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

Box Folder D-1 1933

CIJE correspondence, meetings, and planning documents. Lead Communities consultations and seminars, 1993.

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

## Council for Initiatives

in

## Jewish Education

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Date sent: 7/30

Time sent: 4.30

No. of Pages (incl. cover): 24

Annette Hochstein, Seymour Fox Shmuel Wygoda Organization:

Phone Number:

Phone Number:

(216) 391-1852

Fax Number: 0119722 619 951

Comments:

From: Ginny Levi

Fax Number: (216) 391-5430

Sumuel

I have been thinking about your idea to combine the progress report with the Holte + Samoran reports. I still think one long report is less likely to be read shorter ones. In addition, we need three separate documents for inclusion in the board meeting factbook. I would strongly sing that they be kept separate. You refer to the others in

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

216-391-1852

## Council for Initiatives in F Jewish Education Α X No. of Pages (incl. cover): may Father Block From: Organization: C Phone Number: Phone Number: O Fax Number: Fax Number: Comments: E Caroline, R This will confirm a breakfast meeting scheduled for Alan Hoffmann on August 23 with Shulamith Elster at the Doubletree Inn on the Colonnade in Baltimore at 7:00 to 9:00 AM. S Mary Esther Н E E Т

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

216-391-1852

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair

Morton Mandel

July 30, 1993

Vice Chairs

Charles Goodman

Neil Greenbaum

Matthew Maryles

Lester Pollack

Honorary Chair

Max Fisher

Board David Arnow

Daniel Bader Mandell Berman Charles Bronfman

Gerald Cohen

John Colman Maurice Corson

Susan Crown Irwin Field

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Thomas Hausdorff

David Hirschhorn Henry Koschitzky

Mark Lainer

Norman Lamm

Norman Lipott

Saymour Martin Lipset

Florence Meiton Meivio Merlans

Charles Ratner Estner Lean Aitz

Richard Scheuer

ismar Schorsch Isadore Twersky

Bennett Yanowitz

Aliza Sable

American Friends of the Hebrew University

11 East 69th Street New York, NY 10021

Dear Aliza,

This will confirm plans for a two-day meeting to be held by the Council for Initiatives in Jevish Education in the meeting rooms at the American Friends of the Hebrew University. I expect nine people to attend. (This is different from the eight I mentioned on the telephone)

The group will convens on Thursday, August 19 at 10:00 AM. You indicated that there would be coffee and danish available at 9:45 AM. Lunch of assorted salads will be at noon. We will need soft drinks in addition to coffee in the afternoon, and would like dinner of a deli-platter, chicken, and a vegetarian option available at 6:00 PM. We will plan to conclude by 8:30 PM.

We will reconvene at 8:45 AM on Friday, August 20 for coffee and denish and will plan to begin the meeting at 9:00 AM. We will break for lunch of bagels, lox and cream cheese at 12:15 and reconvene at 1:00 PM. We will conclude by 4:00 PM.

If we need an overhead projector, we will bring it in. We will need a flip chart and would like to have you order what you described as a "giant post-it note".

Thank you for your assistance on all of this. Please contact me if you have any questions. I look forward to meeting you on the 19th.

711

# Council for Initiatives

in

## Jewish Education

Date sent:

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Time sent:

No. of Pages (incl. cover):

Annette Hochstein, Seymour Fox

From: Ginny Levi

Organization: Wygoda

Phone Number:

Phone Number.

(216) 391-1852

Fax Number:

0119722 619 951

Fax Number: (216) 391-5430

Comments:

Showel.

Milwaukee commission first met on Feb. 25. Ruth says the project officially started with

her hiring on Jan. 1, 1993.

Ruth asked me to tell you there was a mistake on her fare of 7/26. The meant, in item 2, to refer to systemic change.

She also wanted to know if the Lead Communities will receive the agend for Baltimore in advance

By the way, she is suggesting alternate dates At Barry Changer and beginning to interview local planners. The doesn't allow no much time to respond to her

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

216-391-1852

Who will attend meetings in New York?	YES	NO
David Arnow	<u> </u>	X
Daniel Bader	X	
*Mandell Berman	x	1
Chaim Botwinick	X	
*Charles Bronfman	х	
Gerald Cohen		х
*John Colman	х	
Maurice Corson		Х
Rachel Cowan	I EWI	
Susan Crown		Х
Jay Davis	x	
Gail Dorph	х	
Genine Fidler		х
Irwin Field	100	X?
Max Fisher		
Seymour Fox	Х	
Darrell Friedman		х
Adam Gamoran	X	
Jane Gellman	X?	
Billie Gold	Х	
*Charles Goodman		х
Alfred Gottschalk		Х
*Neil Greenbaum		Х
Thomas Hausdorff		
*David Hirschhorn		
Annette Hochstein	х	
Stephen Hoffman	Х	
Alan Hoffmann	х	

Barry Holtz	X	
Stanley Horowitz	X	
Gershon Kekst		
Ann Klein		
Henry Koschitzky		X
Martin Kraar	X?	
*Mark Lainer	X	
Norman Lamm	х	
Marvin Lender		
Ginny Levi	Х	
Norman Lipoff		х
Seymour Lipset	х	
*Morton L. Mandel	X	
*Matthew Maryles	Х	
Florence Melton		Х
*Melvin Merians	X	
Rick Meyer	x	
Arthur Naparstek	X	
*Lester Pollack	X	
*Charles Ratner	Х	07/
*Esther Leah Ritz	х	/
Art Rotman	х	
David Sarnat	х	
William Schatten	X	
Richard Scheuer		
Ismar Schorsch		Х
Louise Stein	X	
Paul Steinberg	Х	
David Teutsch	X	
Isadore Twersky	X	
Ilene Vogelstein	Х	
Jonathan Woocher	х	

х	
	X
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TO MANDELINS PAGE, 004

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair

Morton Mandel

July 27, 1993

Vice Chairs
Charles Goodman
Neil Greenbaum
Matthew Maryles
Lester Pollack

Mr. Gershon Kekst Kekst & Co., Inc. 437 Madison Ave. New York, NY 10022

Honorary Chair

Dear Gershon:

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Bronfman
Gerald Cohen
John Colman
Maurice Corson
Susan Crown

This is an invitation to attend a meeting of the board of directors of the Council for Initiatives in Jewish Education on Thursday.

August 26, 1993 at UJA/Federation of Jewish Phil athropies of New York, 130 East 59th Street, New York. The meeting will begin with luncheon at 12:00 noon and conclude by 4:00 p.m.

Irwin Field Alfred Gottschalk Arthur Green The board will hear a report on CIJE's Lead Communities project, through which Atlanta, Baltimore, and Milwaukee are impacting community support for Jewish education and improving the quality of personnel in the field. We will also hear from Dr. Barry Holtz about the Best Practices project, and from Dr. Adam Gamoran about a project for monitoring, evaluation and feedback of our work in the Lead Communities.

Thomas Hausdorff David Hirschhorn Henry Koschitzky

I do hope that you will be able join us. Please call me or Virginia Levi at (216) 391-8300 to let us know if it is possible for you to be with us.

Mark Lainer Norman Lamm Norman Lipoff

Morton L. Mandel -- Chair

Seymour Martin Lipset Florence Melton

Melvin Merians

Charles Ratner Esther Leah Ritz

Richard Scheuer

Ismar Schorsch

Isadore Twersky Bennett Yanowitz

PAGE . 005

TO MANDELINST

10: 28 . 88 IV: 84

# CENTER FOR THE ADVANCEMENT OF JEWISH EDUCATION



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

TELE	FAX COVER SHEET
DATE: 7 23 93	TIME: 4',20 p.M.
TO: TELEFAX# :_(	311-972-2-619951
COMPANY :_	Mandal Institute
ATTENTION :_	Shmuel Vagoda
FROM: DR. CHAIM Y	7
NUMBER OF PAGE	S INCLUDING COVER SHEET 2
REPLY (IF ANY) TO TEL	EFAX NUMBER: (410) 752-1177
· ·	R IF ALL PAGES HAVE NOT BEEN RECEIVED ITTER IMMEDIATELY AT: SION #240.
MESSAGE:	
Dea SI	nmel -
Per 11	tour request.
Bank W	was + reguels.
1, 628	e 128
	P111

TEL:410-752-1177 Jul 23'93 16:15 No.022 P.02

### FOR CIJE AGENDA

- 1. What constitutes a "CIJE Project" (definition) as opposed to an ongoing community initiative?
- 2. We need to coordinate and finalize the FY94 calendar for all CIJE local and national meetings.

Received: by HUJIVMS via NJE (HUyMail-V61); Fri, 23 Jul 93

20:11:36 +0300

Date: Fri, 23 Jul 1993 12:00 CDT

From: <GAMORAN@WISCSSC>

Subject: Baltimore meetings

To: MANDEL@HUJIVMS

Original To: ANNETTE, MANDEL

Original cc: ELLEN

Further thoughts about my participation in the Baltimore meetings:

If the "self-study" is going to be an important agenda item, I could probably be useful at the meeting, since we are proposing to play a significant role in carrying out the studies. If that is not a major agenda item, I don't see the need for me to come -- if it is just a question of monitoring the implementation process,

the Roberta and Julie can cover it.

Adam

#### **MEMORANDUM**

To:

Tim Hausdorff

From:

Art Naparstek

Date:

July 16, 1993

Subject:

Progress Report on Advance Management Training Program for Day School

Administrators

Shulamith Elster carried out a needs assessment in three lead communities. She spoke with a representative group of administrators, and, based on these discussions, is recommending that the proposal be organized along the lines of seven program elements. They are as follows: Financial Resources, Planning, Managing the School's Human Resources, Governance, Working with Parents, Marketing the Day School, and Building Volunteerism.

Currently, I am discussing Shulamith's findings and the draft proposal you have considered with three CIJE staff members: Ellen Goldring, Gail Domph, and Barry Holtz. Each educator brings a very unique perspective to the building of a high quality management/leadership development program for senior administrators in Jewish education. For example, Ellen Goldring is at the Vanderbilt University Department of Educational Leadership and is involved in the overall evaluation of the implementation program in the lead communities. Her expertise is in both evaluation and educational leadership for teachers and administrators. Gail Dorph has her PhD from the seminary and is the Director of the Finngerhut School of Education, University of Judaism. She will be joining CIJE on a full-time basis this August. Her expertise is in training teachers and principals. Barry Holtz, who I am sure you know, is the Co-Director of the Melton Research Center for Jewish Education and Associate Professor in the Department of Jewish Education at the Seminary. Barry has joined CIJE on a full-time basis as well.

I am working with this team to put together a revised proposal for your consideration. I have also discussed the question of obtaining a match from another funding source with Mr. Mandel and Mr. Zucker.

I feel confident that with the CIIE staff, we can organize an outstanding management training program that will support the vision that you and Mr. Joseph have for Jewish Education. I am optimistic that we will be able to submit a proposal by mid-September.

Please do not hesitate to get in touch with me should you have any questions.

cc:

Mort Mandel Henry Zucker

#### **MEMORANDUM**

To:

Tim Hausdorff

From:

Art Naparstek

Date:

July 16, 1993

Subject:

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O THEIRDELLIAS.

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. .

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Please do not hesitate to get in touch with me should you have any questions.

cc:

Mort Mandel Henry Zucker At - Ledwhip in the LCo on their priorities for leadurability training.

ATN is to use to review proposed.

Description of the AD Alle To be proposed.

Proposal now has only 7 "The proposal now has only 7 baled on conversations with natall but representative hears from all 3 communities.

I've seaunhoud Hear in

peronity order so Hat are could

lues deal differently with the

last 2 if we only wanted

a 3 day methbrite or earn

- 1. Fhancie Renouves
- 2. Plannity.
- 3. Maraging the School's Huran Resources. 4. Governance.
- 5. Wohnjeuxe Paris.
- 6. Markets y The Day Solviel.
- 7. Building balunkeerism

the opportunity to build the management capacity of Day School administrators in the community change process. In describing its "blueprint for the future", A Time to Act, the report of the Commission on Jewish Education in North America, called for the creation of "an inventory of best educational practices in North America". The Best Practice Project offers another dimension to the management training program. The goal will be to integrate Best Practice cases in all aspects of the management training.

The Lead Communities also offer a rich array of Jewish Day Community and Denominational Schools. There are twenty schools in the three communities representing each of the denominations. The management program will target all senior administrators in each of the schools. (See Appendix A for a listing of the Schools by community.)

## II. ORGANIZATION OF THE CURRICULUM

The generic content areas will encompass a wide range of knowledge and skills important to Day School managers. Key to the training effort will be the interdenominational nature of the demonstration, as well as defining the curriculum in a community building and change context by using case studies drawn from the Best Practice Project.

Chief among the content are:

Board - head matter relations Cal Concession.

Structure of boards
Responsibilities of boards Members - fraunties

Board composition
Resoultment of position of boards members.

Braining and supervision of boards members.

2

Recruitment
Training function

About the state of the sta

Effective Communication Planning for How to structure appropriate involvement

Managing Human Resources (1) :

Employment (hiring) policies and practices
Job description development
Grievance system development
Performance evaluation approaches/systems

Planning in Day Schools

Long range

Marketing Day School

Public Relations
Newsletter's and Print Mayers
Publicity

The foregoing content areas are somewhat generic to the operations of all Day Schools. The directions charted out during the initial year of the Demonstration Program will emerge into sharper delineations as course content is defined, implemented and evaluated.

3

Received: by HUJIVMS via NJE (HUyMail-V61); Thu, 22 Jul 93 00:08:01 +0300

Date: Wed, 21 Jul 1993 15:36 CDT

From: <GAMORAN@WISCSSC>

Subject: memos etc.

To: MANDEL@HUJIVMS

Original\_To: ANNETTE, MANDEL

Dear Shmuel and Annette,

Thanks for letting me know you'll be in touch soon. In addition to the e-mail message from last week and the fax from earlier this week, we will send tomorrow (Thurs.) our proposed plan of work for 1993-94.

I've had to schedule a meeting with Esther Leah Ritz for next Tuesday, July 27, because this was the only day we could meet for the next month. I plan to tell her what we've done this year, and what we've proposed to do for next year.

I will attend the LC/CIJE meeting in Baltimore on Aug. 23-24 if you deem it a top priority. As you know, my ability to travel is very limited, and I need to make at least one and probably two trips for the MEF project this fall. This means I will definitely not be available for any other trips for CIJE for the next several months.

		Council for Initiat	ives
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Α		Jewish Educati	оп .
` `	<u> </u>		
X	Date sent: Time	sent:	No. of Pages (incl. cover):
	To: Annette Hochstein, Shmuel Wygoda Organization:	Seymour Fox	From: Ginny Levi
С	Phone Number:		Phone Number:
0			(216) 391-1852 Fax Number: (216) 391-5430
٧	Fax Number: 0119722 619 951 Comments:		Fax Number: (216) 391–5430
Е	Dear Friends	J	
R			the need to
	reschedule	the Sept. 15 C	215 E Steering
ន		MLM propose	1:30 a.m. (EDT)
3	on Sept. 22.	How would	I that be?
Н	(E) Seymour -	you can me	ich Marty Lipset at
Ε	415-723-4	741. That's A	wh Marty Lipset at acifei time.
E	7	of Mides	De Du lad & Oct. 10. If we
T	want input	r into who qu	ides their visioning apond soon.
	process; w	e shalle re	de the me an alamain
	(4) Selfand doe SHH will f	ean't feel read	y for teleson on planning.
	If th	ere are any problems i	
	1	his transmission, pleas	
		216-391-1852	

## Council for Initiatives

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## Jewish Education

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Time sent: 8:15

No. of Pages (incl. cover): /5

From: Ginny Levi

Annette Hochstein, Seymour Fox

Shmuel Wygoda Organization:

Phone Number:

Fax Number:

0119722 619 951

Comments:

Phone Number:

(216) 391-1852

Fax Number: (216) 391-5430

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

MINUTES:

CIJE Staff Teleconference

DATE OF MEETING:

June 30, 1993

DATE MINUTES ISSUED:

July 1, 1993

PRESENT:

Shulamith Elster, Seymour Fox, Annette Hochstein, Stephen Hoffman, Barry Holtz, Virginia Levi, (Sec'y)

Shmuel Wygoda, Henry L. Zucker

COPY:

Morton L. Mandel

I. The minutes and assignments of June 16 were raviewed.

A. SE is completing the needs assessment requested by the Jim Joseph Foundation and will send a copy to Israel.

Assignment

- B. SF is scheduled to talk with David Blumenthal of Emory University in Switzerland in mid-July.
- Assignment
- C. BH will take over SE's camper assignments, including David Teutsch in place of Arthur Green. It was suggested that Gail Dorph be asked to take Billie Gold.
- D. SF has drafted a letter outlining the Blaustein grant and has sent it to David Hirschhorn for comment. It is anticipated that this will be resolved in time to announce the grant at the August board meeting.
- E. The position description for Barry Holtz will be completed by the conclusion of the staff seminar in August.
- F. HLZ was encouraged to follow up with MLM to suggest a phone call to Gershon Kekst as soon as possible. Mr. Kekst is scheduled to meet with SF in Israel in early July. It was felt that it would be helpful if MLM would speak with him prior to that meeting.
- Assignment
- G. It was suggested that it is important for us to maintain a good relationship with the Jesselson family and to keep that family represented on the CIJE board. HLZ will follow up with MLM and encourage him to invite someone from the Jesselson family to the August meeting. It was suggested that this is a high priority item.

Assignment H. BH will discuss with SF the advisability of involving each of the movements in the day school Best Practices project.

1

It was suggested that development of a schedule for keeping board members informed and communicating more broadly about the centrality of personnel and community mobilization are issues for the August staff meeting.

ig	ust_	26 Board Meeting	
	Con	tacts with Campers	
		raft outline for camper calls had been distributed and was	ill
	and	cussed briefly. It was agreed that Israel will review the outline I related talking points and suggest revisions to VFL by 7/6/93.	ard
		numing Marvin Lender agrees to join the board, SHH will be his unselor.	
	Lea	d Communities Presentation	
	eac the	was suggested that VFL draft a letter from MIM to the lay chair of the Lead Community, inviting them to the August 26 meeting, asking as to be prepared to share brief remarks, and promising to be in such regarding specifics closer to the time of the meeting.	ngs a
	Mat	erials to be mailed in advance	am : is
	1.	BH will prepare a progress report on Best Practices.	.е
	2,	SW will ask Adam Gamoran to prepare a report on progress and plans for the second year of the Monitoring, Evaluation & Feedback project.	:he id
	3,	VFL and SW will draft a progress report which will emphasize advances which have been made since January with the Lead Communities and staffing changes. Reference will be made to the educators' survey.	ır :a11
		It was noted that a paper on Best Practices in early childhood may be ready for distribution at the meeting, but is unlikely to be ready in time to mail in advance.	for
	5,	It was suggested that the educators' survey questionnaire be made available at the meeting.	
	<u>0</u> tl	ner upcoming meetings	10 1.
	Sta	aff seminar	em s in

It was agreed that a meeting of the staff will be held in New York on August 19 and 20. HLZ will talk with MLM about the advisability of negotiating with JCCA for office space in New York. Depending on the

2

:d

ace

#### V. Status reports on Lead Communities

#### A. Atlanta

Lauren Azoulai will meet with the Israeli team on July 8.

Assignment

It was reported that Claire Rottenberg's father recently passed away. HLZ will prepare a condolence letter from CIJE.

#### B. Baltimore

The Israeli team and SHH met with Darrell Friedman in Jerusalem. The conclusion was that Friedman will take a greater role in the project and is serious about seeing that it moves forward. Chaim Botwinick is to be in charge and the lay leader is now in place.

Assignment

A telecon is to be scheduled for the Israeli team with the Baltimore staff to discuss next steps in moving the project forward. SW will provide the details to VFL who will make the arrangements.

#### C. Milwaukee

There was a meeting of the Milwaukee commission on June 16, attended by SE and Daniel Pekarsky. Jonathan Woocher lead a session on "visioning." It was noted that the activity was interesting, but did not meet the expectations of either the community or our staff. Pekarsky will submit a more detailed written report.

VI. The next telecon is scheduled for Wednesday, July 14 at 9:00 a.m. SHH will be in Philadelphia and will try to arrange his schedule so that he can participate.

ASSIGNMENTS
ACTIVE PROJECTS
RAW MATERIAL
<b>FUNCTIONAL SCHEDULE</b>
73890 (REV. 1189) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE DORPH ASSIGNMENTS

		ORIGINATOR/PROJECT	20.00.	VFL	Ų,	AIE 6/30	0/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board member im preparation for August 26 meeting and send brief report to VFL:			GD	6/30/93	7/15/93	
 	1. Billie Gold						
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ASSIGNMENTS
ACTIVE PROJECTS
RAW MATERIAL
<b>FUNCTIONAL SCHEDULE</b>
73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION

CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 6/30/93

		ORIGINATOR/PROJE	CI LEADER	VFL	Di	ATE 6/30	0/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft a letter to David Hirse review by SHH, MLM, and HLZ our understanding of his into CIJE.	indicating		SF	3/24/93	7/10/93	
2.	Contact the following board in preparation for the Augustand send brief report to VFL	c 26 meeting		SF	2/25/93	7/15/93	4
	a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Isadore Twersky		EWIS VE	٠			
3.	With AH and BH, draft a job of for Barry Holtz.	description		SF	5/19/93	8/19/93	
	With SHH, develop a plan for denominations in each Lead Coprocess,	involving ommunity		SF	3/31/93	TBD	
			100				

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-	$\prod \Delta$	SSIG	NMEN	ĮTS	

☐ ACTIVE PROJECTS
☐ RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

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

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

HOCHSTEIN ASSIGNMENTS

r	OlidinatoryProject			VFL DATE 6			/30/93	
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE	
1.	Redraft PERT chart on which milestones for CIJE are high			ARH	5/14/93	7/9/93		
2.	Draft CIJE orzanization char	t.		ARH	6/17/93	7/9/93		
3.	Work with CRB Foundation to relationship of Israel experprograms to Lead Communities	ience		ARH	1/28/93	7/15/93		
4.	Draft a mission statement for Communities project.	the Lead		ARH	5/19/93	7/15/93		
5.	Contact the following board rin preparation for the August and send brief report to VFL	t 26 meeting		ARH	2/25/93	7/15/93		
	a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch							
6.	With VFL, develop plan to supitem on the CIJE PERT chart.	pport each		ARH	5/19/93	7/31/93		
7.	With SF and BH, draft a job of for Barry Holtz.	lescrip <b>ti</b> on		ARH	5/19/93	8/19/93		
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SEE MANAGEMENT MANUAL POINT NO. 8.5 FOR CURPCINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

ASSIGNMENTS
ACTIVE PROJECTS
RAW MATERIAL
<b>FUNCTIONAL SCHEDULE</b>
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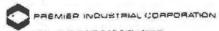
FUNCTION (	CIJE STEERING COMMITTEE	
SUBJECT/OBJECT	IVE A HOFFMANN ASSIGNMENTS	
ORIGINATOR/PRO.	JECT LEADER VFL DATE	6/17/93

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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTEO	DUE DATE	COMPLETED OR REMOVED DATE
1.	With ARH, prepare time line plan for CIJE.	and action		AH	6/17/93	8/15/93	,
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FUNCTION CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE S HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER DATE VFL 6/30/93 ASSIGNED DATE ASSIGNED STARTED COMPLETED OR REMOVED DATE PRIORITY DESCRIPTION DUE DATE NO. TO (INITIALS) SHH 6/30/93 Encourage Howard Neistein to attend 7/15/93 1. the Lead Communities seminar. With HLZ, talk with MLM about the SHH 6/8/93 7/15/93 2. advisability of approaching Jesselson family to partner with Jim Joseph grant. 3. Contact the following board members SHH 2/25/93 7/15/93 in preparation for the August 26 meeting and send brief report to VFL: a. Charles Goodman b. Marvin Lender c. Norman Lipoff d. Charles Ratner e. Bennett Yanowitz With Alan Hoffman, confer by telephone SHH 5/19/93 TBD 4. with chief professional of each Lead Community to encourage them to interview Senior Educators. SHH 3/31/93 TBD 5. With SF, develop a plan for involving denominations in each Lead Community in CIJE. SHH 3/24/93 TBD 6. Propose to MLM that he talk with Roy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points.



☐ ASSIGNMENTS
☐ ACTIVE PROJECTS

☐ RAW MATERIAL ☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	OR REMOVED DATE
1.	Discuss with SF the advisability of involving each of the movements in the day school Best Practices project.		вн	6/30/93	7/6/93	
2.	Prepare a memo summarizing proposal on distribution of CIJE materials.		ВН	5/28/93	7/15/93	
3,	Brief David Teutsch, new CIJE board member.		ВН	6/16/93	7/15/93	
4.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		ВН	6/30/93	7/15/93	
	a. Gerald Cohen - done b. Susan Grown c. Neil Greenbaum					
	d. Thomas Hausdorff e. Mark Lainer - done f. Matthew Maryles g. David Teutsch					
5.	Prepare a progress report on Best Practices.		вн	6/30/93	8/1/93	
6.	With SF and ARH, draft a job description for Barry Holtz.		ВН	5/19/93	8/19/93	
7.	Work with Atlanta on filling the position of Director of the Lead Community project.		ВН	6/16/93	12/93	
8.	Prepare suggestions for how to proceed with pilot projects in Atlanta.		ВН	3/5/93	TBD	
9.	Begin work with Baltimore on a pilot project.		ВН	3/5/93	TBD	
10.	Work with Milwaukee on pilot projects.	•	вн	4/29/93	TBD	



☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

		ORIGINATOR/PROJECT	CLADER	VFL	ъ,	ME 6/30	/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft letters inviting Lead Community lay leaders to the August 26 board meeting.			VFL	6/30/93	7/2/93	
2.	Prepare invitation letters t Communities joint seminar.	o Lead		VFL	6/30/93	7/2/93	
3.	Check travel options and make a recommendation on starting time for Lead Community seminar.			VFL	6/30/93	7/2/93	
4,	Prepare a matrix of current funders and staff assignment			VFL	6/17/93	7/9/93	
5.	Prepare a matrix of pending requests.	grant		VFL	6/17/93	7/9/93	
6.	Call Joan Strauss, CJF, re: schedule of GA meetings for the purpose of scheduling Lead Communities seminar.		<u> </u>	VFL	6/30/93	7/14/93	
7.	After receiving details from SW, arrange a telecon for Israeli team to discuss with the Baltimore staff the next steps in moving the project forward.		1	VFL	6/30/93	7/15/93	
8.	With ARH, develop plan to support each item on the CIJE PERT chart.			VFL	5/19/93	7/31/93	
9.	With SW, draft a written progress report to be sent to the board in early August.		1	VFL	6/17/93	8/1/93	
10.	Plan to discuss letters of agreement for the Lead Communities. Consider including our expections regarding the sort of lay and professional involvement we expect.			VFL	4/7/93	10/1/93	
11.	Schedule a telecon with Executive Committee members following a meeting of presidents and executives of partner organizations.			VFL	2/25/93	TBD	
12.	Develop a communications pro internal; with our board and with the broader community.		1	VFL	4/7/93	TBD	
				<u> </u>			

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ASSIGNMENTS
ACTIVE PROJECTS
RAW MATERIAL
<b>FUNCTIONAL SCHEDULE</b>

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

	ORIGINATOR/PROJECT LEADER			VFL	DATE 6/30/93		
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	OUE DATE	COMPLETED OR REMOVED DATE
1.	Establish a finance committe	e.		МГЖ	4/7/93	7/15/93	
2.	Contact the following board in preparation for the Augus and send brief report to VFI	t 26 meeting		нги	2/25/93	7/15/93	
	a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer						
3.	Visit with Erica Jesselson to board to support CIJE.	o get her on		MIM	6/17/93	8/31/93	
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#### MEMORANDUM

TO:

Annette Hochstein

FAX # 011 972 2 619-951

FROM:

Ruth Cohen

FAX # 001 414 271-7081

DATE:

June 3, 1993

I would like to set up a telephone conference with you. I will be available on:

Thursday, June 3 - after 3:00 p.m. Milwaukee time Tuesday, June 8 - after 3:00 p.m. Milwaukee time Wednesday, June 9 - after 3:00 p.m. Milwaukee time Thursday, June 10 - after 3:00 p.m. Milwaukee time Friday, June 11 - after 3:00 p.m. Milwaukee time Thursday, June 17 - after 3:00 p.m. Milwaukee time Friday, June 18 - after 3:00 p.m. Milwaukee time

Please let me know your preferred date.

RC/nm



1360 N. Prospect Avenue



מכון מנדל

## Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

## **Facsimile Transmission**

To: Mrs Sara Lee	Date:June 3, 1993
From: Shmuel Wygoda	No. Pages: 1
Fax Number:	-

Pr S. Fox asked me to let you know he will call you on Monday June 7th at 10 p.m. California time.

Best regards

Shmuel Wygoda

## Council for Initiatives in

## Jewish Education

Date sent: 6/3

Time sent: // . To No. of Pages (incl. cover):

To: Annette Hochstein, Seymour Fox,

From: Ginny Levi

Shmuel Wygoda Organization:

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Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

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

MINUTES:

CIJE Staff Teleconference

DATE OF MEETING:

May 28, 1993

DATE MINUTES ISSUED:

June 2, 1993

PRESENT:

Shulamith Elster, Seymour Fox, Annette Hochstein, Stephen Hoffman, Barry Holtz, Virginia Levi, (Sec'y),

Shmuel Wygoda

COPY TO:

Morton L. Mandel, Henry L. Zucker

- I. The assignments of May 19 were reviewed.
  - A. SF and AH have talked with MLM about the CIJE/CRB relationship and suggest that this be discussed by this group at the next telecon.
- Assignment
- B. SF reported briefly on meetings with the Conservative and Orthodox movements on preparations to work with the Lead Communities on goals and in-service education. He plans to discuss this with Sara Lee in the near future and suggested that this be discussed at the next telecon.
- II. Follow-Up to Seminar and Ongoing Contacts with Communities

#### A. Milwaukee

SF reported on meetings he and Daniel Pekersky had in Milwaukee on May 21. He felt that these meetings were valuable in the ongoing effort to establish a working relationship with the community. Daniel Pekarsky will now work with Milwaukee on moving the CIJE agenda forward.

SE is scheduled to be in Milwaukee on June 16 for a series of meetings. She will propose to Danny that he accompany her.

#### B. Atlanta

1. BH has had several conversations with Harry Stein, a faculty member at Emory University, about working in the area of personnel development. David Sarnat has approached another faculty member, David Blumenthal, and asked him to work with the project. It was agreed that SF will call Dr. Blumenthal, to encourage him to get involved with the project. [Later: SF spoke with Dr. Blumenthal, who was very cooperative. They agreed to meet when SF returns to the States.]

1

2. Atlanta is working with the local JCC to place a Jewish educator in that agency, a move which is threatening to the rabbis. David Sarnat has asked CIJE for help in finding examples of communities which have successfully involved their JCCs in Jewish education while maintaining good relations with the local congregations. BH offered to work on this as part of the Best Practice study being undertaken with JCCA.

We were reminded to keep the core concerns of personnel development and community mobilization in mind as we decide which projects to undertake with a Lead Community. It was suggested that the situation in Atlanta cuts across both enabling areas, in particular because it has the potential to divide the community and interfere with the establishment of a wall-to-wall coalition. It was concluded that SHH will talk with David Sarnat about the politics of the JCC search to fill this position and will offer to be helpful in any way he can.

Assignment

3. Concern was expressed regarding the need for Atlanta to hira someone to manage the Lead Communities Project. It was noted that Atlanta has made a good faith effort to do so, but has not been successful. It was suggested that we place on our agenda the issue of helping Atlanta to identify a candidate, noting that this will be important as the agenda of Atlanta's commission is shaped. Until someone is found, it was noted that it will be important to work very closely with Lauren Azoulai in order to help focus her time on this project. It was agreed that SE and BH will follow up with Atlanta and report at the next telecon on next steps.

Assignment

#### C. Baltimore

It was noted that Baltimore plans to launch its commission in September, but that they do not appear sufficiently focused on this effort. It was suggested that the problem is the lack of full time staff devoted to CIJE in Baltimore. In the absence of this staffing, it is not clear that anything significant will happen in September.

It was suggested that the way to move Baltimore forward is to have frequent, regular contact. This might involve BH traveling to Baltimore regularly interspersed with regular telecons with Israel.

Assignment

Assignment

It was agreed that SHH will discuss with Darrell Friedman the importance of assigning someone full time to this project. Prior to that discussion, AH will let Marshell Levin know that this is planned and will notify SHH when she has done so. As a follow up to the Hoffman/Friedman conversation, it is proposed that the two of them meet with SF and AH in Jerusalem when they are there in late June.

D. The matter of when and where to hold the next joint meeting with the Lead Communities and the focus of that meeting was raised. It was

2

suggested that whenever such a meeting is scheduled, a meeting of the total CIJE staff should be scheduled to precede it. This will be discussed further at the next telecon.

#### III. August 26 Board Meeting

An agenda for the meeting is currently being drafted. SE will now draft a talk piece for use in contacting campers and preparing them for the meeting.

#### IV. Best Practices Time Table

Reference was made to a memo from Barry Holtz dated May 25 in which he summarized the status of work in each of the Best Practice areas and Assignment raised some concerns about how to proceed. The next step is for SF and BH to discuss this directly, after which it will be placed on the agenda of a future telecon.

#### V. Distribution of Materials

- A. It was reported that the communities are asking for information on the Educated Jew project. It is expected that there will be materials for distribution in about two weeks.
- B. It was noted that the availability of materials such as the report on Best Practices in Supplementary Schools is not widely known. We have the potential to impact Jewish education by more effective distribution of materials prepared for CIJE. BH will prepare a memo summarizing his proposal on the subject and it will be discussed at a future meeting.

#### VI. Future Meetings

There will be no staff telecon during the week of May 31. The next meeting will be scheduled at 10:00 a.m. on Tuesday, June 8.

## MANDEL INSTITUTE, Jerusalem

ASSIGNMENTS     □ ACTIVE PROJECTS	FUNCTION	
☐ RAW MATERIAL	SUBJECT/OBJECTIVE (1)E	
☐ FUNCTIONAL SCHEDULE		1 (c)
	ORIGINATOR/PROJECT LEADER	DATE: 1304 3 1693.

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#### Mandel Institute

DATE: 2 16 193

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

#### **Facsimile Transmission**

To: Ginny Levi	Date: June 2, 1993
From: Shmuel Wygoda	No. Pages: 12
Fax Number:	

Dear Ginny,

- 1. Attached please find the minutes of the May seminar, as per our discussion of yesterday.
- 2. Annette suggested that the cover letter be sent by either HLZ or SHH.
- 3. Seymour asked if you could ask SHH to call David Sarnat about Seymour's call to David Blumenthal (and plans for additional discussions).

Best regards,

J. pom son f

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

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Thomas Hausdon

David Hirschhorn

Henry Koschitzky

Mark Lainer

Norman Lamm

Norman Lipotf

mour Martin Lipset

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Melvin Merians

Charles Ratner

Esther Lean Aitz

Richard Scheuer

Ismar Schorsch

Isadore Twersky

Bennett Yanowitz

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MEMO TO:

Participants in Lead Communities Consultation

FROM:

Henry L. Zucker

DATE:

June 2, 1993

I was pleased with the meetings held in Cleveland on May 11 and 12 and hope you share my view that they helped to move the Lead Communities project forward. Enclosed are the minutes of those meetings.

Please note that the attached proposed calendar reflects the ideal toward which we intend to work. We will be in touch soon about scheduling future meetings of the group.

Best regards.

Minutes: Lead Communities Consultation

Date of Meeting: May 11–12, 1993

Date Minutes Issued: June 2, 1993

Participants Lauren Azoulai, Chaim Botwinick, Ruth Cohen,

Shulamith Elster, Seymour Fox, Adam Gamoran, Jane Gellman, Ellen Goldring, Annette Hochstein, Alan Hoffmann, Stephen H. Hoffman, Barry Holtz, Virginia F. Levi (Sec'y), Marshall Levin, Arthur Naparstek, Daniel Pekarsky, David Sarnat, Louise Stein, Shmuel

Wygoda, Henry L. Zucker

Copy To: Morton L. Mandel

#### I. Overview

#### A. Welcoming Remarks

Henry L. Zucker opened the meeting, reminding participants that the Lead Communities Project is a long-term effort to impact Jewish education for the entire North American Jewish community. It is being undertaken as a partnership among three local communities and CIJE, a continental organization. The need to reconcile the autonomy of the local communities with the agendas of continental organizations is evident, and will require adjustments as we progress, since it is a new kind of partnership between a national body and local communities.

The Commission on Jewish Education in North America reflected a serious concern for Jewish continuity among North American lay leadership, and a shift in perspective which places Jewish education at the top of the community agenda. This reflects a major change in the point of view of lay leaders. The Commission brought about a new alliance among educators, community lay leaders, family foundations, rabbis, religious leaders and other Jewish professionals. The result was a commitment to improve the quality and quantity of well-prepared and dedicated Jewish

Minutes: Lead Communities Consultation

Date of Meeting: May 11–12, 1993

Date Minutes Issued: May 18, 1993

Participants Lauren Azoulai, Chaim Botwinick, Ruth Cohen,

Shulamith Elster, Seymour Fox, Adam Gamoran, Jane Gellman, Ellen Goldring, Annette Hochstein, Alan Hoffmann, Stephen H. Hoffman, Barry Holtz, Virginia F. Levi (Sec'y), Marshall Levin, Arthur Naparstek, Daniel Pekarsky, David Sarnat, Louise Stein, Shmuel

Wygoda, Henry L. Zucker

Copy To: Morton L. Mandel

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educators and to mobilize the Jewish community to provide adequate financial and moral support for Jewish education.

Mr. Zucker noted that the Lead Community concept is a new one and that its implementation is bound to include some tensions between CIJE and the local communities. It will be important to discuss and resolve differences as we move forward. This seminar was intended to clarify the Lead Communities concept and to enhance the partnership between CIJE and the communities and among the three communities.

#### B. Introduction and Review of Materials

Following introductions of the participants in the workshop, Annette Hochstein reviewed the agenda, making clear that it was to serve as a starting point for these deliberations and was open to revision.

It was agreed that the primary goals of the consultation were:

- 1. To continue joint planning and intensify partnership.
- 2. To foster and develop relationship within and across Lead Communities and with the CIJE.
- 3. To agree upon the role, content, and method of implementation of each element involved in the Lead Communities project.
- 4. To develop an integrated joint action plan and calendar for each LC and for the three LCs and the CIJE for the next 18-24 months.

#### II. Partnership and Joint Planning

A. Marshall Levin led a discussion intended to identify the partners in this project and their relationships. The initial discussion referred to the relationships among professionals involved in the project. His formulation, as modified through discussion, is as a series of concentric circles with communications flowing from the center. In the center are two circles of CIJE personnel and Federation senior staff in each Lead Community. Communications between these two groups are direct and comprehensive. Following, then, is a list of the groups within each circle working out from the center (see chart, attached).

#### 1. CIJE

Professional staff (Cleveland and Jerusalem)
Consultants
Field Researchers

- 2. Federation senior staff
- 3. Senior educators and rabbis
- 4. Other educators, other Federation staff, and staff of other Federation-funded agencies
- 5. Informal Jewish education organizations, foundations, and universities

It was suggested that the Federation senior staff serve as the intermediaries between CIJE staff and all others in the community. Federation's role is to manage the process for a broader community. Ideas may come from the center of the circle, i.e. CIJE or Federation senior staff, or they may come from any other group within the community, in which case they will be brought to the CIJE by the Federation. In any case, buy-in and sign-off must occur with both CIJE and Federation senior staff.

It was suggested that this might be described as a "partnership with parity." Partners come together with different perspectives and work together to define the partnership from each perspective so that others can buy in.

It was noted that the model was being put forth as a communications tool, not necessarily a means for making policy decisions. It puts the burden on Federation senior staff to manage communication, probably by designing new and different modes of communicating within the community.

#### III. Elements of Systemic Change

Seymour Fox opened the discussion by reminding participants that the Commission on Jewish Education in North America had concluded that the basic elements necessary to upgrade the quality of Jewish education are personnel and community mobilization. These two elements have been identified by the Commission as "enabling options," i.e., options which enable the implementation of any, or all, other educational programs. Communities are encouraged to look at local educational problems from these perspectives.

CIJE will help to mobilize the denominations in the Lead Communities to help deal with these issues at the appropriate time.

For example, while considering a specific programmatic area of Jewish education, e.g. family education, a community would focus on personnel needs. The Best Practices Project could then help to identify a means of meeting those needs. It was suggested, however, that in order to bring about systemic change, the scope of the total Lead Communities discussion must be broad. The content component for work on personnel is the Best Practices Project. It was noted that there is a direct relationship, which was described as follows:

Personnel → needs "content"/Best Practices → scope → standards/quality

If, in the example, described above, a community were to come to CIJE with a serious interest in family education, CIJE would work with the community on how to approach personnel through family education. In order to bring about systemic change of sufficient scope, family education would be viewed within the larger picture of the community's vision and goals.

The discussion concluded with a reiteration of the centrality of personnel and community mobilization to the work of the Lead Communities project.

#### IV. Calendar

#### A. CIJE Calendar

A proposed calendar of meetings of various groups related to the Lead Communities project was presented for discussion. It was proposed that key lay leaders and professionals of the Lead Communities and CIJE meet three times a year, including one meeting to be held in conjunction with the GA. The purpose of these meetings would be to bring lay people on board and get their input.

It was suggested that the key professionals of the Lead Communities and CIJE meet five times each year, for two or three days each time, to work together on the overall design of the project. In addition, CIJE staff would be in each Lead Community every four to six weeks.

It was suggested that the location of the joint meetings be rotated among the Lead Communities. This would save on expense while permitting the communities to share their work. The issue of cost was discussed. It will be important to make the case for the centrality of these joint meetings in order for funding not always to be an issue. It was suggested that by dovetailing the meetings of lay leaders with those of professionals, some savings could be realized.

At the conclusion of the seminar, the proposed calendar was reviewed and revised to reflect deliberations. A copy of the revised calendar is attached.

#### B. Local Calendars

Each community was asked to outline its local calendar of Lead Community activities.

#### 1. Milwaukee

- a. Commission-will continue to meet quarterly beginning June 1993
- b. Steering Committee every six weeks (ongoing)
- c. Task Forces
  - 1. Personnel on a two year time line
  - 2. Strategic planning—working on five year plan including visioning and goals project.
- d. Educators' Survey—administered now through June '93, data analysis Summer '93.
- e. Market analysis

  Needs Analysis

  following plan outline

  Fall '93
- f. Fund Development beginning November '93

#### 2. Baltimore

- a. The Center for Advancement of Jewish Education has just been formed (CAJE).
- b. CAJE will establish a CIJE committee July 1, 1993.
- c. Strategic planning by CIJE committee July to August '93.
- d. Convene rabbinic and senior educator leadership August '93.
- e. Launch CIJE Committee-September '93.
- f. Conduct Educators' Survey September to October '93.
- g. Monthly meetings of CIJE Committee October '93 to June '95.
- h. Finance resource development.

#### 3. Atlanta

- a. Council on Jewish Continuity continue to meet every two months.
- b. New director of Jewish Educational Service to begin July 15, 1993.
- c. Educators' Survey administer in September '93.
- d. Task Force on Israel Experience form in August/September '93.
- e. Task Force on Teacher Training-establish Fall '93.
- f. JCC Judaic content study to be undertaken.
- g. Market study on formation of second Jewish high school Spring '93.
- h. Resource development ongoing

In the discussion that followed, communities were asked to consider how their calendars work to further the goals of community mobilization and personnel development as two key enabling options. It was suggested that the local commissions consider these issues in relation to their current priority concerns. It will be important for CIJE to work closely with the local commissions as they set their agendas.

#### V. Lay Leadership Relationships

A chart for communications among lay leaders was designed to parallel the chart designed for professional staff. The concentric circles of a parallel chart move from the center outward as follows:

#### A. CLIE

Board members

- B. CJF and Local Federation Leadership
   (As with the professional staff, these first two groups would work together closely)
- C. Local congregations and synagogues plus continental denominational leadership; local schools and agencies; informal Jewish education organizations; national Jewish education organizations (e.g., JESNA, JCCA, Hillel, etc.); universities.
- D. Foundations cut across all these lines.

It was suggested that the model for lay leaders requires further refinement.

#### VI. Goals Project

Seymour Fox described a project of the Mandel Institute on "the educated Jew." This is a theoretical approach to the desirable products of Jewish education. It grapples with such issues as what might be the ideal outcomes of Jewish education and what might an educated Jew look like.

As this project is unfolding, CIJE is working with the major training institutions and denominations for help in defining goals for their own groups. Each movement is working on its own set of objectives which will be available for local denominational groups to use.

Discussion focused on the importance of goals for the measurement of outcomes. It was noted that this will be an ongoing discussion as this project unfolds.

#### VII. Funding and Fundraising

Art Naparstek reported on his activity related to fundraising for CIJE. He is in touch with hoth Jewish foundations and secular funding sources for support of various aspects of the project. In addition, it was suggested that we should work together to tap into sources of local community support and Federation endowments.

It was suggested that ongoing support for the Lead Communities Project should be sought locally, while national sources might be approached to support innovative ideas. The approach to national foundations should be coordinated through CIJE, which can help by demonstrating the potential for impact beyond the local communities.

It was suggested that a development committee be established within CIJE, to include representatives of the Lead Communities as well as the CIJE board. This committee would go to the Lead Communities to challenge their peers to support the project.

The role of CIJE is to work with national foundations where there is a specific focus and to help the local communities develop a coordinated approach to certain foundations which would be more interested in a project which spans the communities. At the same time, individual communities will have their own interests and should be able to approach CIJE for assistance in submitting proposals to foundations.

#### VIII. Additional Issues

#### A. Definition of the Feedback Loop

It was noted that there is a field researcher in each of the three communities for the Monitoring, Evaluation and Feedback Project. Among the tasks of the field researcher is to observe work related to the Lead Communities project and continually feed in useful information on a timely basis. As the project moves forward, feedback should be provided on a monthly basis to designated CIJE and Federation senior staff and lay leadership. This process should highlight issues raised by the Lead Community as well as those which the field researchers believe are important to address. At present, this is a process of monitoring and feedback. Evaluation can begin once the goals of the project are more clear.

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- Their perceptions of Jewish education
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- The schools they work in
- Their personal background.

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#### D. Concluding Remarks

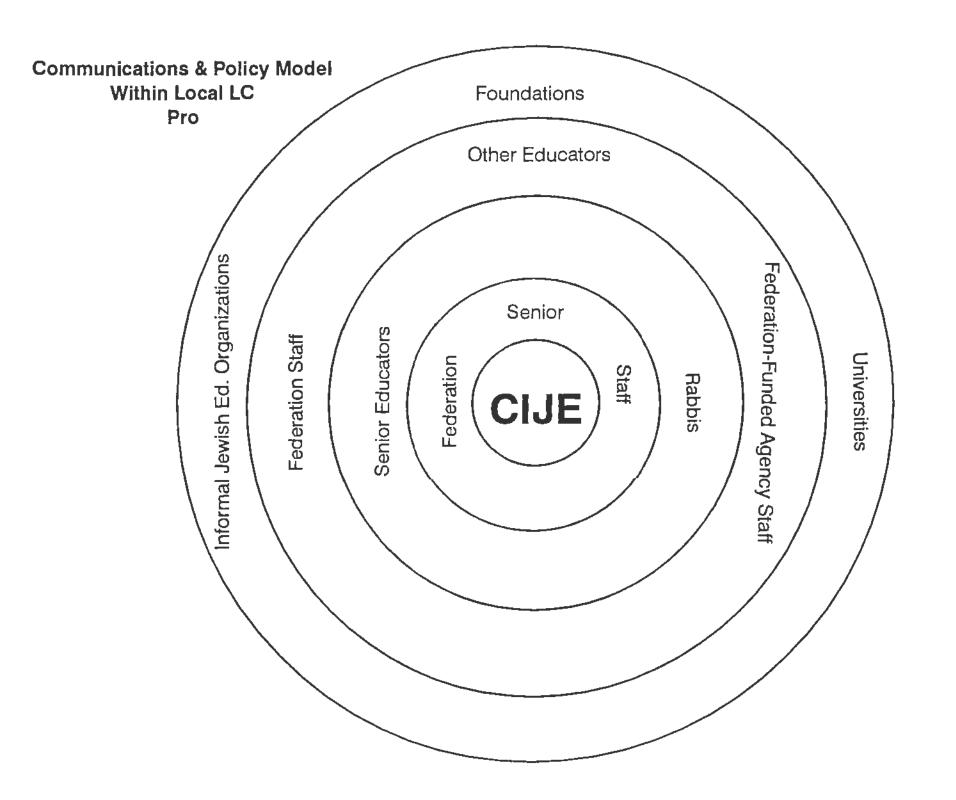
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# PROPOSED CALENDAR OF MEETINGS LEAD COMMUNITIES AND CIJE

1993

1993											1	994
MEETING	May	June	July	Aug.	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.
1. Key Lay Leaders					X		X			X		
& Pros-L.C.s &												
CIJE (2X/Year +												
GA)											•	
2. Key	X		Х		Х		X			Х		
Professionals L.C.s												
& CIJE (5X/Year)						1						
3. CIJE Staff to								-				
Each LC (Every 4-6												
Weeks)												
Atlanta		x	х	x	X	x	X	x	х	x	x	Х
Baltimore		Х	X	X	х	Х	х	Х	х	x	х	x
Milwaukee		x	x	x	×	x	x	x	х	x	x	x
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Minutes: Lead Communities Consultation

Date of Meeting: May 11–12, 1993

Date Minutes Issued: June 2, 1993

Participants Lauren Azoulai, Chaim Botwinick, Ruth Cohen,

Shulamith Elster, Seymour Fox, Adam Gamoran, Jane Gellman, Ellen Goldring, Annette Hochstein, Alan Hoffmann, Stephen H. Hoffman, Barry Holtz, Virginia F. Levi (Sec'y), Marshall Levin, Arthur Naparstek, Daniel Pekarsky, David Sarnat, Louise Stein, Shmuel

Wygoda, Henry L. Zucker

Copy To: Morton L. Mandel

#### I. Overview

#### A. Welcoming Remarks

Henry L. Zucker opened the meeting, reminding participants that the Lead Communities Project is a long-term effort to impact Jewish education for the entire North American Jewish community. It is being undertaken as a partnership among three local communities and CIJE, a continental organization. The need to reconcile the autonomy of the local communities with the agendas of continental organizations is evident, and will require adjustments as we progress, since it is a new kind of partnership between a national body and local communities.

The Commission on Jewish Education in North America reflected a serious concern for Jewish continuity among North American lay leadership, and a shift in perspective which places Jewish education at the top of the community agenda. This reflects a major change in the point of view of lay leaders. The Commission brought about a new alliance among educators, community lay leaders, family foundations, rabbis, religious leaders and other Jewish professionals. The result was a commitment to improve the quality and quantity of well-prepared and dedicated Jewish

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educators and to mobilize the Jewish community to provide adequate financial and moral support for Jewish education.

Mr. Zucker noted that the Lead Community concept is a new one and that its implementation is bound to include some tensions between CIJE and the local communities. It will be important to discuss and resolve differences as we move forward. This seminar was intended to clarify the Lead Communities concept and to enhance the partnership between CIJE and the communities and among the three communities.

#### B. Introduction and Review of Materials

Following introductions of the participants in the workshop, Annette Hochstein reviewed the agenda, making clear that it was to serve as a starting point for these deliberations and was open to revision.

It was agreed that the primary goals of the consultation were:

- 1. To continue joint planning and intensify partnership.
- 2. To foster and develop relationship within and across Lead Communities and with the CIJE.
- 3. To agree upon the role, content, and method of implementation of each element involved in the Lead Communities project.
- 4. To develop an integrated joint action plan and calendar for each LC and for the three LCs and the CIJE for the next 18-24 months.

#### II. Partnership and Joint Planning

A. Marshall Levin led a discussion intended to identify the partners in this project and their relationships. The initial discussion referred to the relationships among professionals involved in the project. His formulation, as modified through discussion, is as a series of concentric circles with communications flowing from the center. In the center are two circles of CIJE personnel and Federation senior staff in each Lead Community. Communications between these two groups are direct and comprehensive. Following, then, is a list of the groups within each circle working out from the center (see chart, attached).

#### 1. CIJE

Professional staff (Cleveland and Jerusalem) Consultants Field Researchers

- 2. Federation senior staff
- 3. Senior educators and rabbis
- 4. Other educators, other Federation staff, and staff of other Federation-funded agencies
- 5. Informal Jewish education organizations, foundations, and universities

It was suggested that the Federation senior staff serve as the intermediaries between CIJE staff and all others in the community. Federation's role is to manage the process for a broader community. Ideas may come from the center of the circle, i.e. CIJE or Federation senior staff, or they may come from any other group within the community, in which case they will be brought to the CIJE by the Federation. In any case, buy-in and sign-off must occur with both CIJE and Federation senior staff.

It was suggested that this might be described as a "partnership with parity." Partners come together with different perspectives and work together to define the partnership from each perspective so that others can buy in.

It was noted that the model was being put forth as a communications tool, not necessarily a means for making policy decisions. It puts the burden on Federation senior staff to manage communication, probably by designing new and different modes of communicating within the community.

#### III. Elements of Systemic Change

Seymour Fox opened the discussion by reminding participants that the Commission on Jewish Education in North America had concluded that the basic elements necessary to upgrade the quality of Jewish education are personnel and community mobilization. These two elements have been identified by the Commission as "enabling options," i.e., options which enable the implementation of any, or all, other educational programs. Communities are encouraged to look at local educational problems from these perspectives.

CIJE will help to mobilize the denominations in the Lead Communities to help deal with these issues at the appropriate time.

For example, while considering a specific programmatic area of Jewish education, e.g. family education, a community would focus on personnel needs. The Best Practices Project could then help to identify a means of meeting those needs. It was suggested, however, that in order to bring about systemic change, the scope of the total Lead Communities discussion must be broad. The content component for work on personnel is the Best Practices Project. It was noted that there is a direct relationship, which was described as follows:

Personnel → needs "content"/Best Practices → scope → standards/quality

If, in the example, described above, a community were to come to CIJE with a serious interest in family education, CIJE would work with the community on how to approach personnel through family education. In order to bring about systemic change of sufficient scope, family education would be viewed within the larger picture of the community's vision and goals.

The discussion concluded with a reiteration of the centrality of personnel and community mobilization to the work of the Lead Communities project.

#### IV. Calendar

#### A. CIJE Calendar

A proposed calendar of meetings of various groups related to the Lead Communities project was presented for discussion. It was proposed that key lay leaders and professionals of the Lead Communities and CIJE meet three times a year, including one meeting to be held in conjunction with the GA. The purpose of these meetings would be to bring lay people on board and get their input.

It was suggested that the key professionals of the Lead Communities and CIJE meet five times each year, for two or three days each time, to work together on the overall design of the project. In addition, CIJE staff would be in each Lead Community every four to six weeks.

It was suggested that the location of the joint meetings be rotated among the Lead Communities. This would save on expense while permitting the communities to share their work. The issue of cost was discussed. It will be important to make the case for the centrality of these joint meetings in order for funding not always to be an issue. It was suggested that by dovetailing the meetings of lay leaders with those of professionals, some savings could be realized.

At the conclusion of the seminar, the proposed calendar was reviewed and revised to reflect deliberations. A copy of the revised calendar is attached.

#### B. Local Calendars

Each community was asked to outline its local calendar of Lead Community activities.

#### 1. Milwaukee

- a. Commission-will continue to meet quarterly beginning June 1993
- b. Steering Committee every six weeks (ongoing)
- c. Task Forces
  - 1. Personnel on a two year time line
  - 2. Strategic planning—working on five year plan including visioning and goals project.
- d. Educators' Survey administered now through June '93, data analysis Summer '93.
- e. Market analysis

  Needs Analysis

  following plan outline

  Fall '93
- f. Fund Development beginning November '93

#### 2. Baltimore

- a. The Center for Advancement of Jewish Education has just been formed (CAJE).
- b. CAJE will establish a CIJE committee July 1, 1993.
- c. Strategic planning by CIJE committee July to August '93.
- d. Convene rabbinic and senior educator leadership August '93.
- e. Launch CIJE Committee September '93.
- f. Conduct Educators' Survey September to October '93.
- g. Monthly meetings of CIJE Committee October '93 to June '95.
- h. Finance resource development.

#### 3. Atlanta

- a. Council on Jewish Continuity continue to meet every two months.
- b. New director of Jewish Educational Service to begin July 15, 1993.
- c. Educators' Survey administer in September '93.
- d. Task Force on Israel Experience-form in August/September '93.
- e. Task Force on Teacher Training-establish Fall '93.
- f. JCC Judaic content study to be undertaken.
- g. Market study on formation of second Jewish high school—Spring '93.
- h. Resource development-ongoing

In the discussion that followed, communities were asked to consider how their calendars work to further the goals of community mobilization and personnel development as two key enabling options. It was suggested that the local commissions consider these issues in relation to their current priority concerns. It will be important for CIJE to work closely with the local commissions as they set their agendas.

#### V. Lay Leadership Relationships

A chart for communications among lay leaders was designed to parallel the chart designed for professional staff. The concentric circles of a parallel chart move from the center outward as follows:

#### A. CIJE

Board members

- B. CJF and Local Federation Leadership
   (As with the professional staff, these first two groups would work together closely)
- C. Local congregations and synagogues plus continental denominational leadership; local schools and agencies; informal Jewish education organizations; national Jewish education organizations (e.g., JESNA, JCCA, Hillel, etc.); universities.
- D. Foundations cut across all these lines.

It was suggested that the model for lay leaders requires further refinement.

#### VI. Goals Project

Seymour Fox described a project of the Mandel Institute on "the educated Jew." This is a theoretical approach to the desirable products of Jewish education. It grapples with such issues as what might be the ideal outcomes of Jewish education and what might an educated Jew look like.

As this project is unfolding, CIJE is working with the major training institutions and denominations for help in defining goals for their own groups. Each movement is working on its own set of objectives which will be available for local denominational groups to use.

Discussion focused on the importance of goals for the measurement of outcomes. It was noted that this will be an ongoing discussion as this project unfolds.

#### VII. Funding and Fundraising

Art Naparstek reported on his activity related to fundraising for CIJE. He is in touch with both Jewish foundations and secular funding sources for support of various aspects of the project. In addition, it was suggested that we should work together to tap into sources of local community support and Federation endowments.

It was suggested that ongoing support for the Lead Communities Project should be sought locally, while national sources might be approached to support innovative ideas. The approach to national foundations should be coordinated through CIJE, which can help by demonstrating the potential for impact beyond the local communities.

It was suggested that a development committee be established within CIJE, to include representatives of the Lead Communities as well as the CIJE board. This committee would go to the Lead Communities to challenge their peers to support the project.

The role of CIJE is to work with national foundations where there is a specific focus and to help the local communities develop a coordinated approach to certain foundations which would be more interested in a project which spans the communities. At the same time, individual communities will have their own interests and should be able to approach CIJE for assistance in submitting proposals to foundations.

#### VIII. Additional Issues

#### A. Definition of the Feedback Loop

It was noted that there is a field researcher in each of the three communities for the Monitoring, Evaluation and Feedback Project. Among the tasks of the field researcher is to observe work related to the Lead Communities project and continually feed in useful information on a timely basis. As the project moves forward, feedback should be provided on a monthly basis to designated CIJE and Federation senior staff and lay leadership. This process should highlight issues raised by the Lead Community as well as those which the field researchers believe are important to address. At present, this is a process of monitoring and feedback. Evaluation can begin once the goals of the project are more clear.

