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7/6/93

CIJE BOARD MEETING

August 26, 1993

AGENDA

(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 Ratner

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. Preliminary 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

20/8 NW 539 2-32 730
3/8 NW 250

7/6/93

CIJE EXECUTIVE COMMITTEE MEETING

August 26, 1993

AGENDA

(Refreshments 9:30; Meeting 10 - 11:30)

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- 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)
 - V. Budget for 1993 A. Hoffmann

August 10, 1993

Dear CIJE Board Member,

The past six months have been a period of intensive efforts by the CIJE, and we will be able to report significant progress at our board meeting on August 26th. In particular, we will be reporting on the following:

1. The CIJE professional team: Our Selection Committee has completed its work and we are pleased to announce that we have engaged Alan D. Hoffmann as full-time Executive Director of the CIJE. He will be assisted by a team of two outstanding professionals to lead the work of the CIJE. They are Dr. Barry W. Holtz and Dr. Gail Dorph.

- a. *Alan D. Hoffmann — Executive Director*

Alan Hoffmann has been the Director of the Melton Centre for Jewish Education in the Diaspora at the Hebrew University, Jerusalem since 1986. As director, he has developed training programs in formal and informal Jewish education. The Centre's Senior Educators Program has thus far provided North America with some 60 graduates who occupy key positions in a variety of communities, while its Summer Institute provides ongoing staff development for major U.S. day schools. Alan has been responsible for the development of curricula, and has supervised an elaborate research program in Jewish education. He has provided consultation services to schools and to educational networks throughout North and South America.

Alan assumed the position of Executive Director of the CIJE on August 15, 1993.

- b. *Dr. Barry W. Holtz — Chief Educational Officer*

Barry Holtz has served as Co-Director of the Melton Research Center for Jewish Education at the Jewish Theological Seminary, New York City, since 1980. He has been responsible for their program in curriculum development and teacher education. He is a well-known author and his publications include: *Back to the*

Sources and Our Way. At the CIJE, Barry Holtz has been responsible for the Best Practices Project and has now joined the staff full-time as of July 1st, 1993.

c. *Dr. Gail Dorph — Project Officer*

Dr. Gail Dorph has served as Chairman of the Department of Education at the University of Judaism in Los Angeles since 1989. In that capacity, she has been responsible for an elaborate program of teacher education and in-service education. She has long experience in the preparation of educational materials and has served as a consultant to Jewish communities throughout the United States. Gail Dorph has assumed her position as of August 15th, 1993.

We are grateful for the important contribution Dr. Shulamith R. Elster has made to the CIJE over the past two years. Dr. Elster has decided to accept the position of Professor of Jewish Education at the Baltimore Hebrew University. We look forward to working with her in her new capacity.

2. The three lead communities — Atlanta, Baltimore and Milwaukee — have established their local commissions on Jewish education, and each has engaged staff to work with these commissions. They have undertaken comprehensive surveys of the educators in each community to establish base-line data. The results of the surveys will inform the commissions as they plan the recruitment, in-service training, professional development, and terms of employment of educators—as well as the way communities will address their future personnel needs. The survey in Milwaukee has already been completed; those in Atlanta and Baltimore will be completed by the early winter. The Best Practices, and the Monitoring, Evaluation and Feedback projects have been introduced in each of these communities and discussions are underway with Dr. Barry Holtz towards the development of pilot projects. At our board meeting, we will hear updates from representatives of the lead communities on the work that they have undertaken in their communities. The partnership between the three Lead Communities and the CIJE was intensified when the first of five annual joint seminars was held in Cleveland during the month of May. The various components of the project were jointly discussed, a common workplan was established, and regular lines of communications were set up. Ongoing visits by CIJE staff were scheduled. The second seminar is to be held in Baltimore on August 23rd and 24th.
3. The Best Practices Project: At our last board meeting you received a publication on best practices in the supplementary school. A publication on best practices in early childhood

education is now at the printer. I am enclosing a memorandum by Dr. Barry Holtz on the Best Practices project in which he describes the work that has been undertaken in other areas of Jewish education, among them: day schools, the JCCs, college campus programs, camping/youth programs, adult education and the Israel Experience. This project, which is involving outstanding educators from the field and from key educational institutions, is generating significant debate and deliberation at major educational gatherings around the continent — from CAJE to the Network on Research in Jewish Education to conferences of denominational educational organizations. Sessions are being devoted to the presentation of this project and to the implications of its introduction into the lead communities.

