Fund.

"Top leaders are coming together on regular basis, they haven't given up... and they haven't yet alienated the school systems," said Ms. Rogers of the Center for the Study of Social Policy.

Because many indicators on which New Futures is being judged involve schools, Mr. Cutler of the Casey Foundation said, school systems in the project cities "have felt particularly in the spotlight."

"Each of them in various ways at various times either welcomed or resisted all that attention," he said.

Nonetheless, he added, school superintendents and school-board members "have been consistently at the table and very much involved when they could walk away."



Children are born with the best teachers they can ever have.

Educators agree that when parents get involved, students have greater success in learning. More parental involvement is a crucial element in education restructuring.

At Jostens Learning Corporation, we develop instructional technology programs that empower parents to help their children learn. At the same time, our educational consultants work with parents to make a positive difference in their child's success in school.

As a result, parents become more involved in the school community. More parents are attending teacher conferences. Others are volunteering their time to help with tutoring and in-school activities. And more and more parents are creating the positive home environment that supports the child's learning.

There are many good ways parents can get involved in a child's learning, and one excellent reason to do it. It works.



University of Wisconsin—Madison

MADISON, WISCONSIN 53706

DEPARTMENT OF SOCIOLOGY
SOCIAL SCIENCE BUILDING
1180 OBSERVATORY DRIVE

TO CALL WRITER DIRECT
PHONE (608) _____

April 6, 1992

Ms. Annette Hochstein
Mandel Institute
22a Hatzfirah St.
Jerusalem 93102
ISRAEL

Dear Annette,

I'm writing to enlist your help in recruiting field staff for an exciting new research and evaluation project. The Council for Initiatives in Jewish Education (CIJE) is establishing three demonstration sites for systemic improvement in Jewish education, and I have been asked to guide the evaluation of these "lead communities." To carry out this task, I intend to hire two or three full-time field researchers with experience in qualitative fieldwork, excellent communication skills, and research interests in education and/or community studies.

The CIJE's plan is attentive to recent advances in our understanding of how educational reforms succeed and fail. It aims at community-wide improvement rather than targeting single, isolated programs or schools. Research and evaluation on this effort is likely to generate important knowledge about the process of educational reform and the community context of education. The persons I seek will have the training, skills, and desire to participate in this endeavor.

I would be grateful if you would let me know of any likely candidates for the field researcher positions. I am enclosing a copy of the job announcement and position description, which I encourage you to post and/or distribute. Thanks very much for your help.

Sincerely,



Adam Gamoran
Associate Professor

POSITION ANNOUNCEMENT
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIJE) is recruiting a team of two or three full-time Field Researchers to aid in the evaluation of a large-scale effort to improve Jewish education in North America.

Responsibilities: Field Researchers will work with the Director of Evaluation to design and implement a system of monitoring, evaluation, and feedback for "lead communities," demonstration sites for new, comprehensive programs to improve Jewish education. Field researchers will reside in or travel to approximately three lead communities for extensive observation, interviews, and other data-gathering activities. They will meet frequently to ensure that fieldwork efforts are well-coordinated, and will prepare regular written reports.

Requirements: Strong academic background in education or related discipline (e.g., sociology, anthropology, psychology); extensive fieldwork experience; outstanding written and oral communication skills; ability to work as part of a team. Knowledge of Jewish education preferred but not required.

Salary and benefits: Competitive and commensurate with experience and ability.

Deadline for applications: May 11, 1992

To apply, send letter of application, resume (including names of references), and a writing sample to:

Professor Adam Gamoran
CIJE Evaluation Project
Department of Sociology
1180 Observatory Dr.
Madison, WI 53706

POSITION DESCRIPTION FOR FIELD RESEARCHER

The Council for Initiatives in Jewish Education (CIE) intends to hire a team of two or three full-time Field Researchers to aid in the evaluation of a major new effort to improve Jewish education in North America.

Background

In late 1990, the Commission on Jewish Education in North America issued A Time to Act, a call for radical, systemic reform of Jewish education. A key element of the plan is to establish approximately three "lead communities," centers of innovation in Jewish education, which will incorporate the best of current knowledge and efforts for educating Jews in varied settings. At the same time, the CIE will engage a team of field researchers to provide monitoring, feedback, and evaluation, both as an aid to ongoing efforts in the lead communities and to inform subsequent educational policy decisions.

Responsibilities

The Field Research team will be guided by the CIE's director of monitoring, evaluation, and feedback, and by a national advisory board.

Preparation and training. Initially, the field researchers will work with the CIE's director of evaluation and director of planning to design a detailed system of monitoring, evaluation, and feedback in lead communities. The system will address issues of what data will be collected, who will be interviewed, what activities will be observed, the scheduling and format of interviews and site visits, methods of analysis, reporting and feedback requirements for the project, and so on. This system may be modified as needed during the course of the evaluation process.

Field research in lead communities. The field researchers will reside in or travel to the lead communities to carry out the evaluation plan. This will involve extensive observations, interviews, and other data-gathering activities. The field researchers will meet regularly to coordinate their fieldwork efforts.

Reporting requirements. The evaluation plan will require regular written reports to the CIE and to the lead communities themselves. This is a study of systemic educational reform, and its aim is to document and assess the conditions that contribute to short-term and long-term results, as well as to provide feedback to those attempting to make the reform successful.

At the outset, the main focus of study will be on the process of change in the lead communities. Early analyses will center on the enabling elements identified by the Commission as critical to the success of lead communities: Mobilization of support across the community, and building a profession of Jewish education. The analysis will also work to identify goals, both at the community level and those that vary across institutions within the communities. In later years, the analysis will address the outcomes of change—that is, the extent to which goals have been accomplished—and the specific mechanisms associated with the success or difficulty of accomplishing goals. Throughout the period of study, the field researchers will also serve as a source of feedback for those in the lead community who are trying to improve Jewish education.

Supervision of reflective practitioners. In each lead community, two or more reflective practitioners--local teachers or administrators--will be commissioned to reflect on and write about their own educational efforts. The field researchers will supervise and advise these reflective practitioners.

Performance appraisals. Field researchers will be subject to annual performance reviews as determined by the director of evaluation.

Duration of positions. Currently there is no fixed duration for the lead communities project, but it is envisioned as a long-term endeavor. The CJE is hoping to hire field researchers who would be interested in multi-year employment (contingent on the satisfaction of both parties).