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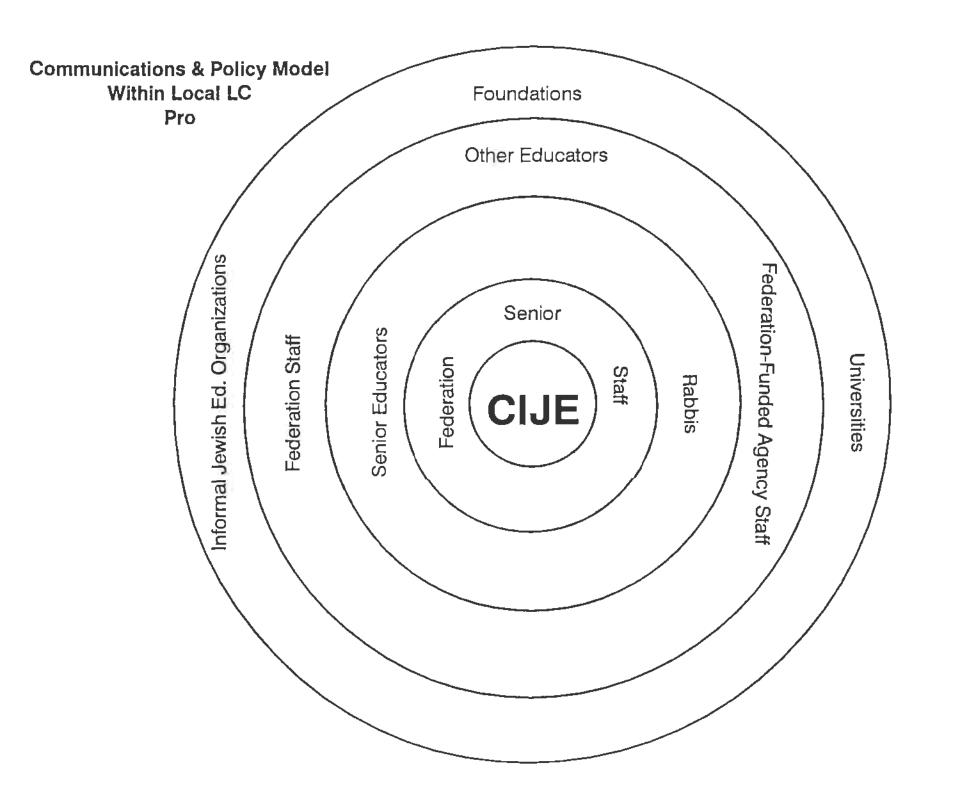
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Each LC (Every 4-6												
Weeks)	,											
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Baltimore		X	X	Х	Х	x	Х	X	х	X	Х	X
Milwaukee		x	X	X	x	x	X	х	х	X	x	×
4. Educator's								ĺ				
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Atlanta												
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### Council for Initiatives

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#### Jewish Education

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No. of Pages (incl. cover): 3

To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Here is the progress separt sent It the Executive Committee. The Board letter was the same, except for the second sentence of IPI.

Slimmel - Milwankee has a question about who owns the data on the educators survey. I'll try to get them to move on analysis without an answer to this question, but you can ash SF for his response, it might help to move this forward. Thanks, Linny

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

216-391-1852

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair

TO:

CIJE Executive Committee

Morton Mandel

FROM:

Morton L. Mandel, Chair

Vice Chairs
Charles Goodman
Neil Greenbaum

SUBJECT:

Progress Report

Matthew Maryles

DATE:

Hay 28, 1993

Honorary Chair Mart Fisher

Lester Pollack

Soard
David Arnow

Daniel Bader Mandell Berman Charles Brontman Gerald Cohen

John Colman Maurice Corson Susan Crown Irwin Field

Alfred Gottschalk Arthur Green Thomas Hausdorff

David Hirschhorn Henry Koschitzky

Mark Lainer No I In Lamm Norman Lipoff

Seymour Martin Lipset Florence Melton Melvin Merians Charles Ratner

Esther Leah Ritz Richard Scheuer Ismar Schorsch

Ismar Schorsch Isadore Twersky Bennett Yanowitz We are pleased to report to you on the activities of the Council for Initiatives in Jewish Education since the last Board meeting on February 25. The next Executive Committee and Board meetings are scheduled for 9:30 a.m. to 4:00 p.m. on Thursday, August 26. at UJA/Federation of Jewish Philanthropies, 130 East 59th Street. New York City. Please save the date.

#### Lead Communities

The Lead Communities Project remains the focus of CIJE activities, and in each of the three Lead Communities--Atlanta, Baltimore and Milwaukee--activities are under way to develop these cities as local laboratories for Jewish Education.

In Atlanta, under the able chairmanship of Dr. William Schatten and with the strong leadership of Board member Gerald Cohen, the Commission on Jewish Continuity has begun its work on the Lead Community Project and in the development of lay and professional leadership for Atlanta's education agenda for the year 2000.

In Baltimore the official "launch" of the project will take place in the Fall under the leadership of Leroy Hoffberger. This initiative will closely follow the release of the community's Strategic Plan for Jewish Education, an ambitious undertaking that has taken some four years to complete, and has involved all aspects of Jewish education in the community. The CIJE project will now focus on the personnel and community mobilization aspects of this plan.

In Milwaukee the Commission on Visions and Initiatives in Jewish Education, the local Lead Communities coordinating body, has been actively led by co-chairs Louise Stein and Jane Gellman. They have assembled and are working with a Steering Committee and a local Commission that represents many of the elements of the Milwaukee Jewish community. With the support of the Helen Bader Foundation, Milwaukee has a full-time professional director of the Lead Communities Project.

Chair Morton Mandel TO: FROM:

DATE:

Vice Chairs
Charles Goodman
Neil Greenbaum
Matthew Maryles
Lester Pollack

SUBJECT: P:

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Honorary Chair Max Fisher

We are pleased for Initiative: on February 25. are scheduled at <u>UJA/Federat</u> New York City.

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Broniman
Gerald Cohen
John Colman
Maurice Corson
Susan Crown

Lead Communiti

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Irwin Field Alfred Gottschalk Arthur Green Thomas Hausdorff David Hirschhorn Henry Koschitzky Mark Lainer Norman Lamm Norman Lipott Seymour Martin Lipset Florence Meiton Melvin Merians Charles Ratner Esther Leah Ritz Richard Scheuer Ismar Schorsch Isadore Twersky

Bennett Yanowitz

#### COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair

TO:

CIJE Executive Committee

Aorton Mandel

FROM:

Morton L. Mandel, Chair

lice Chairs Charles Goodman leil Greenbaum fatthew Maryles

SUBJECT:

Progress Report

DATE:

May 28, 1993

Honorary Chair

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Javid Arnow Janiel Bader Aandell Berman Charles Broniman Beratd Conen chn Colman Agurica Corson Busan Crown rwin Field dfred Gottschalk arthur Green. homas Hausdorlf David Hirschhorn Henry Koschitzky dark! ainer lorn. Lamm Jorman Lipott Seymour Martin Lipset Florence Melton **delvin Merians** Charles Ratner Esther Leah Ritz Richard Scheuer smar Schorsch sadore Twersky 3ennett Yanowitz

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Each of the three communities has been visited several times over the past several months by the CIJE staff and consultants, and we are pleased with the partnerships and the collaboration that have begun.

This report is being written just days following the conclusion of a most productive working seminar of the key professional leadership of the communities, with staff and consultants of the CIJE. The agenda was developed in collaboration with the three communities, so that following the meetings in Cleveland each of the communities and the CIJE would have a calendar and action agenda for the year ahead.

In addition to informative updates from the field researchers on progress in each of the communities, the topics and issues focused on systemic approaches to change through the "enabling options" (personnel development and community mobilization) and the integration of the CIJE projects.- Best Practices; Monitoring, Evaluation and Feedback; and a new project being designed to help the communities set long term goals with the involvement of the institutional and denominational resources marshalled by the CIJE.

#### Best Practices Project

Critical to the success of the Lead Communities Project are the continuing activities of the CIJE in the area of Best Practices. Since the Annual Meeting, the project has been active in the implementation of best practices in supplementary schools, and in the development of consultations in the areas of day schools and college campus activities. We anticipate the publication -- in the coming months--of the materials on Early Childhood education, an area that has been identified as of concern and interest to the communities and the field. To date, the day school consultation has involved educators from the Orthodox community--convened by Yeshiva University--and the Conservative movement through the efforts of the Solomon Schechter Day School Association. Similar consultations involving the Reform community and community day schools will be convened in the near future. The campus consultation was convened by the Hillel Foundation and included Hillel directors and campus professionals from throughout the country. Additional meetings are planned in both areas.

#### Monitoring, Evaluation and Feedback

The Field Researchers have been in their assigned communities since the project began, collecting baseline data for use in monitoring progress and providing feedback to both CIJE and the communities as we move ahead. Community representatives worked with CIJE consultants to design an educators survey to be administered this spring (in Milwaukee) and next fall (in Atlanta and Baltimore). The results, when analyzed, should provide us with extremely useful information on which to base our plans for future personnel training.

So far, so good. We look forward to sharing more detail on these activities at our August 26 meeting in New York.

Warmest personal regards.



#### AMERICAN FRIENDS OF THE HEBREW UNIVERSITY

Institute of Contemporary Jewry

11 East 69th Street New York, NY 10021 FAX: 212-744-2324 TEL: 212-472-9800

#### FAX TRANSMITTAL SHEET

DATE: 7/21/93

TO: Prof. Seymour Fox

FROM: ALIZA SABLE

FAX: 2-619-951 - Mandel Institute

NUMBER OF PAGES (INCLUDING THIS COVER SHEET): 1

SUBJECT: August meetings

Dear Seymour:

The American Friends is available for your August meetings. They will not charge a room fee, so your expenses will be only for the food and overtime for the maintenance man who will be setting and clearing everything up. I have to know the following information:

- 1) A Melton Center/Hebrew University Israeli budget number that the expenses can be charged to.
- 2) Room requirements: are both the dining room and the conference room needed? The dining room has a table in the center of the room and a buffet table can be set up alongside it for the meals. Meetings can be held in the dining room around the table, or the conference room can be used.
- Expected attendance
- 4) Hours of the meeting
- 5) Food and beverage requirements
- 6) Other requests that you may have

You can reach me in the office Tuesday through Thursday, or at home during the rest of the week.

Regards,

aliza

#### Follow up on telecon of Friday, May 28th 1993.

- 1) SF to call David Blumenthal
- 2) Job description for Barry Holtz, (SF) due by June 15th.
- 3) SF to call SHH re the denominations.
- 4) SW to prepare meeting with D. Friedman and S. Hoffman during forthcoming visit between June 24-27.

Date:

- a) June 25th
- b) June 26th
- c) June 27th

Time:

- a) Breakfast
- b) Other

Place:

- a) Hotel
- b) Mandel Institute

Participants:

- a) SF, AH,
- b) Alan Hoffmann, SW.
- 5) AH to call Marshal Levin re LC coordinator ( Botwinick ??? )
- 6) AH assignment # 3, (draft memo highlighting the centrality of personnel and community mobilization and develop a list of people to receive it), change to talk piece due for June 25th.
- 7) Atlanta.

How do we react to the decision of Atlanta to have L. Azoulay ( whose visit here and at Melton, I prepare ) be the local LC project coordinator?

- 8) Next telecon:
  - a) Wednesday June 9th no good ( MLM honoured at HU )
  - b) Is Tuesday June 8th after the reception in honour of MLM an option?

- c) Any other time during the week of June 6th?d) Postpone to the week of June 13th?

CIJE TASKS FOLLOWING MAY SEMINAR IN CLEVELAND. ( 2nd Draft) May 17th 1993.

Suggested short term tasks.

1) Immediate communication with LC.

CIJE staff to be in touch with each Lead Community, in order to get their feedback on the seminar and keep open communication as agreed upon during the seminar.

To be done by:

SF - Milwaukee during visit on Friday May 21st.

TBD

SW - Baltimore. (Call Chaim Botwinick) SW - Atlanta. (Call Lauren Azoulay)

2) Lead Communities agenda in sync with CIJE objectives.

Be in immediate and ongoing contact with each Lead Community regarding their short , middle and long range agendas. Verify that it is congruent with the objectives of the CIJE, i.e. that it addresses the two enabling options, through content, scope and quality.

TBD by SW in consultation with BH, DP .

3) Send minutes of the May seminar to all participants.

TBD by :

VFL

4) Prepare report on May seminar for Mandel Institute board meeting.

TBD by :

SW

## 5) Draft of 24 months action plan chart.

Particular attention to be given to some of the dates suggested in Cleveland , (e.g. Lay leaders and pros meeting in May and September + November at GA, may be scheduled differently). If necessary , get in touch with LC and CIJE american staff for readjustment.

TBD by SW ( with SF and AH )

## 6) Plan the next CIJE / LC seminar. (Ongoing Seminar)

The next seminar has to be planned as soon as possible.

Dates: Option 1: July 1993

Option 2: August 1993 (back to back with CIJE board meeting)

Location: One of the LC.

Choose in order to start preparations (hotels reservations, meeting locations etc)

#### Suggested agenda:

- Discussion of the background documents of the Commission
- Systemic change as content, scope and quality related to the two enabling options
- Personnel and wall to wall coalition.
  - Current situation ( achievements, problems,)
  - Objectives & means to achieve them.
- Clarifying the relationship between all stakeholders in the L.C. project.
- Costs occurred by CIJE activities ( seminars, etc )

## 7) Local Coordinators of the Lead Communities project.

At this point only Milwaukee has appointed a full time coordinator for the project. As we enter a more active phase of the project the importance of such coordinators become more and more evident.

Baltimore.

Baltimore see Chaim Botwinick as the coordinator of the project, in addition to (or as a result of) his responsibilities at the newly established Center for the Advancement of Jewish Education. When pressed upon to appoint an individual for whom the Lead Communities project will be the only responsibility they become defensive and resentful. A decision has to be taken in that respect.

Atlanta.

With regards to Atlanta they have tried to identify such an individual yet did not succeed in this endeavour thus far. As a result, they decided to appoint Lauren Azoulay to this position as of the coming fall.

## 8) Reiteration and clarification of the two enabling options.

During the seminar in Cleveland the notion of the difference between the two enabling options as categorically different from programmatic options has been repeatedly reiterated to all the participants.

However, it is unclear to what extent the representatives of the LC have internalized the concept and are in turn able to convey it efficiently to their communities.

Given the importance of this issue, it is suggested to discuss the enabling options during the next CIJE / LC ongoing seminar, as well as during the forthcoming seminar for the CIJE staff.

Objectives and means have to be set for each semimar.

TBD by SW

# 9) Clarifying the relationship between all participants in the LC project.

During the May seminar the issue of the relationship between all the participants in the project was addressed at several occasions: The training institutions, the denominations, Federations, CIJE, Foundations, and all other human and financial resources.

It is suggested to discuss this issue during the next CIJE staff seminar, as well as during the forthcoming CIJE/ LC ongoing seminar.

## 10) Cost related to ongoing seminars.

The issue of the costs involved in participating in the various seminars planned has been raised at several occasions by the Communities. Eventhough the idea of costs involved in being a Lead Community has been unequivocally presented, there seems to still be a gap between the LC and the CIJE on this matter.

In order to alleviate the problem, it is suggested to bring this matter during the next CIJE/ LC ongoing seminar.

## 11) Denominations and Training Institutions.

Given the fact that at this stage of the project, the Training Institutions and the denominations ( TI ) have not yet become active players in the LC project it is suggested to have a seminar for the TI, to bring these important key players on board of the project.

Date: September 1993 ( or July 1993 )

Location: Jerusalem ( or the US )

#### Desired outcomes:

- To bring the TI to be full partners in the LC project
- To help the TI address expected requests by the LC re Goals
- To help the TI address requests re Personnel issues ( pre & in service training).

#### Agenda:

- a) Report on the May Seminar: Partnership, Action Plan.
- b) The Goals Project:
  - 1) The Goals of each TI as stated in the curricula and other existing material.
  - 2) The Educated Jew project. (Presentation by Greenberg, & discussion with educators re translation)
- c) Personnel:
  - 1) Current situation re pre & in service training
  - 2) Challenges for short and middle range
  - 3) Training programs in Israel (possible cooperation)

## Support Projects.

#### The Goals Project.

a) Reiterate the nature of the Goals project.

Although the Goals project was the only content issue discussed during the May seminar, the two axes of the Educated Jew project and the existing goals set in the curricula and mission statements of the national and local institutions, still have to be clarified.

It is suggested that the Goals project be on the agenda of the CIJE staff seminar, and the seminar with the Training Institutions.

#### Educators survey.

a) Current situation in each L.C.

Milwaukee.

The data should be collected by the end of the school year. It will be sent to EG and after 2-3 months the statistical analysis will be sent to Milwaukee. At this point Milwaukee will look at best possible ways to use the results. (see Milwaukee )

TBD by SW in contact with Ruth Cohen and EG

#### Baltimore.

The survey is scheduled to take place in the beginning of September. Various concerns have been raised during the Seminar as to the appropriateness of this date at the beginning of the school year.

This matter has to be looked in, and a final decision to be made in consultation between Baltimore ( Botwinick ) and the CIJE ( EG )

TBD by SW in contact with C. Botwinick and EG

#### Atlanta.

The date of the survey has to be determined and preparations to start towards this date.

TBD by SW & EG

b) Costs: The costs for this project have to be shared between the CIJE and the LC. Each LC has to be notified about the approximate costs it will have to bear for this project.

TBD by SW and EG ( done for Milwaukee )

### Best Practices.

a) Supplementary schools.

Be in touch with each LC to implement BP in local Supplementary Schools

b) Day Schools.

Continue consultations towards finalizing and publishing BP in Day Schools.

c) Next steps.

Plan next areas of research, publication and implementation.

TBD by BH

### Pilot Projects:

Pilot projects have to be discussed with the three Lead Communities. Once agreed upon by the CIJE and the local federations, means of implementation have to be planned.

TBD by BH

### Monitoring Evaluation and Feedback.

a) Set guidelines for evaluation of the Communities available for the Lead Communities upon request.

( Will be helpful for the field researchers when requested to evaluate, and provide feedback on wide range of issues.)

TBD by AG and EG

## Lead Communities

### Milwaukee.

## 1) Request for \$ 30.000 .

Approved by ( MLM )

## Educators survey.

#### a) Cost.

Costs to be shared between Milwaukee and the CIJE ( expected cost for Milwaukee, +- \$ 8000 ( TBD by VFL )

## b) Agenda.

Upon completion of the survey Milwaukee will send it to EG and will get back after 2-3 months the statistical analysis.

In turn it will be upon Milwaukee to see how to use these results in the best way possible.

c) Principals and administrators.

SE has agreed to work with Ruth Cohen on the survey for Principals and administrators and together will ensure that this survey takes place at once, so that the data analysis will be comprehensive.

TBD by EG

## 3) Danny Pekarsky

Danny Pekarsky has agreed to be the consultant of the CIJE for Milwaukee. He will be introduced as such to the Community on Friday May 21st . During that meeting the participants (SF, DP, and Milwaukee lay and pro leadership) will discuss means and scope of DP involvement in Milwaukee.

#### 4) Goals.

Milwaukee has repeatedly stated that it wanted to have clear goals for the entire Community. They (still?) feel that the CIJE/MI have THE ideal goals ready in some drawer. This issue has to be discussed during May 21st.

## 5) Infusion of personnel.

It has been suggested to energize the local Jewish educational system through the recruitment of 2-3 educators and their training in Jerusalem.

Harriette Blumberg may be appointed at Milwaukee JCC.

Given the desired outcome to quickly and effectively energize the local community it seems appropriate to press upon the lay and pro leadership to try and recruit adequate educators for the training programs in Jerusalem.

TBD by SW in contact with Ruth Cohen and Alan Hoffman.

## Atlanta.

## 1) David Blumenthal.

Get back to Dave Sarnat re David Blumenthal ( Emory University)
TBD by SF

## 2) Barry Holtz.

Barry will be the consultant for Atlanta re content. Barry has to be introduced to the Community and set local action plan for short, middle and long range.

TBD by SF

## 3) CJC in sync with CIJE objectives

As the CJC has started to be active, it becomes important to ensure that it members ( lay and pros ) are cognizant of the CIJE objectives ( systemic, enabling, ) and are directing their efforts in sync with these objectives.

TBD by SW with SF

## 4) Infusion of personnel.

Dave Sarnat was suggested to talk with Alan Hoffman re training of personnel in Jerusalem.

TBD by SW and Alan Hoffman

### 4) Educators survey.

- a) Data Collection:
- Agree on the final content of the survey.
- Agree upon date for administration of the survey.

### b) Analysis:

- Once administered and having the statistical results ready , consult how to use for improvement of local system.

#### c) Costs:

- Determine costs for Atlanta and get approval from local Federation.

TBD by EG

## 5) Visit of Lauren Azoulay to Jerusalem.

On July 8th Lauren Azoulay will visit the Mandel Institute in Jerusalem.

Plan the day and visit.

TBD by SW

### 6) Missions to Jerusalem.

Dave Sarnat mentioned the 3 missions from Atlanta who will be visiting Israel during the next fall.

Plan a full day with the MI and Melton Center for them.

TBD by SW and Alan Hoffmann SF to talk to Perlman

### 7) Israel experience.

Send to Sarnat material on Israel experience

TBD by SW

### Baltimore:

- 1) Project Coordinator:
- The issue of who will coordinate the LC project in Baltimore has become delicate as Baltimore feel that Dr C. Botwinick is the most appropriate person for the job, whereas the CIJE is of the opinion that this responsibility cannot be another one on the shoulders of an individual ( qualified as he/she may be ) .

TBD by SF

- 2) Launch of the LC project.
- As they plan the formal launch of this project, Baltimore have requested the participation of MLM. If agreed by MLM, the date for the visit has to be finalized and agenda to be drafted.

TBD by SW with VFL and SF

- 3) Educators survey:
- Dates of administration have to be finalized.
- Costs for Baltimore to be submitted and agreed upon by Associated.

TBD by EG

- 4) Action Plan
- $\mbox{-}$  Local action plan has to be jointly discussed to ensure it is in sync with CIJE objectives.

## Suggested Agenda for SF meeting with Training Institutions and Denominations (TI). May 20th 1993.

- 1) Report about the May Seminar
  - Partnership
  - Action Plan
- 2) The ongoing seminar with the LC
  - Future participation of the TI
- 3) The Goals Project:
  - a) Expected requests from the LC to help them set goals, for institutions as well as community wide ( Milwaukee )
  - b) The Educated Jew project
  - c) Coordinator for this project at YU, JTS, HUC
- 4) Personnel:
  - a) Short term needs of each LC
    - Atlanta: Project coordinator & 1-2 educators
    - Baltimore: "
    - Milwaukee: 1-2 qualified educators
  - b) Long term plans for recruitment, training and placement of qualified educators
- 5) MAF grants:
  - a) No formal reports received in the last 6 months.
  - b) Update on progress

Problem: R. Hirt likely to reiterate the fact that on the one hand the commitment required by MAF/ CIJE is a long term one, while on the other hand the MAF grant is only for 3 years.

## Suggested agenda for SF visit in Milwaukee on Friday May 21st 1993.

- A) Formally introduce Danny Pekarsky
- 1) The commission on Jewish Education in North America.
- 2) May Seminar:
  - Partnership
  - Joint action plan
- 3) CIJE chain of command
- 4) \$ 30.000 authorized by CIJE board.
- 5) Educators survey.
  - Cost for Milwaukee (\$ 8000)
  - Expected completion of data collection: July 93
  - Expected statistical analysis completion: Sept-Oct 93 - Ideas for implementation: To be suggested by Milwaukee
- 6) Systemic change:
  - The concept
  - The role of enabling and programmatic options
  - Content, scope & quality
- 7) Personnel:
  - Short term needs

  - Israel training programs ( Jerusalem Fellows, Melton )
     Recruitment of local educators for middle and long range programs.
- 8) Community Mobilization:
  - Wall to wall coalition in Milwaukee ( comment re poor congregational representation, and fragmentation )
  - Are scholars in the Community involved in the project.
- 9) Local commission in sync with CIJE objectives.
- 10) Best Practices:
  - Implementation in local Supplementary schools
  - Proposals for Pilot Projects ( with BH )
- 11) Goals:
  - The concept
  - The Educated Jew project
  - Milwaukee request for setting community wide goals
- 12) Monitoring Evaluation and Feedback
  - The role of the Field researchers

### Suggested middle range tasks.

#### 1) Local Commissions.

During the seminar ( particularly in the course of the meetings with the field researchers ) , the issue of the representativity and the functioning of the local commissions came up .

#### Milwaukee.

Poor congregational representation and reported fragmentation in general in Milwaukee,

#### Baltimore.

Unclear relation between the former task force on Jewish Education in Baltimore and the expected new wall to wall coalition in Baltimore.

#### Atlanta.

Reported feeling by many in Atlanta that the CJC is more of a figure body than one able to take decisions and implement them effectively.

TBD by SF

## 2) Set guidelines for what project qualifies as a LC project.

The request for such guidelines came very strongly during the May seminar both from CIJE staff (BH) and by LC representatives. Although the importance of scope, quality and content was extensively presented there is still a lack of clarity with regards to what project does indeed qualify.

To be prepared by SW, discussed during the CIJE staff seminar, and presented during the next joint CIJE / LC pro - seminar.

### 3) Relations to Foundations.

An extensive report was given by AN on the situation re the national foundations.

The local communities are unclear as to what ( and if  $\ref{eq:communities}$  ) that means for them.

A direct link between AN and each LC may be beneficial in that respect.

# CALENDAR LCs AND CIJE

1993

			19	93							1	994
MEETING	Мау	June	July	Aug.	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.
1. Key Lay Leaders					Х		X			X	<u> </u>	
& Pros-L.C.s &												
CIJE (2X/Year												
[Feb. & Sept.]			}									
+ <b>GA</b> )												
2. Key	х		Х		Х		Х			Х		
Professionals L.C.s												
& CIJE (5X/Year)			}									
3. CIJE Staff to		<del>                                     </del>				_						
Each LC (Every 4-6												
Weeks)												
Atlanta		X	x	X	X	x	x	x	х	x	x	X
Baltimore		Х	X	Х	Х	Х	X	Х	х	Х	Х	Х
Milwaukee		x	х	x	х	х	Х	X	х	X	Х	х
4. Educator's							_					
Survey			: 			:						
Atlanta					_							
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Milwaukee	_				_							
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# CALENDAR LCs AND CIJE

1993

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MEETING	Мау	June	July	Aug.	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.
1. Key Lay Leaders		·-			Х		X			Х		
& Pros-L.C.s &												
CIJE (2X/Year												Ì
[Feb. & Sept.]												
+ GA)		1										
2. Key	X		Х		Х		х			Х	-	
Professionals L.C.s												
& CIJE (5X/Year)												
3. CIJE Staff to												
Each LC (Every 4-6										!	<b>i</b>	
Weeks)	;											
Atlanta		X	Х	x	x	x	X	x	x	x	x	x
Baltimore		X	Х	х	Х	Х	х	х	х	х	х	X
Milwaukee		X	х	х	x	x	x	X	x	x	X	x
4. Educator's				<u> </u>								_
Survey												
Atlanta												
Baltimore					_							
Milwaukee												:
5.												
6.												

# CALENDAR LCs AND CIJE

1993

			10	93			_				- 1	994
MEETING	May	June	July	Aug.	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.
1. Key Lay Leaders					Х		Х			X		
& Pros-L.C.s &								İ				
CIJE (2X/Year							1					
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2. Key	X		х		×		х			х		
Professionals L.C.s												
& CIJE (5X/Year)												
3. CIJE Staff to				_								
Each LC (Every 4-6												
Weeks)											:	
Atlanta	i	X	x	X	x	x	x	x	x	x	x	x
Baltimore		×	Х	X	X	x	×	×	×	x	X	×
Milwaukee		X	X	X	X	Х	х	х	x	X	x	X
4. Educator's												
Survey												
Atlanta					_					•		
Baltimore							_					
Milwaukee					_							
5.						_						
6.				_					:			

# **ATLANTA**

		33								334
	Juna	July	Aug.	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
CJC (every 2 months)										
JES										
Educators' Survey										
Taskforces:				l i			•			
* Israel Experience										
* Teacher Training										
JCC: Judaic Content										
High School Market										
Study (plan by Spring)						 			,	
Resource					l					
Development										
Contact with Foundations										
-Wexner		:								
-Covenant										
\$1 M Gift										
Create Fund for J.										
Continuity										
How to build this										
Exodus — Education Fund?										

# **BALTIMORE**

	June	July	Aug.	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
"CAJE"										
CIJE Committee (to June '95)		1/7				х	х	х	х	x
Planning (CIJE)		-								
Leadership Group		-								
Meeting	М									
Goals, Best Practices, MEF				\	L					
Launch CIJE at				31						
Commission Meeting	1									
Educators' Survey						7				
Financial Response					37					
Development										
Ed. Forum for J. Philanthropy			2							4/94
Multi-Year Commitments										
[Dovetail Lay & Pro										
CIJE Meetings]										
[Rotate Locations]										

# **MILWAUKEE**

	10	33							- 1	994
	June	July	Aug	Sept	Oct.	Nov.	Dec.	Jan	Feb.	Mar.
Commission	X			X			X			Х
Steering Committee	X	X		X	Х		Х	Х		X
Task Forces									:	
Personnel (2 year timeline)										
Strategic Planning (1 year)										
Visioning						:				
Goals										
Educator's Survey		ļ								
Data Collection			,							
Data Analysis	-									
Market Analysis										
Needs Analysis				İ						
(following plan	Ì									
outline)										
Fund Development					_					:

FACSIMILE TRANSMISSION Shill be Bitwelle CENTRE for EDUCATIONAL SOCIOLOGY Department of Sociology : Annete Hochstein TO The University of Edinburgh 7 Buccleuch Place : 010 972 2 619951 Edinburgh EH8 9LW **FAX NO** Scotland : Adam 6. Fax UK (0)31 668 3263 FROM Email CES@uk.ac.edinburgh Telephone UK (0)31 650 1000 : 19 May DATE or direct dial UK (0)31 650 4186/4187 PAGES (including top sheet) 2 NOTES I'm faxing this only because my e-mail connection is Groten. It can nait for Annettes return to Israel A- you should take a look at this, Adam is asking that CIJE is supposed to do for follow up. @ For a similar list for the communities, i.e. - what exactly

Of for all explanation of the first 2 pints of the 5 items

are they supposed to do over the 30-90 days following the meetings that you wish him to manitors This needs a response

FAX NUMBER FOR REPLY +31 668 3263.

PLEASE TELEPHONE +31 650 4186/4187 IF THERE ARE ANY PROBLEMS WITH THE RECEIPT OF THIS DOCUMENT.

Dear Annette,

As always I enjoy working with you and Seymour, and despite (or perhaps because of) the difficulties and challenges of the meetings last week, I am ready to push onward. (Lo alecha ha-m'lacha ligmor...)

We discussed some short-term monitoring, both of CIJE's follow up to the communities, and of the communities' follow-up to the meetings last week. I am writing to ask for elaboration on both of these points.

You had a moment to write five items that CIJE is supposed to do for follow-up. You wrote:

- (1) staffing exec
- (2) funding response
- (3) holding communities' hands
- (4) ed survey

I think I know what the 3rd and 4th points mean. Could you explain the first two? What do you want us to monitor there?

Regarding the communities, I need a similar list: What, exactly, are they supposed to do over the 30-90 days following the meetings, that you wish us to monitor? Let me try the following:

#### MILWAUKEE

- (1) Finish administering ed survey.
- (2) Follow through with commission meetings.
- (3) Expand mobilization to larger donors???? They don't know about this.
- (4) Incorporate personnel into all task forces.

#### BALTIMORE

- (1) Kick off lead communities on July 1.
- (2) ???

#### ATLANTA

- (1) Dedicate someone to the lead community project -- did they agree to this??
- As you can see I am struggling to come up with concrete steps that were promised to you. Do you have specific items or questions we can be looking out for?

Adam

\$

explain total

#### Α. Community

The following elements should characterize what is involved in what we call the community component of the lead community:

- Understanding
- 2. The communities identified and engaged and knowledgeable as well as articulate about the project.
  In addition, it has 1) a champion, 2) a leadership group, 3)

a wall-to-wall process.

Where the different ideologies or points of view are represented.

- Increased local funding for Jewish education 3.
- 4. Ongoing advocacy (community-at-large)
- There is a local CIJE (implementation mechanism) with a professional head
- 6. There are local and continental joint planning and joint activities
- 7. There is effective governance and effective governance structure in place (centralized or de-centralized)
- 8. There is an ongoing public debate on educational issues (ferment or what we call in Hebrew "tesisa".

### B. Content

- 1. Vision: There is a cumulative, community-wide definition or articulation based on: the mission of Jewish education articulated specifically by each constituency, or each institution.
- a. Excellence is aspired to.
- b. Goals are specified by/for each.
- c. Scope.
- d. Minimum standards.
- e. Rationale is made explicit.

## 2. Specifics:

a. Scope -- the scope should include programs in formal and informal areas, Israel and age groups.

Scope will also be defined by the proportion of people effected by the total project.

- b. Standards: staff education for all will be continuous and ongoing. The minimum scope will be defined (weekly?). It will be done by high level and qualified trainers.
- c. Application of best practice: Best practices will be applied through explicit learning and reinventing process that will go from the current place where the best practice takes place to the lead community.

This will involve understanding what it takes to move one program from one place to another.

d. Cumulative impact of all the endeavors will be aimed at consciously. The purpose is systemic change.

- C. <u>Personnel</u>
- 1. New people
- New positions
   a. Career ladder must be horizontal as well as vertical
- 3. Thoughtful improved conditions
- Ongoing education for staff
   a. Lead community -- targeted game plan
- 5. Recruitment strategies
- 6. Positing training institutions and other national resources
- 7. Implementation must take into account understanding, motivation and ability
- 8. Empowerment/involvement of front-line educators in the process

- brad we - natural plaining possions

# Mandel Institute

# Lead Communities Simulation Seminar April 27–29, 1993

## Participants:

Harriet Blumberg, Ami Bouganim, Seymour Fox, Annette Hochstein, Alan Hoffmann, Marshall Levin, Daniel Marom, Oriana Or, Marc Rosenstein, Carmela Rotem, Shmuel Wygoda

### I. Concerns That Need to be Addressed

Both the CIJE staff and the LC leaders have expressed various concerns regarding the lack of clear progress in the project. In large part these concerns seem to be due to deficiencies in communication and in lack of a clearly defined joint planning and decision-making process involving all players.

Specifically, the communities are concerned about:

- a) "false starts"
- b) a lack of clarity about who the CIJE is and who speaks for it
- c) a feeling that the CIJE and the community may not be pursuing the same agenda
- d) confusion over the role of the field researchers placed in the communities
- e) whether and how they can expect to get funding assistance from the CIJE
- f) a lack of clarity about the structure of the relationship of the LCs to the CIJE: are they to operate as individual clients, or as a group?
- g) a lack of clarity about who holds decision-making power: is this an equal partnership between the LCs and the CIJE? And where do the national denominational organizations fit in?
- h) a lack of understanding of what is meant by systemic change: how broad is the scope of the program, and how much room does it have for modest initiatives?
- i) why does there seem to be no long-term plan; why do decisions get made on short notice?

The CIJE is particularly concerned about the failure of the communities thus far to generate involvement by the intended broad spectrum of lay and professional leaders; indeed the CIJE

feels rather at a loss, as this lack of involvement is accompanied by a lack of knowledge of the dynamics and the structure of the communities' leadership: a "mapping" is needed.

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The Goals Project may help bring these two worlds together, as it uses the resources of the Federation and the CIJE to address issues of educational content, but does so through the denominational movements. Thus, by forging a partnership on the national level, we expect to be able to stimulate the formation of parallel partnerships on the local level. Moreover, this project helps to bridge another gap: that between the "scientific" approach of communal (i.e. Federation) administrators who require measurability and the traditional "Torah for its own sake" approach of the religious education establishment. An important objective of the Goals

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It is crucial to the success of the LC project that all involved understand the goal of systemic change. If communities perceive the LC project as simply a mechanism for obtaining funding for interesting local programs, then the point will have been missed. Therefore we must beware of pursuing "pilot projects."

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#### V. The Process

What we need now:

- a) a two tiered action plan; individual LCs and the three LCs as a unit
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## The May 10-11 Planning Seminar: "Towards a Joint Action Plan"

Day 1

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- 6. Integrate group and local plans to produce a master grid, to be studied in each community, for formal approval at session of lay and professional leadership in August/September
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## Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

#### Facsimile Transmission

To:	Mr. Henry L. Zucker	Date:May 7, 1993
From: _	Seymour Fox	No. Pages:
Fax Nun	nber:	
l		

Dear Hank,

We are fortunate that you will open the first session. The enclosed minutes of the Lead Communities Simulation Seminar will certainly amplify the points that I am making concerning the first session. I believe the following points could help set the right tone:

- 1. This partnership (between CIJE and local lead communities) comes at a unique time in American Jewish life. (Your point about the changes that have occurred in the American Jewish community and why this is a special moment.)
- 2. It is understandably difficult to undertake such a new endeavor.
- Lead community itself is a new idea;
- b. The CIJE is a new entity;
- c. This is a new kind of partnership between a national body and local communities;
- d. This is the first attempt to build wall-to-wall coalitions for Jewish education with the federation as the facilitator and catalyst.
- 3. All beginnings are difficult. We have had some initial problems (in the staffing of CIJE, in the staffing in the local communities for this particular project, in understanding the concept).

- In this two day consultation we are hoping that we can go a long way towards building a deeper partnership and clarifying the concept of lead community, particularly as it is to be implemented in each individual community, as well as a project across three communities. As I reviewed the background materials that were prepared for the work of the Commission, I noticed that in the February 14th, 1990 meeting we discussed the working assumptions that guide the idea of lead communities (at that time we called them "community action sites"). The first two working assumptions are particularly important for our discussions today. They are "local initiatives" and "learning by doing." (I am enclosing the section on community action sites from the February 14th background materials.)
- Being the statesman that you are, could you find a way to say something about the fact that one of the important purposes of our consultation is building trust between all the partners.
- There is one issue that they will bring up that I would like to discuss with you on the telephone today, Friday, May 7th -and that is point I(b) on page 1 of the enclosed minutes -- "a lack of clarity about who the CIJE is and who speaks for it." They are really asking for a table of organization. I dealt with this at the simulation and I would like to discuss the answer that I offered at that time.

With best regards and looking forward to talking to you today,

Sincerely,

MOUNTE SESSION.

Mandel Institute Lead Communities Simulation Seminar April 27-29, 1993

Participants: Annette Hochstein, Seymour Fox, Marshall Levin, Shmuel Wygoda, Alan Hoffmann, Ami Bouganim, Daniel Marom, Harriet Blumberg, Oriana Or, Carmela \_\_\_\_\_, Marc Rosenstein.

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# 5. Community Action Sites

# I. Background

A Community Action Site is a place—a whole community or a network of institutions—where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. The Community Action Site will engage in the process of re-designing and improving the delivery of Jewish education according to state-of-the-art knowledge. The focus will be on personnel and the community, with the goal of effecting and inspiring change in the various programmatic arenas in the field of Jewish education.

# A. Working Assumptions

The concept of the Community Action Site is based on several assumptions.

#### 1. LOCAL INITIATIVES

The initiative for establishing a Community Action Site should come from the local community and the key stakeholders must be fully committed to the endeavour. The community must be willing to set for itself the highest possible standards and guarantee the necessary funding for the project. The community selected will have to develop a local mechanism that will play a major role in the initiation of ideas, the design of programs and their implementation.

#### 2. LEARNING BY DOING

The notion of a Community Action Site assumes that it is possible to demonstrate effective approaches to problems in a specific community which can then be replicated elsewhere. Significant questions concerning innovation and implementation, such as what elements should be included and how they should be combined, can only be resolved in real-life situations, through the dynamics of thinking about implementation, and in the process of implementing.

#### 3. BEST PRACTICE

Best practice will be an important resource for the work of the Community Action Site. Examples of best practice in Jewish education, suggested by the national denominational bodies, their training institutions, educational organizations, JWB, JESNA, CJF, and other relevant groups, together with the staff of the facilitating mechanism, will be brought to the site, integrated in a complementary way, and adequately funded, thus significantly increasing their impact.

#### 4. CONTENT

The educational program in a Community Action Site will be guided by a carefully articulated philosophy which reflect deliberations concerning educational goals and the means for accomplishing them. Local institutions working with the denominations, JWB, JESNA, the facilitating mechanism and others invited to participate, will produce background papers on the philosophy that should guide the work being done. These papers should address the problem of translating the particular philosophy into curriculum, as well as describe the texts to be studied and the teaching methods to be used. They will also heip guide the evaluation of the program.

#### 5. ENVIRONMENT

The Community Action Site will be characterized by innovation and experimentation. Programs will not be limited to existing ideas, but rather creativity will 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 the Community Action Site.

## 6. EVALUATION

The work of the Community Action Site will have to be monitored and evaluated in order to discover what can be achieved when there is a massive and systematic investment of thought, energy and funding in Jewish education. The results of the evaluation will serve as the basis for diffusion.

#### 7. DIFFUSION

The results of work in a Community Action Site, and lessons learned from projects demonstrated there, will be diffused throughout the North American Jewish community and to other interested Jewish communities in the world. This will require thorough documentation of all aspects of the work.

# B. The Scope of a Community Action Site

The scope of a Community Action Site has not yet been decided. Below are two possible models.

- 1. The Community Action Site could be an entire community where all the institutions involved in Jewish education are invited to join. One to three such comprehensive sites could be established. Each site would have to guarantee the participation of a minimum number of its institutions. It might be determined that a substantial proportion of all the Jewish educational institutions in the community (e.g. the early childhood programs, the supplementary schools, the day schools, JCCs, Judaic studies programs at the local university, adult education programs, etc.) would be needed to build this version of a Community Action Site.
- 2. Several Community Action Sites could be established with each of them taking different cuts into Jewish education. This could be a cut by ages (e.g. elementary school age), by institutions (e.g. all the day schools), or some combination of these approaches. If, for example, three Community Action Sites decided to concentrate on early childhood and the supplementary school and the day school, three others on the high school and college age groups, and three more on JCCs, summer camps and Israel Experience programs, a significant portion of the map of Jewish education would be covered.

# C. An Example of a Community Action Site at Work

After establishing criteria for the selection of a Community Action Site, the board of the facilitating mechanism will consider several possible communities and choose from among them. A community that is selected will create a structure to work in partnership with the facilitating mechanism. If a local commission already exists, it might serve as that structure. Together they will conduct a study of the community to learn about the market for Jewish education (e.g. how many people are involved, what they want); the nature and status of the personnel; the lay leadership of Jewish education; the current level of funding for Jewish education, etc. A preliminary plan would then be developed. Below are some of the elements of a plan which could serve as examples of the work that will be undertaken in a Community Action Site.

#### 1. PERSONNEL

The study might show that there are currently 500 filled positions (formal and informal, full-time and part-time) in all areas of Jewish education in the community. The study would also identify the gaps that exist—the positions that need to be created and filled. The denominations (their organizations and training institutions) and others will be invited to join in developing a plan for recruiting, training and retaining personnel.

#### a. RECRUITMENT

All of the recommendations related to recruitment in the Commission's report, and the results of the national recruitment study that will be undertaken, will be reviewed and the Community Action Site would act on those recommendations. Some examples:

- Recruiting appropriate college students (good Jewish background, commitment to Judaism) from the local universities, and contracting several years of work in the supplementary schools, day schools and JCCs in the community.
- Recruiting people interested in changing their careers.
- Encouraging general educators in the community to retool themselves for positions in Jewish education.
- Bringing a number of outstanding educators from outside the community in to assume key positions (e.g. three Jerusalem Fellows, four Senior Educators, etc.).
- Recruiting personnel from among the membership of various national organizations and building a program to prepare them to work in the field.
- Canvassing the retired population in the community to recruit appropriate candidates for work in Jewish education.

#### b. TRAINING

In addition to preparing people who are new to the field, every person in the educational endeavour would be involved in in-service training. Some examples:

- All avocational teachers would be assessed in terms of their current knowledge and their potential and a program to advance them would be designed.
- All professional teachers, principals, and informal educators would be involved in some continuing education planned jointly by the national and local mechanisms.
- Special fast-track programs would be developed for retraining general educators or career-changers who are moving into the field of Jewish education.
- The Community Action Site might be adopted by a consortium of training institutions, with each institution undertaking a specific assignment. The training institutions, the local universities, institutions in Israel, and any other relevant players could be invited to participate.
- Lay leadership training programs might be established.

#### c. PROFESSION BUILDING

As a result of the community study, a new map of the Jewish educational needs in the community would be developed. This map might include, for example, three full-time positions for special education; several positions for experts in early childhood education; two teacher-trainers; specialists in the teaching of Bible, Hebrew, History; an expert on the use of Israel Experience programs; consultants on Jewish programming for the JCCs; several adult educators; several family educators, etc. To respond to these needs, it might be determined that a 10% increase in the number of positions in the community is required. This could include introducing more full-time positions for people currently working part-time. This map would be the beginning of a new conception of the profession and would develop with time.

Accompanying the map would be a description of the training, salary, benefits and status appropriate to each position. Thus, a Bible expert might earn the same salary and be granted the same status as a principal. This would expand the possibilities of advancement in Jewish education beyond the conventional linear pattern of teacher, assistant principal, principal.

#### d. RETENTION

The issue of retention would be addressed in light of the results of the community study. The study might point to the need for improving the relationship between lay boards and educators; the need for better compensation, the need for sabbaticals, trips to Israel as well as on-the-job training for teachers. The local mechanism will have to determine the conditions that are necessary to retain good people in the field and deal with them accordingly.

## 2. COMMUNITY—ITS LEADERSHIP, FUNDING, AND STRUCTURES

From the onset of the Community Action Site, the appropriate community leadership will have to be engaged. These leaders, either the board of a local commission and its staff or newly recruited leaders, will have to be involved in developing the plans of the Community Action Site, overseeing them, monitoring them and responding to feedback. The community would have to either create its own evaluation program or subscribe to a national evaluation program so that success could be measured and appropriate decisions could be made.

Only if the community leadership is well-informed and totally committed will the necessary funding and overall support be obtained for the work of the Community Action Site. A partnership between the community's lay leadership, educators and educational institutions must be created.

#### 3. AN EXAMPLE OF AN INSTITUTION WITHIN A COMMUNITY ACTION SITE

The supplementary schools within a specific community are offered below as a hypothetical possibility of how the national and local mechanisms would work together to implement appropriate recommendations. Over time, such an approach could be introduced for all of the institutions in a Community Action Site.

A taskforce, which could be composed of the top experts of various movements involved in supplementary education, might be created to join with the local structure in examining the supplementary schools. They would search for examples of best practice and invite those who have developed them, as well as thinkers or theoreticians in the area, to join in deliberations on the supplementary school. Together, the national and local teams would begin to plan an approach to improving the supplementary school which could include the following:

- the elaboration of educational philosophies for the supplementary school;
- the supplementary school's relationship to the synagogue, to informal education, to summer camping, to trips to Israel, to family education and to adult education;
- legitimate educational outcomes of the supplementary school;
- the range of curriculum and the content that should be offered in the supplementary school;
- the methods and materials currently available that should be introduced;
- the crucial problematic areas for which materials must be prepared e.g., methods for the teaching of Hebrew. In such a case, one of the national institutions or research centers might be asked to undertake the assignment immediately.

Each of the denominations would be given the opportunity and appropriate support (e.g. funding, expert personnel) to develop a plan including all of the elements listed above. The local and national mechanisms would review, modify and adopt the plan. Funding and criteria for evaluation would be agreed upon. The appropriate training institutions would be asked to undertake responsibility for training the personnel and would accompany the experiment as a whole. For example, for the Conservative supplementary schools, the faculty of the Jewish Theological Seminary of America and its Melton Research Center might work with the staff of the mechanisms, helping them decide what materials should be taught and developing a training program for the teaching of this material. JTSA and Melton faculty would be involved with the local supplementary schools on a regular basis, to monitor progress and to serve as trouble-shooters.

Although denominations would work individually with their Conservative, Orthodox, Reform and Reconstructionist schools, there are some areas where all of the denominations

could work together. On issues such as the integration of formal and informal education, the use of the Israel Experience, family education, and possibly even in certain content areas such as the teaching of Hebrew, combined effort could yield significant results.

Within a few years, we could learn what can be achieved when proper thinking, funding and training are invested in a supplementary school. We could also see how informal education, the Israel Experience, family education and other elements could be combined to increase the impact of the supplementary school. The extent of the success and the rate at which new ideas should be introduced will become readily apparent when the Community Action Site is functioning.

The facilitating mechanism, in addition to its role in planning, evaluating and overseeing the entire project, would, as quickly as possible, extrapolate principles from the experience of a Community Action Site to feed the public debate, leading to the development of policies on issues such as salaries, benefits, the elements of professional status, sabbaticals, etc. These policies, as well as specific lessons learned, would be diffused to other communities in North America.

# II. Recommendation

The Commission recommends the establishment of several Community Action Sites, where excellence in Jewish education will be demonstrated for others to see, learn from and, where appropriate, to replicate. Community Action Sites will be initiated by local communities which will work in partnership with the facilitating mechanism for implementation. The mechanism will help distill the lessons learned from the Community Action Sites and diffuse the results.

Jerusalem May 6th 1993

Dear Ginny,

As promised I send you hereby the articles by Fox/ Marom, Smith, Lightfoot and Cohen..

The following articles should be included in the book for each participant:

- a) Smith and O'Day: "Systemic school reform "pp 235-236 & 246-247 (attached hereby)
- b) Annette Hochstein: "Lead Community at Work"
- c) CIJE Planning Guide
- d) Adam Gamoran: "The challenges of Systemic Reform: Lessons From the New Futures Initiatives for the CIJE"
- e) Sara Lightfoot: The Good High School, pp316-323 (attached hereby)
- f) David Cohen: The Shopping Mall High School, pp 304-309
- g) Seymour Fox & Daniel Marom: "Goals for Jewish Education in Lead Communities" (attached hereby)
- h) Barry W. Holtz: " The Best Practices Project"
- i) Barry W Holtz: "Best Practices Project" The Supplementary School, CIJE February 1993
- j) Barry W. Holtz: Pilot projects. Working paper for February 22nd 1993
- k) Adam Gamoran: "Monitoring Evaluation and Feedback in Lead Communities" Tentative Plan of Work for 1992-93 (August 1992)
- 1) Adam Gamoran: Update from January 1993

In addition there should be one folder for each participants with all the Background Materials for the Commission on Jewish Education in North America

Regarding the following materials there should be some of each ( I enclose the suggested quantity ) available in the room so that we could decide if and how many to give out:

- 1) A Time to Act ( X 15 )
- 2) Lead Communities Program Guidelines ( X4)
- 3) Aryeh Davidson: "The Preparation of Jewish Educators in North America: A Status report." (X4)
- 4) Smith and O'Day: Systemic School Reform pp 233-267

I look forward to seeing you next week in Cleveland.

Best regards

Shmuel

## GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

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

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

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

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

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

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

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

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

- 1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead to an articulation of goals.
- 2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake community-based consultations.
- 3. Offer seminars whose participants would include Lead Community representatives where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer help and expertise.

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

Seymour Fox & Daniel Marom

# Council for Initiatives in

# Jewish Education

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Annette Hochstein, Seymour For

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Comments:

Fax Number: (216) 391-5430

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Aue are the lest 3 pages

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

216-391-1852



□ ASSIGNMENTS□ ACTIVE PROJECTS

☐ RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

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

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE WYGODA ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/30/93

		ORIGINATOR/PROJECT	LEADER	VFL	D/	HE 6/3	0/93
NO.	DESCRIPTIÓN		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Review the camper calls outl related talking points and s Israeli team's revisions to	uggest		SW	6/30/93	7/6/93	
2.	Provide VFL with details on telecon for the Israeli team with Baltimore staff.			S₩	6/30/93	7/6/93	
3.	Ask AG to prepare a report of and plans for the second year Monitoring, Evaluation & Fee project.	r of the		S₩	6/30/93	8/1/93	
4.	With VFL, draft a written preport to be sent to the bose early August.			SW	6/30/93	8/1/93	
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SEE MANAGEMENT MANUAL POLICY NO. 8.5 FOR GUIDALINGS ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

ASSIGNMENTS
<b>ACTIVE PROJECTS</b>
RAW MATERIAL
<b>FUNCTIONAL SCHEDULE</b>
73890 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION	CIJE	STEERING	COMMITTEE		
SUBJECT/OB.	ECTIVE	MANDEL	ASSIGNMENTS		

ORIGINATOR/PROJECT LEADER VFL DATE 6/30/93 ASSIGNED TO (INITIALS) DATE ASSIGNED STARTED COMPLETED OR REMOVED DATE NO. DESCRIPTION PRIORITY DUE DATE 1. Establish a finance committee. MIM 4/7/93 7/15/93 2. Contact the following board members MM 2/25/93 7/15/93 in preparation for the August 26 meeting and send brief report to VFL: a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer 6/17/93 3. Visit with Erica Jesselson to get her on MIM 8/31/93 board to support CIJE.

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SEE MAKAGEMENT MANUAL POLICY NO. ILS FOR GUIDELINES ON THE COMMETION OF THE FORM FOR A FUNCTIONAL SCHEDULE

ASSIGNMENTS
ACTIVE PROJECTS
RAW MATERIAL
<b>FUNCTIONAL SCHEDULE</b>

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/30/93 DATE ASSIGNED STARTED COMPLETED OR REMOVED DATE ASSIGNED FO (INITIALS) NO. DESCRIPTION PRIORITY DUE DATE Write condolence letter to Claire HL2 6/30/93 7/2/93 1. Rottenberg. HLZ 6/30/93 7/6/93 2. Encourage MLM to invite a Jesselson family representative to August 26 board meeting. Schedule a telecon of MLM with Gershon HLZ 4/29/93 7/6/93 3. Kekst to discuss CIJE. 6/30/93 Talk with MLM about the advisability of HLZ 7/6/93 4. negtiating with JCCA for office space in New York. 5. With SHH, talk with MLM about the SHH 6/8/93 7/15/93 advisability of approaching Jesselsen family to partner with Jim Joseph grant. 2/25/93 6. Contact the following board members in HLZ 7/15/93 preparation for the August 26 meeting and send brief report to VFL: a. Mandell Berman b. John Colman c. Maurice Corson HL<sub>2</sub> 7. Invite a small group of people to meet 5/19/93 7/31/93 with MLM at the Quarterly for a CIJE update. With VFL, prepare C. Ratner to report on HLZ 6/17/93 8/15/93 8. Lead Communities at board meeting. HL2 1/28/93 TBD 9. Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi Chai, Wexner and other funders. 10. Encourage MLM to talk with Corky Goodman HL2 3/24/93 TBD prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.

# BOARD MEETING COUNCIL FOR INITIATIVES IN JEWISH EDUCATION FEBRUARY 25, 1993 2:00 P.M. - 3:30 P.M. UJA/FEDERATION OF JEWISH PHILANTHROPIES NEW YORK CITY

#### Attendance

Board Members:

David Arnow, Daniel Bader, Mandell Berman, Charles Bronfman, Gerald Cohen, John Colman, Neil Greenbaum, Mark Lainer, Seymour Martin Lipset, Morton Mandel, Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz, Richard Scheuer, Ismar Schorsch, Isadore Twersky

Consultants and staff:

Shulamith Elster, Seymour Fox, Ellen Goldring, Roberta Goodman, Robert Hirt, Annette Hochstein, Stephen Hoffman, Barry Holtz, Virginia Levi, James Meier, Arthur Naparstek, Arthur Rotman, Barry Shrage, Jonathan Woocher, Shmuel Wygoda,

Henry Zucker

#### I. Opening Remarks

The chair welcomed board members to this meeting and introduced Daniel Bader of the Helen Bader Foundation, newly appointed board member, and Shmuel Wygoda, a member of the staff of the Mandel Institute, Jerusalem. He reviewed the materials in the meeting workbook, calling particular attention to updates on the best practices project and the monitoring, evaluation and feedback project.

The chair noted that CIJE has a very strong board representing a wealth of combined experience in Jewish communal endeavors and impressive ongoing interests as noted by the turnout at the annual meeting. He noted that the professional team is in formation. Dr. Shulamith Elster, Chief Education Officer, is devoting full time to CIJE as are the three field researchers, and Dr. Barry Holtz will come on board full time in June. The remainder of the staff is working on a part-time basis and we continue to seek the right person to take on the role of full-time executive director. He noted that the organization is establishing several board committees and intends to work through the committee process. The committees and their chairs are as follows: Best Practices, John Colman; Lead Communities, Charles Ratner; Monitoring, Evaluation and Feedback, Esther Leah Ritz. CIJE will shortly be sending board members a list and brief summaries of the committees and will invite them to indicate their preferences. The commîttees will be asked to write up their charge, share it with the full board for reaction, and then set priorities and work plans.

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#### II. Monitoring in the Lead Communities

The chair noted that the board would now have an opportunity to look closely at the monitoring, evaluation and feedback project of CIJE. The project is directed by Adam Gamoran, Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison. The Associate Director is Dr. Ellen Goldring, Professor of Educational Leadership at Vanderbilt University. Dr. Goldring is filling in for Dr. Gamoran this year while he serves as a Fullbright Scholar at the University of Edinburgh. In addition, the project has hired three full-time field researchers, one working in each of the Lead Communities. Roberta Goodman, the field researcher for Milwaukee was present with Dr. Goldring for the presentation on monitoring, evaluation and feedback,

#### A. Rationale

As an innovative project, the work with Lead Communities must be studied to document its efforts and gauge its success. How will we know whether the Lead Communities have succeeded in creating better structures and processes for Jewish education? On what basis will CIJE encourage other communities to emulate the programs developed in the Lead Communities?

The objectives of the project are as follows:

- Evaluate the success of the Lead Communities in creating improved structures and processes for Jewish education.
- Gather information which can be used by other communities to emulate successful programs developed in the Lead Communities.
- 3. Document the processes, efforts, programs, and impact of the Lead Communities project.
- 4. Provide the Lead Communities with ongoing, timely information as planning and implementation proceed.
- 5. Provide an open exchange of experiences, ideas, information, and successes among the three communities.

Monitoring involves observation and documentation of planning and implementation. Evaluation provides for interpretation of information to strengthen and support each community's efforts. Feedback offers oral and written response to the communities and CIJE.

#### B. Content and Early Focus

In its initial stages, the project is studying the process of change and its product. The field researchers are looking at the extent of community mobilization--breadth and depth of participation. They are also studying the nature of the professional life of Jowish educators

in the communities, i.e. the conditions under which they work. In addition, they are documenting the "structure and culture" of each community in order to study how a particular configuration might influence change. Finally, they are documenting the process to "strengthen the collective memory" in an effort to attribute long-range change to our work.

The goal during the first year is to monitor the process of becoming a Lead Community and to focus on the current state of affairs and the vision of change in each community. The project is focusing initially in four areas.

- 1. Introducing the field researchers to the communities—helping them to learn about the communities and establishing an effective relationship with the communities.
- 2. Focusing the content on launching and gearing up the process.
- Emphasizing the CIJE goals of working with personnel and community mobilization.
- 4. Helping each community to believe in the importance of evaluation.
- C. As a demonstration of the kind of interviews being undertaken in the communities, Dr. Goldring then conducted an interview with Ms. Goodman.
  - 1. Who are the researchers and how are they working in Lead Communities?

The researchers bring a variety of perspectives. One is a sociologist, the second a secular classroom teacher, and the third a formal Jewish educator. They work as a team, consulting and checking regularly with each other.

2. What is the researcher's role?

The researchers serve as the mirrors of the communities. They let the communities know how their work is being perceived and provide them with an opportunity to confirm their approach or revise it.

3. What methodologies other than interviews are the researchers using?

They are reviewing records and reports provided by the communities on earlier work in the area of Jewish education. They attend planning meetings, conduct observations, and take detailed notes. They stay in close touch with all that is happening in the community in order to be familiar with the range of activities.

4. How was entry into the communities negotiated?

The researchers were introduced to the communities by Shulamith Elster. Following this initial introduction, local lay leaders and professional staff have helped pave the way. The researchers have discovered that when they are properly introduced in advance, the interviewing process goes very smoothly.

5. How are the communities responding to the idea of evaluation?

While people are somewhat uncomfortable with the idea of evaluation, the communities seem to respond generally favorably. In the case of Milwaukee, the fact of having been selected as a Lead Community provides some reassurance that they are generally on the right track. With this in mind, the researcher is relatively well accepted. The response of professional educators to the evaluation process is especially enthusiastic as they realize that someone is paying attention to them and that their opinions are valued.

#### C. Discussion

The presenters were asked whether there is any fear that active involvement in the process will change the product. It was noted that evaluation cannot be divorced from implementation, but that the emphasis is on process. The communities articulate the goals and the evaluators measure the outcomes. One step in the documentation process is to lay out biases from the start.

It was suggested that it is important that the researchers and the local community work together as allies. One outcome of this process should be to develop the sense within the communities that an ongoing evaluation component is critical to all serious projects underraken by a community. It was suggested, in fact, that the process of establishing and implementing the Lead Communities project itself be monitored and evaluated.

It was suggested that the field researchers be invited to meet with the local commissions in their respective communities to explain their work. It was noted that the board committee on monitoring, evaluation and feedback might be helpful in encouraging support of the project among local lay leaders.

The process we are undertaking to model evaluation, evaluate, and show how evaluation can impact the process is a complicated but very important one.

#### III. Concluding Comments

The meeting concluded with a thoughtful D'var Torah delivered by Neil Greenbaum, president of JESNA.