4. Monitoring, Evaluation & Feedback Project: a key element in the concept of lead communities is the notion that intensive monitoring, evaluation and feedback is necessary if we are to learn by doing. Furthermore, monitoring, evaluation and feedback will provide the basis for the decisions concerning the dissemination of findings to additional communities throughout the continent. This project is directed by Dr. Adam Gamoran of the University of Wisconsin and Dr. Ellen Goldring of Vanderbilt University. As you will read in their progress report, the CIJE has introduced a full-time field researcher into each of the communities and they have already submitted initial reports to the local commissions and to the CIJE.

I look forward to your participation at our board meeting on August 26th. It will take place from to at .

I believe you will want to hear the reports from Chairs of the Lead Community Project, to meet our staff and to discuss with them the proposed plans for 1993/94.

With best regards.

Sincerely yours,

Morton L. Mandel

MEMORANDUM

July 13, 1993

To: CIJE Board
From: Dr. Barry W. Holtz
Re: Update — The Best Practices Project

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 been done in a systematic way and it is a project that cannot be completed within a short range of time. This memo outlines the way that the Best Practices Project should unfold over the next 1 to 2 years.

Documentation and Work in the Field

The easiest way to think about the Best Practices Project — and probably the most useful — is to see it as one large project which seeks to examine eight or nine areas (what we have called “divisions”). The project involves two phases of work. First, is the documentation stage. Here examples of best practice are located and reports are written. The second phase consists of “work in the field,” the attempt to use these examples of best practice as models of change in the three Lead Communities.

The two phases of the Best Practices Project are only partially sequential. Although it is necessary to have the work of documentation available in order to move toward implementation in the communities, we have also pointed out previously that our long-range goal has always been to see continuing expansion of the documentation in successive “iterations.” Thus, the fact that we have published our first best practice publication (on Supplementary Schools) does not mean that we are done with work in that area. We hope in the future to expand upon and enrich that work with more analysis and greater detail.

In the short run, however, we are looking at the plan below as means of putting out a best practices publication, similar to what we’ve done for the Supplementary School division, in each of the other areas. What we have learned so far in the project is the process involved in getting to that point. Thus it appears to be necessary to go through the following stages in each of the divisions.

The Steps in Documentation: First Iteration

Preliminary explorations:	To determine with whom I should be meeting
Stage one:	Meeting (or multiple meetings) with experts
Stage two:	Refining of that meeting, leading to a guide for writing up the reports
Stage three:	Visiting the possible best practices sites by report writers
Stage four:	Writing up reports by expert report writers
Stage five:	Editing those reports
Stage six:	Printing the edited version
Stage seven:	Distributing the edited version

Next Steps

For this memo, I've taken each "division" and each stage and tried to analyze where we currently are headed:

- 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 six. The volume is in print.
- 3) *JCCs*: Here we are at stage three. This will require visits, report writing, etc. The JCCA is our partner in implementing the documentation.
- 4) *Day schools*: Here we are at stage one, two or three, depending on the religious denomination. Because this involves all the denominations, plus the unaffiliated schools, this will be the most complicated of the projects for the year.
- 5) *College campus programming*: Here we are at stage three, with the national Hillel organization as a partner. 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 participants via the denominations and the JCCA.
- 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 participants is probably more complex.

- 8) *The Israel experience:* We hope to move this project forward with consultation from the staff of the CRB Foundation. As they are moving forward with their own initiative, we hope to be able to work jointly on the “best practice issues” involved with the successful trip to Israel.
- 9) *Community-wide initiatives:* Finally, I have recommended that we add a ninth area—Community-wide initiatives using JESNA’s help. This refers to Jewish education improvement projects at the Federation or BJE level, particularly in the personnel or lay development area. Examples: The Providence BJE program for teacher accreditation; the Cleveland Fellows; projects with lay boards of synagogue schools run by a BJE; salary/benefits enhancement projects. This project would use JESNA’s assistance and could probably be launched rather quickly.

Lead Communities: Implementation—and How to Do It

In previous reports I have quoted Seymour Fox’s statement that the Best Practice Project is creating the “curriculum” for change in the Lead Communities. This applies in particular to the “enabling options” of building community support for Jewish education and improving the quantity and quality of professional educators. It is obvious from the best practice reports that these two elements will appear and reappear in each of the divisions under study.

The challenge is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities, including: presentations to the local Lead Communities’ commissions about the results of the Best Practices Project, site visits by Lead Community lay leaders and planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with others members of the CIJE staff. We have already discussed possible modes of dissemination of information in our conversations with the three communities.