TELEPHONE (6)5; 322, 371

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

TO: Annette Hochstein

FROM: Ellen Goldring

RE: Update: Educator Survey

Date: May 5, 1993

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In preparation for our upcoming meeting, where I hope we will have time to discuss the next steps for the educator survey, I want to bring to your attention some of the issues we are confronting now.

- I know I was to bring some estimates about the cost of data entry, data analysis and report writing. However, due to some of the unresolved issues, this is a difficult task. I suggest that it would be best to clarify some of these other issues before we begin to discuss cost so I will have a better understanding of the nature of the tasks we are contracting for.
- 1) One issue is the different schedules of the communities. Milwaukee will be ready to analyze the data in June, while Baltimore and Atlanta will begin collecting data in the fall. It is not clear if Baltimore and Atlanta will begin and end the process at the same time.
- 2) All communities had equal opportunities for input into the development of the survey. It appears that Steve G. has mentioned to Shulamith that he would like to change the survey. (We should discuss the many possible interpretations to his request). understanding is that he could learn from the Milwaukee experience. I think we (CIJE) need to decide how we want to proceed with this issue. From a brief discussion with Ruth, it is clear that it is very important to her that Milwaukee not be viewed in this light. At considerable risk, time and energy, Milwaukee put forth the effort to administer the survey and look forward to using the information for planning. They want to be included in community comparisons of their data and do not want to be penalized for "going first". In addition, if Atlanta changes the survey they cannot be compared with the other communities. (My understanding from Baltimore is that will use the same version that Milwaukee is using. ) Lastly, if Atlanta changes the survey it will involve additional cost both in terms of the development of the changes, and the analyses and data entry, which will be different from the other communities.

Issues to be raised in terms of next steps are:

- 1) Do we assume that all communities will be using the same survey? Do we take a position on that issue or leave it to the discretion of the communities? (How will this impact inter-community relations and future LC-CIJE projects?)
- 2) Do we proceed with Milwaukee in the meantime, and get an estimate for their data entry and analysis and leave Baltimore and Atlanta until the fall?

By way or clarification: I will not be available to write the reports of educator surveys. In my contacts to find the suitable person to work with on this project, I have included report writing in their tasks. I will work with the contracted person to ensure a quality product, and will broker between the LC and the person as needed, and Adam or I will make all presentations regarding the data and its implications.

I look forward to seeing you on Monday.

Mr. 1210 ACT



Q2 619 951

# FACSIMILE TRANSMISSION

311 H COPLAN 972 DATE: DIM LANSBURGH CE CHAIRMAN 5/5/93 ISHEEL ABOAN AIN TO: Annette Hochstein FROM: Marshall Levin LATZ AMINAN CESS. # OF PAGES: (including this page) MAINUNTZ والإرث ولايافرم A BULLPITE CVI VANNA A COOPER IF ALL PAGES ARE NOT RECEIVED. aga. PLEASE CALL 410-727-4828 (x239) IMMEDIATELY. нявсньюям AVERBERG NEGETTYTERY COMMENTS: LL D. ENT Here is the fax I received from Howard in Milwaukee. Have

tesm in Cleveland.

Warmest regards.

SENDER'S FAX: 410-752-1177

a safe trip. I look forward to seeing you and the CIJE

Confidentiality Notice

The documents accompanying this telecopy transmission contain confidential information belonging to the sender which is legally privileged. The information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or the taking of any action regarding the contents of this telecopied information is strictly prohibited. If you have received this telecopy in error, please notify us immediately by telephone to arrange for return of the original documents to us.





# Hay Meeting Agenda

#### I. Overview

A. Partnership and Joint Planning

#### II. Draft Action Plan

- A. The three Lead Communities together and the CIJE
  - A review of CIJE's organizational structure defining the responsibilities of individuals.
  - Comparison and differentiation of those goals developed by CIJS versus those which have emerged from individual communities.
  - 3. To what degree is CIJE still able to offer planning assistance to the Lead Communities? Is Ukeles and Associates still connected with the project?
  - 4. To what degree do the communities work together?

#### B. Bloments

- 1. Systematic change
  - a. Personnel What is the time frame for the development and dissemination of the Educator's Survey? Who is doing the analysis? Is the analysis being performed by one central source or individually in each community?
  - b. Community Mobilization Eow is high visibility maintained? In what way can we promote broad ownership, yet maintain control of an organized and planful process? How do we present to stakeholders "What's in it for them?"?

## 2. Support Projects

- a. Best Practices
- b. Goals
- c. Monitoring evaluation and feedback
- d. Questions
  - Bow do the projects interconnect with one another?

- How do communities connect to the denominational movements and CIJB affiliated Poundations for consultation, program initiatives and funding?
- 3. How do we present each of these projects to our stakeholders from the perspective of how they can benefit them?
- C. Individual Lead Communities and the CIJS
  - What is the status on the request to CIJE for start up administrative and planning support for the project in the communities?
  - To what degree can the Lead Communities provide human rescurces and consultation to each other?

III. Synthesis - II. A. and II. C.

IV. Local Lead Communities Issues - Open Discussion

HN/nm 5/4/93

2.593

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

## Facsimile Transmission

To: Ginny Levy	Date: <u>May 3, 1993</u>
From: Shmuel Wygoda	No. Pages: 4
Fax Number:	-

Dear Ginny,

Please find attached to this letter the suggested agenda for the May consultation as well as the suggested letter of invitation to be sent to the participants.

I look forward to seeing you next week in Cleveland.

Best regards

Shmuel

#### MAY SEMINAR

#### SUGGESTED AGENDA: TOWARDS A JOINT ACTION PLAN

#### I. Overview

Partnership and joint planning

- II. Draft Action Plan
  - A. The three Lead Communities together and the CUE
  - B. Elements
    - 1. Systemic change
      - a. Personnel
      - b. Community mobilization
    - 2. Support projects
      - a. Best practices
      - b. Goals
      - c. MEF
  - C. Individual Lead Communities and the CIJE
- III. Synthesis:

II)A and II)C integrated into a joint action plan/calendar

IV. Local Lead Communities issues: Open discussion

Dear XXX,

We look forward to your participation in the CIJE Lead Communities consultation in Cleveland at the (name & address of meeting place) on Tuesday May 11th and Wednesday May 12th. It is planned that we will begin at XXX (time) on Tuesday and meet through (time) XXX and then again on Wednesday at (time) XXX until (time) XXX.

In preparation for the consultation in Cleveland, the staff of the CIJE met in Jerusalem with the participation of Mr. Marshall Levin from Baltimore to prepare an agenda which we suggest will concentrate on building a joint action plan. Marshall will be discussing this suggestion with you. Because we hope that these meetings will be devoted to joint deliberation and planning, we are not enclosing any reading materials. The enclosed list of materials will serve as background materials for our meetings in Cleveland and I, of course, will be happy to mail them to you before the meetings if they are not readily available to you.

Please do not hesitate to be in touch with me if you need any additional information or assistance.

Looking forward to your participation in Cleveland.

Sincerely,

Ginny Levi

#### BACKGROUND MATERIAL.

A) A Time to Act B) Lead Communities Program Guidelines C) Annette Hochstein: " Lead Communities at Work " D) CIJE Planning Guide E) Adam Gamoran: "The Challenge of Systemic Reform: Lessons From the New / Futures Initiatives for the CIJE " F) Commission on Jewish Education in North America: Background materials G) Aryeh Davidson: "The Preparation of Jewish Educators in North America: A Status report ". ( A report submitted to the Commission on Jewish Education in North America ) H) Barry W. Holtz: " The Best Practices Project " I ) Barry W. Holtz: "Best Practices Project: The Supplementary School. CIJE-February 1993 J) Barry W. Holtz: "Pilot Projects". Working paper from February 22nd 1993 K) Adam Gamoran: "Monitoring Evaluation & Feedback in Lead Communities-Tentative Plan of Work for 1992-93 (August 1992) Additional Publications 1) Marshall Smith & Jennifer O'Day: "Systemic School Reform" pp 233-267

#### 1

2) Sara Lightfoot: "The Good High School "pp 316-323

3) David Cohen: "The Shopping Mall High-School "pp 304-309

DATE TIME **FAX TRANSMITTAL** 5/3/93 NAME COMPANY FAX NO. PLEASE Seymour Fox RUSH Annette Hochstein 011-972-2-619-951 TO NAME JEWISH COMMUNITY FEDERATION Steve Hoffman 1750 Euclid Avenue FROM Cleveland, Ohio 44115 Phone: 216-566-9200 Fax #: 216-566-9084

PLEASE CALL IF YOU DO NOT RECEIVE ALL PAGES OR IF TRANSMISSION IS NOT READABLE.

TOTAL PAGES SENT (Including this page)

1

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**MESSAGE** 

The Atlanta Federation has asked for a more detailed agenda for next week's meeting. The present outline given to them by Marshall Levin is too sketchy.

Can you give me a more detailed agenda to share with them in terms of objectives expected, outcomes, etc.?

Warm regards.

SHH:gc B3:14A

## Council for Initiatives F in Jewish Education Α X No. of Pages (incl. cover): Date sent: 5 3 Time sent: 4:45 From: Ginny Levi To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization: Phone Number: Phone Number: O Fax Number: (216) 391-5430 Fax Number: 0119722 619 951 Comments: Е Dear annette, R He's upset with how S Н Ε Ε Т

gaing to distribute them. If there are any problems receiving this transmission, please call:

216-391-1852

what should me do?

P.S. Will you have a PERT chart for review by the CIJE Steering Committee on May 13?

#### SUGGESTED AGENDA: TOWARDS A JOINT ACTION PLAN

A. Partnership and joint planning

SHH&ML

II. Draft Action Plan

A. The three Lead Communities together and the CIJE

B. Elements:

AH

1. Systemic change

a. Personnel

b. Community mobilization

c. MEF ( ) ( )
C. Individual Lead Communities and the CIJE

2. Support projects

b. Goals

a. Best practices

III. Synthesis:

achon Han

BH

SF

AG & EG

II) A and II) C integrated into a joint calendar

IV. Local Lead Communities issues: Open discussion SRE

#### Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

#### Facsimile Transmission

To:Ginny Levi		Date:	May 4, 1993	
From:	Shmuel Wygoda	No. Pages: _	5	
Fax Number	r:			

Dear Ginny,

Attached please find a detailed agenda and desired outcomes for the May consultation.

Could you please see that SHH receives it today, and that all participants in tomorrow's telecon receive it prior to the call.

Best regards,

Shmuel

#### CIJE / LEAD COMMUNITIES MAY CONSULTATION

#### **AGENDA**

#### Desired outcomes:

- To continue joint planning and intensify partnership.
- To foster and develop relationship within and across Lead Communities and with the CIJE
- To agree upon the role, content, and method of implementation of each element involved in the Lead Communities project.
- To develop an integrated joint action plan and calendar for each L.C ("within") and for the three L.C. ("across") and the CIJE

#### I) Overview

Partnership and joint planning

- a) Issues related to launching a Lead Community.
- b) How to coordinate and integrate the Communities agenda and the CIJE agenda.
- c) The relation of the CIJE to funding and fundraising in L.C.
- d) Different visions of the project by the various partners.
- e) CIJE chain of command.
- f) Partnership issues, e.g.:
  - 1) Relationship within and across the L.C. and with the CIJE.
  - 2) The denominations, the L.C. and the CIJE.
  - 3) Relationship with major institutions, e.g. JESNA, JCCA, CJF

#### II) Draft Action Plan.

#### A) The three Lead Communities together and the CIJE.

- Jointly draft a 18/24 months calendar / action plan for the 3 Lead Communities and the CIJE.

#### B) Elements:

#### 1) Systemic change

- a) The concept
- b) The role of enabling & programmatic options.
- c) Personnel:
  - Educators survey
  - Addressing the shortage of qualified personnel
  - Strategies to recruit and train personnel ( short & medium term )
- d) Community mobilization:
  - The concept
  - Wall to wall coalition lay leaders, rabbis, educators, professionals, & academics..
  - Building strategies for Community mobilization

#### 2) Support projects

Comprehensive and planned approaches to content, scope & quality.

#### a) Best Practices:

- Best Practices as an inventory of " success stories " in Jewish Education.
- Pre-conditions for replicating Best Practices
- Initial areas in which Best Practices will be developed.
- Best Practices in the Supplementary school: Initial findings and implementation.
- Pilot Projects and Best Practices

#### b) Goals

- The role of Goals for education
- Articulate goals for effective evaluation
- Participants in the deliberation on Goals

#### c) Monitoring Evaluation and Feedback (MEF)

- MEF as a tool to document the entire L.C. project and gauge its success.
- Developing the feedback loop
- The role of the Field Researchers
- Relationship of the Field Researchers to the Lead Communities

#### C) Individual Lead Communities and the CIJE

- Each community strategy and action plan

#### III) Synthesis:

II)A and II)C integrated into a joint action plan / calendar

#### IV) Open issues:

Concluding discussion

FAX TRAI	NSMITTAL	DATE 5/4/93		4:40
PLEASE RUSH TO	NAME Seymour Fox Annette Hochstein	COMPANY	·	FAX NO. 011-972-2-619-95.
FROM	NAME Steve Hoffman	JEWISH COMMUNITY FEDERATION 1750 Euclid Avenue Cleveland, Ohio 44115 Phone: 216-566-9200 Fax #: 216-566-9084		DERATION
	L IF YOU DO NOT RECEIVE ON IS NOT READABLE.	ALL PAGES OR IF	TOTAL PAGES	S SENT (Including

The detailed agenda was terrific. Dave Sarnat himself will be coming in for the consultation. He'll arrive Tuesday evening with me and will stay all day Wednesday.

, Sieve

\*\* TOTAL PAGE.01 \*\*

פמפ פוקס אוסר:

1.131 85-8 2.23 vvr See 223 12.

## Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Best regards

Shmuel

#### **Facsimile Transmission**

rom: Shmuel Wygoda			
	No. Pages:	3	
ax Number:		1	
Dear Ginny,			

#### MAY CONSULTATION: TIME ALLOCATION AND FACILITATORS.

Tuesday May 12th 1993.

Sessions 1 & 2 (morning)

Overview

Partnership and joint planning:

Facilitators: Shulamith R.Elster, Marshal Levin & Henry L. Zucker.

Sessions 3 & 4 (afternoon)

Draft Action Plan:

A. The three Lead Communities together and the CIJE

Facilitator: Annette Hochstein.

- B. Elements:
  - 1) Systemic change
    - a) Personnel
    - b) Community Mobilization

Facilitator: Seymour Fox & Shmuel Wygoda

- 2) Support projects
  - a) Best Practices

Facilitator: Barry W.Holtz

b) Goals

Facilitator: Seymour Fox & Shmuel Wygoda

c) Monitoring Evaluation and Feedback

Facilitators: Adam Gamoran & Ellen Goldring

Session 5: Dinner

C) Individual Lead Communities and the CIJE

Wednesday May 13th 1993

Sessions 6 and 7:

III. Synthesis:

II)A and II) C integrated into a joint action plan / calendar

Facilitators: Steve H.Hoffman & Marshal Levin

Session 8

Open issues: Concluding discussion

Facilitator: Shulamith R. Elster

Issues for May 5th telecon.

- A) Plans for Monday evening (May 10th 1993)
- I) Report by the Field researchers
- II) The feedback loop
- III) The role of the Field researchers in the Community.
- ( IV Educators survey )

Additional issues.

- 1) Jim Joseph Foundation. Where is the curriculum?
- 2) Simulation minutes by Marc Rosenstein ( to be distributed to staff members )
- 3) Time allocation and facilitators
- 4) Attendance in Cleveland
- 5) Starting time on each day
- 6) Related reading material (including Goals paper)

#### To Ginny:

- a) Fax agenda to Adam Gamoran and Ellen Goldring
- b) Prepare big sheets of paper, board and markers, and overhead projector

Council for Initiatives F in Jewish Education А Х No. of Pages (incl. cover): Date sent: Time sent: From: Ginny Levi Annette Hochstein, Seymour Fox Shmuel Wygoda Organization: C Phone Number: Phone Number: (216) 391-1852 О Fax Number: (216) 391-5430 Fax Number: 0119722 619 951 Comments: E Dear Partners - across-the- Sea, I have just learned from Jane Gellman that cause of airline changes, the Milwaukee team R S ould you consider starting the meetings Н lunch and meeting into the evening This is what Milw. prefer. E be better for atlanta F Please irraider as you do your simulation. T

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

I am to let Jane bense an Theres.

216**-3**91-1852

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COFFERENCE A

## Council for Initiatives F in Jewish Education A Χ

Date sent: 5/5

Time sent: 5:00

No. of Pages (incl. cover): 3

To: Annette Hochstein, Seymour Fox,

From: Ginny Levi

Organization: Wygoda

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

C

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Dear Shmuel,

Here are 2 cover letters that I prepare to send timenow. Please let me know what you think.

Thanks,

Jimy

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

216-391-1852

#### COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

TO; Participants in CIJE Consultation

Chair

Morton Mandel

FROM: Ginny Levi

Vica Chairs

Charles Goodman

DATE: 5/5/93

Neil Greenbaum

Matthew Maryles

Lester Pollack

SUBJECT: Lead Communities Consultation

Honorary Chair

' ix Fisher

Board

David Arnow Daniel Bader

Mandell Berman Chartes Bronfman

Gerald Cohen

John Colman Maurice Corson

Susan Crown

Irwin Field Alfred Gottschalk

Arthur Green

Thomas Hausdorff

David Hirschhorn

Henry Koschitzky

Mark Lainer

irman Lamm

Norman Lipotf

Florence Melton Melvin Merians

Charles Ratner

Estner Leah Ritz

Richard Scheuer Ismar Schorson

isadore Twersky

Bennett Yanowitz

We look forward to your participation in the CIJE Lead Communities consultation in Cleveland at the Jewish Community Federation, 1750 Euclid Ave. (216-566-9200) on Tuesday, May 11th and Wednesday, May 12th. We will begin at 9:00 AM on Tuesday and meet through dinner. On Wednesday we will begin at 9:00 AM and conclude by 4:00 PM.

In praparation for the consultation, a meeting was held in Jerusalem with the participation of Marshall Levin from Baltimore to prepare an agenda which we suggest concentrate on building a joint action plan. Following his return, Marshall was in Louch with people in Atlanta and Milwaukee to discuss proposed plans for the meeting. The enclosed agenda is the result and will serve as the basis of our consultation.

Enclosed are several papers which we believe will be useful in our discussions, some of which will be familiar to you. Other materials will be distributed at the meeting.

In terms of logistics, reservations have been made for all out-of-town participants at the Holiday Inn-Lakeside, 1111 Lakeside Ave., (216) 241-Seymour Martin Lipset 5100. We have given flight information to the Holiday Inn and there should be a courtesy van at Exit 2 of the airport baggage claim area when you arrive. If the van is not there, you will find a Holiday Inn-Lakeside courtesy phone at the baggage level.

> The hotel will have a van available at 8:45 each morning to take you to the Federation and another to return you to the hotel on Tuesday evening. We are also arranging for transportation from the Federation to the airport on Wednesday. If you prefer to leave from the hotel, you can tell me once you are here.

I look forward to seeing you.

## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair

Morton Mandel

TO: CIJE Staff & Consultants

Vice Chairs

FROM: Ginny Levi

Charles Goodman Neil Greenbaum

Matthew Maryles

DATE: 5/5/93

Lester Pollack

Honorary Chair

SUBJECT: Cleveland Consultation

Max Fisher

Board David Arnow Daniel Bader Mandell Berman Charles Bronfman Gerald Cohen John Colman Maurice Corson Susan Crown Irwin Field Aifred Gottschalk Arthur Green Thomas Hausdorff David Hirschhorn Henry Koschitzky Mark Lainer man Lamm Norman Lipott Seymour Martin Lipset Florence Melton

Melvin Merians Charles Ratner

Esther Leah Ritz

Richard Scheuer

Ismar Scherson

Isadore Twersky

Bennett Yanowitz

- A few notes, in addition to the attached, specifically for you.
- 1. There will be a van from the Holiday Inn to the Federation at 5:45 on Monday, May 10. Please be downstairs promptly in order to catch it. A van will return you to the hotel at 10:00 PM.
- 2. The room charge for our staff and consultants is being billed directly to CIJE. However, you will be responsible for any phone, meal, or other expenses charged to the room.
- 3. The following documents are being sent to community representatives. I am sending you only the items you may not already have received (marked by \*). The others will be available in Cleveland.
  - a) "Lead Communities at Work" by Annette Hochstein
  - \*b) "The Challenge of Systemic Reform: Lessons From the New Futures Initiatives for the CIJE " by Adam Gamoran
  - c) "The Preparation of Jewish Educators in North America: A Status report" by Aryeh Davidson
  - d) "Pilot Projects" Working paper from 2/22/93, by Barry Holtz
  - e) "Monitoring, Evaluation & Feedback In Lead Communities-Tentative Plan of Work for 1992-93" (August 1992) by Adam Gamoran
  - \*f) Goals paper by Seymour Fox & Daniel Marom

## COMMUNITIES

- 1. False starts
- 2. CIJE chain of command
  - Who is in charge?
  - What/Who is the CIJE?
- 3. Community agenda

  Versus

  Not always in sync

  CIJE agenda
- 4. Role of field-researchers
  - a) Feedback loop
  - b) Who are they serving
  - c) When will they do what
  - d) Lack of involvement w/CIJE and w/community
- 5. Funding role of CIJE unclear
  Funding
  Versus
  Fundraising
- 6. Different visions by different actors

-12/ here 12/1/2 ( 2000) = (10 1=1 / 6) 10

- 7. Need to define "elements" "terms" "concepts" and discuss w/communities
  - a) Systemic change
  - b) Partnership

Lay-Pro relationship

Professional Credibility

**Each denomination** 

Within

Each actors' group

Each community

Major institutions (Federations

versus XXX

**Across** 

- c) Who is the client? Each community or all 3 together?
- d) Who is "we" in the community?
- e) CIJE—lack of understanding of CIJE
- f) Joint planning process
- g) Scope + who decides (community/federation)
- h) Professional credibility
- 8. Calendar of events + lead time
  - 2 year
  - as matter of respect
- 9. Team building & trust building

#### CIJE

- 1. False starts
- 2. Limited presentation of idea
  - Pros-limited
  - Lay group—no
  - Rabbis no
  - Educators limited
- 3. Educators' Survey Why yes?
- 4. No mapping of communities
  - Problems
  - Opportunities
  - Lay people?
- 5. Denominations are left out
- 6. Selection
- 7. Scope
- 8. Content
- 9. Quality
- 10.CIJE Professional credibility
- 11.Full-time LC director

#### MAY MEETING

#### Iteration 1

#### **Desired Outcomes**

- . Begin shared vision for LC
- Trust/relationship building
- Some concrete steps
   Actions (e.g., Calendar)
   Decisions
- . Solidify relationship CIJE—Local federation

### **PROFESSIONAL**

CIJE (Jerusalem, Cleveland, Consultants [Field Researchers])

**Federation Senior Staff** 

- 1. Exec. Dir
- 2. Planning Dir
- 3. LC Planners

**Federation Staff** 

- 1. Campaign
- 2. Legacy
- 3. Endowment

**Senior Educators** 

Rabbis

All Other Educators

Staff of Fed.-Funded Education Agencies (BJE, JCC)

Denominations — Movements

Informal Jewish Ed. Organizations

- Hadassah
- ZOA

**Foundations** 

Universities

#### LAY

CIJE

**FEDERATION** 

**EDUCATION AGENCIES** 

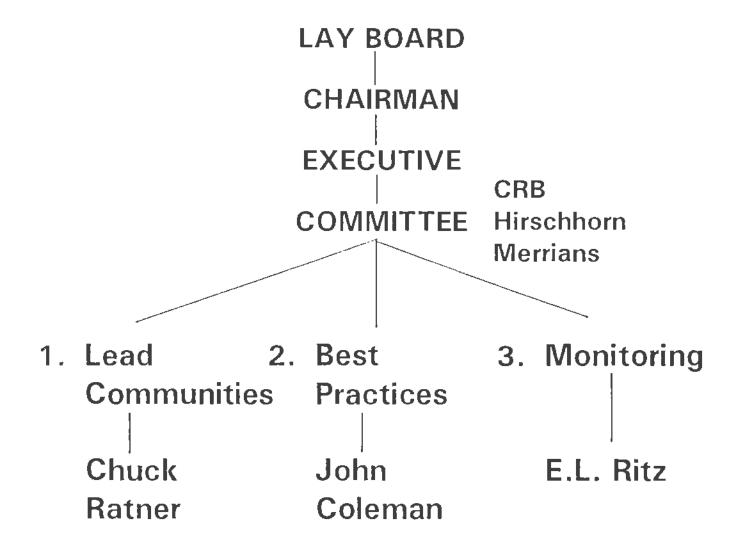
CONGREGATIONS/SYNAGOGUES (DENOMINATIONS)

**ALL SCHOOLS** 

INFORMAL JEWISH EDUCATION ORGANIZATIONS

**FOUNDATIONS** 

**UNIVERSITIES** 



## **PROF**

## **Acting Director [Temporary]**

G. Levi
Administration

**Education Staff** 

AH

(SF)

(SW)

Etc.

S. Relsten

B. Holtz

A. Gamoran - Golding

WITHIN ACROSS

Local

**Lead Communities** 

Continental

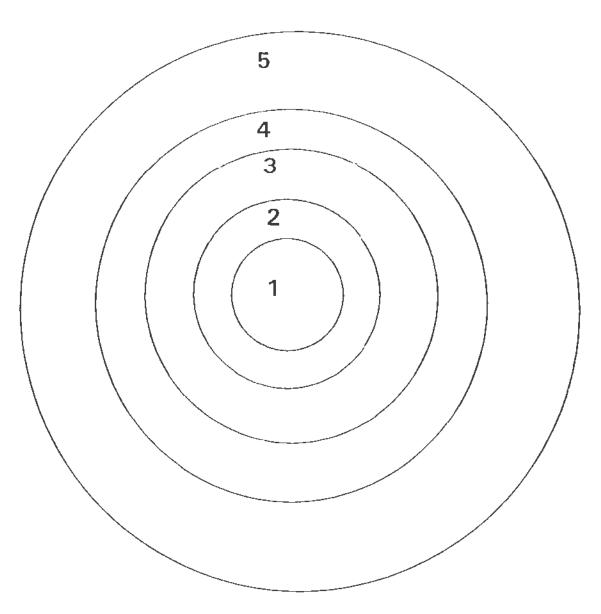
International

Within:

CIJE Professional

Lay

## COMMUNICATIONS & POLICY MODEL WITHIN LOCAL LC PRO



1. CIJE

2. Federation Senior Staff

- 3. Senior Educators—Rabbis
- 4. Fed. Staff -- Other Eds -- Fed.-Funded Agency Staff
- 5. Informal Jewish Ed. Orgs. —Foundations
- -Universities

## MAIN ELEMENTS

- A) THE LEAD COMMUNITIES PROJECT AS A SYSTEMIC APPROACH TO CHANGE
- B) THE GOALS PROJECT
- C) THE ROLE OF THE DENOMINATIONS & THE TRAINING INSTITUTIONS IN THE LEAD COMMUNITIES PROJECT
- D) IMMEDIATE RECRUITMENT AND TRAINING OF PERSONNEL FOR THE LEAD COMMUNITIES
- E) BEST PRACTICES
- F) PILOT PROJECTS
- G) MONITORING, EVALUATION & FEEDBACK

## A) THE LEAD COMMUNITIES PROJECT AS A SYSTEMIC APPROACH TO CHANGE

## **TOPICS & ISSUES**

- 1) The difference between enabling & programmatic options
- 2) Community mobilization:
  - a) The concept
  - b) Wall-to-wall coalition—lay leaders, rabbis, educators & professionals & acadmic
- 3) The shortage of personnel:
  - a) Training plan
  - b) Strategies
- 4) Dealing with goals at the level of the entire community
- 5) Relationship between formal & informal education of on enough
- 6) Comprehensive & planned approach to:
  - Content
  - Scope
  - Quality

## RELATED READING MATERIAL

- Marshall Smith & Jennifer O'Day: "Systemic School Reform," pp. 233-267
- A Time to Act
- Lead Communities program guidelines
- Annette Hochstein: "Lead Communities at Work"
- CIJE Planning Guide
- Adam Gamoran: "The Challenge of Systemic Reform: Lessons From the New Futures Initiatives for the CIJE"
- Commission on Jewish Education in North America: Background materials to meetings 3, 4, 5

## OPERATIONAL IMPLICATIONS, E.G.:

- Launch through meeting between CIJE board member & local lay "champion"
- Presentation & discussion of the idea with various constituencies: rabbis, educators, lay leaders, community professionals
- Creation & operation of local commissions (wall-to-wall)
- Appointed project director
- Planning process including research & planning (e.g., Educators' Survey)

## **TOPICS & ISSUES**

- 1) The importance of goals (see also general education)
- The need to articulate goals for effective evaluation
- 3) The discussion of goals (at the local & institutional level) as a means for aspiration to excellence.
- 4) The role of the denominations in the discussion on goals
- 5) The educational role of the training institutions in the discussion on goals
- 6) The "Educational Audit" of the community & its educational settings
- 7) The Educated Jew Project
- 8) Relationship between goals & accountability

## RELATED READING MATERIAL

- Sara Lightfoot: The Good High-School Last chapter on goodness in high-schools), pp. 316-323
- David Cohen: The Shopping Mall High-School, pp. 304-309
- Marshall Smith & Jennifer O'Day: "Systemic School Reform," pp. 233-267
- Seymour Fox & Daniel Marom: "Goals for Jewish Education in Lead Communities"

## OPERATIONAL IMPLICATIONS, E.G.:

- Generate discussions on goals at the local institutional & community level
- Gather & sort material on goals produced by local institutions & communities
- Establish links between local institutions & denominations/training institutions to address the issue of goals
- Develop modes of accountability that will address the suggested goals
- Introduce the Educated Jew Project

# C) THE ROLE OF THE DENOMINATIONS & THE TRAINING INSTITUTIONS IN THE LEAD COMMUNITIES PROJECT

## **TOPICS & ISSUES**

- 1) Most of the Jewish educational system in North America related "de facto" to the denominations
- 2) Educational "pre-service" and "in-service" training in North America by and large denominations
- What are the main institutions which are perceived as primary educational resources by the local communities & institutions (personnel, curriculum, etc.)
- 4) The role of the denominations & training institutions with regards to the "Goals Project"
- The issue of goals for communal organizations & community organizations (not related to religious denominations, e.g., JCCs)
- 6) MAF grants to the training institutions

# RELATED READING MATERIAL

• A Time to Act

# OPERATIONAL IMPLICATIONS, E.G.:

- Forge workable links between lead communities
   & training institutions & religious denominations
   to define appropriate roles
- CIJE work with training institutions & religious denominations

Storf telan tox

# D) MMMEDIATE RECRUITMENT & TRAINING OF PERSONNEL FOR THE LEAD COMMUNITIES

# **TOPICS & ISSUES**

1) Immediate infusion of additional talent to the communities

2) Immediate response to shortage of personnel

- 3) Systematic upgrading of the Jewish educational system
- 4) Introduction of systemic ongoing in-service training

# RELATED READING MATERIAL

- Aryeh Davidson: "The Preparation of Jewish Educators in North America: A Status Report" (A report submitted to the Commission on Jewish Education in North America)
- A Time to Act

# OPERATIONAL IMPLICATIONS, E.G.:

- Identify potential quality personnel in each lead community and set up immediate training program for each
- Immediate recruitment of personnel from existing training programs for senior personnel in Jewish education, e.g., Jerusalem Fellows, Melton Senior Educators Program, etc.
- Set-up of recruitment programs designed to serve the lead community for middle- and long-range

# **TOPICS & ISSUES**

- Best Practices as an inventory of "success stories" in Jewish education
- 2) The distinction between "good" and "ideal" practices in education
- 3) The need to define features which generate good practices
- 4) The attempt to determine pre-conditions for the replicability (translation) of these features
- 5) Initial areas in which Best Practices will be developed:
  - Supplementary schools
  - Day schools
  - Early childhood programs
  - Israel experience
  - JCCs
  - College campus programming
  - Camping/youth programs
  - Adult education
- 6) Best Practices in the supplementary school: Initial findings & implementation

# RELATED READING MATERIAL

- Barry W. Holtz: "The Best Practices Project"
- Barry W. Holtz: "Best Practices Project: The Supplementary School," CIJE

# OPERATIONAL IMPLICATIONS, E.G.:

- Presenting the findings of the supplementary school to the various institutions & educators in the lead communities
- Training seminars for various constituencies (lay leaders, educators, rabbis)
- Initial project: Best practices in supplementary schools—training educators for specific applications

# **TOPICS & ISSUES**

- 1) Jump-start the process & show progress
- 2) Respond to immediate needs in the communities
- 3) Initial try-out of some of the ideas
- 4) Establish networking amongst the three lead communities
- 5) Examples of pilot projects:
  - a) In-service training for principals, JCC execs, teachers (formal & informal)
  - b) Israel summer seminar

# RELATED READING MATERIAL

 Barry W. Holtz: "Pilot Projects," Working Paper from February 22, 1993



# **TOPICS & ISSUES**

- 1) MEF as the tool to document the entire lead communities project & gauge its success
- MEF as basis for broadening the lead communities project & diffusing some of its programs
- 3) The two main aspects of the MEF project:
  - a) What is the <u>process</u> of change in the lead communities (qualitative & quantitative data, monitoring & evaluation)
  - b) What are the <u>outcomes</u> of change in the lead communities (relation to Goals Project)
- 4) The role of the field researchers:
- 5) Building the feedbdack loop

# RELATED READING MATERIAL

- Adam Gamoran: "Monitoring, Evaluation & Feedback in Lead Communities—Tenative Plan of Work for 1992–93 (August 1992)
- Adam Gamoran: Update from January 1993

BY FAX:

TO: GINNY LEVI

FROM: SHMUEL WYGODA

RE: DRAFT FOR MAY SEMINAR

DATE: APRIL 21st 1993

Dear Ginny,

Attached is a first draft of the agenda for the May seminar in Cleveland.

As you know we will have next week in Jerusalem a simulation in preparation for that seminar. We expect to learn a lot during that simulation, and it is quite likely that the final agenda will be affected by what we will learn during the simulation.

In the meantime we here think it is a good idea to show the attached agenda to the CIJE staff for comments.

With regards to the material to be distributed for the May seminar, a first package will reach you by May 1st and the remaining will be sent to you right after the simulation.

Best regards,

c.c. SF, AH.

# SEMINAR FOR THE LEAD COMMUNITIES AND THE DENOMINATIONAL TRAINING INSTITUTIONS.

Draft for an agenda.

The following are some suggestions for the agenda of the May seminar with the Lead Communities and the Training Institutions:

### I) Community updates:

- a) Overview local commissions and program report.
- b) Launch, and presentation to the Community.
- c) Educators survey
- d) Pilot Projects
- e) Best Practices.

#### II) Problems, topics and issues:

- a) Systemic approach to change.
- b) Adressing Personnel shortage.
- c) Lay leadership involvment.
- d) Developing the feedback loop.

### III) Resources:

- A) Projects:
  - The Goals project.
  - Best Practices.
  - Pilot Projects.
  - Monitoring Evaluation Feedback.
  - Educators survey.
- B) Institutional Resources.
- C) Denominational Resources.

# IV) Next Steps:

- a) Ongoing meetings and seminar.
- b) Targets.c) Communications.d) Time line.

#### HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION 3077 University Avenue Los Angeles, CA 90007-3796

#### FAX COVER SHEET

TO:

PROFESSOR SEYMOUR FOX

FROM:

SARA LEE

# OF PAGES (INCLUDING COVER) 4

SENT BY:

FAYE

EXT.

From Fax #

213/747-6128

Phone #

213/749-3424

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### Memorandum

### HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION

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

Profe	ssor Seymour Fox	DATE Apr. 14, 1993
FROM Sara	l.ee	

As you requested, here are some thoughts about the agenda for the May 11-12 meetings in Cleveland:

- 1. The Training Institutions/Denominational Movements
  - A. What are the expectations for involvement of these entities in hands-on work in the Lead Communities?
  - B. What particular resources/expertise might each institution/organization bring to needs in the Lead Communities?
  - C. In what way, if any, should these institutions be consultants/participants/etc. to planning processes in the Lead Communities?
  - D. Where does the Lead Communities Project fit into the strategic plan, already developed, at Yeshiva, JTS, and HUC?
  - E. It is important to be clear how the training institutions and the denominational organizations relate to their movements, and what the implications are for the Lead Communities Project.

#### 2. The Lead Communities

Here, I am at a bit of a loss, since I do not know where the communities are in their processes. I am convinced, however, that there needs to be some discussion about the difference between programmatic additions, however creative, and systemic change. If the Lead Communities Project cannot help educational institutions to transform themselves into more effective and engaging communities of learning and identity-building, I am afraid the project will fall short of the expectations placed upon it. Perhaps there can be a rich discussion involving the Lead Communities folks and the denominational institutions in regard to this point.

I hope this is a helpful addition to your agenda planning.

## Memorandum

### HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION

3077 UNIVERSITY AVENUE - LOS ANGELES, CALIFORNIA 90007-3795 - PHONE 749-3424

10	Professor Seymour Fox	DATE Apr. 14, 1993
FROM	Sara Lee	

As you requested, I am sharing some observations about the Lead Communities Project, based on meetings held in Atlanta and Baltimore with professional and lay leaders of the Reform Movement.

- In both cities, there was little awareness of the nature, structure and purpose of the Lead Communities initiative. To date, there appears to be little engagement of the Reform leadership or institutions in planning, decision-making, or even orientation about the Lead Communities Project. It is not clear whether this situation is the result of some systemic flaw in involving denominational educational institutions or merely indicative of the fact that the project is at a very early stage. In any case, it does suggest that attention needs to be paid to inclusion of denominational leadership, both lay and professional, at the very early stages of planning, including their representation on central decision-making bodies.
- As a result of our two meetings, the Reform leadership is developing a set of their educational priorities in both cities. Such priorities might be consonant with those identified in other segments of the educational community or generated by the core planners for the Lead Communities Project, but they may be quite different, as well. In both communities, this list of priorities will be discussed with the "federation" team responsible for the Lead Communities Project. The question that emerges is how the Reform priorities get negotiated within the overall agenda of the Lead Communities project. Is there a plan or sense for how such negotiation is to take place? One clear result of the movement meetings is the mobilization of the Reform leadership in both communities to advocate for their educational interests.
- My personal impression is that the Lead Communities Project is viewed as a "federation" operation, leading to the conclusion that the Lead Communities Project is no different from other federation involvement with Jewish education. Such an impression can undermine the sense that the Lead Communities Project is truly a unique and profound attempt to bring about the enhancement of Jewish education through community-wide engagement with the issues and the development of systemic responses. As you know, there is constant discussion across the continent about federation-synagogue relations, and the Lead Communities Project is regarded as a litmus test of the viability of a new and more productive relationship between these two worlds.

Professor Seymour Fox page two April 14, 1993

In conclusion, the Reform Movement meetings in Atlanta and Baltimore point to some critical issues that should claim our attention, if the Lead Communities Project is to actualize its potential for change.

SL:fj

# .CIJE / LEAD COMMUNITIES / TRAINING INSTITUTIONS MAY SEMINAR.

#### ELEMENTS FOR THE APRIL SIMULATION.

#### I) Scope of the project.

1) The Lead Communities project as a systemic change of the Jewish Educational environment versus a compendium of sub-projects of which some may be initiated by the Communities and other by the CIJE..

#### **Lead Communities:**

#### Past:

- Figured implicitly in A Time to Act.

  (Who in each L.C. read ATime to Act?).
- Figured in the program guidelines.

  (Who read this document, and who in each L.C. was involved in applying to become a L.C.)

#### Future.

- Will be a key issue at the May seminar.

(What else does it take to make this point clear)

### Training Institutions.

#### Past:

- Figured implicitly in A Time to Act.
- Little involvment in the L.C. project so far.

#### Future:

- Will be brought on board during May seminar.

2) Implications of the difference between Enabling options versus Programatic options.

#### Lead Communities.

#### Past:

- Figured in every document they received.

(Who read the document?

Some communities came with their own agenda, and hence did not "hear" what they heard and read.)

#### Future:

- Will be reiterated during May seminar.

(How can we overcome the "local agenda syndrom")

### Training institutions.

#### Past:

- Figured clearly in A Time to Act and other documents they received.

## Council for Initiatives

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### Jewish Education

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Date sent: 7/20

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No. of Pages (incl. cover):

Annette Hochstein, Seymour Fox

Organization: Wygoda

From: Ginny Levi

Phone Number:

Phone Number:

(216) 391-1852

Fax Number: 0119722 619 951

Comments:

Fax Number: (216) 391-5430

Are is a new memo and The material you mended re-foxed.

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

216-391-1852

MEMO TO: Participants in August Lead Communities Meeting

FROM: Virginia F. Levi

DATE: July 19, 1993

It has come to my attention that arrangements for rooms at the Doubletree Inn at the Colonnade in Baltimore must be made centrally, even though rooms will be paid for individually. Therefore, would you please call me with your room reservation needs. My office will make the arrangements.

Rooms are being held only until July 23, so I look to hearing from you shortly. I apologize if this causes any inconvenience.

CONFIDENTIAL

#### MANDEL/PREMIER PHILANTHROPIC PROGRAM

#### NEWSLETTER

TO: John C. Colman, Seymour Fox, Annette Hochstein, Stanley B. Horowitz, Ann G. Klein, Kenneth J. Kristoff, Jack N. Mandel, Joseph C. Mandel, Morton L. Mandel, Paul T. Moraco, Stuart Neidus, Philip S. Sims, Henry L. Zucker

FROM: Virginia F. Levi (Newsletter coordinator)

. . . . . . . . .

DATE: July 15, 1993

I. CIJE

Several personnel changes are in the works for CIJE. Shulamith Elster concluded her work with CIJE as of June 30 to take a position as Professor of Jewish Education at Baltimore Hebrew University. Dr. Gail Dorph will assume Shulamith's responsibilities effective September 1. Dr. Dorph has an outstanding reputation and is very knowledgeable about Jewish education, having come most recently from the University of Judaism in Los Angeles. She will be responsible for, among other things, working closely with the three Lead Communities on CIJE's behalf.

Dr. Barry Holtz, who has been working part-time for CIJE directing the Best Practices project, has now taken a two year leave of absence from his position at the Melton Research Center at the Jewish Theological Seminary to continue full-time to work on the Best Practices project and with the Lead Communities on implementing pilot projects which link Best Practices with specific needs of the communities.

In addition to these major and very positive staffing changes, we hope to be in a position soon to publicly announce the appointment of a full-time Executive Director.

Progress is being made in systematizing CIJE operations. A manual has been prepared for use by CIJE staff and should go a long way toward helping the organization to run more smoothly.

Work is proceeding with the three Lead Communities. In Atlanta conversations are under way with Emory University to establish a program to train personnel for Jewish education.

Baltimore has now identified two lay people to head the local Lead Communities project and is actively preparing for a major event to commemorate the launch of the project in September. There is evidence of increased energy and excitement surrounding the project. Milwaukee is moving forward on several fronts. A survey of Jewish teachers has been administered and is being tabulated and evaluated. A survey of principals has been developed by CIJE and will be administered this month. In addition, Milwaukee's Commission on Visions and Initiatives in Jewish Education is working to develop a "vision" for Jewish education and is seeking CIJE assistance in identifying people who can help raise the level of their deliberations.

Preparations are under way for a meeting of the CIJE board in New York on August 26. That meeting will be preceded by a meeting of CIJE staff, as well as a joint gathering of representatives of CIJE and the three Lead Communities. In response to a recommendation by Lead Community representatives, these joint meetings will be held in one of the Lead Communities. The August meeting is scheduled to take place in Baltimore.

In the work on Best Practices, eight areas have been identified for concentration. The first, Best Practices in Supplementary Schools, has been completed and published, and has been distributed to the Lead Communities and other interested parties.

The second area of study, Best Practices in Early Childhood Programs, is nearing completion. The criteria for identifying best practices were developed and a team of experts has studied programs which meet those criteria and submitted reports to Barry Holtz. Barry is now at work editing the reports for a publication which should be completed by late August.

The next three areas for best practices work are JCCs, day schools, and college campus programming. Work has begun in each of these areas and should be completed during this calendar year. It will be followed by work next year on camping and youth programs and adult education. A strategy for work on the Israel experience remains to be developed.

A project entitled Monitoring, Evaluation and Feedback is coordinated by Adam Gamoran, a professor of sociology at the University of Wisconsin who has just returned from a year's sabbatical in Scotland. Working with him are Professor Ellen Goldring at Vanderbilt University and three field researchers, one assigned to each of the Lead Communities. The field researchers have interviewed Jewish educators in their assigned communities and are in the process of preparing written reports on their findings. (This is a qualitative study of feelings and perceptions about their experiences with Jewish education.) In addition, questionnaires have been developed for completion by teachers and principals in each of the three communities to provide quantitative information (e.g. years of education, years of service, etc.) This written survey has been administered in Milwaukee and the data is now being analyzed. It is scheduled to be done in Atlanta and Baltimore in

the fall. In addition, the field researchers now follow a regular schedule of reporting to their local communities and to CIJE.

#### II. JCC Association Executive Education

The JCC Association devoted much of the first year of the three year MAF grant in support of a new executive education program to carefully developing the course, establishing and implementing a complex process for selection, and negotiating with the Mandel Center for Nonprofit Organizations to do the training. The first class of twelve students spent eight days in June at the Mandel Center, as the course was launched. VFL had an opportunity to meet the students, velcome them on behalf of MAF, and to sit in on one session of the course. She noted that the students were a diverse group--more women than men from varied positions within the JCC movement and a range of communities. During their week together, each was interviewed individually for pairing with a current JCC executive in a mentoring relationship. They will spend the next six months completing assignments, working with their mentors, and putting into practice some of what they have learned. They will return to the Mandel Center in December for the next group session.

It appears that the initial course was well received. The director of the program was enthusiastic and reported positive evaluations by the students. In a subsequent meeting with Stanley Horowitz, Art Rotman, Executive Vice President of JCCA, reported his favorable impressions of the launch.

One aspect of this program is to prepare materials to assist search committees in the process of selection of executive directors. It appears that an open issue is whether such committees can be convinced to seriously consider candidates from this group who do not fit the typical profile of a large city JCC executive (i.e., the women in the group). This is viewed as one of the challenges to be addressed in the next year.

#### III. Mandel Center for Nonprofit Organizations

Dennis Young, the Governing Director of the Mandel Center, has been working with his staff, the deans of the affiliated schools of CWRU, and his National Advisory Committee on developing a vision for the future of the Center. Henry Zucker, Stanley Horowitz and Ginny Levi met with Dennis and his associate, Al Abramovitz, to discuss the current version of this vision and to raise some questions. This matter will be discussed further and will most likely be presented to the Philanthropic Advisory Board at some future date.

#### IV. Business Volunteerism Council

The Premier Industrial Foundation approved a grant to the newly created Business Volunteerism Council whose mission is to promote volunteerism

among businesses. BVC works with companies to help them establish volunteer programs for their employees. It matches interested volunteers with general volunteer opportunities and with appropriate board positions in non-profits seeking trustees. Two former United Way programs—the Volunteer Center and the Management Assistance Program—have been moved to BVC. They are also planning to establish a Covernance Institute through a project they are working on with the Volunteer Consulting Group in New York City. Additional funding from foundations outside of Cleveland will be sought for this project.

#### V. Weatherhead School of Management

In a report to the Mandel Associated Foundations, Scott Cowen reported that the Weatherhead School is ahead of its original timetable in achieving some of the long-term objectives set in 1988. The report highlighted the curriculum changes that Business Week and the New York Times have recognized as being very innovative. The full-time faculty has grown from 54 to 76 members since 1988 and funded research has increased from \$250,000 per year to \$1.2 million.

MEMO TO:

Gail Dorph, Seymour Fox, Annette Hochstein, Stephen Hoffman, Barry

Holtz, Morton L. Mandel, Art Naparstek, Shmuel Wygoda, Henry L.

Zucker

FROM:

Virginia F. Levi WH

DATE:

July 14, 1993

Attached for your information is an article which appeared recently in the <u>Wisconsin Jewish Chronicle</u> about the Milwaukee project. A copy will be placed in the Milwaukee file.

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By Mardee Gruen of The Chronicle staff

The Milwaukee Jewish community's Lead Cities Project is beginning to get the lead out.

The education project has received a \$30,000 start-up grant from the national Council for Initiatives in Jewish Education, it was announced at a meeting last week convened by the local Commission on Visions and Initiatives in Jewish Education.

Last fall, CDB selected the Milwaukee, Atlanta and Baltimore Jewish communities as lead cities to develop community-wide Jewish education programs as a model for communities around the country.

Last week, at the commission's second meeting, Jonathan Woocher of Jewish Education Services for North America helped commission members begin the project's goal-setting.

Additionally, a group of professionals and lay leaders representing synagogues and other organizations has held several discussions on developing community resources to enhance

family programming.

"We're at the point in the process where it's time to create a plan." explained project co-Geilman. "We'le working on Gram.



chair Jane dane Gellmen: Working on a long-range pro-

a long-range program with emphasis on the first year,

"CUE has recommitted itself to Milwankee with the grant, which we'll use for research, It will not be used for new programming or for anything the general community will be able to see."

A five-year plan will be developed by a Strategic Planning Task Force established by the commission, according to Dr. Ruth Cohen, local project coordinator under auspices of the Milwaukes Jewish Federation.

The commission is planning a day-long retreat in Angust to "continue its "visioning" process and identify critical needs in the community which will guide the planning for the overall project," Coben added.

Working as a consultant with the Milwaukee project will be Daniel Peckarsky, a CHE senior policy consultant. He will return to the Department of Educational Policies at the University of Wisconsin-Madison following a two-year leave to work with the Cleveland Feilows, a Jewish educational pro-

For its part, CDB is preparing a list of national consultants to provide expertise "that wouldn't otherwise be available to us," Gellman added.

CDE also is compiling a survey to profile Jewish educators nationally. Phase one of the survey will include all Milwankee Jewish day school, supplementary school and preschool teachers. Phase two will oncompass administrators. adult education and informal education staff,

"Data collected will be used in making recommendations for improving the professional life of Milwaukee's Jewish educators," Cohen said.

7/19/93

73 (3/90) PRINTED IN U.S.A.	DATE: PAGES SENT:
TO: FAX NO. (011) 972-2 - 619951	FROM: FAX NO. (216) 361 - 9962
Name Seymour Fox	Name Morton L. Mandel
Company Mandel Institute	Company Mandel Associated Foundations
Street Address	Tele. No. (216) 391-8300 Ext. 2320
City State Zip Country	-

Dear Seymour:

Attached is the latest draft of the paper prepared for the CJF Commission on Jewish Identity.

You will find it interesting reading, especially since they imply they are "breaking new ground"!!

Warmest regards.

Mort

CJF NEW YORK TEL: 212-529

TEL: 212-529-5842 Jul 8:93 16:21 No.030 P.05

# A CONTINENTAL COMMISSION ON JEWISH IDENTITY AND CONTINUITY: FRAMING STRATEGIES

Draft: 7/8/93

#### The Task

We begin with the findings of the National Jewish Population Study, which confirmed what we all knew or suspected: our community's continuity is in jeopardy because of a weakening of Jewish identity in North American society.

Our task is to begin to reverse this trend — not just to survive, but to create vital Jewish lives and Jewish communities for ourselves, the next generation and the generations to come.

All Jewish institutions have a stake and many have important direct and indirect roles to play in fulfilling this task. For some — our congregations and their associated roligious and oducational institutions being the most notable assembles or promoting serious, committed Jawish living has long constituted the very core of their institutional mission, meaning and purpose. They embody the traditional foundations of Jewish life — torah, avodah, and gemilut hassadim. It goes without saying that these institutions are central, in their role and expertise, to any effort to strengthen Jewish identity.

For others, such as Federations, building Jewish identity represents a concern that has grown up alongside other traditional foci — e.g., meeting human needs here and overseas as an expression of their commitment to tradakah and tikkun olam — but has now begun to move toward the top of their agendae. Over the past few decades, many Federations have increased their support for Jewish education. During this same period, annual Federation campaigns have increasingly taken on the character of efforts not just to raise funds, but also to build Jewish community and to raise Jewish consciousness, Federations support several national agencies — including JESNA, the National Foundation for Jewish Guilture, and campus service agencies — who share with the religious community a primary focus on enhancing Jewish identity, knowledge, and commitment. The Jewish Community Centers Association and many JCCs have also made Jewish education a high priority.

Despite this growing confluence in goals, the two great institutional complexes built around the Synagogue and the Federation respectively have not generally worked as full partners in the effort to promote Jewish continuity. Today, however, there is growing recognition on all sides that just such a partnership must be effected. The palpable threats to Jewish continuity demand that Federations, Synagogues, and the array of other institutions — aducational bodies, membership organizations, community

TEL: 212-529-5842

relations agencies, Israeli and Zionist organizations — vitally concerned with the Jawish future work more closely together.

Yet, even combining our institutional expertise on how to strengthen Jewish Identity will not be a sufficient response to the challenges we face. Despite our expertise, neither singly nor together have we been able to provide definitive answers to the fundamental question that defines our historic situation: How can we ensure that Jews will continue to choose to be Jewish and to participate actively in a vibrant, diverse Jewish community within contemporary North American society?

Answering this question will involve providing more support to existing institutions and programs which have demonstrated the ability to strengthen identity and community, it will also involve creating additional opportunities for Jaws of our era to find deep personal meaning in their Jawishness and live out Jawish values and commitments. To do both, we will need to wrestle with priority-setting and expand the resources we invest in identity- and community-building.

Much of what must be done to ensure our future can only be implemented locally; and, indeed, local communities across the continent have begun to organize themselves for major initiatives in this arena. But there are other components of the task — e.g., research, recruitment and training of professional leadership, validation of new priorities—that will require collective continents action. Our major continental movements and agencies have begun to respond with important initiatives of their own, both individually and cooperatively through a variety of endeavors, such as the Commission on Jewish Education in North America. But much work remains.

The process of communal mobilization for Jawish continuity will require, above all, a willingness to implement dramatic and creative changes both within organizations and in their relationships to each other.

Federations locally and CJF continentally have a special responsibility and experience to bring to bear in building the community-wide coalitions that must take shape. It is for this reason that CJF has taken the initiative to form a Commission on Jewish Identity and Continuity that would represent and energize the unprecedented partnership we require.

#### The Challenge

Successfully carrying forward the work of the Commission, and even more the process of change it eacks to inspire and assist, will not be easy. Some of what the Commission aims to achieve draws on familiar concerns and skills. The Synagogues' long experience in inspiring and educating Jews of all ages will be called upon. So too will Federations' historio talents in planning and financial resource development.

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But other elements of the Commission's agenda will challenge our past experience and current capabilities. To give two examples:

- Finding the appropriate ways for Federations and congregations (locally) and the federated system and denominational movements (nationally) to work more closely together is more than a matter of simple desire or a decision to do so. For both, it will require creating new kinds of relationships with organizations and leadership having very different histories, cultures, and modes of operation. These must be relationships of openness and equality, in which the autonomy and unique characteristics of each institutional framework are respected, even as the level of cooperation and mutual support grows.
- 2) Our goal, in part, is to help the next generation of Jews enjoy richer, deeper Jewish lives. Yet, many within this generation do not perceive a weakened attachment to Jewish life as personally problematic. For such Jews, our task is as much to create the desire for fuller Jewish engagement and self-expression as it is to satisfy that need.

There will be other challenges:

- 1) To balance the pressures for short-term accomplishment with recognition of the need for a long-term, comprehensive approach.
- 2) To put forward a manageable agenda, without becoming superficial.
- 3) To make the best use of existing expertise, while allowing room for new knowledge and new paradigms for action to smerge.

### Conceptual/Strategic Principles

In light of the above, we propose the following framework of strategic principles for the work of the Commission:

- Creating the Commission is an act of coalition-building. The Commission must provide an environment in which participants can work together in new ways and develop new understandings of their own roles and missions. The Commission's major task is not to produce a program or a report, but to help shape a new reality in Jewish organizational life.
- 2) Commission members, leaders in their respective fields of activity, will bring much knowledge and wisdom to its deliborations. But they must also be prepared to learn and to be affected by serving on the Commission.

- The Commission's work will incorporate several different tasks and processes. 3) These will require coordination, but also sufficient space and integrity to accomplish what we need from each. For example, gathering and disseminating expertise is quite different from seeking to facilitate organizational change. The Commission will need to approach these two tasks with awareness of this difference.
- The Commission will need to hear from and involve a wide range of 4) constituencies and interests, including individuals from putside the organizational networks represented on it. It will need to ensure that all relevant information and expertise -- including that possessed by professionals in the "trenches" of this effort - are evailable to it.

#### The Work of the Commission

To accomplish its mission, the Commission will:

- Gather, analyze and disseminate information on trends, developments and initiatives in Jewish institutional and communal life impacting upon Jewish Identity and continuity.
- Explore a variety of conceptual frameworks to illuminate and come to grips with the complex issues involved in promoting Jewish identity and continuity.
- Act as a catalyst for change by bringing together in constructive dialogue. institutional leadership, experts and representatives of the various segments of American Jawish life.
- Develop guidelines, models and principles which can facilitate the transformation of inatitutional cultures and put in motion communal initiatives to enhance Jewish life into the 21st century.
- Pool resources, expertise and the influence of participating institutions to address issues that are continental in nature and best dealt with collectively.

#### **SUMMARY**

As we gather to raise our community's consciousness that Jewish identity and continuity are the priority issues of our time, we will be helping the North American Jewish community reach toward a vision for and of itself that transcends any existing

PAGE.06

CJF NEW YORK

TEL: 212-529-5842

Jul 8,93 16:21 No.030 P.09

reality.

The Commission's most important role will be to create a new coalition of organizational forces to austain, support, and extend this process by itself representing a new reality in Jewish life. The process of the Commission's work — collaborative, deliberative, forward-looking, guided by diverse ideologies, yet sharing a fundamental commitment to am Yisrael, Torat Yisrael, and amunat Yisrael — will be a microcoam of the community we seek to build.

All parties involved in this process will change, not as a result of any collective decision or plan, but as a result of the new thinking which can result from new dialogues and relationships. Indeed, an openness to change is, perhaps, the most important thing which all can bring to the Commission and will be the most important measure of our individual and collective credibility in this historic undertaking.

We will know that the Commission has fulfilled its mission, not with a final report, but when the new organizational realities and new paradigms for moving into the future that have emerged within the Commission become part of the normal operations of our community. With this clear, but open-anded goal, we are ready to begin our work.

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# COMMISSION OF JEWISH IDENTITY AND CONTINUITY

Meeting: Tuesday, August 3, 1993

Name	Attendance
Marvin Lender Shoshana S. Cardin Alan Ades Stephan Bayma Helene Barger	Yes Yes
Aaron Brotman Andrea Dubroff Arnold Elsen Tom Freudenheim Sidney Goldstein	Yes Yes Yes Yes
Rabbi Moshe Gorellk Charles H. Goodman Nell Greenbaum Arnold Greenberg	No Yes Yes Yes
Richard Joel Mertin Krear Lynn Korda Kroil Rabbi Norman Lamm Deborah Lipetadt	Yes Yes
Rabbi Brian Luria Meivin Meriana Robert Mirisch Lester Pollack Joseph Riemer	Yes No Yes
Sheidon Rudoff Michael Rukin John Ruskay David Sacka Rabbi Alex Schindler	Yes Yes
Rabbi Ismar Schorsch Daniel S. Shapiro Rabbi Allan Silverstein Barry Shrage	Yes
Rabbi David Teutsch Richard L. Wexier Rabbi Sheldon Zimmerman	, <del></del> .

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Annette Hochstein, Seymour For

Shmuel Wygoda Organization:

From: Ginny Levi

Phone Number:

Phone Number:

(216) 391-1852

Fax Number:

0119722 619 951

Comments:

Fax Number (216) 391-5430

which I understand will be to 618-728, + letter from Barry so they can

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this transmission, please call:

216-391-1852

#### AGENDA CIJE STAFF TELECON July 22, 1993 9:00 AM (EDT)

Participants:

Seymour Fox, Annette Hechstein, Steve Hoffman, Alan

Hoffmann, Barry Holtz, Ginny Levi, Shmuel Wygoda, Henry L.

Zucker

		Assignment
I.	Review minutes of June 30	VFL
II.	Review assignments of June 30	VFL
III.	Aug. 26 Board Meeting	
	A. Contacts with campers	VFL
	1. Status of calls	
	2. Reassign Billie Gold - for this meeting, only	
	B. Status of materials to be mailed in advance	sw
	C. Materials for meeting books	VFL
	1. Minutes of Feb. Board meeting	
	2. Progress Report	
	3. Gamoran and Holtz reports	
	4. Board and Staff lists	
IV.	Staff meeting	VFL/SW
	A. Times: 10 am on 8/19 to 4 pm on 8/20	
	B. Location: American Friends of Hebrew University?	
	C. Agenda	
	D. Attendance	
V.	Lead Communities Joint Meeting	ARH
	A. Jerusalem simulation	
	B. Status of agenda planning	
VI.	Discuss BH draft letter to Rachel Cowan	вн

VII. Status reports on communities

Team

- A. Atlanta
- B. Baltimore
- C. Milwaukee

VIII. Schedule next telecon

VFL

Thurs\_, July 29, 9:00 am (EDT)

18:31 26. 6: TAC

July 19, 1993



Rabbi Rachel Cowan The Nathan Cummings Foundation 1926 Broadway Suite 600 New York, NY 10023

Dear Rachel,

I am writing on behalf of the Council for Initiatives in Jewish Education (CIJE) to report on the current status of the Cummings Foundation grant (ref. #4723) which was awarded to us beginning December, 1992.

As you know, I am the director of the CIJE Best Practices Project and therefore I am responsible for carrying out the project outlined in the grant. Let me describe the progress of the project up to this point:

As the CIJE has begun its work in the three Lead Communities (Atlanta, Baltimore and Milwaukee), one of the most exciting elements of our presentation, from the point of view of the three sites, has been the Best Practices Project. All of the communities believe that change is needed in their communities and all are hopeful that the Best Practices Project will give them insight into the ways that success might be achieved.

As you know the first focus of the project has been the supplementary school. The reasons for aiming our efforts in this direction are clear: a) the vast majority of Jewish children in America receive their Jewish education in the supplementary school; b) virtually everyone feels a need to improve the institution in significant ways; c) best practice in this area can point the way toward change and improvement. The idea of the project, as described in our grant proposal to the Cummings Foundation, was 1) to discuss the elements of successful supplementary schools with a group of experts; 2) send experts to visit examples of such successful practice; 3) write up those examples and then 4) to begin the process of introducing change into the three Lead Communities.

The grant called for completion of these elements by the conclusion of year one. I am happy to report that we have now been at work on this project for eight months and are moving forward in a steady and effective way.

A group of experts was gathered together to discuss the issue of best practice in the supplementary school. The group included, along with Dr. Shulamith Elster and myself:

Dr. Isa Aron (HUC-Los Angeles)

Dr. Sherry Blumberg (AUC-Los Angeles)

Ms. Gail Dorph (University of Judaism, Los Angeles)

Dr. Samuel Heilman (Queens College, NY)

Ms. Carol Ingall (Melton Research Center and BJE, Providence, RI)

Ms. Vicky Kelman (Melton Research Center and Berkeley, CA)

Based on that meeting I then wrote a guide for looking at Best Practices in the Supplementary School. A team of report writers was assembled and assignments were given to the team to locate both good schools and good elements or programs within schools (such as parent education programs). The report writers were:

Ms. Kathy Green (Reconstructionist Rabbinical College, Philadelphia)

Ms. Carol Ingall (Melton Research Center and BJE, Providence, RI)

Dr. Samuel Joseph (HUC-Cincinnati)

Ms. Vicky Kelman (Melton Research Center and Berkeley, CA)

Dr. Joseph Reimer (Brandeis University)

Dr. Stuart Schoenfeld (York University, Toronto)

Dr. Michael Zeldin (HUC-LA)

We now have reports on eight schools as written up by the group members and these have been published in draft form. I want to indicate that in our view this is only the first step of a publication process and the draft was originally intended for internal use of the CIJE only. To our surprise (and perhaps we were naive not to anticipate this!) when the word about the reports began to circulate, the CIJE felt it could not keep the reports as an internal matter and a draft version was prepared for more general circulation.

In the future we would like to see more schools and programs included in the inventory as well as reports that would describe the best practices in more depth than was possible in the publication currently available.

I included an essay as an introduction to the draft which tried to summarize what might be learned about successful practice in the supplementary school from the Best Practices Project up to this point.

As I point out in the introduction, the first results indicate that, indeed, there <u>are</u> successful supplementary schools and we are finding representative places that are worth hearing about

and seeing. In the spirit of Professor Lee Shulman's talk at the 1991 CJF General Assembly, we have discovered real examples that "prove the existence" of successful supplementary schools. These are sites that people in the Lead Communities can look at, visit and learn from.

The final phase of year one-- introducing change into the three Lead Communities-- has also now begun. During the past spring I visited each of the communities and had extensive meetings with local Federation professionals, lay leadership, rabbis and Jewish educational professionals in the local supplementary schools. There is a great hunger in these communities both for information and for help. I have spoken at public meetings of lay and professional groups and have begun to prepare the groundwork for actually introducing the principles learned from the models of excellence documented in the Best Practices Project.

As the fall begins we hope to introduced a set of "pilot projects" in the local communities, using the wisdom of the best practice models— these might include projects around rabbinic support of supplementary schools, parent educational programs and teacher education models.

With all this progress, we must also report on some of the inhibiting factors that will have to be addressed as the project moves forward. One thing that we have learned in this work— or perhaps re-learned— is something we knew already from all the research in general education: change is a slow process, even where people genuinely want to change and improve. When one adds the complicating factors of complex organizational structures such as synagogues, denominational issues that are always present and the inherent issues of Federation-Synagogue relations, it has been clear to us that the process must be nursed along with considerable attention and care.

However, we remain optimistic that change is possible when people of good will want it to happen and this is something we certainly are seeing the three Lead Communities. We have been encouraged particularly by the enthusiasm and support of the lay leaders in the communities and see them as our best allies for change. Next year I hope to meet with groups of lay and professional leaders to begin presenting specifically on the findings of our supplementary school project. We see this as a kind of educational "seminar" for Jewish educational leadership. The idea for such a seminar has been well received in the communities.

The Council for Initiatives in Jewish Education is appreciative of the support that the Nathan Cummings Foundation has afforded us. We look forward to keeping you informed of our progress. I hope that you and I can mest (if possible with my colleague Art Naparstack) to discuss these matters face to face.

ODBITARI I TANIFATANIN AL

In addition I had the following idea that you might want to consider: Would you be interested in my presenting some of the findings of the Best Practices Project in the supplementary school to the appropriate Board members of the Cummings Foundation? Since the Foundation has expressed a great deal of concern about the area of supplementary schools, it might be something that they would find of interest. Let me know if you'd like to explore this possibility.

Thanks once again for your support.

Warmest wishes,

(Dr.) Barry W. Holtz

This fax consists of 9 pages. If you have problems with its transmission, please contact Roberta Goodman in the United States at 608-231-3534 or by fax 608-231-6844.

To: Annette, Seymour and Shmuel

From: Roberta Goodman

Adam has asked me to fam this to you. Hope all is well in Jerusalem!

#### MEMORANDUM

July 18, 1993

To: Annette, Seymour, and Shmuel

From: Adam

CC: Elien, Roberta, Julie

Re: Ambiguities in CIJE terms and concepts

Attached are two documents:

(1) A glossary of key terms and concepts for CUE, which you may wish to circulate.

(2) A discussion of ambiguities related to these terms and concepts. This is intended as feedback to CUE.

Here's a brief explanation of the documents:

#### Glossary

At the May meetings in Cleveland it emerged that many of the key terms and concepts of CIJE were not fully clear to all participants. Consequently we decided to prepare a glossary of terms and concepts. The primary purpose of the glossary is to ensure that our own understandings are correct. However, we think the glossary might have more general usefulness. For example, you may wish to circulate it among CIJE staff, Lead Community staff, and/or lay people. I'm writing to ask the following:

- o Are our definitions accurate and reasonably complete?
- o If you wish to distribute the glossary more widely, are there other terms you'd like us to add?

#### <u>Ambiguities</u>

Preparing the glossary provided an excellent opportunity to discuss the issues and concepts represented by these terms. We reviewed many long-standing ambiguities and raised new issues as well. Hence, another reason I'm writing is to advise you of the ambiguities we discussed. Some of these may be easily settled by you; if so, we'd appreciate your quick response. Others cannot be addressed simply, but we hope that by raising the questions we can help you prepare for future deliberations within CIJE and with the lead communities and others. Thus, the discussion of ambiguities is intended to be feedback to CIJE.

# CIJE -- A GLOSSARY OF TERMS AND CONCEPTS July 1993

#### Abbreviations used in the Glossary

ATA: A Time to Act, The Report of the Commission on Jewish Education in North

America. Lanham, MD: University Press of America, 1990.

BPSS: Best Practices Project: The Supplementary School, edited by Barry Holtz,

CIJE, 1993.

CSR: "The Challenges of Systemic Reform: Lessons from the New Futures Initiative

for the CUE," by Adam Gamoran, CUE 1992.

GJE: "Goals for Jewish Education in Lead Communities," by Seymour Fox and

Daniel Marom, CUE 1993.

LCAW: "Lead Communities at Work," by Annette Hochstein, CIJE 1993.

LCC: "Lead Community Consultation", minutes of the CIJE/Lead Community

meetings held in Cleveland, OH, May 12-13, 1993.

PlaG: Planning Guide, CUE, February 1993.

ProG: <u>Program Guidelines</u>, CIJE, January 1992.

#### Glossary of Terms

Best Practices -- A CIJE project to develop an inventory of effective educational practices which will serve as a guide to Jewish educational success. As a resource, Best Practices can be adapted for use in particular Lead Communities.

Further reading: ATA 67, 69; PlaG 31-32; BPSS 1.

Content/Scope/Quality -- See Lead Community Project.

Goals Project -- A collaborative effort to stimulate a high level of discussion on the goals of Jewish education in Lead Communities. Participants include: Lead Communities, CIJE, Mandel Institute, Melton Centre at Hebrew University, Hebrew Union College-Jewish Institute of Religion, Yeshiva University, and the Jewish Theological Seminary. Papers on "The Educated Jew" serve as a resource for this discussion.

Further reading: GJE 1 - 2.

Lead Community -- A geographic community serving as a local laboratory for the development of exemplary models of Jewish education. A Lead Community sets high educational standards, raises additional funds for education, and establishes a wall-to-wall coalition to guide its educational reform efforts. On August 26, 1992, Atlanta, Baltimore and Milwaukee were selected as the first three Lead Communities in North America. (See also Lead Community Project.)

Further reading: ATA 67 - 69; ProG 2.

Lead Community Project -- This term has been used in two ways: "THE Lead Community Project" refers to the entire CIJE/LC enterprise, a joint continental-local collaboration for excellence in Jewish education. "A Lead Community Project" refers to new programs and initiatives in Lead Communities. These programs and initiatives are characterized by: 1) wide scope, 2) high quality, 3) important content, and 4) an evaluation component.

Further reading: ProG 1; LCC 4, 9-10.

Mobilization -- Mobilization refers to organizing people and institutions for action directed towards the enhancement of Jewish education, and the financial support necessary for such action to be taken. Within Lead Communities, mobilization means involving people form differing movements and roles, and to both lay and professional leaders; a mobilized community has a "wall-to-wall coalition." Mobilization is one of the two essential building blocks for the improvement of Jewish education.

Further reading: ATA 50, 63-66.

Monitoring, Evaluation and Feedback — A component of The Lead Communities Project that documents its efforts and gauges its success. "Monitoring" refers to observing and documenting the planning and implementation of changes. "Evaluation" entails interpreting information in a way that will strengthen and assist each community's efforts to improve Jewish education. "Feedback" consists of offering oral and written responses to community members and to the CIJE.

Further reading: LCAW 5-7.

Partnership -- The collaborative relationship between CIIE and the lead communities, in which both partners share ideas, plans, and policies for their mutual benefit. Partnership also characterizes relationships within a Lead Community.

Further reading: LCC 2 - 3.

<u>Personnel</u> -- All those who work in the field of Jewish education including formal and informal education and professional and volunteer staff. Attention to personnel is one of the two building blocks necessary for the improvement of Jewish education. Personnel issues must be addressed in all *lead community projects*.

Further reading: ATA 49-50, 55-63.

Systemic Reform -- A plan for change that recognizes that one cannot improve Jewish education by reforming one element at a time. Instead, the entire enterprise must be changed in a coherent and coordinated fashion. Systemic reform requires a unifying vision and goals and a broad-based (wall-to-wall) coalition of change agents.

Further reading: CSR; also Marshall S. Smith and Jennifer O'Day, "Systemic School Reform," Politics of Education Association Yearbook 1990, 233-267.

<u>Vision</u> -- A desired state or process in Jewish education toward which the community as a whole or segments of the community are working; an ideal characterization of Jewish education in terms of structure, content and process.

Further reading: PlaG 26; LCC 9; LCAW 2.

<u>Wall-to-Wall Coalition</u> -- The partnership within a Lead Community among participants across denominations and levels of agencies and institutions. It includes lay people as well as professionals. (See also *Mobilization*.)

Further reading: LCAW 4; ATA 63-66.

# Ambiguities and Uncertainties July 1993

Best Practices -- There is still a great deal of confusion in the communities on how Best Practices relate to the building blocks of personnel and mobilization. How is Best Practices supposed to be translated into action? How does it reach the educators? What sequence of events is planned?

The concerns we raised in our Summary Report of February 1993 are still relevant:

"With Best Practices under way, the central challenge lies in strengthening what is currently a vague articulation between CHE and the communities in the content area. How, exactly, will the Lead Communities and the Best Practices project interact?...Will the communities initiate the relationship by requesting assistance in particular areas? Or will Best Practices provide them with a "menu" from which to choose? Is Best Practices to serve as a source of information, inspiration, or both?

"The link between Best Practices and the communities may become stronger and more clear after community educators have been drawn into the Lead Communities process. Presumably, contacts between Best Practices and the communities will occur with educators, not mediated by communal workers. When educators are drawn into the coalitions, they are likely to develop content-related ideas for change that fit their contexts, and to call on Best Practices to help them implement their ideas. Hence, the need for better articulation may be best addressed by mobilizing the educators" (Summary Report, Feb. 1993).

The role of Best Practices in systemic reform is also unclear. As we commented in February:

"Another concern is utilizing Best Practices in the context of systemic reform. A principal feature of the Lead Communities project is that instead of addressing isolated institutions or programs, it aims to reform the entire system of Jewish education in the communities. This feature is seen as a strength by many respondents across the three communities. Yet the Best Practices project, which focuses on particular institutions one at a time, appears to conflict with the systemic approach. How will CIJE encourage systemic use of Best Practices? Broader mobilization of the community is required to ensure that Best Practices are drawn upon in a coordinated rather than a fragmented way" (Summary Report, Feb. 1993).

This issue is a source of great confusion and uncertainty in the communities, particularly in Milwaukee and Atlanta. At the meetings in May, we came to understand that Best Practices will be a resource upon which the communities can draw as they translate their visions into site-based action. How this process will work is still not clear in the communities.

Goals Project -- This is not yet a coordinated and integrated effort, and the lead communities have not yet been involved. What will push the goals project off the drawing board? What will be the forum for discussions? Also, some community members in Baltimore and Milwaukee are wondering when they will receive the Educated Jew papers.

Lead Community -- We have observed over time, and it was clear in May, that CIJE staff use the term differently than residents of the three communities. From the community perspective, Atlanta, Baltimore, and Milwaukee are lead communities; members of the communities see their cites as models already. From the perspective of CIJE staff, they are in the process of becoming lead communities. CIJE staff know these cities were selected for their potential for radical reform in Jewish education, and the quality of current policies and programs was not the key consideration.

Thus, for example, what CIJE staff term "business as usual" in Baltimore is seen as "the lead community process" by members of that community. I may be oversimplifying a bit, but I think it's not inaccurate to say that Baltimore federation leaders see their plan, which has been progressing since 1989, as one of systemic reform, and one which is consistent with CIJE's approach. CIJE has not effectively communicated to them, or has not succeeded in convincing them, which elements are missing, and which if any elements are misdirected. The two partners have at least agreed to disagree on the pace of change: CIJE believes it is too slow, and Baltimore leaders believe it is the correct pace for effective change.

A perception held in Baltimore is that the strategic planning and visioning that is being initiated in Milwaukee, under CIJE's guidance, has already occurred in Baltimore. While this was not brought about by CIJE per se, it was very much influenced by the Mandel Commission and by A Time to Act, as one can see by the language of Baltimore's strategic planning documents.

Another ambiguity concerns the term "bottom-up" used in ATA (p.68). We found this term confusing (and omitted it from our glossary definition) in two respects. First, the logic of "bottom-up" vs. "top-down" implies a hierarchy, but more recently CIIE has described its relationship with lead communities as a "partnership." Second, "bottom-up" implies reforms generated from within the community, but thus far CIIE has specified not only the two "building blocks," but numerous structural elements such as the federation as the "central address" for the project, a new role of lead community project director, monitoring designed by CIIE, and other specific roles for consultants and CIIE staff. Best Practices also seems to come across as a "top-down" reform, although it is not intended that way.

Thus far, discussions between CIJE and the communities have mainly focused on structure. Perhaps as content becomes more central, the reform process -- and the relation between CIJE and the communities -- will be more one of partnership.

Lead Community Project -- Within the communities, there is still much uncertainty about (a) what constitutes a "lead community project" and (b) how the criteria of content, scope, and quality are to be applied. Do all lead community projects initiate with the central planning (visioning) process within the community, or can they begin from the grass-roots as long as the criteria are satisfied? (For example, a rabbi in Milwaukee wants to name his entire supplementary school a Lead Community Project.) If the latter, who is to decide when the criteria are to be satisfied? If the former, how can the good ideas of those not directly involved be included?

Planners in Baltimore and Milwaukee have expressed concerns about the "ownership" of Lead Community Projects as they think about mobilizing large donors. How will they provide a satisfactory level of recognition to donors who fund Lead Community Projects? What degree of control can be granted to donors, and what level of accountability should be worked out? I wouldn't call this a problem at present, but it is on the minds of community planners. A current example is the Machon L'Morim, a Meyerhoff-funded program for selected teachers from three day schools in Baltimore, one each from the Reform, Conservative, and Orthodox movements. It appears likely to meet CIJE criteria, but must be clearly identified as a Meyerhoff program.

Finally, if there is room for grass-roots projects (i.e., those initiated outside the central planning process) to become Lead Community projects, how can they be incorporated into systemic reform?

Mobilization -- We are avoiding the term "enabling option" which, although it does not appear in ATA, has often been used by CIJE staff, and is the source of much confusion. "Enabling option" sounds as if one has a choice about it, but that is not so in CIJE's model. It is important that CIJE staff stop using the term "enabling option."

During the staff meeting in May, the involvement of major donors emerged as especially important during the discussion of the Milwaukee report. To our knowledge, this issue has been raised with Milwaukee participants to the extent of encouraging them to get Esther Leah Ritz involved with the Milwaukee Commission and/or Steering Committee. If the concern is a broader one, it still needs to be addressed.

From the community perspective, a difficulty in involving major donors now is the current uncertainty as to the specifics of Lead Community projects. Ordinarily, we are told, professionals in all three communities solicit major gifts for designated purposes. Without the specifics of Lead Community Projects, professionals feel they lack sufficient "ammunition" for soliciting funds. One can think about this problem as a sequencing issue: Which comes first, development of content or mobilization of funds? In May, Milwaukee participants explained that they wanted a better idea of the content of their reforms before they approached major donors about funding the reforms.

Another ambiguity is that so far, mobilization in the communities has meant representation of diverse constituencies rather than full involvement of these constituencies. At this time, Commissions are generally inclusive in the sense that they involve representatives from a wide variety of institutions. However, there is no established mechanism for these representatives to inform and galvanize support in their constituencies. We are particularly concerned with the involvement of educators. What CIJE or community resources will be devoted to involving educators, not just as representatives of institutions, but more broadly as developers and implementers of educational innovations?

- -- --- ----

Monitoring, Evaluation and Feedback -- Two important uncertainties about our project both have to do with dissemination. The first concerns feedback to CIJE. Most of our reporting is directed towards Annette, yet much of what we have to say is relevant to other staff. What is the mechanism for distributing our update memos (such as this one) to other staff members?

We can conceive of two approaches to feedback: one in which our reports go to Annette, and they are then distributed as you see fit; and a second in which we report to whomever we see fit as the occasion arises, including but not exclusively Annette.

The second uncertainty concerns feedback to the communities. We have not established any regular procedure or mechanism for getting feedback disseminated outside our central contacts. We have had many informal conversations in which we provided feedback requested by community members, but as we learned in May, these do not concern the issues of central interest to CIIE.

<u>Partnership</u> -- Unfortunately the minutes of the May meetings did not reflect the depth of discussion on what "partnership" means, and we welcome any elaboration.

Wall-to-Wall Coalition -- Are there some absolutely essential partners (e.g., large donors)? Are some partners more essential than others?

nette Hochstein uth Coker Company Location Location Fax # 0 // 972 2 6/9-95/ Telephone 9 Fax \*061 414 271-1081 Destroy 16, 100 gred المدلاء عمال هاله الدول وحالم الدول وحل المدلاء المدلاء الدول المالا الدولاء الدولاء الدولاء الدولاء الدولاء الدولاء الدولاء الدولاء الدولاء الدولاء المدلاء الدولاء الدولاء المدلاء الدولاء الدولاء المدلاء المدلاء الدولاء المدلاء · 4/242/2 11/13/ EXILE " 22116" 26/36 MOGE ILEN DELLIN (126 ) 169C, 1 2 ms oille vell/ Esc. /HADEA (400 1/K (13/89) della. MER MIRKONA دام دور.

Received: by HUJIVMS via NJE (HUyMail-V61); Sat, 17 Jul 93

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Date: Sat, 17 Jul 1993 01:06 CDT

From: <GAMORAN@WISCSSC>

Subject: briefing for Esther Leah

To: annette@hujivms

Original\_To: ANNETTE

Original cc: ELLEN

Hello! Although we haven't had much contact lately, we've been very busy on CIJE work, and you'll see the fruits of our labor in various parts (ugh, what a mixed metaphor) over the next few days and weeks. I'm writing now because I received a copy of Mort's letter to Esther Leah asking her to introduce me at the CIJE Board meeting. Mort said I will brief her, and I'm planning on calling her soon. What I need to know from you is, can I be fully frank with her? Are there any issues I should not discuss? Once before you mentioned that you tell her everything, but I want to confirm that at this point.

Adam

CIJE Update: July 18th 1993

To: SF, ARH, AH

From: SW

- 1) Barry Holtz: Barry sent me last week his proposal for the progress report on Best Practices. You have received it, please your comments so that I can get back to him re that matter.
- 2) Danny Pekarsky last memorandum re Milwaukee: I suggest we discuss it soon. If we have time to do so during the simulation, great, if not we'll try to do so a.s.a.p. A propos, did Danny get in touch with one of you?
- 3) Simulation: The simulation will take place on Wednesday 10:30 a.m.to 2:00 p.m. and on Thursday from 9:00 a.m. to 4:00 p.m.

The suggested agenda for this simulation is:

- a) The first six weeks of Alan in the US, upon publication of his appointement: People with whom he should meet, visits to the Lead Communities, Foundations, Training Institutions, "non affiliated "lay leaders / pros / educators / rabbis etc.
- b) The new בשורה Alan is bringing to his directorship of the CIJE. (SF)
- c) The agenda for the August staff seminar and for the second CIJE /LC seminar.
- d) The induction of the new CIJE staff
- e) Logistics of the connection between Alan, Ginny and MI
- f) Plan of action for the Denominations and Training Institutions
- g) Desired outcomes for 1993/94
- h) Support projects (Goals, BP, MEF)
- i) Role of Pekarsky, Elkin, Bieler, others

- j) New MO ( Method of Operation ) . Presentation to MLM

4) Art Naperstak: He sent me his summary of the key events which took place, that could be incorporated in a progress report. Please indicate what is relevant for the progress report.

#### 5) Chaim Botwinick:

I spoke with him on Friday, and asked him what are the key issues the Baltimore team would like to see on the August 23-24, second CIJE / LC seminar. He promised to consult with his colleagues, and to get back to me. He asked me what do we have so far on the agenda, and I told him that we are having a simulation this week and that a first draft of the agenda would be done then.

### 6) Ellen and Adam's fax re August meetings.

I called Adam and told him we feel his attending the Baltimore CIJE / LC second seminar seems very important. He has some difficulties re his family, but promised to look into it, and to get back to us before the end of this week. He mentionned that he sent us an E mail on Friday re the extent to which he has to be frank with Ester Lea Ritz when he meets with her in order to prepare her for the Board meeting. I promised him a prompt answer.

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Number of Pages being sent: 2 (Including cover sheet)

Date: 7-15-93

# CLEVELAND COMMUNITY-BUILDING INITIATIVE CCBI

To: Shmuel Wygoda.  Organization: Mandel Institute  Fax Number: 011-972-2-619-951  Phone Number:	
From:	

#### MESSAGE

If you have any questions,



## CLEVELAND COMMUNITY-BUILDING INITIATIVE **CCBI**

To: Sammer For
Organization: Mandel Institute Jerusalen
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Fax Number: 011 972 2 619 951
Phone Number:
From: Car Vapanay
Phone Number: (216) 368-3023
Fax Number: (216) 368-1161
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#### **MEMORANDUM**

TO: SEYMOUR FOX

FROM: ART NAPARSTEK

RE: BACKGROUND FOR LEE SHULMAN MEETING

DATE: May 25, 1993

Please share the Pat Graham letter with Lee; he did get a copy but it was several months ago. He has given me good advise with regard to Spenser, but I believe the key issue you should explore with him is whether the Spenser staff, and board would look favorably on a case study methodology. Please get his ideas on the particular focus for the case study. It would also be helpful to know how much of a connection we should be making with general education. Given the meeting at Harvard, I would see the case study as related to strategic change in the three communities by focusing in on the following:

- 1. The development of an educational intermediary; and its role in guiding the process;
- 2. The utilization of enabling options as the preconditions to bringing about change;
- 3. Assess the role of an intermediary in the following:

assess and document the process of change

assess the process of converting theory into practice, and building theory through practice creating prototypes as to what Jewish education could be

establishing expectations and community climate through the community mobilization assess the process by which goals are played out in the mix of developing theory and practice techniques

identify the strategic research questions which need to be addressed

define the issues of top down strategies (force management) and bottom up initiatives—what is the role of an intermediary in protecting the process, and yet insuring the completion of tasks, and the development of educational products

It was Lee's idea to have Harvard take the lead with a sub to CIJE, and the Mandel Institute being backup. You may want to discuss your idea on your Institute taking the lead, and see if Lee has any thing new to say on the subject.

I hope this is all helpful, and let me know how the meeting goes.

cije25

# Council for Initiatives m

Jewish Education

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Date sent:

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No. of Pages (incl. cover):

Annette Hochstein, Seymour Fox Organization: Wygoda

From: Ginny Levi

Phone Number:

Phone Number:

(216) 391-1852

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

attached are various documents. I'm ying to hold all non-ungent faxes and once at the end of each day.

Stu Neidus plans to be in Israel Oct. 24-28 to work with you. He was one of the like a chance for a prelim He might be able to

If there are any problems receiving

this transmission, please call:

216-391-1852

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MEMO TO: Participants in August Lead Communities Meeting

FROM: Virginia P. Levi

DATE: July 15, 1993

A block of seems has been reserved for Honday, August 20, for participants in the CIJE/Lead Communities meetings which will take place in Baltimore on Monday and Tuesday, August 23 - 24. We are assuming that with the meetings starting at 10:00 a.m. on Monday, participants will not need rooms on Sunday evening. Chances are that the hotel will be able to accommodate you on that evening, if your reservation is made early.

Please make your own reservations at:

Doubletree Imm at the Colonnade

4 West University Parkuay

Raltimore, MD 21213

Phone: &10-235-5600

FAX: 410-235-5572

The cost for a single room is \$75.00. Rooms are being held in the name of CIJE/THE ASSOCIATED. Rooms will be held until July 23. We suggest that you make your reservations by that date. Individuals should plan to pay the hotel directly. As indicated earlier, all meetings and meals will at THE ASSOCIATED, 101 West Mount Royal Ave., Baltimore, MD 21201, (410) 727-4828. Chaim Botwinick and his staff are hard at work to ensure that everyone's needs are met. Meals will be kosher. However, if you have any additional dietary needs, please let me know.

#### P.S. To Shmuel:

Chaim would like to provide the cook at THE ASSOCIATED with a tentative schedule as soon as possible. They are planning to provide light refreshments Monday morning as well as lunch and dinner on Monday and breakfast and lunch on Tuesday. They just need some ball park range of when to plan to serve those meals. said I thought you might have something within the next week to ten days. What do you think?

-09:9: 86. 9: T2:

MEMO TO: Participants in August Lead Communities Meeting

FROM: Virginia F. Levi

DATE: July 15, 1993

COPY TO: Chaim Botwinick

A block of rooms has been reserved for Monday, August 23, for participants in the CIJE/Lead Communities meetings which will take place in Baltimore on Monday and Tuesday, August 23 - 24. We are assuming that with the meetings starting at 10:00 a.m. on Monday, participants will not need rooms on Sunday evening. Chances are that the hotel will be able to accommodate you on that evening, if your reservation is made early.

Please make your own reservations at:

Doubletree Inn at the Colonnade

4 West University Parkway
Baltimore, MD 21218
Phone: 410-235-5400
FAX: 410-235-5572

The cost for a single room is \$75.00. Rooms are being held in the name of CIJE/THE ASSOCIATED. Rooms will be held until July 23. We suggest that you make your reservations by that date. Individuals should plan to pay the hotel directly.

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JUL 15 '93 15:50 TO MANDELINST PAGE, D03

HEMO TO:

Gail Dorph, Seymour Fox, Annette Hochstein, Stephen Hoffman, Barry

Holtz, Morton L. Mandel, Art Naparstek, Shmuel Wygoda, Henry L.

Zucker

FROM:

Virginia F. Levi WT

DATE:

July 14, 1993

Attached for your information is an article which appeared recently in the

19:91 88. S1 7A1

TO MANDELINST PAGE, 004

# Lead cities goal-setting begins

By Mardee Creen

The Milwankee Jewish community's Lead Cities Project is beginning to get the lead out.

The education project has received a \$30,000 start-up grant from the national Council for Initiatives in Jewish Education, it was acceptanted by marring last week convened by the local Commission on Visions and Initiatives in Jewish Education.

Last fall, CIJE selected the Milwaukee, Atlanta and Baltimore Jewish communities as lead cities to develop community-wide Jewish education programs as a model for communities around the country.

Last week, at the commission's second meeting, Jonathan Woocher of Jewish Education Services for North Asseries helped commission members begin the project's goal-setting.

Additionally, a group of professionals and lay leaders representing synagogues and other senting synagogues and other discussions on developing community resources to enhance gramming,

"We're at the point in the process where it's time to create a plan," explained chair lane. "We're working on



Jane Gelimen: "Worlding on a long-range program,"

a long-range program with emphasis on the first year.

"CIJE has recommited itself to Milwaukee with the grant, which we I use for research. It will not be used for new programming or for anything the general community will be able to see."

A five-year plan will be developed by a Strategic Planning Task Perce established by the commission, according to Dr. Ruth Cahen, local project coordinator under auspices of the Milwaukee Jewish Federation.

a day-long metreat in August to "continuo %s 'visioning' proin the community which will guide the planning for the overall project," Cohen added.

Working as a consultant with the Milwankee project will be Daniel Pockarsky, a CIJE senior policy consultant. He will return to the Department of which will return to the Department of the Pockarsky of Wisconsin-Malison following a two-year leave to work with the Cleveland Fellows, a Jewish educational program.

For its part, CDE is preparing a list of national consultants to provide expertise "that wouldn't otherwise be available to us," Gellman added.

CIIE also is compiling a survey to profile Jewish educators nationally. Flease one of the survey will include all Milwankee Jewish day school, supplementary school and preschool teachers. Phase two will encompass administrators, adult education and informal education staff.

"Data collected will be used to making recommendations for improving the protectional life of Milwaukee's Jewish educaurs," Cohen said.

#### MANDEL/PREMIER PHILANTHROPIC PROGRAM

#### NEWSLETTER

TO. John C. Colman, Seymour Fox, Ammette Hochstein, Stanley B. Horowitz, Ann G. Klein, Kenneth J. Kristoff, Jack N. Mandel, Joseph C. Mandel, Morton L. Mandel, Paul T. Morago, Stuart Neidus, Philip S. Sims, Henry L. Zucker

FROM: Virginia F. Levi (Newsletter coordinator)

DATE: July 15, 1993

#### I. CIJE

Several personnel changes are in the works for CIJE. Shulamith Elster concluded her work with CIJE as of June 30 to take a position as Professor of Jewish Education at Baltimore Hebrew University. Dr. Gail Dorph will assume Shulamith's responsibilities effective September 1. Dr. Dorph has an outstanding reputation and is very knowledgeable about Jewish education, having some most recently from the University of Judaism in Los Angeles. She will be responsible for, among other things, working closely with the three Lead Communities on CIJE's behalf.

Dr. Barry Holtz, who has been working part-time for CIJE directing the Best Practices project, has now taken a two year leave of absence from his position at the Melton Research Center at the Jewish Theological Seminary to continue full-time to work on the Best Practices project and with the Lead Communities on implementing pilot projects which link Best Practices with specific needs of the communities.

In addition to these major and very positive staffing changes, we hope to be in a position soon to publicly announce the appointment of a full-time Executive Director.

Progress is being made in systematizing CIJE operations. A manual has been prepared for use by CIJE staff and should go a long way toward helping the organisation to run more emoothly.

Work is proceeding with the three Load Communities. In Atlanta conversations are under way with Emory University to establish a program to train personnel for Jewish education.

Baltimore has now identified two lay people to head the local Lead Communities project and is acrively preparing for a major event to commemorate the launch of the project in September. There is evidence of increased energy and excitation the project.

Milwaukee is moving forward on several fronts. A survey of Jewish teachers has been administered and to being tabulated and evaluated. A survey of principals has been developed by CIJE and will be administered this month. In addition, Milwaukee's Commission on Visions and Initiatives in Jewish Education is working to develop a "vision" for Jewish education and is ceeking CLIE assistance in identifying people who can help raise the level of their deliberations.

Preparations are under way for a meeting of the CIJE board in New York on August 26. That meeting will be preceded by a meeting of CIJE staff, as well as a joint gathering of representatives of CIJE and the three Lead Communities. In response to a recommendation by Lead Community representatives, these joint meetings will be held in one of the Lead Communities. The August meeting is scheduled to take place in Baltimore.

In the work on Best Practices, eight areas have been identified for concentration. The first, Best Practices in Supplementary Schools, has been completed and published, and has been distributed to the Lead Communities and other increasted parties.

The second area of study, Best Practices in Early Childhood Programs, is nearing completion. The criteria for identifying best practices were developed and a team of experts has studied programs which meet those criteria and submitted reports to Barry Holtz. Barry is now at work editing the reports for a publication which should be completed by late August.

The next three areas for best practices work are JCCs, day schools, and college campus programming. Work has begun in each of these areas and should be completed during this calendar year. It will be followed by work next year on camping and youth programs and adult education. A strategy for work on the Israel experience remains to be developed.

A project entitled Menitoring, Evaluation and Feedback is coordinated by Adam amount, a professor of sections at the University of Statement who has just returned from a year's ashbatical in Scotland. Working with him are froteosot filter dotted at variety of University and these field researchers, one assigned to each of the Lead Communities. The fitter and are in the process of proparing written reports on their findings. (This is a qualitative study of feelings and perceptions about their experiences with Jewish education.) In addition, questionnaires have been developed for completion by teachers and principals in each of the three communities to provide quantitative information (e.g. years of education, years of service, etc.) This written survey has been administered in Milwaukee and the data is now being analyzed. It is scheduled to be done in Atlanta and Baltimore in

the fall. In addition, the field researchers now follow a regular schedule of reporting to their local communities and to CIJE.

#### II. JCC Association Executive Education

The JCC Association devoted much of the first year of the three year MAF grant in surface of another sanstation program to the fully developing the course, establishing and implementing a complex process for selection, and negotiating with the Mandel Center for Monprofit Organizations to do the training. The first class of twelve students spent eight days in June at the Mandel Center, as the course was launched. VFL had an opportunity to meet the students, welcome them on behalf of MAF, and to sit in on one session of the course. She noted that the students were a diverse group--more women than men from varied positions within the JCC movement and a range of communities. During their week together, each was interviewed individually for nairing with a current JCC executive in a mentoring relationship. They will spend the next six months completing assignments, working with their mentors, and putting into practice same of what they have learned. They will return to the Mandel Center in December for the next group session.

The program was enthusiastic and reported positive evaluations by the students. In a subsequent meeting with Stanley Horowitz, Art Rotman, Executive Vice President of JCCA, reported his favorable impressions of the launch.

One capacit of this program is to prepare materials to assist search committees in the process of selection of executive directors. It appears that an open issue is whether such committees can be convinced to saviewally consider candidates from this group who do not fit the typical profile of a large city JCC expoutive (i.e., the women in the group). This is viewed as one of the challenges to be addressed in the next year.

#### III. Mandel Center for Nonprofit Organizations

Dennis Young, the Governing Director of the Mandel Center, has been working with his staff, the deans of the affiliated schools of CWRU, and his National Advisory Committee on developing a vision for the future of the Center. Henry Zucker, Stanley Horowitz and Ginny Levi met with Dennis and his associate, al Abramovitz, to discuss the current version of this vicion and to raise some questions. This matter will be discussed further and will most likely be presented to the Philanthropic Advisory Board at some future date.

#### IV. Business Volunteerism Council

The Premier Industrial Foundation approved a grant to the newly created Business Volunteerism Council whose mission is to promote volunteerism

among businesses. BVC works with companies to help them establish volunteer programs for their employees. It matches interested volunteers with general volunteer opportunities and with appropriate briefly and professional to the programs the professional to the program to the volunteer center and the Management Assistance Program have been moved to BVC. They are also planning to establish a Governance Institute through a project they are working on with the Volunteer Consulting Group in New York City. Additional funding from foundations outside of Oleveland will be sought for this project.

#### V. Weatherhead School of Management

In a report to the Mandel Associated Foundations, Scott Cowen reported that the Weatherhead School is ahead of its original timetable in achieving some of the long-term objectives set in 1988. The report highlighted the curriculum changes that Business Week and the New York Times have recognized as being very innovative. The full-time faculty has grown from 54 to 76 members since 1988 and funded research has increased from \$250,000 per year to \$1.2 million.

### VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 37205

1 ELFEHONE 6.5 322 7331

Department of Educational Leadership + Box 314 + Direct phone 322-8606

To: Annette Hochstein and Seymour Fox

RE: August Meetings in the US

DATE: July 13, 1993

We contacted Ginny 4-We contacted Ginny to ask about the upcoming meetings scheduled for August. She informed us that three sets of meetings are planned:

Staff meetings-August 19-20 in New York

LC-CIJE meetings-August 23-24 in Baltimore

Board meetings-August 25(planning)-26 in New York.

Given our own schedules and work plans we propose that:

- Ellen attend the staff meetings in New York on August 19 and 20;
- The field researchers (Roberta and Julie) attend the LC-CIJE meetings in Baltimore as observers; and
- -Adam attend the board meetings in New York.

Hence, someone from the MEF team will be present at all the meetings.

We would like to begin to make our arrangements for these meetings as soon as we hear from you.

Poet-It™ brand fax transmittal at	
	From Ellen Holling
Mande mitte	Co.
	Phone # 615-312 -8037
972-2-619951	FAX* 015 - 343 - 7094

## Council for Initiatives

in

## **Jewish Education**

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Time sent: 2:45

No. of Pages (incl. cover): /3.

To: Annette Hochstein, Seymour Fox Shauel Wygoda Organization:

From: Ginny Levi

Phone Number:

Fax Number:

0119722 619 951

Comments:

Phone Number:

(216) 391-1852

Fax Number: (216) 391-5430

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

MINUTES:

CIJE STEERING COMMITTEE

DATE OF MEETING:

July 9, 1993

DATE MINUTES ISSUED:

July 13, 1993

PRESENT:

Annette Hochstein, Stephen Hoffman, Ann Klein, Virginia Levi, (Sec'y), Morton L. Mandel, (Chair),

Shmuel Wygoda, Henry L. Zucker

COPY:

Seymour Fox, Marry Reis

#### I. Master Schedule Control

The master schedule control was reviewed and the next steering committee meeting was rescheduled to 7:30 a.m. on Thursday, August 12. Dates for future meetings will be proposed in writing.

- II. The minutes and assignments of June 17 were reviewed.
  - A. It was concluded that there is no need to prepare a formal organization chart at this time.

## signment signment

B. ARH will notify VFL as soon as it is all right to "go public" about the appointment of Alan Hoffmann. At that point, VFL will arrange a joint telecon of the Executive and Search committees to review staffing issues and to provide a quick update on the work of the Lead Communities, checking dates first with Charles Bronfman, Corky Goodman, Mel Merians and Lester Pollack. VFL will prepare biographical summaries of Alan Hoffmann, Gail Dorph, Barry Holtz, Adam Gamoran and Ellen Goldring. In consultation with SHH, VFL will prepare a talk piece on the Lead Communities.

#### signment

- C. VFI. will ask David Sarnat to follow up with Jay Davis about the invitation to serve on the CIJE board.
- D. Shmuel Wygoda has a meeting scheduled with Joshua Fishman of Torah Umesorah in August to discuss their grant proposal.

#### III. August 26 Meeting Plans

The draft agendas for the executive committee and board meetings were reviewed. No revisions were recommended.

signment

VFL will prepare letters from MLM to John Colman, Chuck Ratner and Esther Leah Ritz asking them to make presentations at the board meeting.

## IV. <u>CIJE Representation on Advisory Council to Joint Authority for Jewish/Zionist Education</u>

Shulamith Elster represented CIJE with this group. After discussion, it was concluded that there is public relations value in having CIJE represented. We will propose to Alan Hoffmann that he assign Gail Dorph to serve as CIJE representative.

#### V. Use of Educators' Survey

signment

ARH will prepare a recommendation for a policy on the use of materials and data generated by CIJE. It was suggested that CIJE be as inclusive as possible while taking full credit for its work. The issue of quality of use will be considered.

#### VI. CIJE Budget

It was agreed that the proposed 1993-1994 budget will be distributed to the executive committee at the August 26 meeting. It may be referred to at the board meeting, but will not be distributed.

#### VII. Operations

#### A. New York office space

signment

AGK will call Barry Holtz, ask him to provide her with any suggestions he has for the use of office space in New York, and indicate that no decisions will be made without his full involvement and sign-off. BH is not to do any actual checking of space himself.

signment

SHH is looking into the availability and cost of space at UJA/Federation. This would be our first choice. Other possibilities include JCC Association, the American Jewish Committee, the New American Jewish Congress.

- B. It was reported that David Sammat of Atlanta and Rick Meyer of Milwaukee do plan to attend the August 26 board meeting. Darrell Friedman will be on vacation and unavailable to attend. It was agreed that Chaim Botwinick should be encouraged to attend in his place. Reference to the reason for Friedman's absence should be made at some point during the meeting.
- ssignment
- C. HLZ will work with AJN to arrange a meeting for the two of them with HLM on August 10 to discuss CIJE funding issues. AGK will advise HLZ of open times. In addition, AJN will be invited to future meetings of the CIJE steering committee.

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☐ ASSIGNMENTS

☐ ACTIVE PROJECTS
☐ RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

73890 (REV. 1789) PRINTED IN U.S.A.

FUNCTION	CIJE STEERING COMMITTEE	
SUBJECT/OBJECTIVE	DORPH ASSIGNMENTS	·
ORIGINATOR/PROJECT LE	DER VEL DATE	6/30/93

		ORIGINATOR/PROJECT	r LEADER	VFL	D	ATE 0/3	0/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board member in preparation for August 26 meeting and send brief report to VFL:			GD	6/30/93	7/15/93	
	1. Billie Gold					7/15/93	
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SEE MANAGEMENT MANUAL POLICE NO. 85
FOR GUIDELINGS ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

	ASSIGNMENTS
	ACTIVE PROJECTS
	RAW MATERIAL
$\Box$	FUNCTIONAL SCHEDULE

FUNCTION C	IJE STEERING	COMHITTEE	
SUBJECT/OBJECTIVE	FOX ASSI	CNMENTS	
ORIGINATOR/PROJECT LEAD	DER VFL	DATE	7/9/93

		ORIGINATOR/PROJEC	CT LEADER	ALL	D	ATE 7/9	/ 33
NO.	DESCRIPTION		PRIDRITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft a letter to David Hirschhorn for review by SHH, MLM, and HLZ indicating our understanding of his interest in CIJE.			SF	3/24/93	7/31/93	:
2.	Contact the following board in preparation for the Augus and send brief report to VFL	t 26 meeting		SF	2/25/93	8/15/93	
	<ul> <li>a. Alfred Gottschalk</li> <li>b. David Hirschhorn</li> <li>c. S. Martin Lipset</li> <li>d. Florence Melton</li> <li>e. Isadore Twersky</li> </ul>						
3.	With AH and BH, draft a job for Barry Holtz.	description		SF	5/19/93	8/19/93	
4.	With SHH, develop a plan for denominations in each Lead C process.		į	SF	3/31/93	TBD	
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☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
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FUNCTION CIJ	E STEERING	COMMITTEE	<del></del> -
SUBJECT/OBJECTIVE	HOCHSTEI	N ASSIGNMEN	rs
ORIGINATOR/PROJECT LEADER	VFL	DATE	7/9/93

		ORIGINATOR/PROJEC	T LEADER	VFL	D.	ATE 7/9,	/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Notify VFL when it is OK to search committee telecon.	schedule		ARH	7/9/93	7/15/93	
- 2.	Draft a mission statement fo Communities project.	r the Lead		ARH	5/19/93	7/15/93	
3.	Redraft PERT chart on which milestones for CIJE are high			ARH	5/14/93	7/31/93	
4.	Work with CRB Foundation to relationship of Israel exper programs to Lead Communities	ience		ARH	1/28/93	7/31/93	
5.	Prepare a recommendation for the use of materials and dat by CIJE.			ARH	7/9/93	8/12/93	
6.	Contact the following board preparation for the August 2 send brief report to VFL:	members in 6 meeting and		ARH	2/25/93	8/15/93	
	a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch						
7.	With SF and BH, draft a job for Barry Holtz.	description		ARH	5/19/93	8/19/93	
8,	With VFL, develop plan to su item on the CIJE PERT chart.		1	ARH	5/19/93	8/31/93	
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SEE MANAGEMENT MANUAL POLICY NO. E.S. FOR BUILDLESS ON THE COMPLETION OF THES FORM FOR & PURCTIONAL SCHEDULE

FUNCTION C	IJE STEERING CO	MMITTEE	
SUBJECT/OBJECTIVE	A HOFFMANN	1	
ORIGINATOR/PROJECT LEAD	DER VFL	DATE	6/17/93

		ORIGINATOR/PROJECT	LEADER	4112	D,	ATE O/I	.,,,
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With ARH, prepare time line plan for CIJE.	and action		HA	6/17/93	8/15/93	
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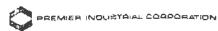


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☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

FUNCTION CIJ	E STEERING COMMITTEE	
SUBJECT/OBJECTIVE	S HOFFMAN ASSIGNM	IENTS
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1/3/33 OATE ORIGINATOR/PROJECT LEADER OR REMOVED DATE ASSIGNED DATE NO. DESCRIPTION PRIORITY TO (INITIALS) ASSIGNED STARTED DUE DATE 1. With HLZ, talk with MLM about the SHH 6/8/93 7/15/93 advisability of approaching Jesselson family to partner with Jim Joseph grant. 2. SHH Encourage Howard Neistein to attend 6/30/93 7/15/93 the Lead Communities seminar. 3. Explore availability and cost of office SHH 7/9/93 7/30/93 space at UJA/Federation . SHH 2/25/93 4. Contact the following board members 8/15/93 in preparation for the August 26 meeting and send brief report to VFL: a. Charles Goodman b. Marvin Lender c. Norman Lipoff d. Charles Ratner e. Bennett Yanowitz 5. With SF, develop a plan for involving SHH TBD 3/31/93 denominations in each Lead Community in CIJE. Propose to MLM that he talk with Roy SHH 3/24/93 TBD Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points. SHH 5/19/93 TBD 7. With Alan Hoffmann, confer by telephone with chief professional of each Lead Community to encourage them to interview Senior Educators.



□ ASSIGNMENTS
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□ FUNCTIONAL SCHEDULE
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FUNCTION CIJ	E STEERI	NG COMMITTEE	
SUBJECT/OBJECTIVE	HOLTZ	ASSIGNMENTS	
ORIGINATOR/PROJECT LEADER	VFL	DATE	7/9/93

	ORIGINATOR/PROJ	EGT LEADER	VIL	ι	DATE '/'	
NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Discuss with SF the advisability of involving each of the movements in the day school Best Practices project.		ВН	6/30/93	7/15/93	
2.	Prepare a memo summarizing proposal on distribution of CIJE materials.		вн	5/28/93	7/15/93	
3.	Brief David Teutsch, new CIJE board member.		ВН	6/16/93	7/15/93	
+.	Prepare a progress report on Best Practices.		вн	6/30/93	8/1/93	
5.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:	5	ВН	6/30/93	8/15/93	
	a. Gerald Cohen - done b. Susan Crown c. Neil Greenbaum d. Thomas Hausdorff e. Mark Lainer - done f. Matthew Maryles g. David Teutsch					
6,	With SF and ARH, draft a job description for Barry Holtz.	n	BH	5/19/93	8/19/93	
7.	Work with Atlanta on filling the pesition of Director of the Lead Community project.	on !	ВН	6/16/93	12/15/93	
8.	Prepare suggestions for how to proceed with pilot projects in Atlanta.		вн	3/5/93	TBD	
9.	Work with Milwaukee on pilot projects.		ВН	4/29/93	TED	
10.	Begin work with Baltimore on a pilet project.		ВН	3/5/93	TED	
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SEE MANAGEMENT MANUAL POLICY NO. L.S.	١
FOR GUIDELINES ON THE COMPLETION	
OF THIS FORM FOR A PUNCTIONAL SCHUTILLE	

ASSIGNMENTS
ACTIVE PROJECTS
RAW MATERIAL
<b>FUNCTIONAL SCHEDULE</b>
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SUBJECT/OBJECTIVE	KLEIN ASS	SIGNMENTS		
ORIGINATOR/PROJECT LEA	DER VFL	DATE	7/9/93	

DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED OATS
Talk to Barry Holtz about Newspace.	√ York office		AGK	7/9/93	7/12/93	
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	Talk to Barry Holtz about New	Talk to Barry Holtz about New York office	Talk to Barry Holtz about New York office	Talk to Barry Holtz about New York office AGK	Talk to Barry Holtz about New York office AGK 7/9/93 space.	Talk to Barry Holtz about New York office AGK 7/9/93 7/12/93 space.



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<b>FUNCTIONAL SCHEDULE</b>
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FUNCTION G	IJE STEERING CO	OMMITTEE	
SUBJECT/OBJECTIVE	LEVI ASSIGN	MENTS	
ORIGINATOR/PROJECT LEAD	ER VFL	DATE 7/9/93	····

	ORIGINATOR/PROJECT LEADER DATE						
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare Letters from MLM to J. Ratner and E. L. Ritz asking t at August 26 meeting.	*		VFL	7/9/93	7/15/93	
2,	After receiving details from Stelecon for Israeli team to dithe Baltimore staff the next smoving the project forward.	scuss with		VFL	6/30/93	7/15/93	
3.	Ask David Sarnat to follow up Davis on board membership.	with Jay		VEL	7/9/93	7/22/93	
4.	Schedule joint telecon of sear executive committees to conside appointment; prepare bios on Codraft talk piece on Lead Communications.	ler Hoffman IJE staff;		VFL	7/9/93	7/22/93	
5,	With SW, draft a written progr to be sent to the board in ear		:	VFL	6/17/93	8/1/93	
6.	With ARH, develop plan to suppitem on the CIJE PERT chart.	ort each		VFL	5/19/93	8/31/93	
7.	Plan to discuss letters of agr the Lead Communities. Conside our expectations regarding the and professional involvement w	er including sort of lay		VFL	4/7/93	10/1/93	
8.	Schedule a telecon with Execut Committee members following a presidents and executives of p organizations.	meeting of		VFL	2/25/93	TBD	
9.	Develop a communications progr internal; with our board and a with the broader community.			VFL	4/7/93	TBD	
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ASSIGNMENTS
ACTIVE PROJECTS
RAW MATERIAL
<b>FUNCTIONAL SCHEDULE</b>
73890 (REY. 1/89) PRINTED IN U.S.A.

FUNCTION GIS	JE STEERING CO	MMITTEE		
SUBJECT/@BJECT/VE	MANDEL ASS	IGNMENTS		
ORIGINATOR/PROJECT LEADE	R VFL	DATE	7/9/93	

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DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	OR REMOVED DATE
Contact the following board preparation for the August 2 send brief report to VFL.	members in 6 meeting and		MLM	2/25/93	8/15/93	
a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer						
Consider establishing a fina committee.	ance		MLM	4/7/93	8/31/93	
Visit with Erica Jesselson aboard to support CIJE.	to get her on		MLM	6/17/93	8/31/93	
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	preparation for the August 2 send brief report to VFL.  a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer  Consider establishing a finate committee.  Visit with Erica Jesselson in	a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer  Consider establishing a finance committee.  Visit with Erica Jesselson to get her on	preparation for the August 26 meeting and send brief report to VFL.  a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer  Consider establishing a finance committee.  Visit with Erica Jesselson to get her on	preparation for the August 26 meeting and send brief report to VFL.  a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer  Consider establishing a finance Committee.  Visit with Erica Jesselson to get her on MLM	preparation for the August 26 meeting and send brief report to VFL.  a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer  Consider establishing a finance committee.  Visit with Erica Jesselson to get her on MLM 6/17/93	preparation for the August 26 meeting and send brief report to VFL.  a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer  Consider establishing a finance committee.  Visit with Erica Jesselson to get her on MLM 6/17/93 8/31/93



☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

VFL

T3890 (REY, 1/89) PRINTED IN U.S.A.

ORIGINATOR/PROJECT LEADER

DATE 7/9/93

		ORIGINATOR/PROJECT	LEADER		Di	ATE '''	
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Encourage MLM to invite a family representative to Ameeting.			HI.Z	6/30/93	7/15/93	
2.	With SHH, talk with MIM ab- advisability of approaching family to partner with Jim	g Jessels <b>e</b> n		HLZ	6/8/93	7/15/93	
3.	Schedule a telecon of MLM Kekst to discuss CIJE.	with Gershon		HLZ	4/29/93	7/15/93	
4.	Schedule meeting of MLM, A discuss CIJE funding.	JN, and HLZ to	 	HLZ	7/9/93	7/30/93	
5.	Invite a small group of pe with MLM at the Quarterly update.			HLZ	5/19/93	7/31/93	
6.	With VFL, prepare G. Ratne Lead Communities at board			HLZ	6/17/93	8/15/93	
7.	Gontact the following boar preparation for the August send brief report to VFL:			HLZ	2/25/93	8/15/93	
	a. Mandell Berman b. John Colman c. Maurice Corson						
8.	Encourage HLM to talk with prior to scheduling a meet presidents and executives and JESNA.	ing with the		HLZ	3/24/93	TBD	
9.	Arrange meeting for MLM wi and executives of CJF, JCC second meeting to include Chai, Wexner and other fun	A and JESKA and GRB, Crown, Avi		HLZ	1/28/93	TBD	

	Council for Initiatives
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	Jewish Education
`	Date Sent: 7/14 Timo cont: 8:15 No. of Pages (incl. cover):
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	Organization:
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1	this transmission, please call:
+	216–391–1852

MEMO TO: CIJE Staff Telecon Group

Virginia F. Levi FROM:

DATE: July 13, 1993

The CIJE staff telecon scheduled for Wednesday, July 14 hoo boom cancellad I propose that we schedule the next two telecons for Thursdays at 9:00 a.m. eastern daylight time on July 22 and July 29. Please let me know of your availability.

MEMO TO:

CIJE Steering Committee Members

FROM:

Virginia F. Levi

DATE:

July 13, 1993

SUBJECT:

Future Meeting Dates

Following is a schedule of proposed dates for upcoming meetings of the CIJE your calendar and let me know if any of these presents a major problem.

Thursday, August 12

Wednesday, September 15

Thursday, October 14

Tuesday, November 16

Wednesday, December 15

# Council for Initiatives F in Jewish Education A Date sent: 1/13/43 Time sent: 4:55 PM No. of Pages (incl. cover): X From: Hinny Town To: Shmuel Wygoda Organization: C Phone Number: Phone Number: O Fax Number: Fax Number: Comments: 1) I see no record of our having received an expense reimbursement from you in recent E P weeks. Maybe it is still en route (2) AJN is available to talk with you on Thus., 7/15, between 8:00-9:15 am on after 10:30 a.m. S Please let me know what time you plants call so he's surely there. 216-368-6947 н E (3) There was no single progress report for the E last 2 board meetings. You probably have the Holtz and Camoran reports we distributed. T you might check the files for reports from earlier meetings. If we follow recent practice, we might send Barry's adam's updates and a cover letter on how they fit into the averall Lead Community If there are any problems receiving (4) No animer, picture. yet, re Sun. this transmission, please call: teleson. 216-391-1852

July 13, 1993

#### MEMO

To: SF and SW

From: ARH

Re: CIJE telcon of last Friday and tasks

- We should discuss SH's question re-adminstrative responsibility.
- We should fax MLM by Monday wether one can go public about Alan or not. His intention is to make a phone meeting of the search committee as soon as we give the green light for the announcement.
- 3) We need to develop a policy for sharing the work of the CIJE. On the agenda is sharing the educators survey. My initial response is as follows:
  - Mark Guvis should be put in touch directly with Adam/Alan and receive any documents and advise as is needed and useful.
  - Our own policy should be developed in conjunction with consultation with Inbar/Cohen/Colman. My own sense is that we need to develop a general formula about sharing:

- a) things should be published under the letterhead of the CIJE.
- b) they should always be accompanied by a methodological introduction that insures appropriate use of the instruments involved (eg. the Educators Survey).
- c) We should demand that the CIJE be quoted in any use.
- d) We ought to consider additional means to ensure quality implementation. One of the questions is wether we can condition use upon a certain mode of implementation etc. This is what we need to find out from our advisors.
- e) In any event wide spread publication of the instruments, knowledge, findings of the CIJE should all be seen as potentially beneficial.
- 3) We need to discuss SW-AH.
- 4) We need to discuss AH-Institute staff (c.v.?).

All of this and more for our next meeting.

Be all well.

July 13, 1993

MEMO

To: Shmuel Wygoda, Daniel Marom

From: Annette Hochstein

I read your "first thoughts" document on the goals project with very great interst - and would love an opportunity for further presentation and discussion. I assume that it will be part of the simulation next week. If not, could we have a separate meeting?

Best regards

2) given to SW

# Council for Initiatives

in

3) This is the Propress Sive to Exer. Comm

Jewish Education

Time sent: /0:00

No. of Pages (incl. cover): 3

TO: Annette Hochstein, Seymour Fox, Shayel Wygoda Organization:

From: Ginny Levi

Date sent: 6//

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Here is the progress separt sent It the Executive Committee. The Board letter was the same, except for the second sentence of IPI.

Showel - Milwanher has a question about who owns the data on the educators survey. I'll try to get them to move on analysis without an answer to this question, but if you can ask 5F for his response, it might help to move this forward. Thanks, Linny

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

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# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair

Morton Mandel

TO:

CIJE Executive Committee

FROM:

SUBJECT:

Morton L. Mandel, Chair

Vice Chairs
Charles Goodman

Neil Greenbaum Matthew Maryles

DITT.

Progress Report

DATE:

May 28, 1993

Honorary Chair M Fisher

Lester Pollack

Board
David Arnow
Daniel Bader
Mandell Berman
Charles Brontman
Gerald Conen
John Colman
Maurice Corson
Susan Crown
Irwin Field
Alfred Gottschalk

Arthur Green

Thomas Hausder!!

David Hirschhorn

Henry Koschitzky
Mark Lainer
I man Lamm
Norman Lipot!
Seymour Martin Lipset
Florence Melton
Melvin Merians
Charles Ratner
Esther Leah Ritz

Richard Schauer

Ismar Schorschi

Isadore Twersky

Bennett Yanowitz

We are pleased to report to you on the activities of the Council for Initiatives in Jewish Education since the last Board meeting on February 25. The next Executive Committee and Board meetings are scheduled for 9:30 a.m. to 4:00 p.m. on Thursday, August 26, at UJA/Federation of Jewish Philanthropies, 130 East 59th Street, New York City. Please save the date.

#### Lead Communities

The Lead Communities Project remains the focus of GIJE activities, and in each of the three Lead Communities--Atlanta, Baltimore and Milwaukee--activities are under way to develop these cities as local laboratories for Jewish Education.