How Can We Spread the Word?

The first report on supplementary schools has engendered a good deal of interest in the larger Jewish educational community. One issue that the CIJE needs to address is the best way to make the results of the Best Practices Project available. How should the dissemination of materials take place? How should the findings of this project have an

impact on communities outside of the Lead Communities? Certainly we should find ways to distribute the materials as they are produced. Perhaps we should also begin to consider a series of meetings or conferences open to other communities or interested parties, as the project moves forward.



CIJE Project on Monitoring, Evaluation, and Feedback in Lead Communities

Progress Report — August 1993

Dr. Adam Gamoran and Dr. Ellen Goldring

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 cities to emulate the programs developed in Lead Communities? Like any innovation, the Lead Communities Project requires a monitoring, evaluation, and feedback (MEF) component to document its efforts and gauge its success.

By monitoring we mean observing and documenting the planning and implementation of changes. Evaluation entails interpreting information in a way that strengthens and assists each community's efforts to improve Jewish education. Feedback consists of oral and written responses to community members and to the CIJE.

This progress report describes the activities in which the project has been engaged during 1992-93 and the products it has yielded. The main activities include: (1) Ongoing monitoring and documenting of community planning and institution-building; (2) Development of data-collection instruments; (3) Preparation of reports for CIJE and for community members.

I. Ongoing Monitoring and Feedback

To carry out on-site monitoring, we hired three full-time field researchers, one for each community. The field researchers' mandate for 1992-93 centered on three questions:

- (1) What is the nature and extent of mobilization of human and financial resources to carry out the reform of Jewish education in the Lead Communities?
- (2) What characterizes the professional lives of educators in the Lead Communities?
- (3) What are the visions for improving Jewish education in the communities?

The first two questions address the "building blocks" of mobilization and personnel, described in *A Time to Act* as the essential elements for Lead Communities. The third

question raises the issue of goals, to elicit community thinking and to stimulate dialogue about this crucial facet of the reform process.

Monitoring activities involved observations at virtually all project-related meetings within the Lead Communities; analysis of past and current documents related to the structure of Jewish education in the communities; and, especially, numerous interviews with federation professionals, lay leaders, rabbis, and educators in the communities.

Each field researcher worked to establish a "feedback loop" within her own community, whereby pertinent information gathered through observations and interviews could be presented and interpreted for the central actors in the local lead community process. We are providing feedback at regular intervals (generally monthly) and in both oral and written forms, as appropriate to the occasion. An important part of our mission is to try to help community members to view their activities in light of CIJE's design for Lead Communities. For example, we ask questions and provide feedback about the place of personnel development in new and ongoing programs.

We are also providing monthly updates to CIJE, in which we offer fresh perspectives on the process of change in Lead Communities, and on the evolving relationship between CIJE and the communities. For instance, in July 1993 we presented views from the communities on key concepts for CIJE implementation, such as Lead Community Projects, Best Practices, and community mobilization. This feedback helps CIJE staff prepare to address community needs.

II. Instrumentation

A. Interview Protocols

The MEF team developed a series of interview protocols for use with diverse participants in the communities. These were field tested and then used beginning in late fall, 1992, and over the course of the year. The interview schema for educators were further refined and used more extensively in spring, 1993.

B. Survey of Educators

We also played a central role in developing an instrument for a survey of educators in Lead Communities. The MEF team worked with members of Lead Communities, and drew on past surveys of Jewish educators used elsewhere. The survey was conducted in Milwaukee in May and June, 1993, and it is scheduled to be implemented in Atlanta and Baltimore in the fall of 1993.

The purpose of the educator survey is to establish baseline information about the characteristics of Jewish educators in each community. The results of the survey will be used for planning in such areas as in-service training needs and recruitment priorities. The survey will be administered (was administered in Milwaukee's case with a response rate of 86%) to all teachers in the Lead Communities. Topics covered in the survey include a profile of past work experience in Jewish and general education, future career plans, perceptions of Jewish education as a career, support and guidance provided to teachers, assessment of staff development opportunities, areas of need for staff development, benefits provided, and so on.

III. *Reports*

A. Reports on the Professional Lives of Jewish Educators

Each community is to receive three types of reports on educators: A qualitative component, describing the interview results; a quantitative component, presenting the survey results; and an integrative component, which draws on both the qualitative and quantitative results to focus on policy issues. The schedule for delivering these products is dictated by the specific agendas of each community.

The qualitative reports elaborate on elements of personnel described in A Time to Act, such as recruitment, training, rewards, career tracks, and empowerment. Examples of key findings in reports written so far are the extent of multiple roles played by Jewish educators (e.g., principal and teacher; teacher in two or three different schools), and the tensions inherent in these arrangements; the importance of fortuitous entry into the field of Jewish education, as opposed to pre-planned entry, and the challenges this brings to in-service training; and the diversity of resources available to professional development of Jewish educators, along with the haphazard way these resources are utilized in many institutions.

B. Reports on Mobilization and Visions

Information about mobilization and visions has been provided and interpreted for both CIJE staff and members of Lead Communities at regular intervals. In September, we are scheduled to provide a cumulative Year-1 report for each community which will pull together the feedback which was disseminated over the course of the year. These reports will also describe the changes and developments we observed as we monitored the communities over time.

IV. *Plans for 1993-94*

A. Ongoing Monitoring and Feedback

A central goal for 1993-94 will be the continued monitoring and documenting of changes that occur in the areas of educational personnel, mobilization, and visions. In addition, we are proposing to play a larger role than we initially anticipated in the community self-studies, just as we did with the educators survey. (The educators survey is in fact the first element of the self-study, as described in the Planning Guide.)

In the spring, our field researcher for Atlanta notified us that she would be resigning her position, effective July 31. Although we regret her resignation, we are trying to use it to our advantage by hiring a replacement whose skills fit with the evolving responsibilities of the MEF project. The new field researcher in Atlanta will have expertise in survey research, and will play a lead role in working with the communities to carry out the self-studies.

B. Outcomes Assessment

Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect preliminary quantitative data to use as a baseline upon which to build. We are proposing to introduce the diagnostic Hebrew assessment for day schools, created by Professor Elana Shohamy of the Melton Centre in Jerusalem, as a first step towards longitudinal outcomes analysis. The great advantage of the Shohamy method is its value as a diagnostic tool, encouraging schools to use the results of the assessment to guide their own school improvement efforts. The tests have common anchor items, but are mostly designed especially for use in each school.

C. Encouraging Reflective Communities

The MEF project will be successful if each Lead Community comes to view evaluation as an essential component of all educational programs. We hope to foster this attitude by counseling reflective practitioners — educators who are willing to think systematically about their work, and share insights with others — and by helping to establish evaluation components in all new Lead Community initiatives.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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MEMORANDUM

TO: CIJE Board of Directors DATE: December 7, 1992
FROM: Morton L. Mandel SUBJECT: February Board Meeting

Please hold the date of Thursday, February 25, 1993, for the next meeting of our Board and the CIJE Annual Meeting. The meetings will be held in New York and you will be receiving a notice of the exact location of the meetings within a few weeks. In all likelihood we will begin with coffee at 9:30 a.m. and the Board meeting will get underway promptly at 10:00 a.m. We should conclude about 3:30 p.m.

Attached is a copy of the Minutes from our August Board meeting. We will furnish you with background material for the February meetings as soon as the agendas have been finalized.

CC: Shulamith Elster
Seymour Fox
Ellen Goldring
Sol Greenfield
Annette Hochstein
Barry Holtz
Stanley Horowitz

Marty Kraar
Ginny Levi
ArtNaparstek
Lenny Rubin
Jack Ukeles
Jon Woocher
Hank Zucker

MINUTES

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

BOARD OF DIRECTORS MEETING

August 25, 1992

10:00 A.M.-3:30 P.M.

UJA-Federation of Jewish Philanthropies
New York, NYAttendance:

Board Members: David Arnow, Mandell Berman, Charles Bronfman, Gerald Cohen, John Colman, Alfred Gottschalk, Neil Greenbaum, Thomas Hausdorff, David Hirschhorn, Mark Lainer, Norman Lamm, Morton Mandel, Melvin Merians, Charles Ratner, Esther Leah Ritz, Richard Scheuer, Isadore Twersky, Bennett Yanowitz

Policy Advisors
Consultants,
and Staff: Shulamith Elster, Seymour Fox, Ellen Goldring, Annette Hochstein, Stephen Hoffman, Barry Holtz, Stanley Horowitz, Martin Kraar, Virginia Levi, Arthur Naparstek, Arthur Rotman, Jo Ann Schaffer, Jacob Ukeles, Jonathan Woocher, Henry Zucker

I. Welcome and Introductory Remarks

Mr. Mandel called the meeting to order at 10:00 a.m. and welcomed participants to the fourth meeting of the CIJE Board. He reviewed the Agenda and then introduced first-time attendees Dr. Ellen Goldring, a CIJE staff member, and Jo Ann Schaffer, Assistant to Art Rotman.