In Atlanta, under the able chairmanship of Dr. William Schatten and with the strong leadership of Board member Gerald Cohen, the Commission on Jewish Continuity has begun its work on the Lead Community Project and in the development of lay and professional leadership for Atlanta's education agends for the year 2000.

In Baltimore the official "launch" of the project will take place in the Fall under the leadership of Leroy Hoffberger. This initiative will closely follow the release of the community's Strategic Plan for Jewish Education, an ambitious undertaking that has taken some four years to complete, and has involved all aspects of Jewish education in the community. The CIJE project will now focus on the personnel and community mobilization aspects of this plan.

In Milwaukee the Commission on Visions and Initiatives in Jewish Education, the local Lead Communities coordinating body, has been actively led by co-chairs Louise Stein and Jane Gallman. They have assembled and are working with a Steering Committee and a local Commission that represents many of the elements of the Milwaukee Jewish community. With the support of the Helen Bader Foundation, Milwaukee has a full-time professional director of the Lead Communities Project.

ESS, EDAR TENTLEGARM OF

Each of the three communities has been visited several times over the past several months by the CIJE staff and consultants, and we are pleased with the partnerships and the collaboration that have begun.

This report is being written just days following the conclusion of a most productive working seminar of the key professional leadership of the communities, with staff and consultants of the CIJE. The agenda was developed in collaboration with the three communities, so that following the meetings in Cleveland each of the communities and the CIJE would have a calendar and action agenda for the year ahead.

In addition to informative updates from the field researchers on progress in each of the communities, the topics and issues focused on systemic approaches to change through the "enabling options" (personnel development and community mobilization) and the integration of the CIJE projects-- Best Practices; Monitoring, Evaluation and Feedback; and a new project being designed to help the communities set long term goals with the involvement of the institutional and denominational resources marshalled by the CIJE.

#### Best Practices Project

Critical to the success of the Lead Communities Project are the continuing activities of the CIJE in the area of Best Practices. Since the Annual Meeting, the project has been active in the implementation of best practices in supplementary schools, and in the development of consultations in the areas of day schools and college campus activities. We anticipate the publication — in the coming months—of the materials on Early Childhood education, an area that has been identified as of concern and interest to the communities and the field. To date, the day school consultation has involved educators from the Orthodox community—convened by Yeshiva University—and the Conservative movement through the efforts of the Solomon Schechter Day School Association. Similar consultations involving the Reform community and community day schools will be convened in the near future. The campus consultation was convened by the Hillel Foundation and included Hillel directors and campus professionals from throughout the country. Additional meetings are planned in both sreas.

## Monitoring, Evaluation and Feedback

The Field Researchers have been in their assigned communities since the project began, collecting baseline data for use in monitoring progress and providing feedback to both CIJE and the communities as we move ahead. Community representatives worked with CIJE consultants to design an educators survey to be administered this spring (in Milwaukee) and next fall (in Atlanta and Baltimore). The results, when analyzed, should provide us with extremely useful information on which to base our plans for future personnel training.

So far, so good. We look forward to sharing more detail on these activities at our August 26 meeting in New York.

Warmest personal regards.

## CIJE update: July 11th 1993

To: Pr S. Fox

From: Shmuel Wygoda

Re: Welcome back, here are some news re CIJE

## 1) Barry Holtz:

I called Barry Thursday night and asked him to prepare his progress report for the Board on Best Practices. He assured me it would be ready shortly.

## 2) Adam Gamoran

#### Idem

He also promised to send us soon the document on their plans for year 2 that we discussed about during Elen Goldring last visit here.

## 3) Camper outline:

I went over the corrections of that document with Annnette, and dictated the corrections to Ginny over the phone. We agreed that the "talking points" would be mere background information for the callers.

## 4) Progress report:

I started working on the central piece of this document.

## 5) Simulation Seminar.

In order to prepare the US meetings and seminars, we will have a simulation seminar on Wednesday July 21st (from 9 a.m. to 2 p.m.) and Thursday July 22 (all day) involving SF, AH, ARH, SW.

# 6) Rabbi Yechiel Poupko

I met with him ( and H. Blumberg ) for a very nice meeting. Little למעשה for us.

## 7)Baltimore:

Genine Fiedler and Eilene Vogelstein are officially co-chairs of the local CIJE.

## 8) Atlanta:

We are meeting on Tuesday morning with Lauren Azoulay.

Several issues ought to be discussed:

- a) From May seminar in Cleveland to date
- b) Active involvement of Bill Shatten as local CIJE chair ( story of Baltimore and Milwaukee ).
- c) L. Azoulay role as temporary CIJE coordinator
- c) Educators survey:
  - Issue of validity of data available given growth of Jewish Population in suburbs
  - Need for preliminary research to eliviate the problem

Annette may be able to attend the meeting, Alan ??? SF is scheduled to teach.

## 9) Alan Hoffinan

During the last Steering Committe telecon, the issue of the way to go public re Alan came up. MLM expects us to get back to him a.s.a.p. re that matter.

## 10) Goals Project:

Danny and myself worked a little on the document from Milwaukee Jewish Day School. Attached please find Danny's summary of the meeting we had. We would like to further discuss it with you.

## 11) Call to Bieler???

I look forward hearing about CIJE development during your US trip.

Alan

MEMO TO: Seymour Fox

FROM: Virginia F. Levi

DATE: July 9, 1993

SUBJECT: Camper Contacts

As you know, the next CIJE board meeting is scheduled for <u>Thursday</u>, <u>August 26</u>, 12:00 noon to 4:00 p.m. at the <u>UJA/Federation</u> of <u>Jewish Philanthropies</u>, 130 <u>East 59th Street</u>, New York.

We ask that you arrange to speak with each of your assigned campers prior to that meeting and that you submit a brief written report to me, for distribution to the staff team, following each conversation. As in the past, the report should highlight any concerns raised as well as any information which would be helpful as we finalize the agenda for the meeting.

Attached is an outline for your use in making those calls, as well as talking points which you may find helpful. These materials are not intended for distribution, but are for your use only. A written progress report will be sent to board members prior to the board meeting.

A list of your campers appears below:

- 1. Alfred Gottschalk
- 2. David Hirschhorn
- S. Martin Lipset
- 4. Florence Melton
- 5. Isadore Twersky

TO MANDELINST PAGE, DZZ

7/8/93

## Outline for Camper Notes for August 1993 Board Meeting

- I. CIJE Organization and Staffing
  - A. Executive Director
  - B. Program Staff
    - 1. Barry Holtz f/t on leave from JTSA
    - 2. New Staff
- II. Lead Communities Update (refer to Talking Points -6/93)
  - A. Atlanta Commission to meet in August

Bill Schatten as Chair

Lauren Azoulai - Senior Plenner as staff in addition to her other responsibilities

Educators (teachers and prinicipals) survey scheduled for fall

B. Baltimore - Official launch in September

Ilene Vogelstein and Genine Fidler as Co-chairs

Chaim Botwinick and Nancy Kutler will staff the commission

Educators (teachers and principals) survey scheduled for fall

C. Milwaukee - Launched

Full-time Project Director, Dr. Ruth Cohen - position funded by Helen Bader Foundation

Commission and Steering Committee appointed and have been meeting

Louise Stein and Jane Gellman - active Co-chairs

Educators (teachers and principals) survey - completed

#### III. Best Practices

- A. Completed Supplementary Schools
- B. Soon to be completed Pre-school/Early childhood (August 26)
- C. Under way Day Schools
  JCCs
  Israel Programs
  Campus Programs
- D. Plans for the coming year will be reported on 8/26
- IV. Pilot Projects in Communities Under discussion in all 3 communities
- V. Foundation Linkages
  - A. Nathan Cummings Best Practices in Supplementary Schools \$150,000 over 3 years
  - B. Jim Joseph Management Training of Day School Heads and Senior Staff
    Under consideration
  - C. Helen Bader Foundation Support in Milwaukee for Project Director
- VI. Monitoring, Evaluation & Feedback
  - A. Researchers have been at work in all 3 communities
  - B. The lives of educators survey (qualitative report) to be completed by 8/26
  - C. Feedback loop designed
  - D. Ongoing reporting to local Lead Communities and CIJE has begun
  - E. Plans for 2nd year will be reported on 8/26
- VII. May Seminar in Cleveland: Report (See meeting notes)

Planning for coming year - time line

Clarification of project - emphasis on Enabling Options of Community mobilization and personnel

Attachment: Talking Points - Background material for counselors' use

PAGE, 22 B2 B2 B2 B2 I UUT

## Talking Points on the Lead Communities Project 6/93

#### 1. The project and CIJE - Why?

The CIJE sees itself as a catalyst, working with existing national and local organizations to develop comprehensive and experimental initiatives to achieve major improvements in Jewish education in North America.

The CIJE 's strategy is to begin with Lead Communities as local laboratories for major improvements and then to encourage their use in other communities.

#### 2. What will be the role of the Lead Communities?

The expectation is that Atlanta, Baltimore and Milwaukee, the three lead communities, will demonstrate what can happen when:

- the importance of Jewish education is recognized by the community and its leadership;
- there is an infusion of outstanding personnel; and
- the necessary resources of all kinds are secured to meet additional needs.

The purpose, in short, is to "demonstrate what Jewish education at its best CAN achieve."

Lead Communities will function as <u>local laboratories for Jewish education</u>
- as an <u>entire community engaged in a major development and improvement program</u>.

Lead Communities will demonstrate how:

- to mobilize community support to create more understanding, knowledge and support for Jewish education in the community-atlarge.
- to build and enhance the quality of life for educators and professionals in Jewish education.
- to develop a research capability that will provide the knowledge needed to make informed decisions and guide development.
- to establish a local commission (wall-to-wall coalition) to be the catalyst for local change.

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#### 3. What do we hope will happen in the community?

- Leadership will develop and articulate a vision of where the community wants to be, what it wants to achieve.
- Individual institutions or groups of institutions (e.g. Conservative synagogues, educators, rabbis, lay leaders and parents) will articulate specific educational goals.
- These activities will create much debate and ferment in the community, will focus the work of the communities, and will demand that communities face complex dilemmas and choices.
- The Institutions of Higher Jewish Learning, the denominations, and the national organizations will join in this effort.

#### 4. Enabling Options - the Key Elements

"Personnel" and "community mobilization" were identified by the Commission as "enabling options," which undergird the implementation of any, or all, other educational programs. Communities are encouraged to look at local educational problems from these perspectives. CIJE will help to mobilize the denominations in the Lead Communities to help deal with these issues at the appropriate time.

#### 5. The three Lead Communities-Background

#### Atlanta

Atlanta has a growing Jewish population. Atlanta's early '80s demographic study of the local Jewish community was followed by the development of a strategic plan. Included were recommendations to reorganize the services of the Bureau of Jewish Education, and reassign functional responsibility to other appropriate agencies. A Commission of Jewish Continuity has been established as a Jewish Education Fund.

#### Baltimore

Baltimore has a stable Jewish population of 92,000. A two-year planning initiative concluded in 1990 with a series of recommendations including the need to increase funding for Jewish education (since then it has increased from 25% to 33%) to establish a commission to look at the local Jewish education system. Outcomes include a strategic plan for Jewish education and the establishment of a Fund for Jewish Education which is currently undertaking a \$10 million campaign.

#### Milwaukee

With a population of 28,000, Wilwaukee has four day schools in addition to an array of camps and pre-school opportunities. Community strengths include the centrality of the federation, the availability of scholarships for day schools and a common cost for each day school, and coordination of teen programming. The cost of Jewish education is a central issue in a community where average incomes are relatively low. The community must also contend with a shortage of trained personnel and a 15% decline in campaign income over the last three years. A Jewish Education Tank Force was established in July 1991 and developed a plan for refocusing the Central Agency for Jewish Education. For many years Milwaukee has taken the lead in putting Jewish education high on its communal agenda and funding it accordingly.

## 6. Community Updates: What is happening

#### <u>Milwaukee</u>

- a. The Commission on Vision and Continuity has been established under the chairmanship of Louise Stein and Jane Gellman
- b. Steering Committee meets every six weeks
- c. Task Forces have been established in the following areas:
  - 1. Personnel on a two year time line
  - 2. Strategic planning working on five year plan including visioning and goals project.
- d. Educators' Survey was administered in June '93, data analysis Summer '93

- e. Fund Development beginning November '93
- f. Full-time Project Director, Dr. Ruth Cohen funded by grant from The Helen Bader Foundation (Daniel Bader new member of the CIJE Board)

3

#### Baltimore

- a. The Center for Advancement of Jewish Education has just been formed (CAJE). It will be headed by Dr. Chaim Botwinick.
- b. CAJE will establish a CIJE committee July 1, 1993. Eileen Voglestein will be one of the two Co-chairs.
- c. Strategic planning by CIJE committee July to August '93.
- d. Convene rabbinic and senior educator leadership August '93.
- e. Launch CIJE Committee September '93.
- f. Conduct Educators' Survey September to October '93.
- g. Monthly meetings of CIJE Committee October '93 to June '95.
- h. Finance resource development.

#### <u>Atlanta</u>

- a. Council on Jewish Continuity has met twice and continues to meet every two months (August 93 next meeting). It is chaired by Dr. William Shatten.
- b. New director of Jewish Educational Services to begin July 15, 1993. (Janice Alper)
- c. Educators' Survey . to be administered in September '93.
- d. Task Force on Israel Experience to be formed in August/September '93.
- e. Task Force on Teacher Training to be established Fall '93.
- f. JCC Judaic content study to be undertaken.
- g. Market study on formation of second Jewish high school Spring '93.
- h. Resource development ongoing

## 7. The Goals Project and Vision

The communities are working toward developing visions for Jewish education to serve as the basis of mission statements. The basic question is what a Lead Community should look like in the twenty-first century. The denominations and their training institutions are working with CIJE to help clarify objectives for use by local denominational groups.

# Council for Initiatives

īn

# Jewish Education

Time sent: 4:25

No. of Pages (incl. cover):

From: Ginny Levi

To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization;

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Phone Number:

Fax Number: 0119722 619 951

Comments:

Phone Number:

Fax Number: (216) 391-5430

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

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair

Morton Mandel

July 8, 1993

Vice Chairs

Charles Goodman

Neil Greenbaum

Matthew Maryles

Alan Hoffmann

Shmuel Wygoda

Honorary Chair Max Fisher

Gerald Cohen

John Celman

Susan Crown

Irwin Field

David Hirschhorn

Henry Koschitzky

Mark Lainer

Norman Lamm

Jorman Lipoff

Seymour Martin Lipset

Ismar Schorsch

Laster Pollack

Annette Hochstein

Seymour Fox

The Mandel Institute 22a Hatzfira Street

Jerusalem 93102 Israel

Board

David Arnow

Daniel Bader

Mandell Berman

Charles Broofman

Maurice Corson

Alfred Gottschalk

Arthur Green

Thomas Hausdorff

Florence Meiton

Melvin Merians

Charles Ratner

Esther Leah Ritz

Richard Scheuer

isadore Twersky

Bennett Yanowitz

Dear Alan, Annette, Seymour and Shmuel:

The next joint meeting of CIJE and the Lead Communities is scheduled for Monday and Tuesday, August 23 and 24 in Baltimore. The meetings will be held at THE ASSOCIATED. We will plan to begin promptly at 10:00 a.m. on Monday and conclude by 4:00 p.m. on Tuesday. We will review the decisions made at the May meeting and discuss how to move the project forward. Your recommendations for agenda items will be sought.

The Baltimore staff is looking into hotel options and will let us know their recommendations shortly.

I hope that you will plan to attend the meeting. Please call Ginny Levi at (216) 391-1852 and let her know your attendance plans.

MEMO TO:

Seymour Fox

FROM:

Virginia F. Levi

DATE:

July 8, 1993

SUBJECT:

Milwaukee Retreat

Ruth Cohen has indicated to me that Milwaukee is planning a commission retreat for Sunday, October 10 for the purpose of advancing their development of a vision for Jewish education. They would like to invite several "national scholars" to help raise the level of discussion. They wondered if you might be available to participate. They are also considering Barry Chazan. In addition, they ask if we can recommend other people whom they might invite.

MEMO TO:

Shmuel Wygoda

FROM:

Virginia F. Levi

DATE:

July 9, 1993

Garne

I have been asked by several people for the August/September travel plans of the various Israeli members of the CIJE team. I would appreciate it if you could send me, in as much detail as is now available, a schedule of the four of you and when each of you plans to be in the States and, to the extent it is now known, where you will be on particular dates. If I could have this early next week, it would be helpful.

I've also been asked to provide MLM with one to two paragraphs of biographical information about Alan which he can use in presenting him to the search committee. Would you please see if there is such a summary available or, if not, provide me with a CV from which I can extract one? This is relatively urgent, since it needs to be ready for the search committee telecon.

Thanks.

## PLANS FOR AUGUST 26TH BOARD AND EXECUTIVE COMMITTEE.

## 1) Progress report:

The progress report is currently in preparation. The central part is drafted by VFL and SW while the part on MEF is drafted by Adam Gamoran and the part on Best Practices by Barry Holtz.

The report should be in Board members mail box no later than by Monday August 16th. Hence all drafts have to be submitted to VFL no later than July 29th, so that they can be submitted for MLM review, corrected, and subsequently mailed to Board members.

## New staff

## 2) Alan Hoffmann's introduction.

The meetings of August 26th will be the first opportunity for the formal introduction of new staff. Towards that date a thourough preparatory work is to be completed.

Alan has started his preparation to take over the directorship of the CIJE. He has been meeting regularly with SF, AH, and SW in addition to his reading CIJE related written material in order to become fully acquainted with the organization, its activities and challenges.

Alan has already prepared a first draft of the CIJE calendar for 1993/94 and will update it periodically as his familiarization will develop.

Alan has just returned from the US, ( where he went to attend the funerals of Mr Sam Melton, and had subsequently various informal meetings related to CIJE matters) and he will be back there for mid August

The announcement about his appointement has to be completed ten days prior to the Board, along with the progress report so that during the Board Alan will be formaly introduced and will be able to have several informal discussions with important Board members, thus leaving them at the evening of August 26th, with the clear impression that the CIJE is finally in good hands and that after a period of "rodage" the organization is ready to measure up with the challenges of the systematic improvement of Jewish education in North America.

## 2) Gail Dorph

Gail has been formally hired only recently, and at the present time she is completing her duties at the University of Judaism and actively preparing her daughter's wedding. Only towards mid August will she be settled back in New York and already after the excitement of the Simha.

As the date of mid August corresponds with the time of arrival of Alan, (and other CIJE israeli staff) to the US, it is suggested to hold several intensive meetings with Gail to bring her on board as quickly and efficiently as possible, in order for her to start and have informal meetings during the Board and executive sessions of August 26th.

## 4) Redefinition of the role of Barry Holtz

Since January 1993 Barry was involved at part time (50%) with the CIJE. Barry was primarily involved with the Best Practices project including Pilot Projects in Lead Communities.

As of July 1st 1993 he works full time for the CIJE. Several areas of responsibility are presently considered for Barry, ranging from expanding his involvement with the Best Practices to coaching the educational content of the work done in one or two Lead Communities. It is to be expected that by August 26th, a formal announcement regarding Barry's new responsibilities will be made, thus completing the full picture of the senior CIJE staff.

## .5)Preparation of Charles Ratner

The overview of the Lead Communities project will be presented by Charles Ratner. In order to help him prepare this presentation the relevant material will be sent to him (e.g. minutes of the simulation semanar of April in Jerusalem, CIJE / LC seminar in Cleveland, etc.). In addition SF will be in telephone contact with him to provide him with additional relevant information and ensure a comprehensive presentation.

# 6) Preparation of LC lay leaders

<u>- Baltimore</u>: Genine Fiedler and Eilene Vogelstein. Both have just been elected co-chairs of the Baltimore CIJE. It vould seem that Chaim Botwinick is best suited to prepare them both for the second CIJE / LC seminar and for the board.

Milwaukee: Jane Gelman and Louise Stein
Jane and Louise have attended the first seminar in Cleveland
and have been actively involved in the day to day development of the
CIJE in Milwaukee. Hence they don't really need to be
prepared as they work hand in hand with the local pros.

## - Atlanta: Bill Shatten

Dr Bill Shatten is a prominent plastic surgeon who is professionally very active. To date his involvement with CIJE has been limited. On the other hand he has left a very positive impression on some of our staff, and thus the challenge is to find the right channel to prepare and involve him to a greater extend.

As Lauren Azoulay is about to become the key CIJE person in Atlanta she seems to be the natural person to prepare him. On the other hand, for internal reasons we may want to consider additional possible avenues and decide shortly how to proceed.

## 7) Preparation of Jon Coleman, E.L.Ritz

The preparation of Jon Coleman will be done by Barry Hotlz, and the one of Ester Lea Ritz by Adam Gamoran.

## 8) Dvar Tora

The choice of the Board member to present the Dvar Tora has to be made by Cleveland, and the information has to be passed on to enable adequate preparation.

## FIRST THOUGHTS IN WAKE OF A GOALS PROJECT SIMULATION

## SHMUEL WYGODA/DANIEL MAROM

After simulating a discussion between the Milwaukee Jewish Day School (Liberal) and the MI/CIJE on the basis of the fourth draft of its. "HEBREW/JUDAICA MISSION STATEMENT (3/9/93)" (appended to this document), we have arrived at the following set of first thoughts on the goals defining process in lead communities::

- 1. The process of defining or redefining goals involves thorough and painstaking "neation of general aims into operative and evaluable directives (eg, the goal of commitment to Medinat Yisrael" would have to be refined in terms of what attitudes, behaviors, and skills are specifically meant by "commitment" and by what aspects of modern Israel are specifically meant by "Medinat Yisrael." Whether because of its demand for institutional integrity and arduous effort work or because of its implications for the reorganization of everyday life in the school, this process can be very threatening.
- 2. The goals defining process demands facilitation by an outside expert's. The facilitator's role would be to guide the process through asking questions, making distinctions and posing suggestions until it has produced goals statments which are
- agreed upon by the various players in the school's leadership (lay, administrative, pro, parents, etc.)
- are capable of being implemented by the school's staff (with appropriate inservice training if necessary and available)
- can be evaluated.

Though the facilitator/s would have to "translate" the concerns and understadings of each of the players in the goals defining process, it would not be the facilitator/s's role to shape school policy in any way. Similarly, though the need for clarity would necessarily involve inquiry into issues of priority and value, the facilitator/s would not attempt to raise the level of discourse on goals to the level sought out in the papers on the educated Jew.

3. A school's statement of general aims (as in the appended Milwaukee Jewish Day School "mission statement) can be a useful starting point if it reflects, even in a very general way, something of an authentic vision. Honest mances in such a document can be "exploded" into a series of specific questions, clarifications, and differentiations which are necessary for the definition of goals (eg. the goal of preparing students for "possessing and valuing a Jewish lifestyle" makes many assumptions about what a school must present to students as a viable way of Jewish living, about how these must be presented, and about what it means for a student to learn about each one of these lifestyles and to choose one of them for him/herself). When such a statement is available, it may provide a less threatening basis for the

goals defining process than when there is no statement at all. In cases in which even this kind of mission statement is unavailable, one would have to think about how to generate its production or suggest that the process begin on the basis of a "content analysis" (an extrapolation of goals statements from an analysis of its existing programs and practice).

4. The question of how to initiate the goals defining process in schools in lead communities is very sensitive and complex. We do not know how many of the 60-80 schools in lead communities (early childhood, day, and supplementary), would want to undergo such a process. Since the process can be threatening, it may safely be assumed that many schools will not be immediately open to the idea. Though pressure from lay leaders and force management could create the basis for such a process, one must also consider the possibility that those who implement a vision will not do so with great energy and conviction, even if the "guillotine" of accountability is hanging over their heads, unless they believe in the school's vision and see themselves as having some role in its conception. Furthermore, we have no "ea of how many outside experts are available for such a process (certainly not mough to work with all the schools in a lead community at once) nor do we know how much time would be necessary in order to achieve appropriate results.

It may be that the resources of the MI-CIJE would be well invested, at least at first, into an intensive goals defining undertaking with one or two schools in each lead community. The advantage of this approach is that the MI-CIJE could choose to work with schools whose desire to enter into a goals defining process is assured from the outset. In addition, it would be possible to consider recruiting those schools into the process which, when seen entering the process, would provide an incentive for other schools to do the same. Yet another advantage is that the smaller undertaking could provide the MI-CIJE with valuable experience in preparation for the larger goals project in and across lead communities (this could possibly make the smaller undertaking appropriate for the pilot project stage).

5. Linked to the issue of initiating the goals defining process is that of the specific players which would have to be involved. As was stated above, being involved in process can be an important factor in empowering and energizing players for the implementation process. This would logically lead to the conclusion that it would be important to include as broad a base as possible in the process. On the other hand, besides the great burden that a broad base places on efficiency, the sources of authority in the decision making process and the internal politics will be different in each school. This could obviously have great impact on the question of who it would be necessary, advisable, or optional to include in the goals defining process. One possibility of dealing with this issue would be to work with a committee of representatives of each of the constituents in a school (lay, administrative, pro, parents, etc.) in producing draft formulations of goals and then with each respresentative and his/her constituent in suggesting emendations. This could also work the other way around - first goals formulations could be done with each of the constitutents and their representatives separately and then emandations could be done by a committee of all the representatives. In both cases, it is reasonable to assume that there would be a series of rounds or movements made between the two groups in order to reach a final formulation of the school's goals.

A related question for many of the schools will be the role of the central offices of the respective denominations Even in cases in which a denomination had developed its own definition of goals - with or without the facilitation of the MI-CUE - it is difficult to assume that local schools would not want to go through their own goals defining process. Some schools may, of course, feel comfortable using denominational goals statements as a framework within which they could taper and reformulate their own goals. Others may be more open to considering goals formulated by the central denominational offices when those offices offer immediate support for the implementation of those goals through curricula and in-service training. But since the goals defining process is itself a factor in creating energy, efficiency, and accountability in a school, even in these cases effort would have to be invested in locally in order to ensure that the various players in a school understand, desire and are capable of implementing centrally formulated goals. It would therefore be necessary to consider how, in each case, a fruitful working relationship could be negotiated between the central denominational offices and their local constituents in lead communities.

In considering this issue, it could be important to keep in mind that the denominations may choose to embark on a long-winded search for educational goals on the basis of the conceptions developed in the MI's educated Jew project. In cases in which this indeed transpires, it would be possible for the central denominational offices to raise the standards and level of discourse on goals among their constituents. Assuming that a fruitful relationship with the central denominational offices had been built in to the goals defining process in schools in lead communities, this would provide a solid basis for such a development in lead communities - one which could indeed provide a model for other communities.

The question of outside expertise is, of course, also pertinent to the question of who sits around the table in the goals defining process. It is important here to distinguish between the task of facilitating the formulation of clear goals and suggesting ideas or programs in order to implement these goals. Since goals set a theoretical basis for ideas and programs, and the latter should be evaluated in light of the former, it is critical to separate these two activities. As was stated above, it is doubt to assume that the MI-CIIE has enough staff available to work with all of the schools in lead communities at the same time. Even in working with small number of schools, all of which would agree to working with an outsider, the question of how to work together needs attention. Possibilities range from long term, on-site, "hands-on" cooperation on site to fax relationships. The question of whether or not it would be possible to train local experts for this assignment may be worth considering.

6. In order to proceed, we suggest that this document be discussed with AH and SF in preparation for the discussion of the goals project at the coming CIIE seminars.

Milwanker Jewish Day School

( Liberal)

#### HEEREW/JUDAICA MISSION STATEMENT

Draft #4: 3/9/93

The mission of MJDS is to prepare graduates to be educated participants in the Jewish community, possessing and valuing a Jewish lifestyle and the ability to engage in independent Jewish study. Through active and intensive study of source materials, students will become knowledgeable participants in Jewish life.

MJDS aspires to foster in each child a positive Jewish identity and a love and commitment to God, Israel and the Jewish people. The program emphasizes the richness and worth of religious pluralism and instills respect and appreciation for different outlooks and practices within Judaism. It will stress the need to accept and embrace all Jews as equal participants in the Jewish community.

Judaic and general studies curricula are substantially integrated, enabling students to express their Jewishness in their daily lives.

#### PROGRAM GOALS

draft #3: 3/9/93

Graduates of MJDS will have attained the following goals:

on the and of I knowl.

- 1. knowledge and understanding of the full range of Jewish beliefs and observances.
- 2. knowledge of and familiarity with Jewish sources.
- 3. understanding of the development of Jewish tradition.
- 4. knowledge of Jewish history.

In the area of Jewish skills:

- 1. the ability to speak, read, write and understand the Hebrew language.
- 2. the ability to participate in and lead synagogue worship (tefillah).
- 3. the ability to participate in and lead home and holiday celebrations.
- 4. the ability to study Jewish sources independently.

In the area of Jewish attitudes:

- commitment to gemilut chasadim (acts of loving kindness).
- 2. commitment to Klal Yisrael (Jewish community).
- 3. commitment to Medinat Yisrael (the modern State of Israel).
- 4. positive feelings about Jewish life, celebration, and learning.

# Council for Initiatives

in

# Jewish Education

Date sent:

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Time sent

No. of Pages (incl. cover):

To: Annette Hochstein, Seymour Fox,

From: Ginny Levi

Shauel Wygoda Organization:

Phone Number:

Phone Number:

Fax Number: (216) 391-5430

Fax Number: 0119722 619 951

Comments:

Dear Oriena -Enclosed are the pages you did not receive yesterday. Also enclosed: 1. Revised agenda for Fri. telecon

2. Draft hudget for Tab 5

I understand ARH will be on the call, but at a number outside of Jerusalem. Please let me know the number. that SW will not be on the call and know that SF will not.

I am anxiously awaiting responses on the memo to Lead Communities and Camper notes. Thanks,

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

21**6**-391-1852

#### ACENDA

#### CIJE STEERING COMMITTEE

July 9, 1993 7:30 AM

Participants: Morton Mandel (Chair), Annette Hochstein, Steve Hoffman, Ann Klein, Virginia Levi, Henry Zucker

		<u>T</u> a	<u>b</u>	<u>Assig</u>	nment
I.	Master Schedule Control		1		MLM
	- Reschedule Aug. 4 to Aug. 12 - Schedule future meetings				
II.	Minutes and Assignments of June 17, 1993		2,3		VFL
III.	Plans for Aug. 26 Executive Committee and Board Meetings		6a,6b		MLH
IV.	Plans for Staff Seminar and Seminar with Lead Communities				ARH
v.	Lead Communities Update				ARH
VI.	Discuss SRE Memo re Representation on Advisory Council to Joint Authority for Jewish/Zionist Ed.		9		нін
VII.	Discuss Goldring memo re use of Educator Survey		ò		SF/ARH
VIII.	Review draft budget		5		HIM
IX.	Status Reports				ARH
	A. Best Practices				
	B. Monitoring, Evaluation & Feedback				
Х.	Staffing				MIM

30. Of the following benefits which are available to you	and which do y		(Check al Available	il that apply).	
a. Free or reduced tuition for your children at your scho	ot or program	•	Available	Receive 2	
b. Free or reduced tuition for yourself and adult family i	member		1	2	
c. Free or reduced membership in a synagogue or JCC			1	2	
d. Synagogue privileges such as High Holiday tickets			1	2	
e. Day/child care			1	2	
f. Money to attend conferences, continuing education			1	2	
g. Sabbatical leave (full or partial compensation)			1	2	
h. Employer contribution to a health plan			1	2	
l. Pension benefits			1	2	
k. Other, specify			1	2	
31. Please indicate the degree to which you are satisfis activities:	ed with the amou	int of time you Dissatisfied			י עו
a. Curriculum / program development	1	2	[3		_
b. Public relations / markeing	1	2	[3		Ĩ.
c. Parent / constituent relations	1	2	[3	3 4	•
d. Teacher / staff supervision	1	2	3	1 4	
e. Training and staff development	1	2	3	4	
f. Recruiting staff	1	2	[3		
g. Overall school management, including budget	1	2	[3		
Fund raising or resource development	1	2	3		
32. Indicate of the following which two would "enhance (Check only one!)	° your overall e	ffectiveness a	s an educat	ional leader?	
a. Additional support staff / clerical		1			
b. Additional funding for programs		2	-	,	-
c. Additional funding for resources / materials		3			
d. Additional professional staff		4			
e. Availability of consultants		5			
f. Other please specify		6			

MEMO TO: Seymour Fox, Annette Hochstein, Stephen Hoffman, Barry Holtz,

Shrauel Wygoda, Henry L. Zucker

FROM: Virginia F. Levi

DATE: July 6, 1993

SUBJECT: November Lead Communities Meeting

I had as an assignment to call Joan Strauss at CJF to discuss the possibility of holding a Lead Community seminar in conjunction with the GA. She reported that there are no meetings involving planners on Tuesday, November 16. At present, they are holding Wednesday, the 17th for possible meetings beginning at 10:00 a.m., but no formal program has been planned.

Joan's advice was that we make our plans as soon as possible and get back to CJF regarding scheduling and space. She said that space is limited and haste is advised.

Would we do a one-day meeting? If not, could we get people to Montreal on Monday, the 15th? Perhaps we should discuss all this at our next telecon, if not before.

ASS.BBER TSNIDBSNAM ST

#### CIJE BOARD MEETING

#### August 26, 1993

#### **ACENDA**

(Lunch 12 - 1:00; Meeting 1 - 4:00)

I. Welcome and Progress Report

Introductory remarks, comment on CIJE role with respect to Lead Communities, etc., and introduce Alan Hoffmann.

II. Comments Alan Hoffmann

Introduce Gail Dorph, comment on new status of Barry Holtz, discuss staffing.

III. Overview of the Lead Communities Project Charles Rather

Responses by chairs of Lead Community projects:

Atlanta - William Schatten

Baltimore - Genine Fidler, Ilene Vogelstein

Milwaukee - Jane Gellman, Louise Stein

IV. Monitoring, Evaluation & Feedback Report

A. Introductory Remarks Esther Leah Ritz

B. Update on Overall Project Adam Gamoran

C. Prelimary Report on Educators' Survey Ellen Goldring

V. Update on Best Practices & Pilot Projects

A. Introductory Remarks John Colman

B. Report Barry Holtz

VI. D'var Torah TBD

22. What is the affiliation of the school or agency v (Check the appropriate response)	where you are an educ	ational leader?		
a. Reform	1			
b. Conservative	2			
c. Traditional	3			
d. Orthodox	4		1	
e. Reconstructionist	5			
f. Community	6			
g. Jewish Community Center	7			
h. Other, specify	В			
23. How many students are in your school / agenc	y?			
24. Which of the following best describes your lead (Check the one appropriate response)	dership mile?			
a. Head of day school		1		
b. Department head or chairman at day school		2		
c. Educational director		3		
d. Division head of congregational school		4		
e. Preschool Director		5		
f. Program Director: Adult Education		6		
g. Program Director. Special Education		7		
h. Central Agency Director		8		
i. Central Agency Administrative Staff		8		
j. Other, please specify		10		
25. How did you find your present primary adminition (Check the one that best applies)	strative pesition?			
a. Central agency or bureau		1	N-M - Na	
b. Graduate school placement		2		
c. National professional association		3		
d. Through a friend or mentor		4		
e. Recruited or approached by institution		5		
f. Newspaper advertisement		6		
g. Other		7	EDUCATIONAL LEADERS SURVEY	Page

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5-10:00 76:

26. The following items deal with the extent to	which rabbl(s) or	supervisor(s) ar	e involved in yo	ur setting.	
( Check one response for each item )		None	Somewh	nat A	Great Deal
a. In defining school / program goals, objective	s and priorites.	1	2	]	3
b. In discussions regarding curriculum / program	n,	1	2	]	3
c. In every aspect of educational program / pro	grams	1	2	]	3
27. Did you move to this community to take	this job?	Yes(1)	No (2)		
28. To what extent do you receive help and sup (Check one response for each)					
a. Other colleagues in community	Frequently	Occasionally 2	Seldom 3	Never 4	
b. Other colleagues outside the community	1	2	3	4	
. Local university	1	2	3	4	
d. Central agency staff	1	2	3	4	
e. National movement	1	2	3	4	
f. Professional organization	1	2	3	4	
g. Other, please specify	1	2	3	4	
29. How important were the following factors a	ffect your decisi Very	on to work where Somewhat	Somewhat	Very	?
a. Hours	Important	Important 2	unimportant (	inimportant	
b. Salary		[2]	3	4	
c. Community	1	2	3	4	
d. Rabbi(s) or supervisor(s)	1	2	3	4	
e. Reputation of the school or program	1	2	3	4	
f. Religious affillation	1	2	3	4	
g. Career advancement	1	2	3	4	
h. Spouse's work	1	2	3	4	
i. Other, specify	1	2	3	4	

# Council for Initiatives F in Jewish Education X Time sent: 2:55 Date sent: 7/6 No. of Pages (incl. cover): 26 From: Ginny Levi To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization: C Phone Number: Phone Number: O Fax Number: 0119722 619 951 Fax Number: (216) 391-5430 Comments: Attached are: E 1 Draft memo to Lead Com. Seminar patential participants. Please react quickly so I can get it out. (Balt. is considering whether they want their lay leaders at a warking session. I haven't get asked atlanta. Lewen isn't around.) R S Н (2) Memo re Nov. meeting E 1 Papers for Fir. Steering Committee mity. E D' Leaders' Survey. (3) Memo & alan Hoffmann-Please forward. P.S. I'm still waiting for Jenny feedback on comper outline. Jenny T If there are any problems receiving this transmission, please call: 21**6**-391-1852

MEMO TO:

Alan Hoffmann

FROM:

Virginia F. Levi

DATE:

July 6, 1993

COPY TO:

Art Naparstek

This is to confirm a meeting for you and Art Naparstek with Dr. Edward Queen at the Lilly Endowment, Indianapolis, on Wednesday, September 8 in the afternoon. I suggest that you be in touch with Art for details.

MEMO TO:

FROM:

Henry L. Zucker

DATE:

July 6, 1993

SUBJECT:

Joint Lead Communities Working Session

COPY TO:

The next joint meeting of CIJE and the Lead Communities is scheduled for Monday and Tuesday, August 23 and 24 in Baltimore. We will plan to begin promptly at 10:00 a.m. on Monday and conclude by 4:00 p.m on Tuesday. We will review the decisions made at the May meeting and discuss how to move the project forward. Your recommendations for agenda items will be sought.

The meetings will be held at THE ASSOCIATED. The Baltimore staff is looking into hotel options and will let us know their recommendations shortly.

I hope that you will plan to attend the meeting. Please call Ginny Levi at (216) 391-1852 and let her know of your attendance plans.

MEMO TO: Seymou

Seymour Fox, Annette Hochstein, Stephen Hoffman, Barry Holtz,

Shmuel Wygoda, Henry L. Zucker

FROM:

Virginia F. Levi

DATE:

July 6, 1993

SUBJECT.

November Lead Communities Heeting

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#### APPENDIA

#### CIJE STEERING COMMITTEE

July 9, 1993 7:30 AM

Participants: Morton Mandel (Chair), Seymour Fox, Annette Hochstein, Steve Hoffman, Ann Klein, Virginia Levi, Shmuel Wygoda, Henry Zucker

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VII.	Discuss Goldring memo re use of Educator Survey	9	SF/ARH

#### CIJE BOARD MEETING

#### August 26, 1993

#### AGENDA

(Lunch 12 - 1:00; Meeting 1 - 4:00)

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II. Comments

Alan Hoffmann

Introduce Gail Dorph, comment on new status of Barry Holtz, discuss staffing.

III. Orsewiers of the Load Communication Dunjack

Charles names

Responses by chairs of Lead Community projects:

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Milwaukee - Jane Gellman, Louise Stein

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A. Introductory Remarks

Esther Leah Ritz

B. Update on Overall Project

Adam Gamoran

C. Prelimary Report on Educators' Survey

Ellen Goldring

V. Update on Best Practices & Pilot Projects

A. Introductory Remarks

John Colman

B. Report

Barry Holtz

VI. D'var Torah

TBD

#### CIJE EXECUTIVE COMMITTEE MEETING

### August 26, 1993

#### AGENDA

(Refreshments 9:30; Meeting 10 - 11:30)

I. Introductory Remarks MLM

II. Progress Report ARH

III. Proposed Workplan A. Hoffmann

IV. Development Report by AJN (If we have a Blaustein or Jim Joseph gift to report)

A. Hoffmann

A. Hoffmann

#### MEMORANDUM

To:

CIJE

FROM:

Shulamith R. Elster

DATE:

June 9, 1993

RE:

American Advisory Council to the Joint Authority for

Jewish/Zionist Education

For the past two years, I have served on the AAC and on two of its sub-committees as a representative of the CIJE, Alvin Schiff chairs this group. Meetings take place twice a year at the Jewish Agency offices in New York.

I spoke with Alvin at the conclusion of today's meeting about my continued participation. He indicated that he would like for me to remain an active member. I will consider the invitation.

The CIJE should anticipate a request from Alvin that a member of the educational staff join the Advisory Council in time for the October meeting.

## VANDERBILT UNIVERSITY



NASAVILLE, TENNESSEE 37203

Tatanana (615) 102,711:

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

To: Annette Hochstein and Seymour Fox

From: Ellen Goldring

Re: Request for Use of Educator Survey

Date: June 28, 1993

CC: Ginny Levi

In a recent conversation with Shulamith, she informed me that Mark Gurvis from Cleveland will be contacting me regarding using the Educator Survey in Cleveland. He asked Shulamith about data analysis, processing and other issues.

In addition, when Milwaukee was signing their contract regarding the data analysis, questions were raised about who "owned" the data, and who would have access to it for additional analyses, report writing, and information releases.

These questions bring to my attention an issue that CIJE may want to address regarding the use of the Educator Survey and other instruments that are developed. Do we want to have some type of process or procedure to monitor and approve the use of the questionnaires? Do we want some type of quality control over the usage and reporting of data, etc?

As CIJE begins to develop more instruments how do we want to promote the dissemination of the availability to other communities? Do we want to have some type of comparative research data base? Do we want to promote or suggest people to conduct analyses?

There are many questions to be discussed in this regard. In the short term, I would appreciate it if you would advise me as I respond to immediate requests from Mark and others.

I hope you are having a pleasant summer. I am off to Madison tomorrow and I am sure Adam and I will be in touch with a more detailed memo in response to my recent visit with you in Jerusalem within a week or so.

Warmest Regards!

Post-It* brand fax transmittal r	nemo 7671 # of pages > /
	FROME LLENGOLDRING
Ca. EVI	Co.
Dept.	Phone 4
Fax 216-391-5430	Fai615-343.7094

#### COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educational Leader,

As an educational leader in one of the three communities in North America selected to participate in the Council for Initiatives in Jewish Education Lead Communities Project, we appreciate your participation in this Educators Survey.

By completing this survey, you and your colleagues can provide valuable information about the professional lives, interests and needs of Jewish educators. The information collected through this survey will be used to make recommendations for the improvement of Jewish education in your community.

On the pages that follow you will find many different questions about your work. There are specific instructions for each question. Please answer each frankly. If you do not find the exact answer that describes your situation or views, please select the one that comes closest to it. Please feel free to add comments and explanations.

The results will appear only in summary of statistical form so that individuals cannot be identified. The findings will be presented to the Principals Council during the 1993-94 academic year.

Thank you very much for your participation and cooperation.

Lead Communities Project

# Council for Initiatives in Jewish Education Lead Communities Project EDUCATIONAL LEADERS SURVEY

I. ATTITUDE	

This first group of questions asks about your perceptions of Jewish education.

1. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you <u>first</u> assumed <u>your</u> leadership position.

( Check one response for each item )	Very Important	Somewhat important	Somewhat unimportant	Very unimportant
a. Service to the Jewish community	1	2	3	4
b. Teaching about Judaism	1	2	3	4
c. Learning more about Judaism	1	2	3	4
d. Level of income	1	2	3	4
e. Working with teachers	1	2	3	4
f. Working with children	1	2	3	4
g. Full-time nature of the profession	1	2	3	4
h. Status	1	2	3	4
i. Opportunity for career advancement	1	2	3	4
j. Other, specify	1	2	3	4
1				

2. Would you describe yourself as having a career in Jewish education?

Yes 1 No 2

3. The following items deal with your perceptions of teacher / staff involvement in Jewish education. To what extent do you agree or disagree with each of the following statements?

( Check one response for each item )	Agree strongly	Agree	Disagrae strongly	Disagree
<ul> <li>a. Steff members / teachers should have an opportunity to participate in defining school / program goals and priorities.</li> </ul>	1	2	3	4
<ul> <li>b. Staff members / teachers generally do have an opportunity to participate in defining school / program goals and priorities.</li> </ul>	1	2	3	4
<ul> <li>Decision-makers should ask for teachers / staff advice before making a decision about a critical issue.</li> </ul>	ŧ	2	3	4
<ul> <li>d. Decision-makers generally do ask for teachers / staff advice before making a decision about a critical issue.</li> </ul>	1	2	3	4

4. The following Items deal with your perceptions of lay leadership involvement in Jewish education in your setting. To what extent do you agree or disagree with each of the following statements?

( Check one response for each Item )	Agree strongly	Agree	Disagree strongly	Disagree
<ul> <li>a. Lay leaders should have an opportunity to participate in defining school goals, objectives and priorities.</li> </ul>	1	2	3	4
<ul> <li>b. Lay leaders generally do have an opportunity to participate in defining school goals, objectives and priorities.</li> </ul>	1	2	. 3	4
<ul> <li>c. Lay leaders should have an opportunity to participate in discussions regarding curriculum / programs.</li> </ul>	1	2	3	4
<ul> <li>d. Lay leaders generally do participate in discussions regarding curriculum / programs.</li> </ul>	1	2	3	4
Lay leaders should be actively involved in every aspect of the educational curriculum / program.		2	3	4
f. Lay leaders are generally actively involved in every aspect of the curriculum / program.	1	2	3	4

5. Below is a list of individuals with whom you are in contact. In your opinion, how is Jewish education regarded by each?

( Check one response for each item )	Very important	Somewhat important	Somewhat unimportant	Very unimportant
a. Rabbi(s) or your supervisor(s)	1	2	3	4
b. Most teachers	1	2	3	4
c. Most parents	1	2	3	4
d. Lay leaders	1	2	3	4
e. Your family	1	2	3	4
f. Your friends	1	2	3	4
g. Your colleagues	1	2	3	4

6. The following items deal with different aspects of the life of a Jewish educator, please Indicate how satisfied you are with each of the following:

( Check one response for each item )	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
a. Student attitudes toward Jewish education	1	2	3	4
b. Student behavior		2	3	4
c. Feeling part of a community of educators		2	, 3	4
d. Respect accorded you as an educator	1	2	3	4
o. Boing part of the Jewish semmunity	1	2	Э	+
f. Support from the rabbi(s) or supervisor(s)		2	3	4
g. Support from the lay leadership		2	3	4
h. Number of hours of employment		2	3	4
i. Salary	9	2	3	4
j. Physical setting and facilities	1	2	3	4
k. Resources available to you	1	2	3	4
l. Benefits	Î	2	3	4
m. Other, specify	1	2	3	4

# II. EXPERIENCE

The following set of items asks about your current and prior experience in Jewish education:

7. For each of the following Jewish settings check the positions you have held and indicate the total number of years in each.

~ Setting	Postion	Number of years
SUPPLEMENTARY SCHOOLS	Aide	
	Teacher	100 100 100 100 100 100 100 100 100 100
1	Supervisor	righty) (red ) principal de l'article de l'a
1	Specialist	
	Principal	Major
	Other	AND DESCRIPTION OF THE PROPERTY OF THE PROPERT
	The state of the s	
DAY SCHOOLS	Aide	
	Teacher	
	Supervisor Supervisor	
	Specialist	
Ī	Principal	11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Other	
_		
DAY / RESIDENTIAL CAMP	Counselor	
on medical man	Specialist	The second secon
	Unit leader	
-	Division head	A TOTAL CONTRACTOR OF THE PROPERTY OF THE PROP
	Director	
	Other	
JCC	Group worker - Teacher	
	Program Director	
. [	Department head	According to the second of the
	Director	1
	Other	
r	Assistant teacher	
PRESCHOOL	Teacher	A. Maria
-	Director	Yanan haar mar arawanii
-	Other	Harman Managaran
L	Other Control of the	A TO THE PARTY OF
	Croup Advisor	y III
INFORMAL EDUCATION	Group Advisor  Youth Director	y,
YOUTH WORK		
	Other	Walter management and
	as a service of the s	V. Vol. 7 V. Col. St. Director St. Trick
EDUCATION	Teacher	
EDOCATION	Program Director	44(1)
	Other	

If yes, how many years?
9. Please indicate how many years you have been in your CURRENT setting, including this year.
10. How many years have you been working in:  Jewish education in this community, including this year?  .
11. How many years IN TOTAL have you been working in the field of Jewish education?
III. TRAINING AND STAFF DEVELOPMENT
The next set of questions asks about your training and staff development experiences
12 Did you attend any workshops or seminars in the past two years?
Yes (1) No (2)
If yes, how many did you attend in town 7
If yes, how many out-of-town?
13. The following are reasons educational leaders participate in professional development activities. Rank only the three most important by writing 1, 2, 3, next to your choice where 1 is the most important.
a. Required by contract
b. To improve administrative and leadership skills
c. To improve knowledge of Judaica
d. To learn about new teaching methods and materials
e. To learn about new curriculum / programs and resources
f. Offered at convenient time and location
g. Subsidy available for participation ————
h.Other, please specify

EDUCATIONAL LEADERS SURVEY Page 5

(Check one response for each Item)		Vac (1)	N/ (0)	
a. Attend a formal course in Hebrew or Judaio	<b>:</b> a?	Yes (1)	No (2)	
b. Participate in a private Hebrew or Judaica	study group?	1	2	
c. Study Hebrew or Judaica on your own?		1	2	
d. Participate in some other on-going form of	Jewish study?	1	2	
<ol> <li>In which of the following areas do you fee (Check ail that apply)</li> </ol>	i you would iike to	o develop your skills	further?	
a. School management				
b. Child and adult development	2			
c. Strategic planning and development	3			
d. Curriculum and program development	4			
e. Staff supervision and professional develop	ment 5			
f. Communication skills	5			
g. Working with parents and volunteers	7			
h. Leadership				
i. Other	8			
<ol> <li>In which of the following would you like to (Check all that apply)</li> </ol>	increase your kn	owledge?		
a. Hebrew language	1			
b. Customs and ceremonles	2			
c. Israel and Zionism	3			
d. Jewish history	4			
e. Bible	5			
f. Synagogue skills / prayer	6			
g. Rabbinic literature	7			
h. Other	8			

EDUCATIONAL LEADERS SURVEY Page 6

a. Reform	_ (			
17. How proficient are you in He (Check one for each categor				
a. Fluent	Speaking	Reading	Writing  1	
b. Moderate	2	2	2	
c. Limited	3	3	3	
d. Not at all	4	4	, 4	
18. Overall, how adequate are the	ne opportunities for tea	Cher professional growth	and development in your community?	
(Check one)				
a. Very adequate	1			
b. Somewhat adequate	2			
c. Somewhat inadequate	С			
d. Very inadequate	4			
19. Overail, how adequate are the	ne opportunities for you	ır prefessional growth a	nd development in your community?	ŀ
(Check one)				
a. Very adequate	1			
b. Somewhat adequate	2			
c. Somewhat inadequate	3			
d. Very Inadequate	4			
IV. SETTINGS				
The next set of questions asks ye	ou about the schools in	which you work.		
20. How many paid positions in .	lewish education do yo	u hold?		
21. If you work in more than one	setting in Jewish educ	ation, do you do so to ean	n a suitable wage?	
Yes (1) N	o (2)			
If you work in more than one	etting, how many hou	rs per week do you work a	•	
First	Second			

(Check the appropriate response)

The following questions refer to the setting in which you hold an educational leadership position.

22. What is the affiliation of the school or agency whe (Check the appropriate response)	re you are an educatio	nal leader?			
a. Reform					
b. Conservative	2				
c. Traditional	3				
d. Orthodox	4				
e. Reconstructionist	5		•		
*. Community	B				
g. Jewish Community Center	· .				
h. Other, specify					
23. How many students are in your school / agency? _					
24. Which of the following best describes your leaders (Check the <u>one</u> appropriate response)	ship <del>r</del> ole?				
a. Head of day school		1			
b. Department head or chairman at day school		2			
c. Educational director		3			
d. Division head of congregational school	;	4			
e. Preschool Director		5			
f. Program Director: Adult Education		8			
g. Program Director: Special Education		7			
h. Central Agency Director		8			
i. Central Agency Administrative Staff		9			
j. Other, please specify		10			
25. How did you find your present primary administrati (Check the one that hest applies)	ive pesition?				
a Central agency or pureau		1		· · ·	
The second control of the second control of					
all many control of the second					
O Other	]	1	EUUCATIONAL LEA	DERS SURVEY	Page 5

•	L-/	* **		_	
( Check one response for each Item )		None	Some	what	A Great Deal
a. In defining school / program goals, objective	1		2	3	
b. In discussions regulating conforming / progre	41***			3	•
c. In every aspect of educational program / pro	ograms	1		2	3
27. Did you move to this community to tak	e this job?	Yes(1)	No (2)		
28. To what extent do you receive help and su (Check one response for each)					
a. Other colleagues in community	Frequenity  1	Occasionally 2	Seldom 3	Never 4	
b. Other colleagues outside the community	3	2	3	4	
c. Local university	1	2	3	4	
d. Central agency staff	1	2	3	4	
e. National movement	1	2	3	4	
f. Professional organization	1	2	3	4	
g. Other, please specify	1	2	3	4	
29. How important were the following factors a	affect your decisio Very Important	on to work where Somewhat Important	you are prese Somewhat unimportant	Very	
a, Hours	1	2	3	4	
b. Salary	1	2	3	4	
c. Community	1	2	3	4	
d. Rabbi(s) or supervisor(s)	1	2	3	4	
e. Reputation of the school or program	1	2	3	4	
f. Religious affiliation	1	2	3	4	
g. Career advancement	1	2	3	4	
h. Spouse's work	1	2	3	4	11. W
i. Other, specify	1	2	3	4	

			Avallable	0	
a. Free or reduced tuition for your children at your scho	ol er program	,	1	Receive 2	8
b. Free or reduced tuition for yourself and adult family r	neinber		1	2	
c. Free or reduced membership in a synagogue or JCC			1	2	
d. Synaoogue privileges such as High Holiday tickets			1	2	
e. Day/child care			1	2	
f. Money to attend conferences, continuing education			1	2	
g. Sabbatical leave (full or partial compensation)			1	2	
h. Employer contribution to a health plan			1	2	
t. Pension bonofito			1	2	
Antistiye,			1 - 1	1 1	
a. Curriculum / program development	Very Dissatisfied	Dissetisfied	_		Very Satisfied
b. Public relations / markeing	1	2	[	3	4
c. Parent / constituent relations	1	2		3	4
d. Teacher / staff supervision	1	2		3	4
e. Training and staff development	1	2		3	4
f. Recruiting staff	1	2		3	4
g. Overali school management, Including budget	1	2		3	4
h. Fund raising or resource development	1	2		3	4
32. Indicate of the following which two would "enhance" (Check only one!)	your overalle	ffectiveness as	s an educa	tional lea	der?
a. Additional support staff / clerical		1			
b. Additional funding for programs		2	•		******
c. Additional funding for resources / materials		3			
d. Additional professional staff		4			
e. Availability of consultants		5			
f. Other please specify		6			

EDUCATIONAL LEADERS SURVEY Page 10

1	2				
If yes, please continue with	Section V.				
•					
34. If you are not a full-time	educator and had the opportunity to work full	l-time, would you? (Check One)			
		•			
Yes (1)	No (2)				
•					
35. What sorts of things wou most important by writing 1,	uld encourage you to consider full-time emplo 2, 3, next to your choice where one is the ma	syment in Jewish education. Rank only the three ost important.			
a. Salary					
b. Benefits					
c. Job security, tenure					
d. Career development					
e. Job opportunities					
	dates and Hahraw				
f. Greater background in Ju-					
g. Greater educational back	ground	<del></del>			
h. Presence of colleagues and opportunities to work with them ————					
i. Change In family status					
j. Availability of training opp	oortunities				
k. More resources at work					
V. BACKGROUND					
Next we are going to ask yo	ou about yourself.				
		1-1-1			
36. Are you Jewish?					
Yes (1)	No (2)				
1 (1)	2				
	_				

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EDUCATIONAL LEADERS SURVEY

33. Are you employed as a full-time Jewish educator/ (Check one)

No (2)

Yes (1)

	1	Orthodox
	2	Traditional
[	3	Conservative
[	4	Reform
[	5	Reconstructionist
{	6	Unaffiliated
[	7	Other (specify)
38. Are	e you	currently a member of a synagogue?
		Yes (1) No (2)
39, An	e you	an educator in the synagogue where you are a member?
		Yes (1) No (2)
40. Wł	nich o	of the following, do you usually observe? (Check all that apply.)
	]	Light candles on Friday evening
2		Attend a seder in your home or somewhere else
3		Keep Kosher at home
4		Light Hanukkah candles
5		Fast on Yom Kippur
6		Observe Sabbath
7		Bulld a Sukkah
8		Fast on Tisha B'Av and minor fasts such as Ta'anit Esther
9		Celebrate Israel Independence Day

a. Attend synagogue on the High Holidays  Yes (1) No (2)  2
b. Attend synagogue at least twice a month on Shabbat
c. Attend synagogue on holidays such as Sukkot, Passover or Shavuot
d. Attend synagogue daily
42. Have you ever been to Israel?
Yes (1) No (2)
1 2
If, yes, did you ever live in Israel for three months or longer?
Yes (1) No (2)
43. What kind of Jewish school did you attend before you were thirteen? (Check all that apply.)
1 Sunday school
Supplementary school or Talmud Torah
3 Day school
School in Israel
5 None
6 Other (specify)
44. Did you attend a Jewish summer camp with mainly Jewish content or program?
Yes (1) No (2)
If Yes, how many summers?
45. What kind of Jewish school, if any, did you attend after your were thirteen? (Check all that apply.)
One day/week confirmation class
Two or more days/week Hebrew high school
3 Day school
School in Israel
5 None
6 Other (specify)

47.	Sex	Male	Female					
		1	2					
48.	Where	were you bom	?					
	USA	1						
	Other,	please specify	y country		<del></del>	4		
49.	. Marital	status						
	1	Single, never	married					
	2	Married						
	3	Separated						
	4	Divorced						
	5	Widowed						
50.	. If you a	re married, ls y	your spouse Jev	rish?				
		Yes (1)	No (2)					
51	. What is	s your total fan	nily from work ir	Jewish educ	ati <b>o</b> n?			
	1	below \$10,0	00					
	2	\$20,000 - \$2						
		\$30,000 - \$3						
	4	\$40,000 - \$4						
	5	\$50,000 - \$5						
	6	\$60,000 - \$6						
	7	\$70,000 - \$7					•	***
	8	over \$80,000	0					

1	1	below \$30,000
	2	\$30,000 - \$49,999
	3-	\$50,000 - \$69,999
	4	\$70,000 - \$79,999
	5	\$80,000 - \$89,000
	6	\$90,000 and above
53. Wh	at is	the highest level of education that you have completed? (Check one)
	1	High school graduate
	2	Some college
	3	College graduate
[	4	Some graduate courses
	5	Graduate or professional degree
	6	Teacher-training institute
54, Wr	nat di	egrees do you hold? Please list:
De	egree	Major
_		

52. What is your total family Income?

EDUCATIONAL LEADERS SURVEY Page 15

55. Do you have undergraduate or graduate credits in any of the	tallawing?				
	Undergrad			Graduate	
a. Judaica or Jewish Studies	Yes	No 2	Yes		
b. Hebrew language	1	2	1	2	
c. Education	1	2	1	2	
d. Jewish communal service	1	2	. 1	2	
e, School Administration	1	2	1	2	
f. Teaching	1	2	1	2	
g. Jewish education	1	2	1	2	
56. Do you hold a professional license or certification in :					
Yes (1) a. Jewish education	No (2)				
b, General education	2				
c. Administration	2				
d. Other (please specify)	2				
57. Which of the following best describes your career plans over	er the next th	ree years?			
(Choose one)					
1 plan to continue what I am doing.					
2 I plan to be an administrator or supervisor in this Jow	ish cohool/j	program in this	commun	ıtty.	
I plan to be an administrator or supervisor in another Jewish school / program in this community.					
4 I plan to be an administrator or supervisor in a Jewist	school.				
5 I plan to have a position in Jewish education other the administrative setting.	at in a schoo	l/(such as a c	entral ag	ency or other	
6 I plan to be involved in Jewish education in Israel, or in some other country.					
7 I plan to seek a position outside of Jewish education.				g series	
g i plan not to work.					
g I plan to retire.					
10 I don't know, I am uncertain.					
Other, please specify		<del></del>			
Thank you very much for your cooperation!  EDUCATIONAL LEADERS SURVEY Page 16					
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0 2 0 1					

#### TOWARDS THE CIJE AUGUST 26TH 1993 BOARD MEETING

#### 1) Alan Hoffman

Alan has started his preparation to take over the directorship of the CIJE. He has been meeting regularly with SF, AH, and SW in addition to his reading CIJE related written material in order to become fully acquainted with the organization, its activities and challenges.