II. Introduction of CIJE Executive Director

Mr. Mandel prefaced his remarks by saying that in seeking an Executive Director for CIJE, the Search Committee confirmed the need for the American Jewish community to cultivate professional talent. The Committee was therefore especially pleased that Art Rotman agreed to serve as Executive Director of CIJE while retaining his position as Director of the Jewish Community Centers Association. CIJE has entered into a Purchase of Services agreement with JCCA for certain facilities, services and personnel to run the CIJE operation.

Mr. Mandel thanked Stephen Hoffman for serving as the interim Executive Director and noted his pleasure in welcoming Mr. Rotman to his position as the Executive Director of CIJE.

Mr. Rotman said that he had accepted this position because of his own assessment of the enterprise and his desire to play a part in its success. He said that the Purchase of Service agreement would allow him to utilize the expertise of several JCCA executives. Mr. Rotman added that he was excited by the opportunity of working with the kind of people involved in this endeavor.

III. Population Study and Implications

The chair introduced Dr. Norman Lamm, President of Yeshiva University, a member of the Commission, and now a member of the CIJE Board, to give his reactions to the CJF Population Study.

Dr. Lamm noted that the most shocking thing about the fact that out-marriage in the Jewish community in North American is now about 52-53% is that anyone was shocked at all. He laid much of the blame on the diluted Jewish education children now receive.

Dr. Lamm believes that the the full extent and meaning of this catastrophe has still not been absorbed by the Jewish community. He questions the wisdom of communities investing their limited resources in outreach programs to those with a non-Jewish spouse, thus reducing the funds available to educate Jewish children.

Dr. Lamm noted that this problem affects Jewish communities worldwide, including Israel, and the only remedy he sees is in a program of intensive Jewish education. However this loss of Jews to the community will also make it more difficult to financially sustain Jewish education. He urged everyone in the room to "play to your strength and not to your weakness" by focusing away from marginal Jews and on those of more serious commitment. Dr. Lamm added that this Board "is the best and greatest hope for a new infusion of leadership, ideas, resources, and moral support" for the Jewish educational system.

IV. Lead Communities at Work

Mr. Mandel stated that the Lead Communities Project may be a key factor in the success of American Jewish continuity and education. He noted that this is a high risk and expensive enterprise, but has the potential to improve the situation substantially.

Mr. Mandel called on Mrs. Annette Hochstein, a consultant to the CIJE who has helped design the content and shape the general thrust of the Lead Communities Project.

- A. Mrs. Hochstein reviewed the five recommendations of the Commission on Jewish Education in North America: (1) to establish the CIJE, which has been done; (2) to build the profession of Jewish education -- four major grants have already been awarded to improve training opportunities for Jewish education; (3) to mobilize community support -- the number of Jewish community leaders with Jewish education as a top priority is growing, but more needs to be done; (4) to develop a research capability -- background work has begun in this area; and (5) to establish the Lead Communities Project, to be discussed at this meeting.

The nine candidates for Lead Communities were: Atlanta, Baltimore, Boston, Columbus, MetroWest, Milwaukee, Oakland, Ottawa and Palm Beach.

The Lead Community process will engage an entire community in major efforts to develop and improve programs in Jewish education. The purpose is to demonstrate what can be accomplished with an infusion of outstanding personnel, the recognition by the community and its leadership of the importance of Jewish education, and the commitment of the necessary resources to meet additional needs.

The Lead Community project will be characterized by the content, scope and quality of the endeavor. Each community will emphasize two basic elements: building the profession of

Jewish education to meet the shortage of qualified Jewish educators, and mobilizing community support. In addition, each will articulate their visions and goals.

It is envisioned that the Lead Community will hire 2-3 outstanding educators to energize its education workforce. The community will also develop intensive in-service training programs for its educators. It is expected that within 5 years virtually all educators in the community will be participating in on-going in-service training, that new forms of recruitment will be developed, and that the terms of employment (salaries and benefits) will be improved. In addition, there is a need for leadership to be engaged in and knowledgeable about Jewish education. Each Lead Community should have one or more leaders who would ensure that Jewish education is a priority. There should be increased funding for Jewish education in the community; an on-going public debate regarding goals and visions; and a wall-to-wall coalition of key lay leaders, rabbis, and educators.

A Lead Community must also be characterized by the scope of its endeavor: most institutions in the community dealing with Jewish education will be involved in the Project which should touch the lives of most members of the community.

CIJE has initiated two projects to help ensuring the quality of work in Lead Communities. To discuss the first of these projects, Mrs. Hochstein introduced Dr. Barry Holtz, the Director of the Melton Center for Jewish Education at the Jewish Theological Seminary of America, who has been directing the Best Practices Project for the past year.

B. Best Practices Project

Dr. Holtz explained that the aim of the Best Practices Project is to create an inventory of best practices in contemporary Jewish education to provide Lead Communities with examples of excellence and models which they can adapt and implement. A secondary mission of the Project is to create a knowledge base about North American Jewish education which will be of use to Jewish educators throughout the U.S. and Canada.

The Project began by determining the areas of Jewish education on which to focus. A team of experts has been or will be formed in each area to identify successful programs, conduct site visits, and prepared written reports.

There are currently four areas being examined:

- Work in the area of supplementary schools, where the majority of children in North America get their Jewish education, is nearing completion. This area is perceived as a particularly weak component of Jewish education.
- An examination of early childhood Jewish education will begin in September. Successful programs will be those that result in a high proportion of children that go on to other forms of Jewish education.
- The third area is the Israel experience. The work of the CRB Foundation in this area will serve as the basis for recommendations.
- The fourth area of study will be the JCC world. The JCC Association will help to identify outstanding Jewish educational programming in the Jewish Community Center world.

For 1992-93 four new areas will be studied: the day school, the college campus, summer camps, and adult Jewish education.

Implementation of examples of Best Practices remains to be designed. The Lead Communities will learn about a new project by visiting it, by bringing the people from that project into the community, and by creating seminars for its educators so they can learn how to adapt that example to their community.

Dr. Holtz noted that the team remains open to what he calls the "Department of Dreams" -- innovative ideas in Jewish education that have not yet been implemented and which may inspire Lead Communities to move in new directions in Jewish education.

C. Monitoring, Evaluation and Feedback Project

Mrs. Hochstein continued, stating that in order to gauge the impact and effectiveness of programs, the CIJE has hired Dr. Adam Gamoran of the University of Wisconsin to head its project for monitoring, evaluating and providing feedback in the Lead Communities.

Three field researchers have been hired to perform this function. The researchers will collect and analyze data and offer it to community leaders and practitioners for their immediate consideration. The purpose is to improve and correct implementation while the work is going on so that, when needed, change can occur immediately.

In addition, we will be evaluating progress and assessing the impact, effectiveness, and replicability of programs. Lead Communities as a concept for systemic change will also be studied. The resulting data base will be used to assess the state of Jewish education in North America. This work may result in a periodical on "the State of Jewish Education" as suggested by the Commission.

During 1992-93 the researchers will focus on three questions:

- (1) What visions for change in Jewish education are currently held by members of the community?
- (2) To what extent is the community mobilized, not only in terms of leadership, but financially as well.
- (3) What is the professional life of educators in the community like?

In addition, during the first year the Lead Communities will be asked to undertake a "self-study" which will help determine the next steps for implementation.

The Lead Communities will be invited to form a local committee to serve as the locus of responsibility for the implementation of the Project. The role of the Lead Community Committee will be to convene all leaders, educators, rabbis, and institutions in the community and invite them to join in the decision making, planning, and implementation of the Project. During the first year it is expected that the local committee will prepare a one year plan for 1992-93, undertake a self-study, begin to develop pilot programs, and draw up a five-year implementation plan. The Committee will manage the process of implementation by coordinating the efforts of various agencies, by initiating programs and efforts where required, and by facilitating improvement where necessary.

V. Lead Communities Selection

Mr. Mandel explained that Chuck Ratner had been asked to chair the Lead Communities Selection Committee. He praised Mr. Ratner as an exceptional Chair who brought to this task not only a fine, clear mind, but also a Jewish heart.

Mr. Ratner stated that the 57 communities invited to participate in the Project represented 3.5 million of the 5.5 million Jews in the United States. Twenty-three responded within a very short time frame with proposals of exceptionally high quality.

Mr. Ratner expressed pleasure in working with the committee, comprised of Charles Bronfman, John Colman, Tim Hausdorff, David Hirschhorn, Mark Lalner, Mort Mandel, Mel Merians and Lester Pollack, and with staff support from Steve Hoffman, Shulamith Elster, Art Rotman, Jack Ukeles, and Jim Meier. He noted that the process was as honest as any he'd been involved with; it was certainly fair; and very tough -- for the communities as well as for the Committee.

Mr. Ratner then introduced Dr. Jacob Ukeles to explain the process of selection.