Alan has already prepared a first draft of the CIJE calendar for 1993/94 and will update it periodically as his familiarization will develop.

Alan has just returned from the US, ( where he went to attend the funerals of Mr Sam Melton, and had subsequently various informal meetings related to CIJE matters) and he will be back there for mid August

The announcement about his appointement has to be completed ten days prior to the Board, so that during the Board Alan will be able to have several informal discussions with important Board members, thus leaving them at the evening of August 26th, with the clear impression that the CIJE is finally in good hands and that after a period of "rodage" the organization is ready to measure up with the challenges of the systematic improvement of Jewish education in North America.

### 2) Gail Dorph

Gail has been formally hired only recently, and at the present time she is completing her duties at the University of Judaism and actively preparing her daughter's wedding. Only towards mid August will she be settled back in New York and already after the excitement of the Simha.

As the date of mid August corresponds with the time of arrival of Alan, ( and other CIJE israeli staff) to the US, it is suggested to hold several intensive meetings with Gail to bring her on board as quickly and efficiently as possible.

### 3) Simulation seminar

Based on passed experiences it is suggested to hold an internal simulation of the forthcoming seminars in the US.

The simulation will take place at the Mandel Institute in Jerusalem on: Wednesday and Thursday, July 21-22 1993 and will be attended by: SF, ARH, AH, DM, SW.

The issues that will be brought during that simulation will include:

One of the main goals of this simulation is to suggest the agenda for the staff seminar and for LC second seminar.

- 4) Staff seminar
- 5) CIJE / LC second seminar: Baltimore
- 6) Atlanta
- 7) Baltimore
- 8) Milwaukee
- 9) Preparation of a calendar for 1993/94 for all stakeholders
- 10) Barry Holtz
- 11) Adam Gamoran, Elen Goldring
- 12) Julie Tammivaraa
- 13) Roberta Goodman
- 14) Ginny Levi
- 15) Announcement about new staff
- 16) Time table
- 17) Training Institutions and Denominations.

# CIJE Update: July 4th 1993

TO: AR( Reizel, Rebbeca, Rachel, Robertine???) H

FROM: SW RE: CIJE

The purpose of the following is to bring you briefly updated with CIJE matters while SF and AH are away.

1) Lauren Azoulay: Scheduled to be here on Thursday July 8th from 9-11 at MI, and from 11-13 with Alan Hoffmann at the Melton center.

I spoke with her on Thursday and she could postpone this meeting to Monday July 12th.

I left a message at the Hotel where she is scheduled to stay tonight asking her to get in touch with me, in order to ask her to have the meeting on Tuesday morning. (The schedule would be the same).

I have also spoke with Howey Deitcher to host her in case that Alan would still be abroad, but he told me that Alan will be back Thursday night while he is leaving on מוצאי שבת for Austalia ).

2) MLM letter of invitation to the lay leaders re their presentation at the board on August 26th.

The letter revised by MLM seems less dry and quite good to me. If you feel differently please let me know.

3) Tora Umesora.

I called Rabbi Fishman and we agreed to meet during my forthcoming visit to the US. I will need to meet with you to hear about your experience in this area with YU. ( He was nice and friendly, and looks forward working with us. Vive l'argent!!! )

## 4) Adam Gamoran

I spoke with him in Madison. He will prepare the document that we asked Ellen to provide us with during her last visit here.

He will also prepare a draft of a progress report on MEF that we decided to send to the CIJE board members (as part of the general CIJE progress report). I told him that it has to get to them about 2 weeks prior to the meeting, and that it may need some corrections/fine tuning. He said it would be ready on time.

## 4) CIJE progress report

I started to work on a first draft, and I will share it with Ginny

## 5) Campers call outline.

As you may remember that is the document I told you that I felt was shallow. On the other hand it may be good for people with little acquaintance with CIJE activities, who want to have a concise idea of who is who and what is what. Could you look at it again ( for your convenience I attached an additional copy hereby ) and tell me how do you feel about it.

# 6) Baltimore staff / Israeli staff telecon

Participants: Darrell Friedman, Marshal Levin, Chaim Botwinick, SF, ARH, SW Date:?
Agenda:?

# 7) Assignments:

SF: Letter to Hirshhorn: I spoke with Suzanna, she thinks the letter did not go out! ARH: Pert chart, organization chart, CRB, Mission statement, campers calls!

# 8) Simulation seminar towards the CIJE / LC second seminar

I would like to reserve the following dates for that simulation:

Wednesday July 21st: 9am-1:30pm

Thursay July 22st: All day \_ 9-4°

I cleared these dates with Oriana and Suzanna

# 9) Ruth Cohen

I have a feeling I miss something regarding this issue. My feeling is that we have to tell Ruth nicely but firmly that beeing a Lead Community means first and foremost having the Community mobilized to enhance and develop Jewish Education . Such a process has to be strategically planned if one wants it to succeed. Hence, it is only logical that the people in charge of planning in each Lead Community should roll up their sleeves and get to work. I cannot understand - and I don't want to understand - that Howard Neistein is too busy. Doing what? Planning the next old age home, or the next Jewish Hospital ??? If Milwaukee can't get its Federation planner to do at least an attempt of planning , where is the Community mobilization that we so much talk about ?

On the other hand, we can offer her to have some external experts - we can discuss who is most fitted for that job - review Howard's work and suggest changes.

I think that even if the final product will be dramatically different from Howard initial proposal, we have here a matter of principle of utmost importance. Today it is the planning they request, tomorrow who knows what it will be. Let's not open a pandora box!

**Mandel Institute** 

פקס נשלח ע"י בלה

מכון מנדל

For the Advanced Study and Development of Jewish Education

972-2- 618 728 : טל:

פקס: 951 951-2-619

טופס העברת פקסימיליה

מס' עמודים: \_\_\_\_ מספר פקס'

CLAIRE ROTTENBERG 4244 KIOWA PHOENIX, ARIZONA 85044

TEL: (602) 893-3022

WE WOULD LIKE TO EXPRESS OUR MOST SINCERE CONDOLENCES ON THE PASSING OF YOUR FATHER. WE SHARE IN YOUR GRIEF. HAMAKOM YENAHEM ETCHEM BETOCH SHEAR AVELEY ZION VIYRUSHALYAM.

SEYMOUR FOX ANNETTE HOCHSTEIN SHMUEL WYGODA

\*\*\*\* ( JUL 04 '93 11:22 ) : MANDEL INSTITUTE REMOTE TERMINAL IDENTIFICATION RESULTS DEPT. CODE DATE MODE TIME TOTAL PAGES JUL 04 11:20 POSTFAX YERUSHALAYM2 G3ST 00'49" 002 ÓΚ 0001 ERROR MESSAGE: PAGE(S) CONCERNED SERVICE CODE

# Council for Initiatives

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# Jewish Education

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Time sent:

No. of Pages (incl. cover):

To: Annette Hochstein, Seymour Fox,

From: Ginny Levi

Shmuel Wygoda Organization:

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Should these minutes be sent to either Sail Dorph on alan Hoffmann? Pleasen let me know.

MLM revised the letter to the 4 lay people. New draft is also enclosed.

Reminder: We'll be closed man, July 5 for 4th of July holiday.

Shahhat Shalom.

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

216-391-1852

July 1, 1993

Ilene Vogelstein William Schatten Jane Gellman Louise Stein

Dear :

A meeting of the board of directors of the Council for Initiatives

in Jewish Education is scheduled for Thursday, August 26, 1993 at

UJA/Federation of Jewish Philanchropies of New York, 130 East 59th

Street, New York. The meeting will begin with luncheon at 12:00

noon and conclude by 4:00 p.m.

I am writing to invite you to attend that meeting. On the agenda

will be a report by Charles Ratner of Cleveland, chair of the CIJE

Lead Communities Committee, on the work of the Lead Communities.

If you can come, would it be possible for you to respond briefly to

Chuck's comments? An outline of Chuck's remarks will be provided

to you in advance.

I do hope that you will be able join us. Please call me or

Virginia Levi at (216) 391-8300 if it is possible for you to be

with us.

Morton L. Mandel -- Chair

cc: Federation Exec

HINUTES: CIJE Staff Teleconference

DATE OF MEETING: June 30, 1993

DATE MINUTES ISSUED: August 1, 1993

PRESENT: Shulamith Elster, Seymour Fox, Annette Hochstein,

Stephen Hoffman, Barry Holtz, Virginia Levi, (Sec'y)

Shmuel Wygoda, Henry L. Zucker

COPY: Morton L. Mandel

I. The minutes and assignments of June 16 were reviewed.

A. SE is completing the needs assessment requested by the Jim Joseph Foundation and will send a copy to Israel.

Assignment

B. SF is scheduled to talk with David Blumenthal of Emory University in Switzerland in mid-July.

Assignment

- G. BH will take over SE's camper assignments, including David Teutsch in place of Arthur Green. It was suggested that Gail Dorph be asked to take Billie Gold.
- D. SF has drafted a letter outlining the Blaustein grant and has sent it to David Hirschhorn for comment. It is anticipated that this will be resolved in time to announce the grant at the August board meeting.
- E. The position description for Barry Holtz will be completed by the conclusion of the staff seminar in August.
- F. HLZ was encouraged to follow up with MLM to suggest a phone call to Gershon Kekst as soon as possible. Mr. Kekst is scheduled to meet with SF in Israel in early July. It was felt that it would be helpful if MLM would speak with him prior to that meeting.

Assignment

G. It was suggested that it is important for us to maintain a good relationship with the Jesselson family and to keep that family represented on the CIJE board. HLZ will follow up with HLM and encourage him to invite someone from the Jesselson family to the August meeting. It was suggested that this is a high priority item.

Assignment

H. BH will discuss with SF the advisability of involving each of the movements in the day school Best Practices project.

1

 It was suggested that development of a schedule for keeping board members informed and communicating more broadly about the centrality of personnel and community mobilization are issues for the August staff meeting.

### II. August 26 Board Meeting

### A. Contacts with Campers

ssignment

A draft outline for camper calls had been distributed and was discussed briefly. It was agreed that Israel will review the outline and related talking points and suggest revisions to VFL by 7/6/93.

Assuming Marvin Lender agrees to join the board, SHH will be his counselor.

B. Lead Communities Presentation

signment

It was suggested that VFL draft a letter from MLM to the lay chair of each lead Community, inviting them to the August 26 meeting, asking them to be prepared to share brief remarks, and promising to be in touch regarding specifics closer to the time of the meeting.

C. Materials to be mailed in advance

\sslgiment

- BH Will prepare a progress report on Best Practices.
- \ssignment
- SW will ask Adam Gamoran to prepare a report on progress and plans for the second year of the Monitoring, Evaluation & Feedback project.

\ssignment

- 3. VFL and SW will draft a progress report which will emphasize advances which have been made since January with the Lead Communities and staffing changes. Reference will be made to the educators' survey.
- 4. It was noted that a paper on Best Practices in early childhood may be ready for distribution at the meeting, but is unlikely to be ready in time to mail in advance.
- 5. It was suggested that the educators' survey questionnaire be made available at the meeting.

### III. Other upcoming meetings

#### A. Staff seminar

Assignment

It was agreed that a meeting of the staff will be held in New York on August 19 and 20. HLZ will talk with MLM about the advisability of negotiating with JCCA for office space in New York. Depending on the

2

outcome of that discussion, we will work toward holding the meeting either at JCCA or at the American Friends of Hebrew University.

#### B. Lead Communities seminar

Assignment

1. A joint seminar of the Lead Communities is scheduled to take place in Baltimore on August 23 - 24. The Federation exec of each community will be invited to attend and, in the case of Atlanta and Baltimore, will be notified that the lay heads of the CIJE project of Milwaukee will be there and that they are invited to include their lay leaders, as well. In addition, invitations will be sent to Lauren Azoulei in Atlanta, Chaim Botwinick, Nancy Kutler, and Marshall Levin in Baltimore, and Ruth Cohen and Howard Neistein in Milwaukee. SHH will follow up with Neistein and encourage his attendance.

Assignment

The starting time of the seminar may depend on when people can reach Baltimore. VFL will check travel options and make a recommendation.

Assignment

Planning for the seminar will take place during the staff meetings during the preceding weak.

2. The agenda of the meeting will be prepared by Israel, based on a simulation which will be conducted during July. The Israeli team will consult with the Lead Communities, but it was felt that it is unnecessary to include any Lead Community representatives in the simulation.

It was noted that the agenda should provide concrete links to the previous meeting, focusing on decisions made at that meeting and progress toward their implementation.

3. Scheduling future meetings

Assignment

The next joint meeting of Lead Communities is scheduled to occur in conjunction with the GA in Montreal in November. VFL will call Joan Strauss at CJF to inquire about the schedule of meetings for planners. It is anticipated that the Lead Communities seminar might take place on the Tuesday and Wednesday of the GA.

### IV. Status of Senior Advisors

SHH reported that in conversations held in Israel, it was clear that the senior advisors should play an important role for CIJE as we move ahead. It was agreed that we should make better use of this group and keep them better informed. This will be an important topic for the staff seminar in August.

### V. Status reports on Lead Communities

#### A. Atlanta

Lauren Azoulai will meet with the Israeli team on July 8.

## Assignment

It was reported that Claire Rottenberg's father recently passed away. HLZ will prepare a condolence letter from CIJE.

### B. Baltimore

The Israeli team and SHR met with Darrell Friedman in Jerusalem The conclusion was that Friedman will take a greater role in the project and is serious about seeing that it moves forward. Chaim Botwinick is to be in charge and the lay leader is now in place.

## Accignment

A telecon is to be scheduled for the Israeli team with the Baltimore staff to discuss next steps in moving the project forward. SW will provide the details to VFL who will make the arrangements.

## C. Milwaukee

There was a meeting of the Nilwaukee commission on June 16, attended by SE and Daniel Pekarsky. Jonathan Woocher lead a session on "visioning." It was noted that the activity was interesting, but did not meet the expectations of either the community or our staff. Pekarsky will submit a more detailed written report.

VI. The next telecon is scheduled for Wednesday, July 14 at 9:00 a.m. SHH will be in Philadelphia and will try to arrange his schedule so that he can participate.

SET MANUSCHAPIT MANUSLY POLICY NO. 1.5 FOR DUDELINES ON THE COMPLETION OF THIS FORM ROLL FUNCTIONAL SCHEDULE

ASSIGNMENTS
ACTIVE PROJECTS
RAW MATERIAL
<b>FUNCTIONAL SCHEDULE</b>
75890 (REV. 1/80) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE FOX ASSIGNMENTS

	COMPANY TARKS BANK LESS AN CORP.	ORIGINATOR/PROJECT LEADER VFL			DATE 6/30/93		
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	OUE DATE	COMPLETE OR REMOVE DATE
1.	Draft a letter to David Hirs review by SHH, MLM, and HLZ our understanding of his int	indicating		SF	3/24/93	7/10/93	
2.	Contact the following board in preparation for the Augus and send brief report to VFL	t 26 meeting		SF	2/25/93	7/15/93	
	a. Alfred Goztschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Isadore Twersky						
3.	With AH and BH, draft a job description for Barry Holtz.		, !	SF	5/19/93	8/19/93	
4.	With SHH, develop a plan for denominations in each Lead C process.			SF	3/31/93	TBD	



□ ASSIGNMENTS □ ACTIVE PROJECTS □ RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

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**FUNCTION** 

CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

HOCHSTEIN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

DATE 6/30/93

		ORIGINATOR/PROJECT	LEADER	VFL	O#	ATE 6/30,	/93
ю	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLE OR REMO DATE
1.	Redraft PERT chart on which omilestones for CIJE are highl			ARH	5/14/93	7/9/93	
2.	Draft CIJE orzenization chart	•		ARH	6/17/93	7/9/93	
3.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.			ARH	1/28/93	7/15/93	
4.	Draft a mission statement for Communities project.	the Lead		ARH	5/19/93	7/15/93	
5.	Contact the following board in preparation for the August and send brief report to VFL:	26 meeting		ARH	2/25/93	7/15/93	
	a. David Arnov b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		<u> </u> 	,   			
6,	With VFL, develop plan to sup item on the CIJE PERT chart.	oport each		ARH	5/19/93	7/31/93	
7.	With SF and BH, draft a job of for Barry Holtz.	descri <b>ptio</b> n	† †	ARH	5/19/93	8/19/93	1
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ASSIGNMENTS
ACTIVE PROJECTS
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<b>FUNCTIONAL SCHEDULE</b>
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE S HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL.

73490 (REV (249) PRINTEC IN U.S.A.		ORIGINATOR/PROJECT LEADER		VFL	DATE 6/30/93		
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATÉ	COMPLET, OR REMOV DATE
1.	Encourage Howard Neistein to the Lead Communities seminar		!	SHH	6/30/93	7/15/93	
2.	With HLZ, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.			SHH	6/8/93	7/15/93	
3.	Contact the following board in preparation for the Augus and send brief report to VFI	st 26 meeting		<b>SHH</b>	2/25/93	7/15/93	
	a. Charles Goodman b. Marvin Lender c. Norman Lipoff d. Charles Ratner e. Bennett Yanowitz				<b>[</b>		
4.	With Alan Hoffman, confer by with chief professional of Community to encourage them Senior Educators.	each Lead		SHH	5/19/93 i	TBD	
5.	With SF, develop a plan for denominations in each Lead (CIJE.	involving Community in		SHH	3/31/93	TBD	
6.	Propose to MLM that he talk Hoffberger about the Lead Co process in Baltimore and pro outline of discussion points	ommunity ovide an		SHH	3/24/93	TBD	

☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL

FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/30/93

		ORIGINATOR/PROJECT		VFL	DATE 6/30/		/93	
ΝÔ	DESCRIPTION		PRIORITY	ASSIGNED TO ((NITIALS)	DATE ASSIGNED STARYED	DUE DATE	COMPLET OR REMO- DATE	
1.	Discuss with SF the advisabi involving each of the moveme day school Best Practices pr	ents in the		ВН	6/30/93	7/6/93		
2.	Prepare a memo summarizing pondistribution of CIJE mate			ВН	5/28/93	7/15/93		
3.	Brief David Teutsch, new CIJ member.	E board		ен	6/16/93	7/15/93		
4.	Contact the following board in preparation for the Augus and send brief report to VFI		вн	6/30/93	7/15/93			
	a. Gerald Cohen - done b. Susan Crown c. Neîl Greenbaum d. Thomas Hausdorff e. Mark Lainer - done f. Matthew Maryles g. David Teutsch							
5.	Prepare a progress report or Practices.	ı Best		вн	6/30/93	8/1/93		
6.	With SF and ARH, draft a job description for Barry Holtz.		1	: BH 	5/19/93	8/19/93		
7.	Work with Atlanta on filling of Director of the Lead Comm		<u> </u> 	Вн	6/16/93	12/93		
8.	Prepare suggestions for how to proceed with pilot project	ets in Atlanta.		BH	3/5/93	TBD		
9.	Begin work with Baltimore or pilot project.	n a.		ВН	3/5/93	TBD		
10.	Work with Milwaukee on pilot projects.	:		ВН	4/29/93	TBD		
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☐ ACTIVE PROJECTS
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☐ FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/30/93

		ORIGINATOR/PROJECT	LEADER	VFL	U/	ATE 6/30,	/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Draft letters inviting Lead Community lay leaders to the August 26 board meeting.			VFL	6/30/93	7/2/93	
2.	Prepare invitation letters t Communities joint seminar.	o Lead		VFL	6/30/93	7/2/93	
3.	Check travel options and mak recommendation on starting t Lead Community seminar.			VFL	6/30/93	7/2/93	
4.	Prepare a matrix of current funders and staff assignment	and petential  5.		VFL	6/17/93	7/9/93	
5.	Prepare a matrix of pending requests.	grant	 	VFL	6/17/93	7/9/93	
6.	Call Joan Strauss, CJF, re: schedule of GA meetings for the purpose of scheduling Lead Communities seminar.		\ \ \ \ \	VFL.	6/30/93	7/14/93	
7.	After receiving details from SW, arrange a telecon for Israeli team to discuss with the Baltimore staff the next steps in moving the project forward.		!     	VFL	6/30/93	7/15/93	
8,	With ARH, develop plan to su on the CIJE PERT chart.	pport each item	<u> </u>	VFL.	5/19/93	7/31/93	
9.	With SW, draft a written pro to be sent to the board in e			VFL	6/17/93	8/1/93	
10.	Plan to discuss letters of agreement for the Lead Communities. Consider including our expections regarding the sort of lay and professional involvement we expect.			VFL	4/7/93	10/1/93	
11.	Schedule a telecon with Executive C*mmittee members following a meeting of presidents and executives of partner organizations.			VFL	2/25/93	TBD	
12.	Develop a communications pro internal; with our board and with the broader community.			VFL	4/7/93	TBD	
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ACTIVE PROJECTS
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FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

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10.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLET OR REMOV DATE
	Establish a finance committe			MIM	4/7/93	7/15/93	
•	Contact the following board in preparation for the Augus and send brief report to VFI	t 26 meeting		MLM	2/25/93	7/15/93	
	a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer	À					
	Visit with Erica Jesselson t board to support CIJE.	o get her on	11150	HILM	6/17/93	8/31/93	
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FUNCTION CIJE STEERING COMMITTEE SUBJECT/OBJECTIVE WYGODA ASSIGNMENTS

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10.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
	Review the camper calls out related talking points and Israeli team's revisions to	suggest		SW	6/30/93	7/6/93	
Q.	Provide VFL with details on telecon for the Israeli team with Baltimore staff.			sw	6/30/93	7/6/93	
	Ask AG to prepare a report on progress and plans for the second year of the Monitoring, Evaluation & Feedback project.		EWISI	SW	6/30/93	8/1/93	
	With VFL, draft a written preport to be sent to the borearly August.			sw	6/30/93	8/1/93	

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☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 6/30/93

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		URIGINATURIPROJECT		VFL		ALE 6/30/	
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Write condolence letter to Cl Rottenberg.	aire		HLZ	6/30/93	7/2/93	
2.	Encourage MLM to invite a Jes family representative to Augu board meeting.			HLZ	6/30/93	7/6/93	
3.	Schedule a telecon of MLM wit Kekst to discuss CIJE.	th Gershon		HLZ	4/29/93	7/6/93	
4.	Talk with MLM about the advis negtiating with JCCA for offi New York.			HLZ	6/30/93	7/6/93	
5.	With SHH, talk with MLM about advisability of approaching I family to partner with Jim Jo	esselson		<b>SHH</b>	6/8/93	7/15/93	
6.	Contact the following board of preparation for the August 26 and send brief report to VFL:	meeting	ij	HLZ	2/25/93	7/15/93	
	a. Mandell Berman b. John Colman c. Maurice Corson		i.				
7.	Invite a small group of peopl with MIM at the Quarterly for update.			HLZ	5/19/93	7/31/93	
8.	With VFL, prepare C. Ratner to Lead Communities at board mee			HLZ	6/17/93	8/15/93	
9.	Arrange meeting for MLM with and executives of CJF, JCCA a second meeting to include CRE Chai, Wexner and other funder	and JESNA and		HLZ	1/28/93	TBD	
10.	Encourage MLM to talk with Co prior to scheduling a meeting presidents and executives of and JESNA.	with the		HLZ	3/24/93	TRD	

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		Council for In	itiatives	
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<u> </u>		216-391-18	352	

June 30, 1993

William Shatten Eileen Voglestein Jane Gellman Louise Stein

Dear

A meeting of the board of directors of the Council for Initiatives in Jewish Education is scheduled for Thursday, August 26, 1993 at UJA/Federation of Jewish Philanthropies of New York, 130 East 59th Street, New York. The meeting will begin with luncheon at 12:00 moon and conclude by 4:00 p.m.

I am writing to invite you to attend that meeting. On the agenda will be a report by Charles Ratner, chair of the CIJE Lead Communities Committee, on the work of the Lead Communities. We ask that you come prepared to respond to Chuck's presentation (which will be provided to you in advance) from the perspective of your community. Your remarks can be brief. We will be in touch to clarify your role closer to the date of the meeting.

I do hope that you will be able join us. Please complete and return the enclosed roply eard, indicating your accendance plans.

Morton L. Mandel -- Chair

cc: Federation Exec

USA 26 15:38 TO MANDELIAST PAGE, DZ

#### ATLANTA JEWISH PEDERATION

### Atlanta Summer Pamily Mission June 28 - July 7, 1993

### TENTATIVE ITINERARY

Sunday, June 27

Depart from Atlanta

Monday, June 28

Arrival at Ben Gurion International Airport

Lunch at Ramat David Air Force Base with Israel Defense Forces airmen

Proceed to Tiberias, home of the sages during Mishmaic Times, and check-in horel

Optional afternoon tour to the Belvoir Crusader Fortress

Buffet dinner at hotel with the Hora Kinneret Polklore Troupe

Overnight: Moriah Plaza Hotel - Tiberias

Tuesday, June 29

Breakfast

1975

Briefing by Dr. Raamen Gissin on security along the northern borders

Depart hotel for choice of fun outdoor options in the morning and afternoon or choose a study visit of ancient archeological sites. Jewish settlements at the turn of the century, and a modern Israeli development cown

Meet at kibbutz Kfar Blum for home hospitality visits at area kibbutzim and a poolside barbeque dinner at Kfar Blum

Overnight: Moriah Flaza Hotel - Tiberiae

Wednesday, June 30

Breakfast

Depart hotel for Israel's northern coastal area for a variety of activities and visits

Visit the Caravan Community housing Olim rescued from Sthiopia

Visit summer camp and meat with children

Children will visit a candy factory, a museum of resistance fighters, caves of prehistoric man and the Rosh Hanikra seaside grottos

404 874 7043 PAGE.003

JUN 20 '93 15:15

All teens and adults visit Neve Carmel caravan community for new immigrants and proceed to a variety of significant historic and cultural sites such as the Roshe Harikea grottos, Akko prison, Megiddo, Ceasarea, Atlit's reconstructed camp for clandestine ismigration, the Necropolis in Beit Shearim and a Druze village

One bus will visit Tefen for a field study in economic development

Free evening in Tiberias with a choice of restaurants

792-233 Overnight: Moriah Plaza Hotel . Tiberias

Thursday, July 1

Breakfast

Ascend the Golan Heights to participate in a special Bar/Bat Mitzvah ceremony in ruins of the old Synagogue in Katzrin

after a Kiddush lunch nearby, visit an ex-Syrian bunker and study the strategic importance of the region to Israel's security

Choose from one of two afternoon options: (1) visit the ancient synagogues and the artists' colony in Safet, Israel's city of mysticism, or (2) Luna Gal Water Amusement Park on Lake Kinneret

Dinner honoring B'nai Mitzvah at the Pagoda Kosher Chinese Restaurant on the shore of Lake Kinneret

Enjoy "boat party" cruising Lake Kinneret

Overnight: Moriah Plaza Hotel - Tiberias

Friday, July 2

Breakfast

Depart Hotel for Beit She'an

View the magnificent archeological excavations including the ruins of the 2,000 year old Roman theater

Drive via the Jordan Rift Valley to Jerusalem

Recite the traditional Shehecheyanu upon entering the capital of Israel

Pollowing check in at the Hyatt Hotel, relax by the pool or go on an optional visit to Machane Tehuda Market to enjoy falafel lunch, Israel's national dish, and view preparations for Shabbat

Attend Kabbalat Shabbat Service at the Western Wall, the Holiest Shrine of the Jewish World

Pestive Shabbat dinner at hotel Cvernight: Hyatt Hotel - Jerusalem

331-234

404 874 7043 PAGE.004

JUN 30 '93 15:15

Saturday, July 3

SHABBAT - DAY AT LEISURE

Opportunity to attend morning services at the Western Wall or one of Jerusalem's many synagogues

Optional Tours (to be arranged with Hospitality Desk):

- a. Visit the Israel Museum, Shrine of the Book where the Dead Sea Scrolls are exhibited, and Billy Rose Sculpture Garden
- h. Jerusalem re-furbished Biblical Zoo

Havdallah Service

Free Evening

Overnight: Hyatt Hotel - Jeruselem 331-234

Sunday, July 4

Breakfast

Depart hotel for the Dead Sea

Ascend Massada and visit the stronghold of the Zealots where, rather than give into slavery and Abandon their religion, these cutnumbered Jaws committed suicide to eancify the name of G-d

Proceed to the hotel on the shore of the Dead Sea for opportunity to "float" on the Dead Sea and use the hotel facilities, and eat lunch

Rike Ein Gedi and view the lush flora, fauna and waterfalls

Return to Jerusalem

Adults who have previously visited Israel may choose instead to visit Kadassah's Chagall windows, a resettlement program for immigrants and spend an afternoon in the historic areas of Tel Aviv and Jaffa

Join mission friends for an all American pizza party and open house in the hospitality suite or dine at a restaurant of your choice in Jerusalem

Overnight: Hyatt Hotel - Jerusalem

Monday July 5

Breakfast

Briefing by minister

Adults depart for field study of the Joint Distribution Committee, continue to the Old City for an archeological seminar and visits to excavation sites in the Jawish Quarter, enjoy a

404 874 7043 PAGE.005

falaist lunch. After refreshing at hotel, proceed to Beit Hatefutzot Museum of the Jewish Diaspora in Tel Aviv

Children and teems participate in an archeological hands-on digging experience in Beit Guvrin area and have lunch at kibbutz Beit Guvrin

Depart for Tel Aviv to visit Belt Hatefutsot Museum of the Jewish Diaspora and meet family members

Walk the famous Dizengoff Street for opportunity to shop

Attend the Maccabiah Opening Ceremony

Late return to Jerusalem

Overnight: Hyatt Hotel Jerusalem

Tuesday, July 5

Breakfast

Depart hotel for Yad Vashem Rolocaust Memorial

Briefing by Holocaust Historian

Visit the Art Gallery, Museum and Yad Layeled dedicated to the mamory of the million and a half children who perished in the Holocaust

Walk through the Valley of Destroyed Jewish Communities

Attend a special Yizkor service

Continue to Mount Heral to pay twibute to Israel's fallen soldiers at the Military Cemetery

Perform the Mitzvah of planting a tree in Eretz Yierael thus creating your own personal link to the land

Lunch and mission caucuses

Afternoon at Leisure

Pestive Farewell Dinner honoring the Bar/Bat Mitzvah Celebrants

Wednesday, July 7

Depart for Ben Gurion International Airport

Return to the USA

Enternal many and Albert

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

## Facsimile Transmission

To:	Shulamith Elster	Date:	June 30, 1993	
From:	Seymour Fox & Annette Hochstein	No. Pages:	1	
Fax Number:	001 301 230-2012			

Dear Shulamith,

As the month of June coming to its end, we would like to take the opportunity of the conclusion of your direct involvement with the CIJE to thank you for your hard work during the past years.

Since the CIJE turned to reality you have been a key figure in our organization, bringing its message around the country ,networking for Jewish education, facilitating its implementation as a leading educational organization on the North American Jewish scene.

Once the Lead Communities were selected you became their counsellor and mentor, and the words of gratitude addressed to you last May in Cleveland reflect the deep appreciation you have earned from the people of Atlanta, Baltimore and Milwaukee. We continuously receive this sort of feedback when meeting with people from the Communities.

As you have decided to leave the CIJE at the present time, we would like to thank you for your commitment and dedication and to wish you the best of luck and success in your future endeavors.

תודה רבה ובהצלתה

Seymour Fox

Annette Hochstein

From :

PHONE No. :

Jun. 29 1993 6:11PM P01

June 29, 1993.

-Fay Thenorandum\_

To: Seymour Fort Annette Hocketein Steve Hoffman

From: Shuramit Coster

Luky col

June 29, 1993. Nucceay evening. Dear Seymour, Annette and Fleve,

I fuel finished putting topether the materials for tonorrow's teleson and, as has been the case - one the years - the apenda is very fuel and forward - thinking! The work of the CIJE remains ambitions, as it should be, and important to booth thew'cen and world Jewry.

Thank you fi the apportunity to be a pail of the CIJE. It has been a worder ful learning experience as my propositive on Jewish communal life has broadened as I've learned a great deal about my seep, as well. There have been some small successes, mainly on the local level in the

Communities. Use he he ped Hem to
expand their rations of the postrible, and
chearly they have raised their own
expectations of themselves.

I spake with Mr. Juster and Mort in Cleveland last week and thanked them both for the past few years. They have been important ones in my life and I've learned so very Much.

four Support and guidance—
and initial enthusiasm that hed to
my leaving TDS of the CITE—were
significant factors in whatever
Success I may have had —
Orward and abward
Commission—
Orward and abward

### SW activities for CIJE

## June 29th 1993

- 1) Preparation of weekly staff telecons (and steering committee telecons)
  - a) Agenda elaboration with VFL
  - b) Ongoing check up of israeli staff assignments list
- 2) Preparation of Alan Hoffmann towards assuming his new position
  - a) Oral reports and discussions
  - b) Presentation of related written material
- 3) Preparation of seminars
  - a) April simulation seminar in Jerusalem
  - b) CIJE / LC May seminar, Cleveland
  - c) Staff seminar August 1993, NY
  - d) Second CIJE / LC seminar August 1993, Baltimore
- 4) Preparation of initial drafts for CIJE and MI board meetings
- 5) Ongoing work with Monitoring Evaluation and Feedback staff
  - a) In charge of answering faxes and calls from Adam Gamoran and Elen Goldring related to MEF matters
  - b) Organisation of meetings with Adam Gamoran (April 93) & Elen Goldring (December 92, June 93)
- 6) Ongoing work with CIJE education officer
  - a) Shulamith Elster
  - b) Preliminary work with Gail Dorph
- 7) Direct contacts with Lead Communities
  - a) Atlanta: Lauren Azoulay
  - b) Baltimore: Chaim Botwinick
  - c) Milwaukee: Ruth Cohen
- 8) Direct contacts with Training Institutions and denominations
  - a) Yeshiva University: R. Hirt and A. Schiff
  - b) JTS: Aryeh Davidson and Bob Abramson
  - c) HUC: Sara Lee
- 9) Danny Pekarsky, Steve Hoffman, Barry Holtz

## Peabody College

## VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 3/20)

- ILLEPHOSE (6(5) 322 73)1

Department of Educational Leadership . Box 314 . Perect phone 322-3000

To: Annotte Hochstein and Seymour Fox

From: Ellen Goldring

Re: Request for Use of Educator Survey

Datc: June 28, 1993

CC: Ginny Levi

In a recent conversation with Shulamith, she informed me that Mark Gurvis from Cleveland will be contacting me regarding using the Educator Survey in Cleveland. He asked Shulamith about data analysis, processing and other issues.

In addition, when Milwaukee was signing their contract regarding the data analysis, questions were raised about who "owned" the data, and who would have access to it for additional analyses, report writing, and information releases.

These questions bring to my attention an issue that CIJE may want to address regarding the use of the Educator Survey and other instruments that are developed. Do we want to have some type of process or procedure to monitor and approve the use of the questionnaires? Do we want some type of quality control over the usage and reporting of data, etc?

As CIJE begins to develop more instruments how do we want to promote the dissemination of the availability to other communities? Do we want to have some type of comparative research data base? Do we want to promote or suggest people to conduct analyses?

There are many questions to be discussed in this regard. In the short term, I would appreciate it if you would advise me as I respond to immediate requests from Mark and others.

I hope you are having a pleasant summer. I am off to Madison tomorrow and I am sure Adam and I will be in touch with a more detailed memo in response to my recent visit with you in Jerusalem within a week or so.

Warmest Regards!

Post-It' brand (ax transmittal m	terno 7671 * et pages > /
PHARTE HOCHSTEIN	ELLEN YOUR NE
Co.	Co.
Dep1.	Phone #
Fex #900-2-61035	Fut 6/6-343-7074

Fax Minorardun

to: Showel argoda

Fresh: Shulamit Eleter.

DATE: 6/28/93.

thank ynf your very granous nake and good urchee. I hope that you will continue to find personal and professional fulfulnich though your CITE actuities.

Eller and I D'scussed Some minor revisions to the survey and the final copy is now being run and I unel see that Ruth Cohen has it on Wednesday (6/30) her administrators.

# FAX COVER LETTER

DATE: 06/28/93

TIME: 13:14

Wisconsin Center for Ed Research

1025 W. Johnson St. Madison, WI 53706 FAX 608-265-2140

O Pages Follow

TO:

Shmuel Wygoda

COMPANY: Mandel Institute

FROM:

Adam Gamoran

COMPANY: University of Wisconsin

# COMMENTS

Thanks, we are well though still getting settled in. I'm glad the contracts are fine; will Ginny prepare them for H. Zucker to sign, or what is the procedure? Regarding Claire's replacement, Ellen and I are meeting this week to develop a strategy. We are also meeting with the field researchers, although Claire will miss the meeting because her father just passed away in Phoenix.

Best to all, Adam

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

# **Facsimile Transmission**

То:	Shulamith Elster	Date:	June 28, 1993	
From:	Shmuel Wygoda	No. Pag	1 es:	
Fax Number:	001 301 230-2012			

Dear Shulamith, עמויש

I hope this note finds you and yours in good spirit and health.

As you are about to leave your active involvement with the CIJE, I would like to take this opportunity and tell you my appreciation for the work you have done since the creation of the CIJE.

You have undoubtedly been at the heart of the CIJE accomplishments, and your enthusiasm and hard work will be fondly remembered by all.

The warm words addressed to you last May in Cleveland are a testimony of the unanimous appreciation you have earned by all the Lead Communities.

On a more personal note, I have to tell you how much I have appreciated your help during my initial steps in the CIJE and from then on.

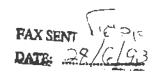
The few discussions we have had on more global issues made me feel how much you have to offer in today Jewish educational world.

May you continue to contribute to our people in whatever ways you will deem appropriate.

באיחולי הצלחה רבה, בריאות ואושר בכל

ובידידות

שמואל



# Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

# **Facsimile Transmission**

To:	Pr Adam Gamoran	Date: June 28th 1993
From:	Shmuel Wygoda	No. Pages:
	001 608 263-6448	No. Pages:
Fay Ni		
1 600 141	ımber:	_
	Dear Adam,	
	Dear Adam,	
	I hope this fax finds you and yours in good	spirit and health, after a safe return to
	the US.	~p · · · · · · · · · · · · · · · · · · ·
	We went over your proposed contracts for .	Julie and Roberta and they both look
	fine.	
	Any news with regards to a replacement for	r Claire in Atlanta?
	, , , , , , , , , , , , , , , , , , , ,	
	T	
	Best regards,	
	/	
	Shmuel /	

# CIJE Update. June 27th 1993

- 1) Your meeting with Steve Hoffman and Darrell Friedman:
  - a) Summary
  - b) Operational decisions
- 2) Barry Holtz's memo from June 17th re Best Practices:
  - a) Stages: As suggested by AH the critical stage of implementation is missing, (staff training, other implementations modes and pilot projects).
  - b) Day schools: Tora Umesora

    If I am going to get involved with TU re the MAF grant, I think I should somehow be part of the Best Practices as well. What do you think?
- 3) Ruth Cohen. Milwaukee
  - a) She wants names of planners who could help them.
    Besides Ukeless שלא בא בחשבון who can we suggest them?
    Is Adam Gamoran a possibility?or Elen Goldring?Who else?
- 4) Seminar in July
  - a) We have to finalize the decision.
  - b) I had a brief discussion with Alan who asked me what's happening re the Seminar. I told him that there are second thoughts as to the format. His feeling is that we should try to have the Seminar on August 19&20 thus involving Gail.
- 5) Ginny's memo re the Camper outline:
  - a) This outline summarizes succintly where the CIJE is presently at.
  - b) I am unclear as to the purpose and the חידוש of the Talking points.
  - c) Re Ginny's note about the seminar on August 23/24th I take it these dates and the location of Baltimore for this seminar are final
- 6) The Educational Leaders survey:
  - a) Before she left to return to the US, I let E.Goldring know that the survey seems OK to me (as per AH request). I am not sure what exactly does she expect now.

Thursday June ay (35)

To: Seymour Fox From: Borry Holtz

I would like a phone call with you next week to discuss a number of multiples including CIJE Best Practices and Melton matters.

Most any time is otay.

Fax me suggested times to my home fax

I am out of town

Intil Studa, night.

B.

Council for Initiatives F in A Jewish Education X No. of Pages (incl. cover) Time sent: From: Ginny Levi To: Annette Hochstein, Seymour Fox, Organization: Wygoda C Phone Number: Phone Number: 0 Fax Number: (216) 391-5430 Fax Number: 0119722 619 951 V Comments: E Dear Friends, R Here is a camper outline and sup S H E E T will be the 23rd + 24th in B can be there by early reservations. If there are any problems receiving this transmission, please call: 216-391-1852

### DRAFT

# Outline for Camper Notes for August 1993 Board Meeting

- I. CIJE Organization and Staffing
  - A. Executive Director
  - B. Program Staff
    - 1. Barry Holtz f/t on leave from JTSA
    - 2. New Staff
  - C. Respective roles of Jerusalem/Cleveland
    - 1. Jerusalem
    - 2. Cleveland
- the Kibunal anatale regula.
- II. Lead Communities Update (refer to Talking Points -6/93)
  - A. Atlanta Commission to meet in August

Bill Shatten as Chair

Lauren Azoulai - Senior Planner as staff in addition to her other responsibilities

B. Baltimore - Official launch in September

Eileen Vogelstein as Co-chair

Chaim Botwinick and Nancy Kutler will staff the commission Edrabiti army tall

C. Milwaukee - Launched

Full-time Project Director, Dr. Ruth Cohen - position funded by Helen Bader Foundation

Commission and Steering Committee appointed and have been meeting

Louise Stein and Jane Gellman - active Co-chairs

Educators Survey - completed

Educational Leadership Survey under way

# Talking Points on the Lead Communities Project 6/93

# 1. The project and CIJE - Why?

The CIJE sees itself as a catalyst, working with existing national and local organizations to develop comprehensive and experimental initiatives to achieve major improvements in Jewish education in North America.

The CIJE 's strategy is to begin with Lead Communities as local laboratories for major improvements and then to encourage their use in other communities.

# 2. What will be the role of the Lead Communities?

The expectation is that Atlanta, Baltimore and Milwaukee, the three lead communities, will demonstrate what can happen when:

- the importance of Jewish education is recognized by the community and its leadership;
- there is an infusion of outstanding personnel; and
- the necessary resources of all kinds are secured to meet additional needs.

The purpose, in short, is to "demonstrate what Jewish education at its best can achieve."

Lead Communities will function as <u>local laboratories for Jewish education</u>
- as an <u>entire community engaged in a major development and improvement</u>

program.

Lead Communities will demonstrate how:

- to mobilize community support to create more understanding,
   knowledge and support for Jewish education in the community-atlarge.
- to build and enhance the quality of life for educators and professionals in Jewish education.
- to develop a research capability that will provide the knowledge needed to make informed decisions and guide development.
- to establish a local commission (wall-to-wall coalition) to be the catalyst for local change

### 3. What do we hope will happen in the community?

- Leadership will develop and articulate a vision of where the community wants to be, what it wants to achieve.
- Individual institutions or groups of institutions (e.g.

  Conservative synagogues, educators, rabbis, lay leaders and
  parents) will articulate specific educational goals.
- These activities will create much debate and ferment in the community, will focus the work of the communities, and will demand that communities face complex dilemmas and choices.
- The Institutions of Higher Jewish Learning, the denominations, and the national organizations will join in this effort.

### 4. Enabling Options - the Key Elements

"Personnel" and "community mobilization" were identified by the Commission as "enabling options," which undergird the implementation of any, or all, other educational programs. Communities are encouraged to look at local educational problems from these perspectives. CIJE will help to mobilize the denominations in the Lead Communities to help deal with these issues at the appropriate time.

### 5. The three Lead Communities-Background

# Atlanta

Atlanta has a growing Jewish population. Atlanta's early '80s demographic study of the local Jewish community was followed by the development of a strategic plan. Included were recommendations to reorganize the services of the Bureau of Jewish Education, and reassign functional responsibility to other appropriate agencies. A Commission of Jewish Continuity has been established as a Jewish Education Fund.

# <u>Baltimore</u>

Baltimore has a stable Jewish population of 92,000. A two-year planning initiative concluded in 1990 with a series of recommendations including the need to increase funding for Jewish education (since then it has increased from 25% to 33%) to establish a commission to look at the local Jewish education system. Outcomes include a strategic plan for Jewish education and the establishment of a Fund for Jewish Education which is currently undertaking a \$10 million campaign.

### Milwaukee

With a population of 28,000, Milwaukee has four day schools in addition to an array of camps and pre-school opportunities. Community strengths include the centrality of the federation, the availability of schools are relatively and coordination of teen programming. The cost of Jewish education is a central issue in a community where average incomes are relatively low. The community must also contend with a shortage of trained personnel and a 15% decline in campaign income over the last three years. A Jewish Education Task Force was established in July 1991 and developed a plan for refocusing the Contral Agency for Jewish Education. For many years Milwaukee has taken the lead in putting Jewish education high on its communal agenda and funding it accordingly.

6. Community Updates: What is happening

#### Milwaukee

- a. The Commission on Vision and Continuity has been established under the chairmanship of Louise Stein and Jane Gellman
- b. Steering Committee meets every six weeks
- c. Task Forces have been established in the following areas:

- 1. Personnel . on a two year time line
- Strategic planning working on five year plan including visioning and goals project.
- d. Educators' Survey was administered in June '93, data analysis Summer '93

Market analysis ]

Needs analysis ] --- Fall '93

following plan outline ]

- e. Fund Development beginning November '93
- f. Full-time Project Director, Dr. Ruth Cohen funded by grant from
  The Helen Bader Foundation (Daniel Bader new member of the CIJE
  Board)

# <u>Baltimore</u>

- a. The Center for Advancement of Jewish Education has just been formed (CAJE). It will be headed by Dr. Chaim Botwinick.
- b. CAJE will establish a CIJE committee July 1, 1993. Eileen Voglestein will be one of the two Co-chairs.

- c. Strategic planning by CIJE committee July to August '93.
- d. Convene rabbinic and senior educator leadership August '93.
- e. Launch CIJE Committee September '93.
- f. Conduct Educators' Survey September to October '93.
- g. Monthly meetings of CIJE Committee October '93 to June '95.
- h. Finance resource development.

### Atlanta

- a. Council on Jewish Continuity has met twice and continues to meet every two months (August 93 next meeting). It is chaired by Dr. William Shatten.
- New director of Jewish Educational Services to begin July 15,
   1993. (Janice Alper)
- c. Educators' Survey to be administered in September '93.
- d. Task Force on Israel Experience to be formed in August/September '93.

- e. Task Force on Teacher Training to be established Fall '93.
- f. JCC Judaic content study to be undertaken.
- g. Market study on formation of second Jewish high school Spring '93.
- h. Resource development ongoing

# 7. The Goals Project and Vision

The communities are working toward developing visions for Jewish education to serve as the basis of mission statements. The basic question is what a Lead Community should look like in the twenty-first century. The denominations and their training institutions are working with CIJE to help clarify objectives for use by local denominational groups.

1.

Thursday June ay (35)

To: Seymour Fox From: Borry Holtz

I would like a phone call with you next week to discuss a number of multiples including CIJE Bost Practices and Melton mothers.

Most any time is otay.

Tax me siggested times to my home fax

I am out of town

until Studay night.

B.

# CIJE Update. June 23rd 1993

1) Staff seminar: Dates: July 21-23 1993 Location: JF, SEL,MI, Participants: SF, AH, Alan H, BH, SW AG, (AH to call him and check availability) VFL (pending approval by MLM), DP ( part of the time ), Gail Dorph: No, will have to be briefed after 8/1 Acomodations: Carmela has been informed and started to make arrangements for hotels, meals, materials, etc. Agenda: CIJE plans for 1993-94: - Best Practices: (BH) SF 6 bell Bu to 12 w with a 1) Supplementary schools (implementation & further research) 2) Early childhood programs (publication & implementation) 3) Day Schools (publication & implementation)
4) Pilot Projects (presentation to LC & implementation) Goals Project (SF) 1) The need to clarify the concept to the LC repeatedly 50 2) Key players in each LC who can present the project locally 3) Existing mission statements of each denomination and the Lead Communities (prep for CIJE/TI seminar in fall) - Monitoring Evaluation and Feedback (AG?) 1) Data collection (what, how, reported to whom) in LC 2) Additional roles of the Field researchers 3) LC self studies - Each Lead Community.

42) How to become real Lead Communities

1) Achievements and challenges August 92-July 93

→ 3) Specific local problems and ways to overcome them

- 2) Your meeting on Friday with Steve Hoffman, and Darrell Friedman.
  - I spoke with Alan and he will come
- 3) July 8th: Lauren Azoulay's visit
  - Schedule: 9-11 at MI
    - 11-1pm Melton Center ( with Alan )
  - Towards this meeting it was agreed that she would prepare a list of

# Council for Initiatives

in

# **Jewish Education**

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Time sent: 9:30

No. of Pages (incl. cover): 18

To: Annette Hochstein, Seymour Fox,

Shmuel Wygoda Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

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

216-391-1852

MINUTES: CIJE Staff Teleconference

DATE OF MEETING: June 16, 1993

DATE HINUTES ISSUED: June 17, 1993

PRESENT: Shulamith Elster, Seymour Fox, Stephen Hoffman, Barry

Holtz, Virginia Levi, (Sec'y), Shmuel Wygoda, Henry L.

Zucker

COPY TO: Morton L. Mandel, Annette Hochstein

I. The minutes and assignments of June 8 were reviewed.

ssignment

It was reported that the Jim Joseph Foundation has requested a needs assessment regarding the leadership picture of the Lead Communities. SE is working on this and expects to complete it by June 25. In the meantime, Art Naparstek is working to clarify what the foundation means by the request for partners in the funding.

ssignment

It was agreed that SE will brief Rabbi David Teutsch, new president of RRC, following his receipt of an invitation to join the CIJE board.

Camper calls are to be undertaken as soon as possible after receipt of the outline which SE is preparing and the draft agenda which is still being developed.

HLZ questioned the players and purpose of the proposed meeting of MLM with a "small group" at the Quarterly. He will discuss this with MLM, proposing that this might be the best time to arrange a meeting of the presidents and execs of our partners.

# II. Status Reports on Communities

#### A. Atlanta

- SHH spoke with David Sarnat and believes that the political issues surrounding the hiring of a rabbi for the JCC are being resolved.
- SF will be talking with David Blumenthal this summer and hopes to meet with the Emory University staff when he is in the States in August.
- Claire Rottenberg is leaving her position as field researcher to return to teaching. Adam and Ellen are at work in search of her replacement.

# Assignment

- 4. With respect to the staffing issue, Atlanta believes that the problem has been solved for the short term by assigning Lauren Azoulai to the project. They will reopen the search for a full-time director of the project sometime during the next year. BH will follow up with Alan Hoffman regarding the availability of senior educators for such a position and will follow through with Atlanta.
- 5. SHH was encouraged to stay in touch with David Sarnat to help push the process forward in Atlanta. He will advise Sarnat to encourage Lauren Azoulai to prepare a list of questions and her sense of next steps in Atlanta for discussion at a meeting scheduled to take place in Israel in early July.

### B. Baltimore

While no specifics regarding Baltimore were discussed, it was noted that CIJE needs a game plan for how to proceed with both Baltimore and Atlanta. This should be a focus of the July staff seminar.

Note: While not discussed on the telecon, VFL has learned that Chaim Botwinick is to be CIJE's primary contact and Marshall Levin will have relatively little to do with CIJE, although he will be deeply involved in the internal Lead Communities project. Nancy Kutler will be working with Chaim, but the travel budget will permit only Chaim to attend joint meetings.

### C. Milwaukee

1. It was suggested that Daniel Pekarsky's memorandum regarding the meeting which he and SF had in Milwaukee in May placed too great an emphasis on the "conflict" between the enabling options and programmatic interests. We should be careful that CIJE does not interfere with major programmatic directions of a community. On the other hand, it appears that we were not sufficiently clear early in the process and Milwaukee searched for a programmatic focus for the Lead Communities project in response to the Planning Guide.

It appears that we and Milwaukee are more clear on this now than may have been evident in the memo. At the same time, it was noted that Ruth Cohen is not a planner and that CIJE should work closely with her in this area.

2. It was suggested that what is probably missing in all three lead Communities is a <u>strategic vision</u> for how to improve Jewish education. Jon Woocher was scheduled to work with Milwaukee on "visioning" later on June 16. This will help with the mind set, but CIJE needs to have a clear sense of direction so that it can be effectively communicated in each of the communities. It was noted that it is critical for the staff who will be interacting with the three communities to be in synch on a strategic vision or overall plan and the steps necessary to move forward.

3. The principal survey has been drafted and is currently being reviewed in Israel. It should be ready for final revision within a week.

### D. Next joint seminar

VFL is in the process of checking dates with the three communities for a meeting in August. The proposed dates are Monday and Tuesday, August 23 and 24 with a probable staff meeting the preceding day. [An alternative being floated by the communities would be August 30 and 31 with a staff preparation day on the 29th.]

# III. August 26 Board Meeting

- A. It was suggested that we propose to invite the execs and lay leaders from each of the three Lead Communities to the board meeting.
- B. If the communities are all represented at the meeting, we may wish to include on the agenda an opportunity for them to comment on Chuck Ratner's report on the Lead Communities.
- C. With respect to Mark Lainer's comments to SE, it was suggested that we need a way to get board members to feel more involved. It might be useful to include in the August 26 agends one or more issues which require board decisions.

# IV. Summer Staff Seminar

The current plan is for a seminar in Jerusalem the week of July 18. At that time, the following items would be among those on the agenda:

- A. establishment of a Best Practices time table and plans for pilot projects
- B. development of a clear game plan for each of the three communities
- C. discussion of an organizing vision
- V. The next telecon is scheduled for Wednesday, June 30 at 9:00 a.m. SHH will be with SF, AH and SW in Israel.

MINUTES: CIJE STEERING COMMITTEE

DATE OF MEETING: JUNE 17, 1993

DATE MINUTES ISSUED: JUNE 18, 1993

PRESENT: Seymour Fox, Annette Hochstein, Stephen Hoffman, Ann

Klein, Virginta Levi, (Sec'y), Morton L Mandel, Chair,

Henry L. Zucker

COPY TO: Barry Reis

\*\*

# The minutes of May 13 were reviewed.

A. MIM reported a conversation with Erica Jesselson in which she noted the deep interest her husband had expressed in the work of CIJE. The implication was that she will carry on that interest. It was noted that she should be an important person on our list of supporters. We may wish to consider her or her son for membership on the CIJE board. MIM intends to see her in New York and will follow up.

Assignment

B. The development of a CIJE time line and action plan will become the Assignment responsibility of Alan Hoffman. ARH will advise him as he takes over this responsibility.

Assignment C. VFL will prepare a matrix of turrent and potential funders, the CIJE staff person responsible for working with each funder, and the status. Assignment A similar matrix will be developed for funding requests submitted to CIJE.

D. ARH has drafted a position description for the chief education officer. VFL will distribute this to the people scheduled to interview Gail Dorph.

Assignment

An organization chart should now be developed to clarify relationships and include a short explanation of duties for each of the people working for CIJE.

# II. Plans for August 26, CIJE Board Meeting

### A. Executive Committee

The proposed agenda was reviewed. It was agreed that a report on development will depend on whether we have concrete results, e.g. a Blaustein gift or a Jim Joseph gift, to report.

The proposed work plan might be presented by Alan Hoffman, depending on whether his appointment has been announced.

### B. Progress Report

- 1. MLM will make introductory remarks and will introduce Alan Hoffman. His remarks will include the role of CIJE in funding. Hoffman's remarks might include the introduction of Gail Dorph and the distribution of an organization chart.
- 2. Report on work in the Lead Communities

Assignment

HLZ and VFL will work with Chuck Ratner to prepare him to make the report on the Lead Communities.

It was recommended that the lay and professional leaders of the three Lead Communities be invited to attend the board meeting. We should include in the agenda responses by each community to the Ratner presentation.

3. Monitoring, Evaluation & Feedback Report

Ellen Goldring will prepare Esther Leah Ritz to make the introduction to this report. The report itself will include an update on the project by Adam Gamoran and a brief report on the educators survey by Ellen Goldring.

4. Update on Best Practices and Pilot Projects

Barry Holtz will prepare John Colman to make the introduction, followed by a report which Barry will give.

C. Announcement of Alan Hoffman's appointment

Assuming the negotiations which are currently underway are successful, it was suggested that the following steps be taken:

- 1. Hold a meeting of the executive search committee by telecon for their approval.
- Hold a meeting of the executive committee by telecon for their consideration of the appointment and at least one other agenda item, to be determined.
- Send an announcement to the board members prior to the August meeting.

### D. Communications

Assignment

1. VFL will prepare a letter now asking people to indicate their attendance plans.

Assignment

 VFL and ARH will work together on a written progress report to be sent in early August.

### III. CIJE Board Membership

ssignment

A memo from SHH reporting the recommendation of David Sarnat to replace Gerald Cohen with Jay Davis was discussed. It was concluded that SHH should call Sarnat for more information about Davis, after which an invitation will be issued.

### IV. Lead Communities Update

It was noted that the only community actively working at present is Milwaukee. While the other two communities are heading in the right direction, the process is going slowly.

It was suggested that when we have more regular staff involvement, we can expect things to go more smoothly. It would be unrealistic to expect a change of culture to occur quickly and easily.

### V. <u>Upcoming Seminars</u>

A staff seminar is being planned for mid July in Jerusalem. SW is working on the scheduling.

A seminar of the Lead Communities is scheduled for late August in the States. VFL and SW are working on identifying an appropriate date and location.

### VI. Update on CJF Continuity Commission

- A. MLM reported on a meeting he had with Marvin Lender, chair of the CJF commission on Jewish continuity. It was apparent that we have much to do in bringing the national lay community up to date on the work of our Commission and CJE. It was concluded that Lender will not proceed with the CJF commission until he and MLM talk again about how their work and ours can complement each other.
- lss' ument
- B. It was suggested that Lender be invited to serve on the CIJE board. VFL and HLZ will draft a letter inviting him to serve and providing him with background information.
- C. SHH reported on conversations with Marty Kraar. He noted that Federation staff are generally not well informed about Jewish continuity. This commission was formed as a reaction to the data from the CJF survey. Marty is now aware of the pitfalls of this approach. He, too, is anxious to find a way to work cooperatively with CIJE.
- Assignment
- D. It was concluded that this situation provides us with an opportunity to find a way for CIJE and CJF in work in concert. It was suggested that SHH advise Alan Hoffman about this situation and how to proceed.

# VII. Operations

A. Torah U'mesorah

# Assignment

It was agreed that VFL will draft a letter to Rabbi Fishman informing him that we generally like the idea of his proposal for teacher training and that we have asked Shmuel Wygoda to work with him.

- B. VFL will prepare a list of open major proposals for support of projects in the area of Jewish education. A review of this list will be included on the agenda of the CIJE steering committee.
- C. Final arrangements for Shulamith Elster's termination of employment were discussed. VFL will inform her of the outcome.