Dr. Ukeles reported that 57 communities received program guidelines; 34 participated in a national satellite teleconference, and 23 submitted proposals. Each proposal was reviewed by two four-person panels. An overall rating and a composite score was agreed upon for each proposal and the results were submitted to the Lead Communities Selection Committee.

The finalist communities were Atlanta, Baltimore, Boston, Columbus, MetroWest, Milwaukee, Oakland, Ottawa and Palm Beach County.

Prior to the final selection of the Lead Communities, site visits were conducted by Board members, professionals and staff members. The finalists were asked additional questions based on gaps in their preliminary proposals. Levels of participation in educational programs, information on campaign results, and spending on Jewish education were reviewed as clues to the level of financial commitment and capacity. Leadership, financial resources, program, planning, and institutional human resources were considered in determining whether a candidate might be successful as a Lead Community.

There were two important, unanticipated by-products of this process: (1) the site visits increased the understanding and enthusiasm for the Lead Communities Project across the continent; and (2) the site visits themselves acted as catalysts in many communities to advance the commitment to local initiatives for excellence in Jewish education. Communities reported that these visits helped local advocates for Jewish education focus attention, generate excitement and heighten community interest in Jewish education.

Board member John Colman was asked to describe his site visit to Milwaukee.

He reported that he, Shulamith Elster, and Sol Greenfield of the JCC Association had visited Milwaukee looking for symptoms of strengths and weakness in the community. They were conscious of the fact that they were dealing with first impressions and were aware of the importance of putting the community's presentation in perspective.

Following the site visit they evaluated their impressions and summarized them for the Committee.

Mr. Ratner spoke about the most significant tension with which Committee members had to contend: the issue of picking communities that would have the best chance to succeed vs. those

communities with the greatest need. It was decided that the priority was to pick the three communities that were most likely to succeed.

The Committee recommended that Baltimore, Atlanta, and Milwaukee be invited to become Lead Communities. Each is involved in building the profession and each has brought new talent to the community in the very recent past; each has mobilized community support and demonstrated leadership on both the lay and professional levels; and, each has a vision and articulated goals.

The Committee also recommended that the three communities be asked to enter into a formal letter of understanding with CIJE which would clarify the roles of each in the partnership.

Before the final vote was taken, Mr. Mandel stressed that the decision is not final between the CIJE and Atlanta, Baltimore, and Milwaukee until both sides are satisfied on details. The recommendation that Baltimore, Atlanta and Milwaukee be invited to join CIJE in the Lead Communities Project was passed unanimously.

In the discussion that followed, it was suggested that the Board consider at some future date the growing suburbanization or small town movement within the Jewish community. There are increasing numbers of communities too small to maintain a rabbi and a congregation. The JCC Association's lay leadership model for military communities might be used for such a purpose.

VI. Concluding Comments

The meeting ended with the thoughtful concluding comments of Mandell Berman, past President of the CJF and JESNA.

Mr. Berman spoke about his involvement in Jewish education which began in the 1950s. He noted that at that time there was very little commitment among lay leaders to Jewish education. He admitted that four years ago when it was decided to form a commission to study issues affecting Jewish education and recommend new directions, he was skeptical. However, he would be leaving this meeting with his skepticism dissipated. He had watched the process; watched as leaders from around the Jewish community were sensitized to the issues. Mr. Berman noted that this is only a beginning, but he was enthusiastic. He felt that this group was committed to making a difference.. "For that, Mort, I thank you."

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 committees will be asked to write up their charge, share it with the full board for reaction, and then set priorities and work plans.

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 Fulbright 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:

1. Evaluate the success of the Lead Communities in creating improved structures and processes for Jewish education.
2. 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 Jewish 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.
 3. 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 undertaken 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.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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TO: CIJE Executive Committee
FROM: Morton L. Mandel, Chair
SUBJECT: Progress Report
DATE: May 28, 1993

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.

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.

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 Planner as staff in addition to her other responsibilities

Educators (teachers and principals) 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

June 22, 1993

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 local laboratories for Jewish education - as an entire community engaged in a major development and improvement program.

Lead Communities will demonstrate how:

- to mobilize community support to create more understanding, knowledge and support for Jewish education in the community-at-large.
- 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.

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, 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 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 Task 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

Milwaukee

- a. The Commission on Vision and Continuity has been established under the chairmanship of Louise Stein and Jane Gallman
- 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
 - 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)

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.

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.
- 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.