SEE MANAGEMENT MANUAL POLICY NO. 1.5
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

ASSIGNMENTS
ACTIVE PROJECTS
RAW MATERIAL
FUNCTIONAL SCHEDULE 73499 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/17/93

	DATE 0/17/			, , ,			
NO.	DESCRIPTION .		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED OATE
1.	Conduct a needs assessment or in the Lead Communities.	n leadership		SE	6/16/93	6/25/93	
2.	Draft talk piece for use in campers for August 26 meetin			SE	5/28/93	6/30/93	
3.	Brief David Teutsch, new CIJI member.	E board		SE	6/16/93	6/30/93	
4.	Contact the following board of in preparation for the August and send brief report to VFL a. Gerald Cohen - done	t 26 meeting		SE	2/25/ <b>93</b> .	7/15/93	
	b. Susan Crown						
	c. Arthur Green d. Neil Greenbaum						' 
[ ]	e. Thomas Hausdorff						
	f. Mark Lainer - done g. S. Martin Lipset (with S)	E) - dome					
	h. Matthew Maryles	- doing		!			
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DATE 6/17/93

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FUNCTION	CIJE	STEERING COMMITTEE	
SUBJECT/OBJ	ECTIVE	FOX ASSIGNMENTS	

VFL

NO.	ð ESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Discuss with BH next steps on the Best Practice project.		SF	5/28/93	6/23/93	
2.	Draft a letter to David Hirschhorn for review by SHH, MIM, and HLZ indicating our understanding of his interest in CIJE.		SF	3/24/93	6/23/93	
3.	With AH and BH, draft a job description for Barry Holtz.		SF	5/19/93	6/25/93	,
4,	in preparation for the August 26 meeting and send brief report to VFL:		AF.	2/25/03	7/15/03	
	a. Alfred Gottschalk b. David Hirschhorn c. S. Hartin Lipset (with SE) d. Florence Melton e. Isadore Twersky					
5.	With SHH, develop a plan for involving denominations in each Lead Community process.		SF	3/31/93	TBD	

ORIGINATOR/PROJECT LEADER



☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENT

ORIGINATOR/PROJECT LEADER VFL DATE 6/17/93 ASSIGNED DATE COMPLETED OR REMOVED NO. DESCRIPTION PRIORITY TO (INITIALS) ASSIGNED STARTED **QUE DATE** DATE With SF and BH, draft a job description ARH 5/19/93 6/25/931. for Barry Holtz, 5/19/93 6/30/93 ARH 2. With VFL, develop a functional schedule for keeping Board and Executive Committee members informed. 5/19/93 6/30/93 ARH 3. Draft a mission statement for the Lead Communities project. 6/30/93 Redraft PERT chart on which clear ARH 5/14/93 4. milestones for CIJE are highlighted. 5/19/93 6/30/93 ARH With VFL, draft a talk piece highlighting 5. the centrality of personnel development and community mobilization and develop a list of people with whom to discuss it. ARH 5/19/93 7/1/93 With VFL, develop plan to support each 6. item on the CIJE PERT chart. ARH 6/17/93 7/9/93 Draft CIJE orzanization chart. 7. Work with CRB Foundation to clarify ARH 1/28/93 7/15/93 8. relationship of Israel experience programs to Lead Communities. 2/25/93 7/15/93 ARH Contact the following board members 9. in preparation for the August 26 meeting and send brief report to VFL: a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch

SEE MANAGEMENT MANUAL POLICY NO. 4.5 FOR CHESSINGS ON THE CONFLETION OF THIS FORM FOR A PUNCTIONAL SCHEDULE

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<b>FUNCTIONAL SCHEDULE</b>
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CIJE STEERING COMMITTEE **FUNCTION** A HOFFMAN ASSIGNMENTS SUBJECT/OBJECTIVE

	73890 (REY 1/89) PRINTED IN U.S.A.	ORIGINATOR/PROJECT	LEADER	VFL	DATE 6/17/93		/93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With ARH, prepare time line plan for CIJE.	and action		AH	6/17/93	8/15/93	
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ASSIGNMENTS
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FUNCTION CIJE STEERING COMMITTEE

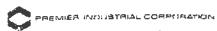
SUBJECT/OBJECTIVE S HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/17/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Talk with Darrell Friedman about the importance of assigning someone full time to staff Baltimore project and related concerns about Baltimore's commitment. Propose 6/25 meeting with SF & AH in Jerusalem.		SHH	6/1/93	6/23/93	
2.	Call D. Sarnat for details on Jay Davis.		SHIH	6/17/93	6/23/93	!
3.	With HLZ, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.		SHH	6/8/93	6/30/93	
4.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		SHH	2/25/93	7/15/93	
5.	With Alan Hoffman, confer by telephone with chief professional of each Lead Community to encourage them to interview Senior Educators.		SHH	5/19/93	7/15/93	
	a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz					
6.	With SF, develop a plan for involving denominations in each Lead Community in CIJE.		SHH	3/31/93	8/15/93	
7.	Advise A. Hoffman about the CJF continuity commission and suggest an approach.		SHH	6/17/93	8/25/93	
8.	Propose to MLM that he talk with Roy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points.		знн	3/24/93	TBD	
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/17/93

NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DAYE
1.	With SF, discuss next steps Best Practices project.	on the		ВН	5/28/93	6/23/93	
2.	Complete meeting attendance CAJE conference.	form for		вн	6/8/93	6/23/93	
3.	With SF and AH, draft a job for Barry Holtz.	description		вн	5/19/93	6/25/93	
4.	Prepare a memo summarizing poon distribution of CIJE mate	roposal rials.		вн	5/28/93	6/30/93	
5.	Work with Atlanta on filling of Director of the Lead Comm	the position unity preject.	÷	BH	6/16/93	12/93	
6.	Prepare suggestions for how to proceed with pilot project	ts in Atlanta.	 	ВН	3/5/93	TBD	
7.	Begin work with Baltimore on pilot project.	8.		вн	3/5/93	TBD	
8.	Work with Milwaukee on pilot projects.			вн	4/29/93	TBD	
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ASSIGNMENTS
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<b>FUNCTIONAL SCHEDULE</b>

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

VFL

ORIGINATOR/PROJECT LEADER

DATE 6/17/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare a letter to board members asking August 26 attendance plans.		VFL	6/17/93	6/25/93	
2.	With HLZ, draft a letter inviting M. Lender to serve on Board.		VFL	6/17/93	6/25/93	
3.	Draft a letter to Rabbi Fishman on the status of his proposal.		VFL	6/17/93	6/25/93	:
4.	With ARH, develop a functional schedule for keeping Board and Executive Committee members informed.		VFL	5/19/93	6/30/93	
5.	With ARH, draft a talk piece highlighting the centrality of personnel development and community mobilization and develop a list of people with whom to discuss it.		VFL	5/19/93	6/30/93	
6.	With ARH, develop plan to support each item on the CIJE PERT chart.		VFL	5/19/93	7/1/93	
7.	Prepare a matrix of current and potential funders and staff assignment.	,	VFL.	6/17/93	7/9/93	
8.	Prepare a matrix of pending grant requests.		VFL	6/17/93	7/9/93	
9.	With ARH, draft a written progress report to be sent to the board in early August.		VFL	6/17/93	8/1/93	
10.	Plan to discuss letters of agreement for the Lead Communities. Consider including our expections regarding the sort of lay and professional involvement we expect.		VFL	4/7/93	10/1/93	
11.	Schedule a telecon with Executive Committee members following a meeting of presidents and executives of partner organizations.		VFL	2/25/93	TBD	

NO.	DESCRIPTION	PRIORITY	ASSIGNED 10 ((NITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
12.	Develop a communications program; internal; with our board and advisors; with the broader community.		VFL	4/7/93	TBD	
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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETÉD OR RÉMOVED DATE
1.	Establish a finance committe	e.		HILH	4/7/93	7/15/93	
3.	Contact the following board in preparation for the Augus and send brief report to VFL	t 26 meeting		нін	2/25/93	7/15/93	
	a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer			:	· -		
3.	Visit with Erica Jesselson to board to support CIJE.	o get her on		нін	6/17/93	8/31/93	
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**FUNCTION** CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEAGER DATE 6/17/93 VFL

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.		HILZ	3/24/93	6/21/93	
2.	With VFL, draft a letter inviting M. Lender to serve on board.		HILZ	6/17/93	6/25/93	
3.	Schedule a meeting of MLM with Lester Follack and Gershon Kekst to dissues CIJE.		HT.7	4/29/93	6/30/93	
4.	Invite a small group of people to meet with MLM at the Quarterly for a CIJE update.		H1.2	5/19/93	6/30/93	
5.	With SRH, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.	1	SHH	6/8/93	6/30/93	
6.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		HL2	2/25/93	7/15/93	
	a. Mandell Berman b. John Colman c. Maurice Corson	**************************************				
7.	With VFL, prepare C. Ratner to report on Lead Communities at board meeting.		HL2	6/17/93	8/15/93	
8.	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi Chai, Wexner and other funders.		HLZ	1/28/93	TBD	
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	3170					

# **Mandel Institute**

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

# **Facsimile Transmission**

To: Stepher	n H.Hoffman	Date:	June 21, 1993	
From:	Shmuel Wygoda	No. Pages:	1	
Fax Number:	216 566-9084			
	ANURIC	AN IEWISTI		
Dear Steve	A.R.C.			
and Darrell	for your fax. Is Friday June Friedman to meet with SF	and AH.	good ) possibility for you	
Alternative	ly is Friday June 25 at 4.00	p.m. a possibility ?		
If neither ar	re good, we might have a pro	blem as Sunday afte	rnoon SF and AH are tied	
Any other	suggestion will be welcome	n.,		
Best regard	ds,			

uth Coker Prinette Hochstein Location Location Fax #061 414 271-1081 Fax # 0/1 972 2 6/9-95/ Telephone = Destroy 1/12 /6 , /50/1/01/ SHAKI MYE JAHU APL EZILC: عالمال بهداء وحارا هاله الولاداله والالاداله ה/בחכות. 11113/ יאספר אלשים שיבולים ... 20/25 /1124 c 1630', DAN ל שאים ביו אצו תכנון לנכי קרואעניי /HUCA (400 1/2 02/64 1181 (11.x10/11 دار دور.

22a Hatzfira St., Jerusalem, Israel

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Fax No.: 9	772-2-6'19951	Tel.: 972-2-618728
To: _	MR. DAVID HIRSCHHORN	Date: 17.06.93
-		Urgent
From: -	SEYMOUR FOX	Regular -
Fax No.:	410 - 659 0552	Time Sent:

Message

DEAR DAVID:

I HOPE THAT YOU ARE FEELING WELL. I RETURNED TO ISRAEL AND HAVE BEEN BUSY FOR THE PAST TWO WEEKS WITH MR. MANDEL'S VISIT AND THE MEETING OF OUR BOARD. HOWEVER, WE MANAGED TO HAVE A MEETING WITH OUR STAFF TOGETHER WITH DR. ELLEN GOLDRING (DR. ADAM GAMARON'S PARTNER) TO DISCUSS THE AGREEMENT THAT I AM DRAFTING FOR YOUR FOUNDATION. I HOPE THAT I SHALL HAVE A DOCU - MENT THAT THE EVALUATORS AGREE WITH AND CAN LIVE WITH EARLY NEXT WEEK.

WITH BEST REGARDS TO BARBARA.

SINCERELY YOURS

SEYMOUR FOX



Jewish Theological Seminary 3080 Broadway New York, NY 10027 (212) 678-8031 Fax (212) 749-9085\* Propose to -

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\*If you experience difficulty transmitting to this FAX number, please use the JTS main FAX number as an alternate: (212) 678-8947. Kindly indicate that this message should be forwarded to the Melton Research Center. Thank you.

Best Practices Project June 16, 1993 Next Steps, Part 2 1993-4

The Best Practices Project is an operation that has many long-range implications. Documenting "the success stories of Jewish education" is something that has never really been done in a systematic way and it is a project that cannot be "completed" within a short range of time. However, what I propose here is a way of looking realistically at how the Best Practices Project should unfold over the next 1 to 2 years.

The easiest way to think about the Best Practices Project—and probably the most useful— is to see it as one large project with eight or nine areas (what we have called "divisions") to cover. Our long-range goal has always been to see successive "iterations" in each of the divisions, but what we are talking about at this point (for the short run) is what will it take to put out a best practices publication, similar to what we've done for the Supplementary School division, in each of the other areas. To get to that point we have to go through the following stages for each division.

Preliminary explorations: Mostly by me to determine with whom I should be meeting

Stage one: Meeting (or multiple meetings) with experts

Stage two: Refining of that meeting (by me), leading to a guide for

writing up the reports.

Stage three: Visiting the possible best practices sites by expert

report writers

Stage four: Writing up reports by expert report writers

Stage five: Editing those reports (by me)
Stage six: Printing the edited version

Stage seven: "Advertising" and Distributing the edited version

For this memo, I've taken each "division" and each stage and tried to analyze where we currently are headed. (This memo is based on my recent presentation of the 1993-4 Best Practices Project Budget.)

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2 aus Ration

### Holtz--2

- 1) Supplementary schools: Mostly done in "iteration #1". There may be two more reports coming in which were originally promised.
- 2) Early childhood programs
  Here we are at stage five. The volume should come out at the end of the summer.
- 3) JCCs
  Here we are at stage three. This will require visits, report writing, etc. The complicating factor here is the role of the JCCA.
- 4) Day schools
  Here we are at stage one, two or three, depending on the denomination.
  Because this involves all the denominations, plus the unaffiliated
  schools and a variety of players, this will be the most complicated and
  expensive of the projects for the year.
- a) for the Orthodox schools:
  We are at Stage three for centrist Orthodox schools. We've had a meeting at YU and I need to put together the memo, choose the report writers and places and make assignments.

For Torah UMesorah: I need to meet with Rabbi Fishman and start the process.

- b) for the Conservative schools: I've met with Bob Abramson. The step is to move into the Stage one preliminary meeting, hopefully in the early fall.
- c) for the unaffiliated schools: I need to meet with the JESNA staff person who coordinates these schools and put together a Stage one preliminary meeting.
- d) for the Reform Schools I've met with Michael Zeldin (of HUC-LA) and discussed with him how to put together the Stage one preliminary meeting, possibly in LA, but coordinated with the UAHC as well.
- 5) College campus programming
  Here we are at stage three, at least in so far as Hillel is concerned.
  One question to deal with is non-Hillel campus activities and how to
  move forward with that. As to Hillel programs, we need to choose report
  writers, visit sites, etc.
- 6) Camping/youth programs
  Here we are at the preliminary stage. We should be able to have a stage one meeting this year. It's probably fairly easy to identify the right players via the denominations and the JCCA.

#### Holtz--3

- 7) Adult education.
  Here we are at the preliminary stage. We should be able to have a stage one meeting this year. Here gathering the right players is probably more complex.
- 8) The Israel experience This project is going in a different direction, due to the complicated politics involved. My guess is that this will require some work with consultants in meetings or some travel.
- 9) Community-Wide initiatives
  This project would use JESNA's assistance and would probably mostly involve travel to sites. I've had two meetings with JESNA and could probably launch this rather quickly.

The plan above is quite optimistic in terms of the number of different divisions that we could advance this year. If more of my time is spent in the Lead Communities, less will get done in the Best Practices Project.

# Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

# **Facsimile Transmission**

<del></del>			
Lauren Azoula To:	ai	Date:	June 17, 1993
Shr	nuel Wygoda	-	1
( ( )	001 404 873-1661		
Dear Lauren,			
I trust this note f	inds you and yours in th	e best of spirit ar	nd of health.
This is to confirm	our meeting on July 8t	h.	
We shall start at t you will meet with Mt Scopus.	he Mandel Institute on R n Allan Hoffmann's team	ehov Yehoshafat ' at the Hebrew Un	10 , Jerusalem , and later iversity Melton center on
Your suggestions	or an agenda are welco	me.	
Best regards,			
Shmuel			

# Meeting with SF & CIJE staff telecon. June 16th 1993

- 1) Set telecon with SF, BH & SW next week, 9:30 (EST)
  - 2) Set meeting with SF, ZM (?), SW with Nehama Leibowitz
  - 3) Send material related to Milwaukee to Danny Pekarsky
  - 4) For Agenda of June 17th Steering Committee telecon:
    - Reports to donors ( Cummings ) Who is responsible?
    - SE suggestion of a note from MLM to Gerald Cohen.
    - Participation of LC execs and lay leaders to Board in August
- ( ) 5) Letter to Hirshhorn. To be circulated to CIJE staff through VFL
  - 6) a)BH suggestion to have CIJE staff seminar of July in the US to enable Gail to participate
    - b) Main agenda: How Atlanta and Baltimore can become real LC
    - c) Desired outcome: Increased coordination between CIJE staff
  - 7) Re: August CIJE/ LC seminar
    - BH suggested to have a staff meeting before (August 22nd)
    - Participation of LC execs and lay leaders

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Aprila by Mail.

#### MEMORANDUM

TO:

CIJE Staff and Consultants

FROM:

Shulmaith Elster

RE:

HUC Consultation - May 17-18, 1993

I. Participant list is attached. Please note:

Rabbi Robert Orkard of Westpoint, Connecticut is the New Chair of the Commission on Jewish Education of the Reform Movement.

- II. Role of Mandel Associated Foundations and its financial support was acknowledged as was Sara's participation in the Commission. Twersky's vision statement for the Commission was the D'var Torah for the Tuesday session.
- III. Program (Sessions I-VII program attached).
- IV. List of preliminary papers and their authors.
  - Larry Cuban: Changing Public Schools and Changing Congregational Schools
  - Joe Reimer: where School and Synagogues Are Joined
  - Susan Shevitz: Receptive Contexts and Enabling Traits for Changing Congregational Education

  - <u>Riv-Ellen Priel</u>: Reflections on the Social Sciences of American Jews and Its Implication for Jewish Education

# PARTICIPATION LIST

# **HUC**

Isa Aron
Bill Cutter
Michael Zeldin
Sara Lee
Lee Bycel (Dean, HUC, LA)
Laura Samuels (graduate student at University of Cincinnati and HUC)
Sherry Blumberg (New York)

## **STANFORD**

Lee Shulman Larry Cuban 4 graduate students

# **BRANDEIS**

Joe Reimer Susan Shevitz

## REFORM MOVEMENT

Seymour Rossel (UAHC)
Bob Orkard
Shelly Zimmerman (CCAR)
Michael Weinberg (CAJE)
Kyla Epstein-Asor (Cleveland)

# **OTHERS**

Jeff Schein\*
Barry Shrage\*
Sharon Feiman-Nemser
CIJE Senior Advisors

# CIJE

Barry Holtz Shulamith Elster

\*CIJE Senior Advisors

# Laying the Groundwork for the Experiment in Congregational Education

Rhea Hirsch School of Education
Hebrew Union College-Jewish Institute of Religion
in partnership with
The Commission on Jewish Education for the Reform Movement

## The Problems of Congregational Schools

It is estimated that 80% of Jewish children in America will attend a Jewish school at some point in their lives. For over two thirds of these students, that school will be a supplementary school under congregational auspices. Critiques of the supplementary school date back to the 1880's, and have remained remarkably constant over the years. Supplementary schools having been faulted for being boring and irrelevant, having unqualified teachers, and lacking substantive parental involvement and support. In many urban centers the problems of supplementary schools have deepened, as day schools have siphoned some of the most committed parents, as well as the most professional teachers. These problems combine to limit the supplementary school in its ability to provide its students with either substantial knowledge of or a deep commitment to Jewish life. Despite numerous attempts to address these problems through curricular revisions and programmatic innovations, the essential structure and organization of most congregational schools has not changed much since the 1950's.

# The Role of the Rhea Hirsch School of Education in Improving Congregational Education

The RHSOE, the Reform Movement's premier graduate program for the training of professionals in Jewish education, was founded in 1969. The school has over 150 alumni who serve in congregations, schools, camps, universities and other educational institutions throughout North America, and in England and Israel as well.

During the spring and summer of 1992, RHSOE faculty and staff engaged in a strategic planning process, which was supported, in part, by the Mandel Associated Foundations. In the course of our deliberations we became convinced that the RHSOE must not only prepare future educators, but also work more directly towards the improvement of settings in which our graduates work. While it would be unrealistic to expect that we could work intensively with hundreds of schools, camps, and Jewish centers, the RHSOE might well serve as a catalyst for improving these institutions through very targeted experiments, such as the Experiment in Congregational Education. A second grant from the Mandel Foundation enabled us to initiate the ECE in partnership with the Commission on Jewish Education.

# The Experiment in Congregational Education

The purpose of the ECE is to stimulate a revitalization and re-configuration of congregational education. The ECE will bring together a small number of congregations (between four and eight) which will work together to re-think their notions of Jewish education and explore ways of restructuring their educational programs. Over the course of a three year period, these congregations will engage in a process of examining: what their goals are for Jewish education; what changes in their current institution will meet both their needs and their goals; and what resources will be required to institute these changes? As answers to these questions become clear, each of the congregations will develop and implement a plan for the reconfiguration of the totality of its educational programming.

The ECE is not undertaken with any fixed idea of the the final product that will emerge from the process of reconfiguration. It is likely that a number of different new structures will emerge, perhaps as many new models as there are partners in the ECE. But while we have no preconceived notion of the new structures which the experiment will yield, we do have some very strong convictions about the <u>process</u> which each congregation involved in the experiment will have to undergo. Our reading of research in educational innovation in the public sector and our first-hand experience working with congregational schools have led us to the conviction that school restructuring can only be successful when the process of deciding on the new structure is both broad and deep. The entire spectrum of congregational membership must be represented in this process, which must involve incisive probing into people's Jewish identities, commitments, needs, and values.

Beyond its immediate benefit in the improvement of education in a number of congregations, the ultimate contribution of the ECE will be to the entire field of Jewish education. After four years of analysis, intervention and documentation, we will have a much more sophisticated understanding of the internal dynamics of education in the congregational setting, and the possibilities for change in Jewish education. We will have a number of viable models of restructured institutions, and a wide range of new programmatic alternatives. We hope to use this knowledge in the creation (four years hence) of a "Laboratory for Congregational Education," which will serve as a resource to a larger number of congregations.

### Phase One: The Initial Consultation

A new and complicated undertaking, such as the ECE, requires input from a variety of sources. In launching the ECE, we wanted to draw on the expertise of scholars and researchers in related fields, as well as congregational leaders from a range of settings. Thanks to a grant from the Nathan Cummings Foundation, a group of 25-30 scholars and congregational leaders with prior

experience and expertise in this area will be brought together for a two-day consultation in May, 1993.

The goals of this consultation are:

- To gain a deeper understanding of what it will take to assist congregations in reconceptualizing and restructuring the full range of their educational offerings.
- 2) To be in a position to decide:
  - a) how the consortium of congregations might operate;
  - b) how partners in the consortium might be selected;
  - c) how research at each site might be conducted.

While decisions of this sort will probably not be reached at the consultation itself, the issues involved in making these decisions will be discussed.

We have attempted to structure the consultation in such a way as to permit each participant to share his or her knowledge and expertise, and the group as a whole to break new ground in applying its collective wisdom to the task at hand. Five papers have been commissioned which cover five relevant areas of scholarship:

- a) What do the Jewish social sciences have to teach us about the current state of congregational education? What can we infer from the work of sociologists and anthropologists about the prospects for changing our current structures? This paper will be written by Riv-Ellen Prell, professor of anthropology at the University of Minnesota.
- b) What are the cultural, economic and political forces <u>internal</u> to congregations which result in particular educational arrangements, and how might these forces br harnessed to expedite the process of restructuring? This paper will be written by Joseph Reimer, professor of Jewish education at Brandeis University.
- c) What processes will enable congregations to reconceptualize their educational programs and to prepare themselves for change? This paper will be written by Susan Shevitz, professor of Jewish education at Brandeis University.
- d) What accounts for the durability of the dominant model of supplementary schooling? What attempts have been made to break this mold? Is fundamental restructuring necessary? Is it possible? How does it differ from innovation in a particular area? This paper will be written by Isa Aron, professor of Jewish education at the Rhea Hirsch School of Education, HUC-JIR.

e) What can we learn from the past two decades of innovation in American public schools that might be applicable to the private, voluntary, part-time, anarchic non-system of congregational education? This paper will be written by Larry Cuban, professor of education at Stanford University.

These papers will be sent out in advance, several weeks prior to the consultation. Participants will be asked to respond to the issues raised in the papers, based on their particular experience and expertise. Then the group will work together to define, outline and adumbrate the process of restructuring congregational education.

# RHEA HIRSCH SCHOOL OF EDUCATION Hebrew Union College-Jewish Institute of Religion

Reconceptualizing Congregational Education Tentative Program for Consultation on May 17-18, 1993

\*\*\*\*

Introduction

The Synergy Required to Arrive at a New Vision or Paradigm of Congregational Education

SESSION I

The mission of congregations and congregational education (Monday morning)

What ought to be the mission of congregations? What should the role of Jewish education be, within this larger mission?

Drawing on our own knowledge, and our reading of the papers, we will contrast ideal views with the current realities.

SESSION II

What operating assumptions guide our current paradigm of congregational education? (Monday afternoon)

What are the implications of the assumptions that undergird current paradigms of Jewish education? What might we want/need to challenge in some of these assumptions?

SESSION III

What is Jewish learning? What power does it have to shape and transform people's lives? (Monday evening)

What experiences of Jewish learning in our own lives were transformative? What factors made them so powerful? What circumstances might make these kinds of experiences more common for members of congregations?

SESSION IV

Deriving conceptual principles as a guide for reconceptualizing congregational education. (Tuesday morning)

What core affirmations and assumptions would be consonant with an enhanced vision for congregational education? What conceptual principles can we affirm?

### SESSION V

What are the forces that enhance or inhibit change in congregations? (Tuesday morning and afternoon)

Presentations by representatives of Leo Baeck Temple in Los Angeles and Congregation Beth Am in Los Altos Hills, on the process of restructuring education in their congregations.

What can we learn from these two case studies about the necessary pre-conditions for restructuring, and guidelines for the process itself? From this, we will derive a set of operational principles for restructuring congregational education.

### SESSION VI

Where do we go from here? (Tuesday afternoon)

Presentation on how a coalition might work, drawing on several models.

Review of the "principles" arrived at in previous sessions; discussion of the relationship between the two types of principles.

Next Steps

# Council for Initiatives F in Jewish Education Α X Date sent: 6/16 Time sent: 4:50 No. of Pages (incl. cover): 3 From: Ginny Levi To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization: C Phone Number: Phone Number: Fax Number: 0119722 619 951 Fax Number: (216) 391-5430 V Comments: E SFYAH -I finally got to see MLM. Here's a revised agenda and a retyped 8/26 agenda. I grove what I sent earlier. I assume you'll be at AH's office. Please send me a fax if this is incorrect. R S Н E Talk to you tomorrow. E T P.S. How about holding the LC seminar on aug. 30-31? We would plan on the 29th. Either date is OK for Chain + Nancy, but Nancy can only attendig it is in Balt. No word, yet from Miles. They're tist up tools If there are any problems receiving this transmission, please call: 216-391-1852

### **AGENDA**

# CIJE STEERING COMMITTEE

June 17, 1993 7:30 AH

Morton Mandel (Chair), Seywour Fox, Annette Hochstein, Steve Participants: Hoffman, Ann Klein, Virginia Levi, Barry Reis, Henry Zucker

		<u>Tab</u>	Assignment
I.	Master Schedule Control	1	VFL
II.	Minutes and Assignments of May 13, 1993	2,3	VFL
III.	Plans for Aug. 26 CIJE Board Meeting	6 <b>b</b>	MLH
IV.	CIJE Board Membership		HLM
	SHH memo re replacement of Gerald Cohen with Jay Davis and inclusion of 3 Lead Community execs and lay leaders at Board meetings	9	
٧.	Lead Communities Update		AH
VI.	Proposed Staff Seminar and Seminar with Lead Commun	aities	АН
VII.	Update on CJF continuity commission		MTW\ZHH

### CIJE BOARD MEETING

#### AGENDA.

### August 26, 1993

### Executive Committee

I. Introductory Remarks MLM

II. Progress Reports AH

III. Proposed Workplan AH

IV. Development Report by AJN (possibly)

### CIJE Board Meeting

I. Progress Report Mim

II. Report on Work in the Lead Communities Chuck Ratner

III. Monitoring, Evaluation & Feedback Report E. L. Ritz

A. Update on Overall Project Adam Gamoran

B. "Teaser" Report on Educators' Survey Ellen Goldring

IV. Update on Best Practices & Pilot Projects J. Colman/B. Holtz

#### Note:

MLM will pick up the topics of staffing and of the role of CIJE in funding in his opening remarks.

Council for Initiatives F in Α Jewish Education X Date sent: Time sent: No. of Pages (incl. cover): From: Ginny Levi To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization: C Phone Number: Phone Number: O Fax Number: 0119722 619 951 Fax Number: (216) 391-5430 Comments: E Dear Showel -1 Spoke with Lauren, who says the only way she could do a seminar on 8/23-24 R if it's in atlanta. She could do aug. 30 -S hich might be better н F E Т beginning July If there are any problems receiving this transmission, please call: 216-3**9**1-1852

Council for Initiatives F in Jewish Education Α Date sent: 6/6/93 Time sent: Х No. of Pages (incl. cover): From: Ginny Levi To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization: С Phone Number: Phone Number: Fax Number: (216) 391-5430 Fax Number: 0119722 619 951 V Comments: E Dear Seymour + homette -R The attached agenda is still a draft. I haven't yet gotten it back from S MLM. you should have all the pieces listed Н in the "Tab" column. In addition, I F will have the 9/24 agenda draft E quailable. I'll send you a revision if I receive one, but it seems unlikely that I will. T Talk to you Thur. If there are any problems receiving this transmission, please call:

216-391-1852

VIII.	Communications		VFL
	Determine publics and next step for each		
IX.	Review Raw Material List and Prioritize	4	MLM

### AG**END**A

### CIJE STEERING COMMITTEE

June 17, 1993 7:30 AM

Participants: Morton Mandel (Chair), Seymour Fox, Annette Hochstein, Steve Hoffman, Ann Klein, Virginia Levi, Barry Reis, Henry Zucker

	<u>Tab</u>	Assignment
I.	Master Schedule Control 1	VFL
11.	Minutes and Assignments of May 13, 1993 2,3	VFL
III.	Plans for Aug. 26 CIJE Board Meeting	MLM
IV.	Personnel Issues	MLM
	A. CIJE Core Staff	
	1. Developments on Director Search	
	2. Status of Gail Dorph candidacy	
	B. CIJE Board	
	<ol> <li>SHH memo re replacement of Gerald Cohen 9 with Jay Davis and inclusion of 3 Lead Community execs and lay leaders at Board meetings</li> </ol>	
	<ol> <li>Replacement of partners' presidents as they rotate out of positions (e.g. Neil Greenbaum)</li> </ol>	
٧.	Lead Communities Update	AH
VI.	Proposed Staff Seminar and Seminar with Lead Communities	АН
VII.	Update on CJF continuity commission	SHH

# Agenda for meeting with SF on June 16th.

1) Gail Dorph: The only week she can come to Israel ( בדיעבד ) is the week of July 7th.
Do we proceed with the week of July 18th, and how do we bring her up to date
afterwards? Un'll com or with roundation.
2) CIJE staff seminar : Jerusalem
a) Dates
b) Hotel reservations
c) Location
d) Agenda:: CIJE activities in 1993-94
- Best Practices: (BH)
1) Supplementary schools (implementation & further research)
2) Early childhood programs ( publication & implementation )
3) Day Schools (publication & implementation)
4) Pilot Projects (presentation to LC & implementation)
- Goals Project ( SF )
1) The need to clarify the concept to the LC repeatedly
2) Key players in each LC who can present the project locally
3) Mission statements and the Goals project
- Monitoring Evaluation and Feedback (AH?)
1) Data collection ( what , how, reported to whom ) in LC
2) Additional roles of the Field researchers
3) LC self studies
Nain Pulper:
-Dates: August 23-24th 1993 - Location: Baltimore/ Milwaukee - Agenda  - Agenda
-Dates: August 23-24th 1993
- Location: Baltimore/ Milwaukee
- Agenda
- Participants ( pros, lay? )

- 4) CIJE Board meeting: August 26th 1993.
  - LC participants (re Sarnat's request & VFL suggestion)
  - Agenda:
    - 1) VFL proposal to have one LC report, e.g. Milwaukee
    - 2) Rattner on the agenda E.L.Ritz & J.Coleman out?
- 5) Lead Communities current situation:
  - Personnel
  - Policy and strategy
- 6) Letter to Hirshhorn re Agreement
- 7) Tora Umesora
  - Discussion with VFL
  - Letter to Hirt
- 8) Nehama Leibowitz

To: Pr Danny Pekarsky Fax #: 001 216 464-5827

From: Shmuel Wygoda Mandel Institute, Jerusalem Fax #: 011 972 2 619-951

Re: Jonathan Woocher visit to Milwaukee

Date: June 15th 1993

Dear Danny,

As per Seymour's request I sent you the following. I hope everything will go well.

### Desired outcomes:

a) This visit should reinforce the ideas set forth during the May seminar in Cleveland, and further developed during SF and your visit to Milwaukee later in May.

Most particularly the concepts of " enabling options " seem critical at the present time, given some of the tensions which exist in the community ( see your memos)

- b) This visit should smoothen some of the above mentionned tensions in the Community, particularly between the Lead Community project leaders and MAJE.
- c) Avoid as much as possible different concepts of Goals and Visions.

### Documents attached:

- 1) Fax by S.Elster with Jonathan Woocher outline of his session in Milwaukee on June 16th.
- 2) Goals for Jewish Education in Lead Communities
- P.S. Seymour asked me to sent to J. Woocher the document on Goals attached. He got it yesterday.

# GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

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

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

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

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

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

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

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

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

- 1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead to an articulation of goals.
- 2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake community-based consultations.
- 3. Offer seminars whose participants would include Lead Community representatives where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer help and expertise.

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

Seymour Fox & Daniel Marom

what they hope a visitor to Jewish Milwaukee will see in the year 2020. I will push them to be as concrete as possible, and ask them to think in terms of both Individual Jewish lives and behaviors and the Institutional system.

After we have spent some time collecting (orally) and discussing the elements of their visions (looking for overarching themes and common elements, but acknowledging differences as well), the second task will ask them to identify three things that must be done (or at least begun) over the next five years if the vision is to have a chance of realization. This will start the process of translating vision into action elements. We will also collect and discuss these.

9:15 - 9:30

Translating vision into action: challenges and possibilities

I will wrap up the session by talking about the next steps in the change process. I believe there are two tracks along which to proceed: 1) a more rigorous planning effort to sift through the vision and identify the key elements and strategies for reaching them; and 2) a community mobilization effort to get people excited and engaged through a few pliot projects in areas that will clearly be encompassed within the overall change process. (It will need to be emphasized that pilot projects alone will not sustain the transformational process over the long run, but that they can generate both learning and momentum for the more fundamental and far-reaching changes that will be required.) I'll try to give a few examples of specific initiatives that point the way toward strategic change.

Please let me know your reactions. Thanks.





TOWISH EDUCATION CARVILLE OF NORTH AMERICA, INC.

מחברה למען החינוך מיחריי בצפון אמריקה

130 DROAD WAY FIEW YORK, HY 10001-9540 Engance 418 Lafayetic Stiest (412) 529-2009 FAX: (212) 529-2009

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# MEMORANDUM

TÖ:

Louise Stein, Jane Gellman, Ruth Cohen,

CC.1

Shulamith Eister

FROM:

Jonathan Woocher

DATE:

May 20, 1993

SUBJECT:

Outline of Commission meeting on June 16

I'm looking forward to being with you all on the 16th. Here is a brief outline of what I propose for the session, which I'd appreciate your reviewing. If the broad framework is what you want, I'll go to work on filling in the details.

Commission on Visions and Initiatives in Jewish Education Meeting -- June 16, 1993

7:30 - 7:45 pm

Progress report on the Commission's work; Introduction of the session (one of you)

7:45 - 8:00

Opening presentation: The importance of shared vision in transformational change

I will speak about how the visioning process is central to the attempt to initiate and sustain fundamental change in education and in contemporary Jewish life. I'll refer both to the experience in general education and to the thinking currently taking place about the so-called "continuity agenda" in Jewish life. The goal will be to affirm the importance of what they are doing as well as to clarify how a shared vision actually informs a change process.

8:00 - 9:15

Jawish Milwaukee 2020: What do we want to be and how do we get there

The bulk of the session will be devoted to a twopart activity. The first part will ask individuals and then small groups (the tables) to identify

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JUN 14 '83 14:13 JEWISH COMMUNITY CLU.

FAX TRANSMITTAL			DATE 6/14/	93	3:15 p.m.
PLEASE RUSH	NAME Shmuel Wygoda	_		itute	FAX NO. 9/2-2-619-951
FROM	NAME Stephen H. Hoffman		JEWISH COMMUNITY FEDERATION 1750 Euclid Avenue Cleveland, Ohio 44115 Phone: 216-566-9200 Fax # 216-566-9084		EDERATION
	L IF YOU DO NOT RECEIVE ON IS NOT READABLE.	ALL	PAGES OR IF	TOTAL PAGE this page)	S SENT (Including

# MESSAGE

Darrell Friedman is out of town - Due back Wednesday.

I will speak to him before I leave for Israel and will let you know the appointment options as soon as possible.

\*\* TOTAL PAGE.3: \*\*

# Council for Initiatives in Jewish Education

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Time sent /2:40

No. of Pages (incl. cover): 4

To: Annette Hochstein, Seymour Fox,

Shmuel Wygoda Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

for our telecon this Wednesday Please let me know is your eviel not be at the 618-728 Tumber.

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

216-391-1852

# AGENDA CIJE STAFF TELECON June 16, 1993 9:00 AM (EDT)

Participants: Shulamith Elster, Seymour Fox, Annette Hochstein, Steve Hoffman, Barry Holtz, Ginny Levi, Shmuel Wygoda, Henry L.

Zucker

				<u>Assignment</u>
I.	Res	view	minutes of June 8	VFL
II.	Res	view	assignments of June 8	VFL
III.	Sta	tus	reports on communities	
	Α.	At1	Lanta	
		1.	Conversation with D. Sarndt	SHH
		2.	Staffing issues	
		3.	Other	
	В.	Bal	timore	
		1.	Staffing issues	
		2.	Other	
	Ç.	Mil	waukee	
		1.	Reactions to Pekarsky memo	
		2.	Status of principals survay	AH
		3,	Other	
	ם.	Nex	t joint meeting	AH/VFL
		1.	When	
		2.	Where	
		3.	Agenda	
		4.	Scheduling of future meetings now	

IV.	Aug. 26 Board Meeting	
	A. Proposed agenda	
	B. Contacts with campers	
	C. Lainer camper report	
	D. Materials to be mailed in advance; timing	
٧.	Summer Staff Seminar	AH
VI.	Discuss SE memo on Sanior Advisors	SE
VII.	Schedule next telecon	VFI
	June 23 or 24 at 9 am?	
	June 30 at 9am?	

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#### CIJE BOARD MEETING

#### AGE#DA

## Executive Committee

- I. Introductory Remarks
- II. Progress Report
- III. Proposed Workplan
- IV. Development Report by AJN (possibly)

## CIJE Board Meetings

- I. Progress Report
- II. Centerpiece -- Report on Work in the Lead Communities (Chuck Ratner)
- III. Monitoring, Evaluation & Feedback Report
  - A. Update on Overall Project (Adam Gamoran)
  - B. "Teaser" -- Report on Educators' Survey (Ellen Goldring)
- IV. Update on Best Practices & Pilot Projects.
  - A. Mort will pick up the topics of staffing and of the role of CIJE in funding in his opening remarks.
    - B. Mort will pick up the topic of staffing in his opening remarks.
    - C. The suggested roles of committee chairs are O.K. at the meeting.
      - ie. EL Ritz to introduce Gameran + Goldring, J Colma: to introduce B. Holtz.

Ų.

# Council for Initiatives in F Jewish Education A Time sent: 8:45 X No. of Pages (incl. cover): 2 From: Ginny Levi To: Annette Hochstein, Seymour Fok, Organization: C Phone Number: Phone Humber: 0 Fax Number: (2)6) 391-5430 Fax Number: 0119722 619 351 V Comments: E R Have's the memo I told you about. also, HLZ would like to talk with S SF. Could you please ask him to call tomorrow? Thanks, Ginny Н F E T

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

216-391-1852

Atlenta JCCA - Gershon Kellst



MAY 2 8 1993

THE DIVISH COMMUNITY DEDERATION OF CITIVES AND 1750 EUCLID AVENUE - CLEVELAND, OHIO 44115 . PHONE (216) 566-9200 - FAX # (216) 861-1230

May 19, 1993

MEMORANDUM

TO: Morton L. Mandel

Henry L. Zucker

FROM: Stephen H. Hoffman Aux

cc: Virginia Levi

David Sarnat called the other day to tell me that Gerald Cohen, the CIJE woard member from Atlanta, would like to retire from active duty. Gerald is an older member of our board, though he has been a faithful attendee. You may remember that we had to encourage Gerald to join the board because he was reluctant to travel even then. He is a past president of the Atlanta Federation and a major supporter of Jevish education and conservative Judaism in Atlanta. He's also just a wonder in human being.

David has suggested that we consider replacing Gerald with another Atlanta leader, Jay Davis, a young man in his early 40s. He and his father (who is 85) gave a million dollars to the Atlanta Federation for an endowment in Jewish education. David tells me that Jay is still being developed as a constructive leader and is in need of a significant amount of support and education as to community process, politics, etc. It was David's suggestion that we consider inviting the three execs of our lead communities to CIJE board meetings in the future. This would give David a "cover" to be in attendance and to help with the education and cultivation of Jay Davis.

I think we should consider this recommendation positively. The more young, potentially significant players we can dentify in the communities, the easier our job will be, and we will also be doing a service for our lead communities, such as I think we are doing with Dan Bader in Milwaukee.

You will, I believe, also be pleased to know that David was much more positive coming out of the staff meetings with the lead communities last week than he was going in. Coming from David, this is "high praise." His usual style is to tell you nothing when he's happy and only to let you know when he's not.

SHH:gc

B3:15A

# Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

# **Facsimile Transmission**

To: Ginny Lesy	Date: Jan 1464 1993
· ·	No. Pages: 4
Fax Number:	-
Dear Gonn.	he had be auto on a
for to jos la ou late	Charb. I attach if to thir
Albached as well are the	troops to 2011 of the dight for
64 Board marbing of 7/2	26.
Too can read me ab	home Pater tonight ( pul
in cak as 02- 93	11 874).
Beh agads	
Showel	

#### MEMORANDUM

TO: GINNY LEVI

FROM: ANNETTE HOCHSTEIN

DATE: JUNE 14, 1993

Dear Ginny,

## Re: Proposed Agenda for CIJE Steering Committee Meeting

## June 17, 1993

Here are some suggestions for the agenda:

amette

 You may consider dropping item IIIB, 1 and 2 and replace it by a new item B -- "Lead Communities Update."

You may want to consider moving up item V -- "Plans for August 26th."

Instead of IV (I will try to have the PERT chart by I'm not sure I will), I would put "Proposed Staff Seminars and Seminar with Lead Communities."

Hope this is useful. It comes to you after very intensive and wonderfully fruitful two weeks of board meetings and work.

Hope all is well by you.

Best regards,

# **Mandel Institute**

FAX SENT E ? 10 DATE: 13 . G. 93

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

# **Facsimile Transmission**

Dr Jonathan S.Woocher	Date:	June 13, 1993
From: Shmuel Wygoda	No. Pages:	3
001 212 529-2009 Fax Number:		
Dear Jonathan,		
Attached please find the article on Go as per your discussion with Seymour		on in Lead Communities,
Best regards,		
Shmuel /		

# GOALS FOR JEWISH EDUCATION IN LEAD COMMUNITIES

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

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

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

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

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

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

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

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

- 1. Encourage the institutions in Lead Communities to consider the importance of undertaking a process that will lead to an articulation of goals.
- 2. Continue the work that has begun with the institutions of higher Jewish learning so that they will be prepared and ready to undertake community-based consultations.
- 3. Offer seminars whose participants would include Lead Community representatives where the issues related to undertaking a program to develop goals would be discussed. At such seminars the institutions of higher Jewish learning and the Mandel Institute could offer help and expertise.

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

Seymour Fox & Daniel Marom

UK.AC.ED.ERCVAX; 8 JUN 93 12:28:50 BST

Date: Tue, 8 JUN 93 12:26:22

From:

EKJC68@ERCVAX.EDINBURGH.AC.UK

To:

MANDEL@HUJIVMS

Subject: next message

Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERCVAX"

<EKJC68@ERCVAX.EDINBURGH.AC.UK>

The next message contains my proposed contracts for Julie Tammivaara and Roberta Goodman. I did not write one for Claire Rottenberg because she has decided not to continue with the project.

# 216 COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P O. Box 94553, Cleveland, Ohio 44101 Phone: (216) 391-1852 • Fax: (216) 391-6430

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Norman Lipolf

Saymour Martin Lipset

Florence Melton

Meivin Merians Charles Rather

Estner Leah Ritz

Richard Scheuer

Ismar Schorschillsadore Twersxy

Bannelt Yanowitz

TO: Dr. Ellen Goldring Holel yamit.

972-3-517-4719

From: SPE

301-230-2012

Here's the draft Cleane. I

The hear from you by fa

I will not be available b

phone until 6/17. Hope all is

el autre of .

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Dear Educational Leader,

As an educational leader in one of the three communities in North America selected to participate in the Council for Initiatives in Jewish Education Lead Communities Project, we appreciate your participation in this Educators Survey.

By completing this survey, you and your colleagues can provide valuable information about the professional lives, interests and needs of Jewish educators. The information collected through this survey will be used to make recommendations for the improvement of Jewish education in your community.

On the pages that follow you will find many different questions about your work. There are specific instructions for each question. Please answer each frankly. If you do not find the exact answer that describes your situation or views, please select the one that comes closest to it. Please feel free to add comments and explanations.

The results will appear only in summery of statistical form so that individuals cannot be identified. The findings will be presented to the Principals Council during the 1993-94 academic year.

Thank you very much for your participation and cooperation.

Lead Communities Project

# Council for Initiatives in Jewish Education Lead Communities Project EDUCATIONAL LEADERS SURVEY

# I. ATTITUDES

This first group of questions asks about your perceptions of Jewish education.

1. People become Jewish educators for a variety of reasons. To what extent were the following reasons important to you when you <u>first</u> assumed your leadership position.

( Check one response for each Item )	Very	Somewhat	Somewhat	Very
a. Service to the Jewish community	important	Important	unimportant	unimportant
b. Teaching about Judaism	1	2	3	а
c. Learning more about Judaism	1	2.	3	4
d. Leval of income		2	3	4
e Working with teachers	1	2	3	4
f. Working with children		2	3	Δ
g. Full-time nature of the profession	[1]	2	3	4
h. Status	1	2	3	4
i. Opportunity for carear advancement	7	2	3	4
). Other, specify	1	2	3	4

2. Would you describe yourself as having a career in Jewish aducation?

Yes 1 No 2

3. The following items deal with your perceptions of teacher / staff involvement in Jewish education. To what extent do you agree or disagree with each of the following statements?

(Check one response for each item )	Agree strongly	Agree	Disagree	Disagree
<ul> <li>Staff members / teachers should have an opportunity to participate in defining school / program goals and priorities.</li> </ul>	1	2	3	4
<ul> <li>Staff members / teachers generally do have an opportunity to participate in defining school / program goals and priorities.</li> </ul>	T	2	3	4
<ul> <li>c. Decision-makers should ask for teachers / staff advice before making a decision about a critical issue.</li> </ul>	1	2	3	4
d. Decision-makers generally do ask for teachers / staff advice before making a decision about a critical issue.	1	2	3	4

4. The following items deal with your perceptions of lay leadership involvement in Jewish education in your setting. To what extent do you agree or disagree with each of the following statements?

( Check one response for each item )	Agree strongly	Agree	Disagree strongly	Disagree
<ul> <li>a. Lay leaders should have an opportunity to participate in defining school goals, objectives and priorities.</li> </ul>	1	2	3	4
<ul> <li>b. Lay leaders generally do have an opportunity to participate in defining actual goals, objectives and priorities.</li> </ul>	1	2	3	4
<ul> <li>c. Lay leaders should have an opportunity to participate in discussions regarding curriculum / programs.</li> </ul>	1	2	3	4
d. Lay leaders generally do participate in discussions regarding curriculum / programs.	1	2	3	4
e Lay leaders should be actively involved in every aspect of the educational corriculum / progrem		2	3	4
f. Lay leaders are generally actively involved in every aspect of the curriculum / program.	1	2	3	4

6. The following items deal with the extent to which rabbits) or supervisor(s) are involved in your setting.

( Check one response for each item )	None	Somewhat	A Great Dea
a. In defining school / program goals, objectives and priorities.	1	2	3
b. In discussions regarding curriculum / program.	·	2	3
c. In every aspect of oducational program / programs	1	2	3

6. Below is a fist of individuals with whom you are in contact. In your opinion, how is Jewish education regarded by 38ch?

(Check one response for each item.)	Very Important	Somewhat Important	Somewhat unimportant	Very unimportant
н. Rabbl(s) or your supervisor(s)	1	2	3	4
b. Most teachers	1	2	3	4
c. Most parents	1	2	3	4
d. Lay leadora	1	2	3	4
e. Your family	1	2	3	4
f. Your filends	1	2	Э	4
Epoch will getter				_

7. The following items deal with different espects of the life of a Jewish educator, please indicate how satisfied you are with each of the following:

(Check one response for each item.)	Very satisfied	Somewhat satisfied	Somewhat dissotisfied	Vory disastisfied
a. Student attitudes toward Jewish education	1	2	3	4
b. Student behavior	1	2	3	4
c. Feeling part of a community of educators		2	3	4
d. Respect accorded you as an educator	1	2	3	4
a. Being part of the Jawish community	1	2	3	4
f. Support from the rabbl(s) or supervisor(s)	<b>†</b>	2	3	d
g. Support from the lay leadership	[1]	2	3	4
: Jumber of hours of employment	1	2	3	4
i. Salary	1	2	3	4
J. Physical setting and facilities		2	3	4
k. Resources aveitable to you	1	2	3	4
I. Benetits		2	3	4
m. Other, specify	1	2	[3]	4

# II. EXPERIENCE

The following set of Items asks about your current and prior experience in Jewish education:

8. For each of the following Jewish settings check the positions you have held and indicate the total number of years in each.

Setting	Postlon	Number of years
SUPPLEMENTARY SCHOOLS	Alde	
	Toucher	The state of the s
	Supervisor	
ŀ	Specialist	hard at the state of the state
- t	Principal	The state of the s
	Other	
DAY SCHOOLS	Alde	
	Tescher	And the second s
	Supervisor	· Control of the American Control
1	Specialist	
1	Principal 15 15 17 18 18 17 18 18 18 18 18 18 18 18 18 18 18 18 18	
ħ	Other	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
_		
DAY / RESIDENTIAL CAMP	Counselor	177, 132,111.4 · · · · · · · · · · · · · · · · · · ·
	Specialist	
1	Unit leader	· LEA H. · _ gg firm by . LL3 1 mb/
-	Division head	
	Director	The profit till by the contract meet
	Other	
JCC	Group worker Teacher	
	Program Director	C and a configurable process
	Department head	
1	Director	
į	Other	
pprocuosi [	Assistant teacher	
PRESCHOOL	Teacher	All according to the property of the property
- t	Director	The second of the second
1	Other	1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1
	Harris and my harry Prince Piller	H
	Group Advisor	The state of the s
INFORMAL EDUCATION	Youth Director	District of the control of the contr
YOUTH WORK	Other	Carp a sale of the
L		11 10 1 1 10 10 10 10 10 10 10 10 10 10
1 A	Teacher	
ADULT EDUCATION	Program Director	
	Other	

<ol> <li>During the past twelve months did you (Check one response for each item)</li> </ol>	:		
a. Attend a formal course in Hebrew or Jud	deica?	Yes (1)	No (2)
b. Participata In a privata Habrew or Judaio	o study group?	1	2
c. Study Hebrew or Judaica on your own?		1	2
d. Participate in some other on-going form	of Jewish study	(7 ]	2
17. In which of the following areas do you (Check all that apply)	feel you would	like to develop yo	our skills further?
a. School management			
b. Child and adult development	2		
* Stratagic planning and development	3		
d. Curriculum and program development	A		
e. Staff supervision and professional devel	opmont B		
f. Communication skills	6		
g. Working with parents and volunteers	7		
h. Leadership	8		
I. Other	<u> </u>		
18. In which of the following would you li (Check all thet apply)	ka to incroasa y	rour knowledge?	
a. Hebraw language	ī		
b. Customs and ceremonies	2		
c. Israel and Zionism	3		
d. Jewish history	A		
a. Bible	5		
f. Synagogue skills / prayer	В		
g. Rabbinic literature	7		
h. Other	8		

19. How proficient are you in Hebr (Check one for each category)	ew?		
12.000	Constitution	6 "	
a. Fluent	Speaking 1	Reading 1	Writing
b. Moderate	2	2	2
c. Limited	3	3	3
d. Not at all	4	4	4
20. Overall, how adequate are the			and development in your community?
(Check one)	62	teaching	) -
a. Vary adequate	<u> </u>		
b. Somewhat adequate	1		
Somewhat inadequate	2		
d. Very inadequate	4		
21. Overall, how adequate are the	opportunities for your	professional growth a	ind development in your community?
(Check one)			
a. Very adequate	1		
b. Somewhat edequate	2		
c. Somewhat Inadequate	3		
d. Very inadequate	4		
IV. SETTINGS			
a next set of questions asks you	about the schools in v	vhich you work.	
22. How many paid positions do y	ou hold?	in what - d	Just Ed- repeat
23. If you work in more than one s	setting, do you do so to	earn a suitable wage	?
Yes (1) No	(2)		
If you work in more than one s	etting, how many hour	s per week do you wo	ork at each?
FirstS	econd	to Jeun	h ed

Rusetian Reply on so ... 24. What is the affiliation of the school or agoncy where you are an aducational leader? (Chack the appropriate response) a. Reform b. Conservative c. Traditional d. Orthodox e. Reconstructionist f. Community g. Jewish Community Center h. Other, specify How many students are in your school / agency? 26. Which of the following best describes your leadership role? (Check the appropriate response) 0~2 s. Head of day achool b. Department head or chairman at day school c. Educational director d. Division head of congregational school e. Preschool Director f. Program Director: Adult Education g. Program Director: Special Education Central Agency Director i. Central Agency Administrative Staff J. Other, please specify\_\_\_\_\_-10 27. How did you find your present primary administrative position? (Check the one that best applies) a. Central agency or bureau b. Graduate school placement c. National professional association d. Through a friend or mentor e. Recruited or approached by Institution

1. Nawapaper advartisement

g. Other \_\_\_\_\_\_-

k. Other, specify\_

31. Please Indicate the degree to which you are satisfi activities;	ed with the an	nount of time yo	eu opend on ea	ich of the following
	Definitely	Not	Satisfied	Very
a. Curriculum / program development	Not Satisfied	Satisfied 2	3	Satisfied 4
b. Public relations / markeing	1	2	3	4
c. Parent / constituent relations	1	2	3	4
d. Teacher / staff supervision	1	2	3	4
e. Training and staff development	7	2	Э	4
f. Recruiting staff	1	2	3	4
g. Overall school management, including budget	1	2	3	4
h. Fund raising or resource development	1	2	3	4
Of the following which one would "enhance" your (Check only one)	offoctivaness	as an education	at leader?	
a. Additional support staff / clerical	1			
b. Additional funding for programs	2			
c. Additional funding for resources / materials	3			
d. Additional professional staff	4			
e. Availability of consultants	5			
f. Attendance / participation in workshops or seminars	8			
g. Other please specify	7			
33. Are you employed as a full-time Jewish educator? (Check one)				
Yes (1) No (2)				
If yes, ulusa continue with Section V.				
if you are not a full-time educator and had the opp	ourtunity to wo	irk full-time, wo	uld you? (Che	ck One)
You (1) No (2)				
1				

34. What sorts of things would encourage you to consider full-time three most important by writing 1, 2, 3, next to your choice where	employment in Jewich education. Rank only the one is the most important.
a. Salary	
b. Banefits	
c. Job security, tenure	Flick FM-Terrorean
d. Career development	<del></del>
e. Job apportunities	<del></del>
f. Greater background in Judaica and Hebrew	
g. Greater educational background	
h. Presence of colleagues and apportunities to work with them	<del></del>
i. Change in family status	n demonstrating from
; valiability of training opportunities	
k. More resources at work	
V. BACKGROUND	
Next we are going to ask you about yourself.	
35. Are you Jewish?	
Yes (1) No (2)	
36. At the present time, which of the following bost describes you	Jewish affiliation?
1 Orthodox	
2 Traditional	
3 Conservative	
4 Reform	
6 Reconstructionist	
6 Unaffillated	
7 Other (specify)	
37. Are you currently a member of a synagogue?	
Yes (1) No (2)	
38. Are you an educator in the synegogue where you are a membe	
Yes (1) No (2)	••

1	Light candles on Friday evening			
2	Attend a seder in your home or somewhere else			
3	Keep Kosher at home			
4	Light Hanukkah candisa			
В	Fast on Yom Kippur			
6	Observe Sabbath			
7	Build a Sukkah			
A	Fast on Tisha B'Av and minor fasts such as Talanit Eather			
B	Calabrate Israel Independence Day			
/ During th	ne past year, did you:			
a, Attend syl	Yes (1) No (2) Degogue on the High Holidays			
b. Attend syr	nagogue at least twice a month on Shabbat			
c. Attend syl	nagogue on holidays such as Sukkot, Passover or Shavuot 1 2			
d. Attend syr	nagogue dally 1 Z			
41. Have yo	u avar baan to larael?			
	Yes (1) No (2)			
if was did	you ever five in Israel for three months or longer?			
11, 408 , 010	Yes (1) No (2)			
42. What kir	id of Jewish school did you attend before you wore thirteen? (Check all that apply.)			
1	Sunday school			
2	Supplementary school or Taimud Torah			
3	Day school			
4	School in Israel			
В	None			
8	Other (specify)			
43. Did you attend a Jewish summer camp with mainly Jewish content or program?				
	Yes (1) No (2)			

39. Which of the following, do you usually observe? (Check all that apply.)

If Yes, how many summers?

44. What kin	d of Jawish school, if any, did you attend after your were thirteen? (Check all that apply.)						
1	One day/week confirmation class						
2	Two or more days/week Hebrew high school						
3	Day school						
4	School In Israel						
Б	None						
6	Other (specify)						
45. Age							
46. Sex	Male Female						
	1 2						
⊾ . Where w	ere you barn?						
USA	1						
Other, j	please specify country						
48. Marital s	tatus						
1	Single, never married						
2	Married						
3	Separated						
4	Divorced						
Б	Widowed						
49. If you are married, is your spouse Jewish?							
	Yes (1) No (2)						

50. What is your total family from work in Jawish education?						
	1	below \$10,000 /201				
	2	\$20,000 - \$29,999				
	3	\$30,000 - \$39,999				
	4	\$40,000 - \$49,999				
	Ū	\$50,000 - \$59,999				
	8	\$60,000 - \$69,999				
	7	\$70,000 - \$79,999				
	8	over \$80,000				
51.	What is	your total family income?				
	1	below \$30,000				
	2	\$30,000 - \$49,999				
	3	\$50.000 - \$69,999				
	4	\$70.000 - \$79,999				
	5	\$80,000 - \$89,000				
	в	890,000 and above				
52.	What is	the highest level of education that you have completed? (Check one)				
	1	High school graduate				
	2	Some college				
	3	Collega graduata				
	4	Some graduate courses				
	5	Graduate or professional degree				
	в	Teacher-training Institute				
53. What degrees do you hold? Please list:						
	Degree	Major				

54. Do you have undergraduate or graduate credits in any of the following?											
						Undergra	4.4		Graduata		
a. Judalea	or Jewish	Studles				Yes	No 2	Y 6	n r	2	
b. Hebrew	/ language					1	2	1	] [	2	
c. Educati	on					1	2	1	] [	?	
d. Jewish	communal	service				1	2	1	] [	2	
e. School	Administra	tlon				1	2	1	] [	2	
f. Teachin	g					1	2	1	] [	2	
g. Jewish	education					t	2	1	] [	2	
δδ. Do you	ı hold a pro	fessional II	cansa or	certificatio	n In :						
a. Jawish i	education			Ye	<u>s (1)</u>	No (2)					
b. General	education			[	1	2					
c. Adminis	tration				1	2					
d. Other (p	lease speci	fy)			1	2					
58. Which	of the foll	owing bas	t describ	es your car	er plans o	ver the ne	xt throa ye	ers?			
(Cho	ose one)										
1	l plan to c	ontinue wi	nat I am	dolng.							
2	I plan to b	e en admir	nistrator	or supervise	or in this Je	owlah acho	ol / progra	m in this c	ommunity		
3	I plan to be an administrator or supervisor in another Jewish school / program in this community.										
4	plan to be an administrator or supervisor in a Jewish school.										
B	I plan to have a position in Jewish education other that in a school / (such as a central agency or other administrative setting.										
0	l plan to be involved in Jewish education in Israel, or in some other country.										
7	I plan to seek a position outside of Jewish education.										
8	l plan not to work.										
9	I plan to retire.										
10	l don't know. I am uncertain.										
11	Other, please specify										
Thank you very much for your cooperation!											
0	2	0	1		-			SDUCATIONAL	LEADERS BU	PAVEY	Page
·						1	1	F	Į.	1	

Council for Initiatives F in Jewish Education Α Χ Date sent: 6/10 Time sent: 4:00 p.m. No. of Pages (incl. cover): To: Annette Hochstein, Seymour Fox, From: Ginny Levi Shmuel Wygoda Organization: Phone Number: Phone Number: O Fax Number: 0119722 619 951 Fax Number: (216) 391-5430 V Comments: Dear Annette, Deer Word wall him Jon woochen suggests that you call him E R at home on Sun, around 7:30 or 8:00 a.m. his time. He'll be traveling on Mon. + unavailable. H His home number is 201-762-2535. E If there's any problem with this, please let either Jon or me know on Fri. and we'll Ε try to find an alternative. T Hope you survived the visit ! If there are any problems receiving

this transmission, please call: 216–391–1852

MEMO TO: CIJE Staff and Consultants

FROM: Shulamith Elster

DATE: June 10, 1993

SUBJECT: The Nathan Cummings Foundation

I met earlier today with Rachel Cowan. While the purpose of my visit was social and preliminary to a meeting that Barry and I wanted to schedule, I did speak with Rachel about the Cummings Foundation support for Best Practices in Supplementary Schools.

- Rachel never received a copy of the report. She asked for copies for herself and her committee. I've asked VFL to send these along. (Done)
- 2. She reminded me that CIJE has not reported in any fashion on the project and, in fact, a report is a requirement. This should be on her desk by August 1st when she will be returning from Vacation. It is my suggestion that Art Naparstek schedule a meeting with her around August 8th - this with Barry!
- 3. I am going to suggest to Barry tomorrow when I see him that he either call or write her a note describing the link envisioned between the "research" and the anticipated pilot projects with Lead Communities.

MEMO TO: Seymour Fox. Annette Hochstein, Stephen Hoffman, Barry Holtz,

Morton L. Mandel, Shmuel Wygoda, Henry L. Zucker

FROM: Virginia F. Levi

DATE: June 8, 1993

SUBJECT: Camper Reports

COPY TO: Shulamith Elster

Enclosed please find the following camper reports:

1. Seymour Martin Lipset

2. Gerald Cohen

3. Mark Lainer

Additional reports will be forwarded as they are received.

23:11 88, 01 NG:

#### MEMORANDUM

TO: Virginia Levi

Shulamith R. Elster

FROM: Seymour Martin Lipset RE:

DATE: June 7, 1993

I visited with Marty Lipset on May 24th at his office on the campus of George Mason University. Marty was preparing to leave Virginia for several months in California by way of Boston and Cincinnati where he was to receive honorary degrees from Boston Hebrew College and Hebrew Union College.

Marty remains most interested in the Lead Communities Project and reminds me in each conversation of discussions at the Commission regarding the Flexner Report. My sense is that he still holds the view the one community would have been best! He raised questions about the evaluation project in light of our progress in the communities and, in general. I answered as best I could. Perhaps he might be a good choice to serve on that committee of the Board or maybe when Adam returns he could talk with him in person. Maybe Marty should be Adam's camper along with Seymour.

While he seems a bit frustrated by the lack of results Marty remains very supportive and interested. He is not certain that he can attend the August Board meeting. I think with the right encouragement he will make the effort to come.

Az:t: 58, 21 NG2

# Shulamith R. Elster

#### Memorandum

TO: Virginia Levi FROM: Shulamith Elater RE: Gerald Cohen

DATE: April 28, 1993

I had occasion to meet with Gerald Cohen several times during the recent series of CIJE meetings in Atlenta. These notes reflect the conversations and Mr. Cohen's participation in two meetings held in Atlanta regarding the CIJE/Atlanta collaboration.

It may be that because of his direct involvement with his local community as a Lead Community, that Mr. Cohen has the best understanding of all of our Board members of the engoing activities of the CIDE starf and consultants.

He is very familiar with all of our activities, has read the publications from cover to cover, knows all of our team members and has made some practical suggestions for our work in the community. For example, he suggested that the presentation that Ellen and Roberta made at the most recent Board meeting be replicated in Atlanta. For that reason, Ellen and Claire made a similar presentation at the Atlanta Commission meeting last week.

Gerald is THE most prominent lay leader on behalf of Jewish education in Atlanta. He is widely respected by the staff of the Federation and by lay leadership at every level. His comments at meatings, his support of the CIJE activities and his continuing enthusiasm for our joint efforts are - I believe - significant factors in the progress that I think we have made in the past month.

It would be great if Gerald could get a note from MLM that recognizes the contribution that he is making on the local level that, in turn, is contributing to the success of our continental efforts OR some such reinforcement of his activity and its positive impact on the CIJE.

#### Memorandum

TO: Virginia F. Levi/CIJE FROM: Shulamith R. Elster

RE: Mark Lainer DATE: June 7, 1993

Mark received the recent communication from MLM and the notification of the August meeting. He indicated that he is not willing to "go ahead and make plans to come in August" unless the agenda for the meeting is "concrete." He was thinking about sending a note to MLM to express this point of view. I encouraged him to do so.

Apparently he felt that the last meetings he attended (Exec, Annual and Board) were too "nebulous." When asked, he explained (or asked): Why did we hear from the evaluators? Why did we not hear about what was going on in the communities? If he is to be involved, he wants to know: What are the issues that the project has to face? What can members do to help?

I described our progress to date in each of the communities and with the various projects. He inquired as to whether or not MLM had lost enthusiasm and said that MLM appeared to be concerned about the "lack of support." (He asked: Was this financial or moral support? He also noted that he was providing some financial support for the CIJE.) He asked about plans for staffing at the Executive Director level.

Again, I want to point out the critical importance of ongoing communication with Board members and the "publics." I was struck by the fact that he asked if the recent communication was an accurate reflection of what was going on.

DOMESTICAL TOWNS OF A

# Council for Initiatives in

# Jewish Education

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To: Annette Hochstein, Seymour Fox,

From: Ginny Levi

Shruel Wygoda Organization:

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Junette -

The attached is a draft, not yet shared with MLM. Will you have a revision of the PERT chart (see item IV)? Anything also to awarest?

To suggest?

any chance of a response or Fri?

Thanks, Suring

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

216-391-1852

JUN 10 '93 10:31

TO MANDELINST PAGE. 002

DRAFT 6/10/93

#### AGENDA

## CIJE STEERING COMMITTEE

June 17, 1993 7:30 AM

Participants: Morton Mandel (Chair), Seymour Fox, Annette Hochstein, Steve Hoffman, Ann Klein, Virginia Levi, Barry Reis, Henry Zucker

		Tab	Assignment
I.	Master Schedule Control	ī	VFL
II.	Minutes and Assignments of May 13, 1993	2,3	VFL
III.	Personnel Issues	MIM	
	A. CIJE Core Staff		
	1. Developments on Director Search		
	2. Status of Gail Dorph candidacy		
	B. Lead Communities		
	<ol> <li>The need for someone devoted to the LC project in Atlanta</li> </ol>		
	<ol> <li>The need for someone devoted to the LC project in Baltimore</li> </ol>		
	C. CIJE Board		
	<ol> <li>SRH memo re replacement of Gerald Cohen with Jay Davis and inclusion of 3 Lead Community execs at Board meetings [What about local lay leaders?]</li> </ol>	9	
	<ol> <li>Replacement of partners' presidents as they rotate out of positions (e.g. Neil Greenbaum)</li> </ol>		
IV.	Proposed CIJE PERT chart		AH
٧.	Plans for Aug. 26 CIJE Board Meeting		MLM
VI.	1993-94 Budget		мім

VīI,	Update on CJF continuity commission	MIM	
VIII.	Communications		
	Determine publics and next step for each		
IX.	Review Raw Material List and Prioritize	4	MLM

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TITE TOWIST COMMUNITY FEDERATION OF CLEVELAND

1750 EUCLID AVENUE - CLEVELAND, OHIO 44115 - PHONE (216) 566-9200 - FAX # (216) 861-1250

June 8, 1993

#### MEMORANDUM

TO: Virginia Levi

FROM: Stephen H. Hoffman

I talked with David Sarnat and told him that Seymour had a good talk with David Blumenthal at Emory. David also described for me the political process they are following to bring the rabbis and the JCC together in Atlanta, and I think it is a good process.

SHH:gc B3:03A To: Annette Hochstein

From: Ann Klein

Date: June 10, 1993

Subject: Consulting Agreements

Attached is a copy of the policy we have developed on consulting agreements with individuals and firms. The policy includes a checklist for use when engaging a consultant and a consultant employment form with instructions for completing it.

Since Daniel Pekarsky has recently been engaged as a consultant for the CIJE, would you please complete this form on Dan and return it to me. I've filled in some of the requested information.

Please call me if you have questions.

Thanks.

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CONSULTING AGREEMENTS WITH INDIVIDUALS OR FIRMS

GENERAL

ALL

# I. OBJECTIVE

To provide guidelines for developing and approving consulting agreements.

# II. SCOPE

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

# III. POLICY

- A. A consultant engagement must be authorized in a planned and controlled manner. Before engaging a consultant, there must be a consultant requisition (form pp #1) filled out and approved.
- B. Consulting agreements may either be established for a specific assignment or for a fixed period of time. See Exhibit A for a checklist of factors that should be considered when defining the terms and scope of the consulting job.
- C. Written proposals should be obtained from all prospective consultants clearly setting forth the items listed on Exhibit A.
- D. Payments to consultants will only be made upon the rendering of an invoice for services by the consultant appropriately approved or unless otherwise specified in the Consulting Agreement. The support must clearly set forth items A through L of Exhibit A attached.
- E. At the completion of the assignment or on a periodic basis, if appropriate, an evaluation of the quality of the work versus the project plan should be completed.
- F. Any renewals of consulting agreements or changes to terms (e.g. financial arrangements) must follow all procedures above.

EXHIBIT A
NO.
EFFECTIVE: MAR 8, 1993
SUPERSEDES: NEW
Page 2 of 2

# CHECKLIST FOR USE WHEN ENGAGING A CONSULTANT

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

JUN 10 '83 11:33 TO MANDELINST PAGE, 004

Instructions for Completing the Consultant Employment Form (MAF 311)

The purpose of the Consultant Employment Form is to capture all pertinent information relating to the consulting agreement set forth. Please complete this form in a clear and concise manner.

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

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- 10. Terms/limitations should include any information describing the terms of the agreement. E.g., consultant will be paid \$500/day up to \$5,000 per year or consultant fees will not exceed \$7,500 for the duration of this project.
- 11. Payor will generally be MAF but it may be another source of payment. Please indicate clearly who will be paying the consultant.
- 12. In some cases the consultant will need to bill the MAF either monthly or as work is completed. In these cases, you should check "yes".
- 13. Please indicate whether this consultant has any current assignments with the MAF or has done consulting work for the MAF prior to this assignment. Also indicate what the assignments were and when.
- 14. Please use the section on comments to provide further explanation on any aspect of the arrangement or for clarification of any section above.
- 15. The submitter should be the person completing this form, generally the supervisor of the consultant.

MAF 311 (6/93)

SOO:334 TO WANDELINST POS. 01 194

# CONSULTANT EMPLOYMENT FORM

Payee	Date
Payee ID# (If U.	S. citizen) If no, indicate country of citizenship
Payment Address 3	
	ect) <b>(</b>
Desired Starting Date	Desired Completion Date
Person responsible for overseeing const	ıltant's activities 7
Suggested fee arrangement:	
\$ Amount per	frequency of payment
	no Country
Terms/Limitations 10	
Payor (II)	
	no How often?
Any current or prior assignments with u	
Comments (7)	
Submitted by	Date
Knowledge Center Approval	Date
Financial Approval	Date
Operations Approval	Date
MAF Approval	Date
DAF31-(4/93)	

TO MANDELINST PAGE, 087

# CONSULTANT EMPLOYMENT FORM

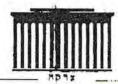
Payee	Date
Payee ID#	(If U.S. citizen) If no, indicate country of citizenship
Payment Address	
	entity, project)
	Desired Completion Date
Person responsible for ove	erseeing consultant's activities
Suggested fee arrangement:	
\$ Amount per	(day, mo., yr.)
Tax withholding required?	yes no Country
Payor	
Is on-going bill required?	? yes no How often?
Any current or prior assig	gnments with us?
Comments	
Submitted by	Date
Knowledge Center Approval	Date
Financial Approval	Date
Operations Approval	Date
MAF Approval	Date

MAF 312 (4/93)

# CONSULTANT EMPLOYMENT FORM

Payee Daniel Pekarsky	Date	6/9/93
(If U.S. citizen) If no,	indicate	
Payment Address 1669 Maple Road		
Cleveland, OH 44121		
Consultant to be used by (entity, project) CIJE	· · · ·	
Brief summary of project		
Desired Starting Date Desired Completi	on Date	
Person responsible for overseeing consultant's activities		
Suggested fee arrangement:		
\$ Amount per Frequency of page (day, mo., yr.)	yment	
Tax withholding required? yes no Country	у	<del></del>
Terms/Limitations		
Payor MAF		
Is on-going bill required? yes no How of	ten?	
Any current or prior assignments with us? Consultation	for Man	del Institute
Comments		
Submitted by	Date	
Knowledge Center Approval	Date	
Financial Approval	Date	
Operations Approval	Date	
MAF Approval	Date	

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TITE TENTS I COMMUNITY FEDERATION OF CLEVELANT)
1750 EUCLID AVENUE · CLEVELAND, OHIO 44115 · PHONE (216) 566-9200 · FAX # (216) 861-1230

June 8, 1993

# MEMORANDUM

TO: Virginia Levi

FROM: Stephen H. Hoffman

I talked with David Sarnat and told him that Seymour had a good talk with David Blumenthal at Emory. David also described for me the political process they are following to bring the rabbis and the JCC together in Atlanta, and I think it is a good process.

SHH:gc B3:03A

President · Bennett Yanowitz · Vice-Presidents · George N. Aronoff · Robert Goldberg · Peter Rzepka · Évie Safran Treasurer · Robert S. Reitman · Associate Treasurer · Richard Bogomolny · Executive Vice-President · Stephen H. Hoffman

TO MANDELINST PAGE, 002

To: Pr S Fox

From: SW

Re: Jonathan Woocher visit to Milwaukee

Date: June 13th 1993

# Desired outcomes:

a) This visit should reinforce the ideas set forth during the May seminar in Cleveland, and further developed during SF and D. Pekarsky's visit to Milwaukee later in May.

Most particularly the concepts of " enabling options " seem critical at the present time, given some of the tensions which exist in the community ( see memos by D. Pekarsky )

b) This visit should smoothen some of the above mentionned tensions in the Community, particularly between the Lead Community project leaders and MAJE.

# Documents attached:

- 1) Fax by D. Pekarsky from June 1st summarizing your visit to Milwaukee and some of the issues which came up during the meeting:
  - a) Planning
  - b) MAJE non involvment in the LC process
  - c) CIJE contact person
- 2) Fax by D. Pekarsy from June 4th after discussion with Roberta Goodman (similar issues)
- 3) Fax by S.Elster with Jonathan Woocher outline of his session in Milwaukee on June 16th.

#### CIJE BOARD MEETING

#### **AGENDA**

# Executive Committee

- I. Introductory Remarks
- II. Progress Report
- III. Proposed Workplan
- IV. Development Report by AJN (possibly)

# CIJE Board Meetings

- I. Progress Report
- II. Centerpiece -- Report on Work in the Lead Communities (Chuck Ratner)
- III. Monitoring, Evaluation & Feedback Report
  - A. Update on Overall Project (Adam Gamoran)
  - B. "Teaser" -- Report on Educators' Survey (Ellen Goldring)
- IV. Update on Best Practices & Pilot Projects.

- A. Mort will pick up the topics of staffing and of the role of CIJE in funding in his opening remarks.
- B. Mort will pick up the topic of staffing in his opening remarks.
- C. The suggested roles of committee chairs are O.K. at the meeting.

# Council for Initiatives in

# Jewish Education

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From: Ginny Levi

To: Annette Hochstein, Seymour Fox, Shmuel Wygoda Organization:

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear team. Enclosed are the minutes + assignments from yesterday's toleron.

\* Art Naparateh wondersif he could talk with SF about the Spenier Foundation on Sunday, 9010 am Cleveland time. Please let me know if this works, of so the exact time of the call + whether art should call Seymour (phone#) or Beymour will call Out (216-368-6947). Thanks, Ginny

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

> > 21**6**-391-1852

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TO MANDELINST

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MEMO TO: Shulamith Elster, Seymour Fox, Annette Hochstein, Stephen Hoffman,

Barry Holtz, Morton L. Mandel, Shmuel Wygoda, Henry L. Zucker

FROM: Virginia F. Levi

DATE: June 9, 1993

Attached is a summary of the meetings held by Seymour Fox and Daniel Pekarsky in Milwaukee on May 21. This is the memo referred to in our telecon on June 8.

I am sending this for your info, so you know the memo has gone out. You already have the downment I'm sending.

88:01 88, 6 NO.

MINUTES: CIJE Staff Teleconference

DATE OF MEETING: June 8, 1993

DATE MINUTES ISSUED: June 9, 1993

PRESENT: Shulamith Elster, Seymour Fox, Annette Hochstein,

Stephen Hoffman, Virginia Levi, (Sec'y), Shmuel Wygoda

COPY TO: Morton L. Mandel, Barry Holtz

The minutes and assignments of May 28 word rowlowed.

II. Status keports on Communities

#### A. Atlanta

1. SF reported an excellent conversation with Professor David Blumenthal of Emory University. They agreed to talk further over the summer about involving Emory in the training of personnel. SHH will report this progress to David Sarnat.

# Assignment

2. It was reported that Atlanta has now hired a planner who, although relatively juntor in status, will take nome of the burden off Lauren Azoulai. This will leave Lauren free to devote more of her time to the Lead Community project. The next commission meeting in Atlanta will take place in August.

## B. Baltimore

1. All reported on a conversation with Marshall Levin in which she reminded him of our concerns regarding staffing of the project. It was noted that Baltimore feels it is moving forward on schedule with the identification of lay leadership and establishment of a committee structure for the Lead Community project. It is our sense that Baltimore is moving forward with its strategic plan and progressing on the CIJE project as it complements that plan.

#### Assignment

SHH will now talk with Datrell Friedman about our concern that the Lead Community project is secondary to the strategic planning process and that the project really needs a staff member devoted full time to moving it fotward. In that conversation, SHH will propose a meeting on June 25 of himself and Darrell Friedman with SF and AH in Jerusalem.

2. It was reported that Baltimore has appointed Eileen Voglestein to chair their commission on Jewish continuity. She has expressed a strong interest in moving the project forward.

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# C. Milwaukee

# Assignment

 Daniel Pekarsky has prepared a memorandum summarizing the meetings that he and SF had in Milwaukee. VFL will get the memo and circulate it to this group.

It was noted that while the lay leaders and Ruth Cohen are aware of Pekarsky's role with Milwaukee, it seems to be unclear to others. DP will be attending the June 16 commission meeting in Milwaukee, at which point this should be clarified. It was suggested that SE encourage Pekarsky and Roberta Goodman to work closely together.

# Assignment

- 2. SHH reported a conversation in which Howard Neistein asked which foundations are supporting CIJE projects as a means of helping to shape Milwaukee's planning. SHH suggested that Milwaukee proceed with its planning and that CIJE, probably through Pekarsky, will be in touch when there is relevant funding information to report.
- 3. SE has been working with Roberta Goodman and Ruth Cohen to draft a principal's survey. It has been sent to Ellen Goldring for her review. Ellen will have the next draft with her when she meets with SF and AH in Israel next week.
- 4. An agreement has been drafted for the analysis of the educators survey. As soon as it is signed by Milwaukee and returned, the analysis of the data will begin.

# Assignment

5. Milwaukce has a commission meeting scheduled for June 16 at which Jonathan Woocher will be speaking. It was agreed that AH will talk with Jon prior to that meeting to be sure that he is up to date on CIJE thinking.

## III. Next Joint Meeting

#### Assignment

It was suggested that VFL check with the communities on the possibility of holding a joint meeting immediately before or after the August 26 board meeting. VFL will discuss this further with SW and will then make the necessary phone calls.

It was suggested that a meeting of CIJE staff be held in Jerusalem in July or early August. This is to be discussed further at the next telecon.

# IV. CIJE/CRB Relationship

It was noted that more work has to be done before we can move ahead with CRB on Israel experience for the Lead Communities. During meetings which MLM had with a number of the purveyors of Israel

2

experience programs in Israel, some new ideas were raised about how to proceed. This is to be discussed further at a future telecon.

# V. Developments with Denominations

SF reported on his meetings with the Conservative and Orthodox movements and phone conversation with Sara Lee of the Reform movement. He felt that all three understood and agreed with the suggestion that there are two areas in which the denominations can be helpful in the Lead Communities. The first is in training (both pre-service and inservice) to prepare people to work on the areas of programmatic interest of each community. The second is to work with the communities in establishing goals for Jewish education, based on the work of denominations, the Mandel Institute, and others. It was noted that this work on goals will be important to David Hirschhorn's funding of evaluation.

#### VI. CAJE

Assignment

It was noted that CIJE has been represented at the annual CAJE conference since 1989 and that it would be important for Barry Holtz to participate this year. The meeting will be in San Antonio in August. It was agreed that Barry will complete the form for meeting attendance before proceeding further with any plans.

It was suggested that CIJE hold a reception for educators from the Lead Communities at the conference. This will be considered further.

#### VII. Miscellaneous

- A. A question was raised about whether the Best Practices project on day schools will involve Torah Umesorah. There were plans to consult with Rabbi Fishman and his staff on this project. We will confirm with BH that this is still in the works. It was noted that Torah Umesorah is an important presence, especially in Baltimore, and that they should be included.
- B. The status of the Torah Umesorah proposal was raised. It was reported that consideration is being given to MAF support. No final decisions have been made on this proposal.
- C. It was reported that the Jim Joseph Foundation has responded to the proposal for work with day school principals, noting that they would like partners to help with the funding. It was suggested that, depending on the amount of match being sought, the Lead Communities might be asked to pay some tuition. HLZ will follow up with AJN for guidance on what the foundation is seeking.

Assignment

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Communities might be asked to pay some tuition. HLZ will follow up with AJN for guidance on what the foundation is seeking.

It was noted that one logical partner would be the Jesselson Foundation. It was suggested that SHH and HLZ discuss with MLM whether we wish to approach the Jesselson family at this time.

It was suggested that we move forward with a meeting of MIM with Gershon Kekst to invite him to serve on the CIJE board prior to the August 26 meeting. It was also suggested that the recommendation to replace Gerald Cohen on the board be responded to relatively soon.

VIII. The next telecon is scheduled for Wednesday, June 16 at 9:00 a.m.

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☐ FUNCTIONAL SCHEDULE

SEE MANAGEMENT MANUAL POLICY NO. 0.5 FOR SUIDELINES ON THE COMPLETION OF THIS FORM FOR A FUNCTIONAL SCHEDULE

6/8/93

DATE

FUNCTION	CIJE	STEERING	COMMITTEE		
SUBJECT/OBJ	ECTIVE	ELSTER	ASSIGNMENTS		

ORIGINATOR/PROJECT LEADER VFL

		ORIGINATORY ROSEOT CE		ALL	07	0/0/	, ,
NO.	DESCRIPTION	P	RIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft talk piece for use in p campers for August 26 meeting			SE	5/28/93	6/15/93	
2.	Encourage D. Pekarsky and R. work closely together.	Goodman to		SE	6/8/93	6/16/93	
3.	Contact the following board of in preparation for the August and send brief report to VFL	c 26 meeting		SE .	2/25/93	7/15/93	
	a. Gerald Cohen - done b. Susan Crown	ROCANDO					
	c. Arthur Green d. Neil Greenbaum e. Thomas Hausdorff	K H I N					
	f. Mark Lainer - done g. S. Martin Lipset (with S)	F) - done					
	h. Matthew Maryles						
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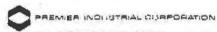
CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

DATE 6/8/93

		ORIGINATOR/PROJE	CT LEADER	VFL	DA	ATE 6/8,	/93
NO.	DESCRIPTIO	N	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1,	With BH, discuss next sthe Best Practice project			SF	5/28/93	6/15/93	
2.	Draft a letter to David review by SHH, MLM, and our understanding of hi CIJE.	HLZ indicating		SF	3/24/93	6/20/93	
3.	With AH and BH, draft a for Barry Holtz.	job description		SF	5/19/93	6/25/93	
4.	Contact the following be in preparation for the and send brief report t	August 26 meeting		SF	2/25/93	7/15/93	
	a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset (w d. Florence Melton e. Isadore Twersky	ith SE)					
5.	With SHH, develop a pla denominations in each L process.	n for involving ead Community		SF	3/31/93	TBD	
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☐ ASSIGNMENTS

□ ACTIVE PROJECTS RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

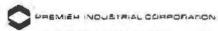
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENT

ORIGINATOR/PROJECT LEADER DATE 6/8/93

		ORIGINATOR/PROJECT	LEADER	VFL	DA	TE 6/8/9	93
NO.	. DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Update J. Woocher on CIJE de	velopments.		АН	6/8/93	6/14/93	
2.	With VFL, develop a function for keeping Board and Execut members informed.			АН	5/19/93	6/15/93	
3,	Draft a mission statement fo Communities project.	r the Lead		AH	5/19/93	6/15/93	
4.	Redraft PERT chart on which milestones for CIJE are high			АН	5/14/93	6/17/93	
5.	With VFL, draft a talk piece the centrality of personnel and community mobilization a list of people with whom to	development nd develop a		AH	5/19/93	6/25/93	
6.	With SF and BH, draft a job for Barry Holtz.	description		AH	5/19/93	6/25/93	
7.	With VFL, develop plan to su item on the CIJE PERT chart.			AH	5/19/93	7/1/93	
8.	Work with CRB Foundation to relationship of Israel exper programs to Lead Communities	ience		AH	1/28/93	7/15/93	
9.	Contact the following board in preparation for the Augus and send brief report to VFL a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch	t 26 meeting		AH	2/25/93	7/15/93	



□ ASSIGNMENTS
 □ ACTIVE PROJECTS

☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

72890 (REV. 1/89) PRINTED IN U.S.A. ORIGINATOR/PROJECT LEADER VFL DATE 6/8/93 COMPLETED OR REMOVED ASSIGNED DATE ASSIGNED STARTED NO. DESCRIPTION PRIDRITY TO (INITIALS) DUE DATE DATE Talk with David Sarnat about the SHH 5/28/93 6/15/93 1. politics of the JCC search for Director of Jewish education and about SF's conversation with D. Blumenthal. SHH 2. With Alan Hoffman, confer by telephone 5/19/93 6/15/93 with chief professional of each Lead Community to encourage them to interview Senior Educators. 3. Talk with Darrell Friedman about the SHH 6/1/93 6/15/93 importance of assigning someone full time to staff Baltimore project and related concerns about Baltimore's commitment. Propose 6/25 meeting with SF & AH in Jerusalem. 4. With HLZ, talk with MLM about the SHH 6/8/93 6/30/93 advisability of approaching Jesselson family to partner with Jim Joseph grant. SHH 2/25/93 5. Contact the following board members 7/15/93 in preparation for the August 26 meeting and send brief report to VFL: a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz 3/31/93 6. With SF, develop a plan for involving SHH 8/15/93 denominations in each Lead Community in CIJE. SHH 7. 3/24/93 TBD Propose to MLM that he talk with Roy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points.

☐ ASSIGNMENTS
☐ ACTIVE PROJECTS

☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

73690 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/8/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Prepare a memo summarizing proposal on distribution of CIJE materials.		вн	5/28/93	6/10/93	
2.	With SF, discuss next steps on the Best Practices project.		ВН	5/28/93	6/15/93	
3.	Complete meeting attendance form for		ВН	6/8/93	6/15/93	
4.	CAJE conference. With SF and AH, draft a job description for Barry Holtz.	WIS	ВН	5/19/93	6/25/93	
5.	Begin work with Baltimore on a pilot project.		ВН	3/5/93	TBD	
6.	Prepare suggestions for how to proceed with pilot projects in Atlanta.	7.7	ВН	3/5/93	TBD	
7.	Work with Milwaukee on pilot projects.	7	ВН	4/29/93	TBD	
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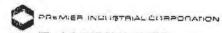
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☐ ASSIGNMENTS ☐ ACTIVE PROJECTS

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FUNCTION CIJE STEERING COMMITTEE SUBJECT/OBJECTIVE

KLEIN ASSIGNMENTS □ FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PRINTED IN U.S.A. ORIGINATOR/PROJECT LEADER VFL DATE 6/1/93 DATE ASSIGNED STARTED COMPLETED OR REMOVED DATE ASSIGNED PRIORITY NO. DESCRIPTION (INITIALS) DUE DATE 1. Develop a system for preplanning AGK 4/15/93 5/31/93 conferences to clarify attendance and costs. Prepare a PNJ-1 for Executive Director AGK 5/19/93 6/1/93 2. position. 3. Draft an ad for CIJE Executive Director. AGK 5/19/93 6/17/93 4. Add a review of proposals submitted to 5/19/93 6/21/93 CIJE to next Philanthropic Steering AGK Committee agenda.



☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

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

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/8/93

		VFL		AIE 6/8/9	, ,
DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUÉ DATE	COMPLETED OR REMOVED DATE
Arrange a meeting with Ann Klein, Paul Moraco, and Barry Reis to flesh out first draft of CIJE budget.		VFL	5/19/93	6/10/93	
Get memo on Milwaukee trip from D. Pekarsky and distribute.		VFL	6/8/93	6/10/93	
Draft a policy on meeting planning, outlining the basic elements of annual and board meetings.		VFL	4/7/93	6/15/93	
With AH, develop a functional schedule for keeping Board and Executive Committee members informed.		VFL	5/19/93	6/15/93	
Check with Lead Communities on date for next joint meeting.		VFL	6/8/93	6/16/93	
Arrange for SBH, SHH, MLM, HLZ and VFL to talk with Gail Dorph.		VFL	5/19/93	6/22/93	
With AH, draft a talk piece highlighting the centrality of personnel development and community mobilization and develop a list of people with whom to discuss it.		VFL	5/19/93	6/25/93	
With AH, develop plan to support each item on the CIJE PERT chart.	6	VFL	5/19/93	7/01/93	
Plan to discuss letters of agreement for the Lead Communities. Consider including our expections regarding the sort of lay and professional involvement we expect.		VFL	4/7/93	10/1/93	
Schedule a telecon with Executive Committee members following a meeting of presidents and executives of partner organizations.		VFL	2/25/93	TBD	
Develop a communications program: internal; with our board and advisors; with the broader community.		VFL	4/7/93	TBD	
	Arrange a meeting with Ann Klein, Paul Moraco, and Barry Reis to flesh out first draft of CIJE budget.  Get memo on Milwaukee trip from D. Pekarsky and distribute.  Draft a policy on meeting planning, outlining the basic elements of annual and board meetings.  With AH, develop a functional schedule for keeping Board and Executive Committee members informed.  Check with Lead Communities on date for next joint meeting.  Arrange for SBH, SHH, MIM, HIZ and VFL to talk with Gail Dorph.  With AH, draft a talk piece highlighting the centrality of personnel development and community mobilization and develop a list of people with whom to discuss it.  With AH, develop plan to support each item on the CIJE PERT chart.  Plan to discuss letters of agreement for the Lead Communities. Consider including our expections regarding the sort of lay and professional involvement we expect.  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Consider including our expections regarding the sort of lay and professional involvement we expect.  Schedule a telecon with Executive Committee members following a maeting of presidents and executives of partner organizations.  Develop a communications program: internal; with our board and advisors;	Arrange a meeting with Ann Klein, Paul Moraco, and Barry Reis to flesh out first draft of CIJE budget.  Get memo on Milwaukee trip from D. Pekarsky and distribute.  Draft a policy on meeting planning, outlining the basic elements of annual and board meetings.  With AH, develop a functional schedule for keeping Board and Executive Committee members informed.  Check with Lead Communities on date for next joint meeting.  Arrange for SBH, SHH, MLM, HLZ and VFL to talk with Gail Dorph.  With AH, draft a talk piece highlighting the centrality of personnel development and community mobilization and develop a list of people with whom to discuss it.  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	ASSIGNMENTS

□ ACTIVE PROJECTS ☐ RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

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		ORIGINATION NOSES	LEADER	VFL	DF	TE 6/1/9	93
40.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Establish a finance committe	ee.		MLM	4/7/93	6/30/93	
2.	Meet with SHH and HLZ to discuss status CJF Commission on Jewish Continuity and response; then discuss with Mary Kraar Corky Goodman.			мім	5/19/93	6/30/93	
,	Contact the following board in preparation for the Augu and send brief report to VF	st 26 meeting		мім	.2/25/93	7/15/93	
	a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer	E C H I					
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☐ ASSIGNMENTS
☐ ACTIVE PROJECTS
☐ RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE
SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

					TE 6/8/9	, ,
DESCRIPTION			ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	OR REMOVED DATE
prior to scheduling a meet:	ing with the		HLZ	3/24/93	6/15/93	
			HLZ	4/29/93	6/15/93	
			HLZ	5/19/93	6/15/93	
		V E	HLZ	6/8/93	6/15/93	
advisability of approaching	g Jesselson		SHH	6/8/93	6/30/93	
preparation for the August	26 meeting		HL2	2/25/93	7/15/93	
a. Mandell Berman b. John Colman c. Maurice Corson		1				
and executives of CJF, JCC, second meeting to include	A and JESNA and CRB, Crown, Avi		HLZ	1/28/93	TBD	
	Encourage MIM to talk with prior to scheduling a meet; presidents and executives and JESNA.  Schedule a meeting of MIM a Pollack and Gershon Kekst invite a small group of pewith MIM at the Quarterly update.  Clarify with AJN what Jim means by "partners" for the With SHH, talk with MIM abadvisability of approaching family to partner with Jim Contact the following board preparation for the August and send brief report to Via. Mandell Berman b. John Colman c. Maurice Corson  Arrange meeting for MIM with and executives of CJF, JCC second meeting to include to	Encourage MIM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.  Schedule a meeting of MIM with Lester Pollack and Gershon Kekst to discuss CIJE.  Invite a small group of people to meet with MIM at the Quarterly for a CIJE update.  Clarify with AJN what Jim Joseph Fdm. means by "partners" for their grant.  With SHH, talk with MIM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.  Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:  a. Mandell Berman b. John Colman	Encourage MIM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.  Schedule a meeting of MIM with Lester Pollack and Gershon Kekst to discuss CIJE.  Invite a small group of people to meet with MIM at the Quarterly for a CIJE update.  Clarify with AJN what Jim Joseph Fdm. means by "partners" for their grant.  With SHH, talk with MIM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.  Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:  a. Mandell Berman b. John Colman c. Maurice Corson  Arrange meeting for MIM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi	Encourage MIM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.  Schedule a meeting of MIM with Lester Pollack and Gershon Kekst to discuss CIJE.  Invite a small group of people to meet with MIM at the Quarterly for a CIJE update.  Clarify with AJN what Jim Joseph Fdm. HLZ means by "partners" for their grant.  With SHH, talk with MIM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.  Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:  a. Mandell Berman b. John Colman c. Maurice Corson  Arrange meeting for MIM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi	Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.  Schedule a meeting of MLM with Lester Pollack and Gershon Kekst to discuss CIJE.  Invite a small group of people to meet with MLM at the Quarterly for a CIJE update.  Clarify with AJN what Jim Joseph Fdm.  With SHH, talk with MLM about the advisability of approaching Jessalson family to partner with Jim Joseph grant.  Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:  a. Mandell Berman b. John Colman c. Maurice Corson  Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi	Encourage MIM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.  Schedule a meeting of MIM with Lester Pollack and Gershon Kekst to discuss CJJE.  Invite a small group of people to meet with MIM at the Quarterly for a CJJE update.  Clarify with AJN what Jim Joseph Fon.  With SHH, talk with MIM about the advisability of approaching Jesselson family to partner with Jim Joseph grant.  Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:  a. Mandell Berman b. John Colman c. Maurice Corson  Arrange meeting for MIM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi

# Council for Initiatives īn

# Jewish Education

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Time sent:

No. of Pages (incl. cover):

To: Annette Hochstein, Seymour Fox,

From: Ginny Levi

Shmuel Wygoda
Organization:

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Here's the agenda for tomorrow's teleson. I am assuming the call will be to 618-728. Please let me know, if not.

Thenks. Sunny

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

# AGENDA CIJE STAFF TELECON June 8, 1993 10:00 AM (EDT)

Participants: Shulamith Elster, Seymour Fox, Annette Hochstein, Steve

Hoffman, Ginny Levi, Shmuel Wygoda, Henry L. Zucker

Regre	ecs:	Barry Holtz			
			Assignment		
I.	Ran	VFL			
II.	Res	view assignments of May 28	VFL		
III.	Sta	atus reports on communities			
	Α.	Atlanta			
		1. Emory University discussions	SF		
		2. Conversation with D. Sarnat re JCC search	знн		
		3. Staff to devote to Project	SE		
		4, Other			
	В.	Baltimore			
		1. Lay readiness to move shead	SE		
		2. Issue of staffing; calls to Levin & Friedman	AH/SHH		
		3. Other			
	c.	Milwaukee			
		<ol> <li>Educators survey/Principals survey</li> </ol>	SE/VFL		
		2. Other			
	D.	Next joint meeting	AR		
IV.	GI.	JE/CR3 Relationship	AH		
V.	De	velopments with Denominations	SF		
VI.	Should Barry go to CAJE?				

Return to Wed, and 9:00 AM?

VFL

VII. Schedule next telecon

# Council for Initiatives in

Jewish Education

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Time sent:

No. of Pages (incl. cover):

To: Annette Hochstein, Seymour Fox,

From: Ginny Levi

Organization: Wygoda

O' Barnzation.

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

assignments from Meny 28 telecon.

SHEET

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

PHI MED INQUESTRIAL CORPORATION

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

☐ ASSIGNMENTS
☐ ACTIVE PROJECTS

RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

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

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 6/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Draft talk piece for use in prepart campers for August 26 meeting.	ng	SE	5/28/93	6/7/93	
2.	With BH, follow up with Lauren Azoulai on staffing.		SE	5/28/93	6/8/93	
3.	Contact the following board members in preparation for the August 26 me and send brief report to VFL:	ecting	SE	2/25/93	7/15/93	
	a. Gerald Cohen - done b. Susan Crown c. Arthur Green d. Neil Greenbaum e. Thomas Hausdorff f. Mark Lainer g. S. Martin Lipset (with SF) h. Matthew Maryles					
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ASSIGNMENTS ☐ ACTIVE PROJECTS RAW MATERIAL

☐ FUNCTIONAL SCHEDULE 73890 (REV. 1/80) PRINTED IN U.S.A.

**FUNCTION** CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER DATE VFL 6/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	OR REMOVED DATE
1.	With BH, discuss next steps on the Best Practice project.		SF	5/28/93	6/15/93	
2.	Talk with Sara Lee about the semi the role of denominations in the Communities.		SF	5/28/93	6/15/93	
3.	Draft a letter to David Hirschhor review by SHH, MLM, and HLZ indic our understanding of his interest CIJE.	ating	SF	3/24/93	6/15/93	
4.	With AH and BH, draft a job descr for Barry Holtz.	ription	SF	5/19/93	6/25/93	
5.	Contact the following board member in preparation for the August 26 and send brief report to VFL:		SF	2/25/93	7/15/93	
	b. David Hirschhorn c. S. Martin Lipset (with SE) d. Florence Melton e. Isadore Twersky		9/-			
6.	With SHH, develop a plan for invo denominations in each Lead Commun process.	olving nity	SF	3/31/93	TBD	
				\$ 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		

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ASSIGNMENTS
ACTIVE PROJECTS
RAW MATERIAL
FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENT

ORIGINATOR/PROJECT LEADER VFL DATE 6/1/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Let Marshall Levin know that SHH plans to discuss staffing of CIJE project with Darrell Friedman.		АН	5/28/93	6/8/93	
2.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		АН	1/28/93	6/15/93	
3.	With VFL, develop a functional schedule for keeping Board and Executive Committee members informed.	V/115	HA	5/19/93	6/15/93	
4.	Draft a mission statement for the Lead Communities project.	V/ =	AH	5/19/93	6/15/93	
5.	Redraft PERT chart on which clear milestones for CIJE are highlighted.		AH	5/14/93	6/17/93	
6.	With VFL, draft a talk piece highlighting the centrality of personnel development and community mobilization and develop a list of people with whom to discuss it.		АН	5/19/93	6/25/93	
7.	With SF and BH, draft a job description for Barry Holtz.		AH	5/19/93	6/25/93	
8.	With VFL, develop plan to support each item on the CIJE PERT chart.		AH	5/19/93	7/1/93	
9.	Contact the following board members in preparation for the August 26 mesting and send brief report to VFL:		АН	2/25/93	7/15/93	
	a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch					

# VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 37203

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*Annette Hochite	From Colhery
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Dept	Phohe " GIS 322 FOOD
972-2-619951	615-343-7644

To: Annette, Seymour, and Shmuel

From: Ellen and Adam

Subject: Notes for Upcoming Meeting with Ellen

Date: June 7, 1993

We have suggested a number of issues to discuss when we meet on June 13:

1) Updates since the Cleveland meetings

2) Update regarding the Educator Survey, and

3) Next steps for year two of MFE Project (including Claire's resignation).

Year two of the MFE project should continue to monitor community mobilization, visioning, and the professional lives of educators. (per the project outline). We should continue to improve upon our feedback loops both doe the communities and CIJE. It is clear, however, that the project must continue beyond these crucial areas.

The next logical step is to begin to collect baseline data in each community so it will be possible to ascertain outcomes as the lead community project proceeds. This make take several forms:

- 1) If the communities articulate specific goals, we can begin to collect process and outcome data that pertain to specific programs initiated as part of the lead community effort. This evaluation would entail both observations of specific programs, interviews of participants and personnel, and quantitative outcome measures. Similarly, the field researchers would aid the communities in developing evaluation components for each initiative and monitor the process by which scope, content, and quality become part of the Lead Community concept.
- 2) It is crucial to put on the agenda for all the lead communities their self studies for the fall. Like the educator survey, a common approach should be taken to the self study. The information from the self study will be crucial for measuring outcomes both in,

2

and across communities. To the extent that the self-study involves educational outcomes, such as participation rates, teacher turnover rates, and so on, we are interested in contributing to the design of the self-study.

3) Considerable attention must be given to the measurement of outcomes. We will need to educate ourselves about available tests, surveys, and questionnaires pertaining to Judaica and Hebrew and get access to experts to help with the development of such measurements for Jewish education. Curveyc and other "tests" will need to be developed. We may want to begin the process of commissioning papers to address the concrete outcomes of Jewish education and their measurement.

Given these suggestions we propose that Claire's replacement have skills in qualitative research methodology, as did Claire, but also have a strong background in evaluation and quantitative measurement. This new field researcher could then play an important role, under out guidance, in contributing to the self-study and developing the quantitative parts of the evaluation project. This is consistent with the team approach to the project.

I look forward to seeing you on the 13th of June!

-

#### Memorandum

To:

Lauren Azoulai, Chaim Botwinick, Ruth Cohen

From:

Roberta Goodman

Claire Rottenberg Julie Tammivaara Adam Gamoran Ellen Goldring

Date:

May 26, 1993

Subject:

Reports on the professional lives of Jewish educators

## CC: Annette Hochstein

The purpose of this memorandum is to note the issues we expect to address in the qualitative component of our forthcoming reports on educators' professional lives in Atlanta, Baltimore, and Milwaukee. We would appreciate any feedback you can provide that would help guide the reports.

# Coordination and Schedule of Reports

Each community will receive its own report. The reports will have three components: [1] a qualitative component based on interviews conducted by the field researchers [this component is the focus of the present memorandum], [2] a preliminary account of the survey of educators, and [3] a component that integrates the findings of the first two components and addresses policy questions.

In Milwaukee, both the interviews with educators and the educator survey are being conducted this spring. The first two pieces of the report will be delivered this summer, and the integrated component will come late in the summer. In Atlanta, we have been conducting interviews and will release the qualitative piece this summer. In Baltimore, interviews with educators will not begin until June, so all three components of the report will be delivered in the fall.

# Issues for the Qualitative Component

A Time to Act lists six concrete elements of personnel development, and we are taking them as our starting point [see pages 55-63]. The qualitative data [interviews with teachers and educational directors of supplementary, day and pre-schools and informal educators] will not provide all the information needed for policy decisions. Of the six elements, four are most completely addressed in the interviews: training, improvement of salaries and benefits, career track development, and empowerment of teachers. Since recruitment and development of new sources of personnel can only be effectively articulated by talking with or surveying people who are not currently active Jewish educators, these elements will be less well covered. We will offer an analysis of how people are presently being recruited into the field, why they remain, and what circumstances would lead them to consider leaving their current positions.

#### Training

A policy outcome for this area would presumably include a plan to strengthen existing and develop new opportunities for training. Such a plan might enlarge training programs, expand inservice education, provide training in specialty areas, for example, family education, and so on. We have spoken with educators about the training they have received, both pre- and in-service, and our reports will describe the extent and nature of their training. We will also document their perceptions of opportunities for training, reasons for taking advantage of or ignoring such opportunities, and their desires for professional development. We shall seek evidence of educators functioning as "reflective practitioners," meaning their professional growth through reflection on their own practices, as well as growth through support from administrators and informal contact with colleagues.

#### Salaries and Benefits

Important questions exist about the extent to which salaries and benefits constitute a motivating factor for Jewish educators. It is possible, for example, that financial rewards are more central in some segments of the Jewish educational community than in others. This information can help guide policy. Our reports will address the extent to which educators are motivated by salaries and benefits, as well as administrators' perceptions of the impact of extending benefits and how educators think about issues of part-time versus full-time work.

#### Career Track Development

Information we provide on this topic should help inform decisions about developing career tracks for teachers, administrators, and informal educators. Our data will describe educators' perceptions of existing opportunities, the connection between training and opportunities, career changes seen as desirable by educators, and the circumstances that constrain or enable their taking advantage of career opportunities. To what extent do career opportunities motivate Jewish educators? Have they encouraged educators to enter or remain in their profession? Are they a major source of dissatisfaction?

#### **Empowerment of Educators**

A policy outcome in this area would include a plan to assist educators to participate in decision making and to gain access to resources needed to implement their decisions. In our reports, we intend to discuss the nature of educators' perceived autonomy: Do they truly have discretion or are they autonomous only in the sense that no one pays attention to them? We will also describe the types of issues educators say they would like to affect, how educators are judged and would like to be evaluated, how they think others view them, and their self-images. Teacher accountability is another topic that is relevant for this policy area.

Please review the interview protocols and survey along in light of this memorandum. We would like your ideas on additions to them and what policy issues you deem critical but not covered above. The field researcher in your community will be in touch to arrange a time for this feedback.

To: SF & AH

From: SW

Date: June 6th 1993

Re: CIJE

1) Shulamith Elster will be in Milwaukee on June 16th. From Danny Pekarsky last fax it is unclear whether he will be able to join her on that date.

In case he can join her he needs guidelines for that day, particularly with regards to the issues he raised in his last memos, (the tension between MAJE and local CIJE seems to be a major concern).

I suggest SF calls him up, to check if he can go, and to discuss the best approaches to be taken during that visit.

I Danny P. cannot go, do we want Shulamith to go? Do we want to provide her with some guidelines for that visit?

2) VFL mentioned in the minutes of the last CIJE staff telecon, that a request for material on the Educated Jew came. She further mentions that material re that project be sent within two weeks.

During the last May seminar, a set of the Educated Jew was given to Chaim Botwinick. Two other sets were left with Ginny in Cleveland.

Do we want to give them out to Atlanta and Milwaukee? If not what other material is to be sent within two weeks?

3) Re: CIJE Board meeting agenda for August 28th 1993.

Did SF discuss the proposal with MLM?

## 4) Next CIJE / LC Seminar:

We have to decide when and where this seminar will take place.

See my proposal from May 17th. (attached)

## 5) CIJE / Denominations Seminar.

Here as well we have to decide soon when and where will this seminar take place.

See proposal from May 17th. (attached)

### 6) Plan the next CIJE / LC seminar. (Ongoing Seminar)

The next seminar has to be planned as soon as possible.

Dates: Option 1: July 1993

Option 2: August 1993 (back to back with CIJE board meeting)

Location: One of the LC.

Choose in order to start preparations (hotels reservations, meeting locations etc)

Suggested agenda:

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- Discussion of the background documents of the Commission
- Systemic change as content, scope and quality related to the two enabling options
- Personnel and wall to wall coalition.
  - Current situation ( achievements, problems,)
  - Objectives & means to achieve them.
- Clarifying the relationship between all stakeholders in the L.C. project.
- Costs occurred by CIJE activities ( seminars, etc )

# 11) Denominations and Training Institutions.

Given the fact that at this stage of the project, the Training Institutions and the denominations ( TI ) have not yet become active players in the LC project it is suggested to have a seminar for the TI, to bring these important key players on board of the project.

Date: September 1993 ( or July 1993 )

Location: Jerusalem ( or the US )

#### Desired outcomes:

- To bring the TI to be full partners in the LC project

To help the TI address expected requests by the LC re Goals
 To help the TI address requests re Personnel issues ( pre & in service training).

#### Agenda:

- a) Report on the May Seminar: Partnership, Action Plan.
- b) The Goals Project:

 The Goals of each TI as stated in the curricula and other existing material.

- 2) The Educated Jew project. (Presentation by Greenberg, & discussion with educators re translation)
- c) Personnel:
  - Current situation re pre & in service training

2) Challenges for short and middle range

Training programs in Israel ( possible cooperation )

10: Krofelson Seymoun Fox Frou: Rulaniol Eleter Re: Milevænker

Date: June 6, 1993

Attached meno from Wooche regarding Connicación meetric on the 16th. I amarced & Dun Retractly to be murled. I think he is peaning to be there.





JEWISH EDUCATION SNAYILE OF NORTH AMERICA, INC.

החברה למען החינוך חיהודי בצפוי המרוקה

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#### MEMORANDUM

TO:

Louise Stein, Jane Gellman, Ruth Cohen

cc.:

Shulamlth Eister

FROM:

Jonathan Woocher

DATE:

May 20, 1993

SUBJECT:

Outline of Commission meeting on June 16

I'm looking forward to being with you all on the 16th. Here is a brief outline of what I propose for the session, which I'd appreciate your reviewing. If the broad framework is what you want, I'll go to work on filling in the details.

Commission on Visions and Initiatives in Jewish Education Meeting -- June 16, 1993

7:30 - 7:45 pm

Progress report on the Commission's work; Introduction of the session (one of you)

7:45 - 8:00

Opening presentation: The importance of shared vision in transformational change

I will speak about how the visioning process is central to the attempt to initiate and sustain fundamental change in education and in contemporary Jewish life. I'll refer both to the experience in general education and to the thinking currently taking place about the so-called "continuity agenda" in Jewish life. The goal will be to affirm the importance of what they are doing as well as to clarify how a shared vision actually informs a change process.

8:00 - 9:15

Jewish Milwaukee 2020: What do we want to be and how do we get there

The bulk of the session will be devoted to a twopart activity. The first part will ask individuals and then small groups (the tables) to Identify what they hope a visitor to Jewish Milwaukee will see in the year 2020. I will push them to be as concrete as possible, and ask them to think in terms of both Individual Jewish lives and behaviors and the institutional system.

After we have spent some time collecting (orally) and discussing the elemente of their visions (looking for overarching themes and common elements, but acknowledging differences as well), the second task will ask them to identify three things that must be done (or at least begun) over the next five years if the vision is to have a chance of realization. This will start the process of translating vision into action elements. We will also collect and discuss these.

9:15 - 9:30

Translating vision into action: challenges and possibilities

I will wrap up the seasion by talking about the next steps in the change process. I believe there are two tracks along which to proceed: 1) a more rigorous planning effort to sift through the vision and identify the key elements and strategies for reaching them; and 2) a community mobilization effort to get people excited and engaged through a few pliot projects in areas that will clearly be encompassed within the overall change process. (It will need to be emphasized that pilot projects alone will not sustain the transformational process over the long run, but that they can generate both learning and momentum for the more fundamental and far-reaching changes that will be required.) I'll try to give a few examples of specific initiatives that point the way toward strategic change.

Please let me know your reactions. Thanks.

Council for Initiatives Ĭn

Jewish Education

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Time sent:

No. of Pages (incl. cover):

To: Annette Hochstein, Seymour Fox,

Shmuel Wygoda Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

attached are:

- 1. Draft agenda for next week's telecon. Please let me know if you have any additions or corrections.
- 2. Memo from SRE on use of Senior advisors. I haven't included it on this next agenda because of libely time shortage. It would be discussed at this on the next telecon

#### **MEMORANDUM**

TO: CIJE Telecon Participants

Henry Zucker, Steve Hoffman and Ginny Levi (Cleveland)

Seymour Fox, Annette Hochstein and Shmuel Wygoda

(Israel)

Barry Holtz (New York)

FROM: Shulamith Elster

RE: CIJE Senior Advisors

DATE: June 4, 1993

1. This brief memo is intended to provide the basis for a conversation on our telecon regarding the CIJE Senior Advisors, formerly the Senior Policy Advisors.

- 2. From time to time, over the past two and a half years, this group has received either "no attention" or "little attention." Its reason for existence as a CIJE entity has been uncertain though it has not been recommended to the best of my knowledge that we formally put the Senior Advisors "out of business."
- 3. Membership: To review.... the group consists of the professional heads of denominational and other organizations involved in formal and informal education (e.g., United Synagogue, UAHC, HUC, Reconstructionist, Torah Umesorah, CAJE, Hillel, BBYO, JCCA, JESNA), veteran professionals in the field including some who were Commissioners (e.g., Dubin, Ettenberg, Pakarsky, Reisman, Schiff, Elkin, Bieler), Federation execs (e.g., Shrage, Friedman) et. al.
- 4. Activities: To the best of my knowledge the advisors have met no more than twice each year. There has only been one meeting so far this year: actually two if you count the fact that they were invited to the Annual Meeting. Members served on the panels that reviewed the proposals for the Lead Communities Project and have participated in some of the activities regarding the involvement of the movements and denominations in the Lead Communities and we anticipated their involvement in aspects of the Best Practices Project.
- 5. At the last meeting of Senior Advisors held in New York, the agenda included a progress report on the Lead Communities Project, a presentation by Ellen and Roberta on Monitoring, Evaluation and Feedback and a presentation by Barry and Carol Ingall on the Best Practices in Supplementary Schools. Staff members and consultants who participated in the presentations and discussions that followed found the comments and suggestions valuable. They have informed our thinking about all three of the projects. The opportunity to make these

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presentations to colleagues and to benefit from their reactions and advice is one significant reason to keep the group active and engaged.

- 6. The Advisors serve as our "ambassadors" to the larger community of colleagues who are relatively uninformed (actually, very uninformed) of the work of the CIJE. The Commission, A Time To Act and the initial year of the CIJE created an unparalleled level of interest and we have not done an effective job of public relations to any of our publics although this continues to be an agenda item for staff! The Advisors have helped and can help in this effort if we keep them informed and use what they have to offer --- counsel, connections, experience. In short, an active group of this type provides us with linkages to groups that I think continue to be important to our work.
- 7. In planning for the next year, it would be my recommendation to have the Advisors meet at least twice during the year as a group perhaps once in conjunction with the Annual Meeting.
- 8. I think it important for Advisors to receive the regular progress reports to Board members.
- 9. Advisors might be asked to participate as members of the Advisory Committees for each of the projects though it should be clear the this is different from membership on a Board committee. Consideration might be given to committees that include both Board members and Advisors.
- 10. CIJE should continue to use Advisors on an ad hoc basis for specific assignments and perhaps these assignments might be expanded to include some Pilot Project activities in each of the Lead Communities.
- 11. Several members of the Senior Advisors group (e.g., Elkin, Bieler) might to asked for their comments and for suggestions for the future. I think this would be especially informative!

I look forward to our discussion at a future telecon.

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-03:300



#### MILWAUKEE JEWISH FEDERATION

#### MEMORANDUM

TO:

Annette Hochstein

FAX # 011 972 2 619-951

FROM:

Ruth Cohen

FAX # 001 414 271-7081

DATE:

June 4, 1993

Please disregard my last fax; inadvertently an error was made in the time suggested for our telephone conference.

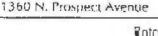
The following is a list of possible dates and times for the telephone conference call.

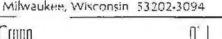
Tuesday, June 8 - 8:30 a.m. - 9:30 a.m. Milwaukee time Thursday, June 10 - 8:30 a.m. - 9:30 a.m. Milwaukee time Friday, June 11 - 8:30 a.m. - 9:30 a.m. Milwaukee time Wednesday, June 16 - 8:30 a.m. - 9:30 a.m. Milwaukee time Thursday, June 17 - 8:30 a.m. - 9:30 a.m. Milwaukee time Friday, June 18 - 8:30 a.m. - 9:30 a.m. Milwaukee time

Please let me know when you will be able to call me.

Lehishtamea.

RC/nm







Seymour,

You asked me to put in writing some of things we talked about when we met for lunch in New York:

- 1) We discussed ways that CIJE might be staffed in the next stage and who would have responsibility for what. This included the Gail Dorph possibility and other things as well. A secondary issue was the matter of reopening the possibility of a CIJE "branch office" in New York.
- 2) I expressed an interest to be included, if it is thought appropriate, in some of the "inner circle" meetings of CIJE, MAF, Mandel Institute, etc. If I can be helpful in any of those settings and you or whoever think it makes sense for me to be there, I would happy to be involved.
- 3) We talked about my own work in best practice and other matters and if it might make sense (to me it does) for that ultimately to be located in a Mandel Institute-America rather than CIJE. We talked about how such an Institute might be set up or where, coming to no particular conclusion, but exploring some possibilities. I think you realize that personally speaking I'd be interested in keeping such an option open, as things develop over the next while.
- 4) I asked you to consider contacting Edy Rauch and inviting him in some fashion to spend some time in Israel at the Mandel Institute, perhaps with some funding for housing or travel. I thought perhaps a year from now, he might be interested. He's also given thought to a sabbatical after my two-year leave and perhaps he'd want to spend some part of that in Israel, but in the shorter run such an invitation would be a nice gesture and it's obvious that he could make a unique contribution in any kind of project that the Institute has going.
- 5) Finally-- and the sooner the better on this-- you said you could share some kind of academic backup for me on the whole issue of the legitimacy of relying on the "expertise of experts", as I've been calling it, in the Best Practice work. Is there anything in writing on this aside from an oral heksher from Coleman?

Thanks. I hope we can speak soon on that memo I sent concerning next steps and issues for best practice.

Bary

# Council for Initiatives

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## Jewish Education

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From: Ginny Levi

Organization: Wygoda

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Seymour,

Here is the memo to MLM on the 8/26 agenda. If it looks OK to you, you thought you might deliver it to MCM + drieus it with him. Please lit me know whether or not you do and,

if you do, the outcomes. Thanks. Hope all is well.

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

216-391-1852

MEMO TO: Morton L. Mandel DATE: June 2, 1993

FROM: Virginia F. Levi

SUBJECT: Agenda for August 26 CIJE Executive Committee and Board Meetings

We have scheduled an Executive Committee meeting for the morning of Thursday, August 26 and a Board meeting for the afternoon. I have reserved rooms at UJA/Federation with the thought that the Executive Committee meeting might go from 10 to 11:30 and the Board meeting from noon to 3:30 or 4:00, including lunch.

SF, HLZ and I met recently to discuss these meetings. We listed the following desired outcomes:

- 1. Provide the Board with a sense of the momentum of CIJE.
- 2. Demonstrate that the Communities are coming aboard.
- Indicate that individual activities within the Lead Communities will have an impact well beyond the local communities.

Following are the items proposed for the Executive Committee:

- Introductory Remarks
- Update on staffing
- III. Approval of fiscal 1993-94 budget.
- IV. Discussion of CIJE as a fund raiser, not a funder, for the Lead Communities.
- V. Development report by AJN.

We propose the following from which to select for the Board meeting:

- I. Progress Report
- II. Centerpiece Report on work in the Lead Communities (we suggest that Chuck Ratner present the report with careful preparation by CIJE staff.)

  Items to be covered would include:
  - A. The establishment of local coalitions
  - B. Work of field researchers in the Lead Communities
  - C. Progress of local commissions

.

We may wish to invite Milwaukee to respond to Chuck's report, as the community which has advanced farthest on the CIJE agenda.

#### III. Monitoring, Evaluation and Feedback Report

- A. "Teaser" report on Educators Survey Ellen Goldring
- B. Update on the overall project Adam Gamoran

Esther Leah Ritz might introduce Ellen Goldring and Adam Gamoran to make the report on what has occurred to date and what is scheduled.

IV. Update on Best Practices and Pilot Projects

We might ask John Colman to introduce Barry Holtz, who would make the report.

- V. Report on meeting of MLM with partners (assuming this meeting has taken place by then)
- VI. Development report on grants received and requests outstanding

We propose that a progress report be prepared for distribution in advance of the meeting to incorporate written reports by Adam and Ellen on Monitoring, Evaluation and Feedback, Barry on Best Practices and Pilot Projects, and Shulamith on the Lead Communities.