July 1, 1993

Ilena 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 Philanthropies 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

AGENDA FOR THE CIJE STAFF MEETING.

AUGUST 19-20th 1993.

American Friends of the Hebrew University.

Institute of Contemporary Jewry

11 East 69th street. New - York . N-Y

Session 1. Thursday August 19th: 10a.m.-12p.m.

The conception reconsidered.

Background material:

- Commission background reports (meetings of June 14th 1989; October 23rd 1989; February 14th 1990) .
- Time to Act ;
- Minutes of the May 1993 CIJE / LC Cleveland seminar

Session 2. Thursday August 19th: 12:45 - 2:15 p.m.

Discussion

Session 3: Thursday August 19th: 2:30 - 4:00 p.m.

Some basic concepts:

- " Systemic reform "
- " Content, Scope , Quality "

Background material

- " Lead Communities at Work "
- " Lead Communities Preliminary Work plan 1992-93 "

Session 4: Thursday August 19th : 4:15 - 6:00

Working with the Communities:

- 1) Planning
- 2) Local Commissions
- 3) Problems in implementing the idea of the Lead Community

Background material:

CIJE Planning Guide : February 1993

Session 5: Thursday August 19th: 7:00 - 8:30 p.m.

Working with the Communities: (continuation)

- 4) Community mobilization ; Wall to wall coalition ; Partnership, Funding
- 5) Programmatic options ; Enabling options
- 6) Educational profile of the Communities

Session 6: Friday August 20th: 9:00 - 10:30 a.m.

Content and Goals for Lead Communities:

Ideas, Vision, Visioning, Goals

Background material:

- *Goals for Jewish Education in Lead Communities*
- *David Cohen: " The Shopping Mall High-School " , pp.304-309*
- *Sara Lightfoot: " The Good High-School", pp.316-323*
- *Smith & O' Day: " Systemic School Reform " pp.235-6, 246-7*

Session 7: Friday August 20th : 10:45 a.m. - 12:15 p.m

Support Projects: Best Practices, Monitoring Evaluation & Feedback

Background material:

- *Best Practices project's director's report to the CIJE Board*
- *MEF project's director's report to the CIJE Board*

Session 8: Friday August 20th : 1:00 - 2:30 p.m.

Work plan:

- 1993-94 Outcomes
- 1993-94 Process

Session 9: Friday August 20th : 2:30 - 4:00 p.m.

Next meetings:

- Friday August 27th, 1:00 - 5:00 p.m.

Meeting place: To be decided upon

Agenda: Next steps

- October
- Future agenda for staff
- Seminar in Israel



BALTIMORE AGENDA

To put across to all of them - having a discussion of what the first year is going to be:

Two types of meetings:

- a. Preliminary
- b. Meeting with each community around the meals

1. What do they want to discuss

2. Their response to the question of what they want discussed - what they are planning for the year.

SW will be in touch with VFL and work out what each document will consist of.

will be a composite:

- What they want
- What we want

Report back to us on basis of that an agenda for the next meeting can be prepared.

Agenda will include:

1. Introduction of staff and their roles
2. A second discussion on contribution of the CIJE to local commission.



DRAFT 1: TENTATIVE AGENDA

CIJE & LEAD COMMUNITIES 2nd SEMINAR.
BALTIMORE. AUGUST 23rd - 24th 1993.

- Session 1: Monday August 23rd : 1:00 - 2: 30 p.m.

The Lead Communities project : Update

- Developments in the Lead Communities
- Developments in the CIJE

- Session 2: Monday August 23rd: 2:45 - 4:15 p.m.

Systemic change

- The concept
- Content, Scope, Quality

- Session 3: Monday August 23rd : 4:30 - 6:30 p.m.

The Lead Communities project

- Enabling options ; programmatic options
- What is a Lead Community project.

- Session 4: Monday August 23rd: 7:15 - 9:00 p.m.

The Goals project

- Goals, Vision and the Educated Jew Project
- Content as shaped by Goals

- Session 5: Tuesday August 24th : 9:00 - 10: 30 a.m.

The support projects:

- Best Practices
- Monitoring Evaluation and Feedback
- Goals

- Session 6: Tuesday August 24th' : 10:45 a.m. - 12:15 p.m.

CIJE resources

- a) Staff
- b) Working with Denominations, Training Institutions and Institutions in Israel
- c) Involvement of Lay Leadership.

- Session 7: Tuesday August 24th : 1:00 - 2: 30 p.m.

Work plan for 1993-94

- Planning Process
- Pilot Projects

- Session 8: Tuesday August 24th : 2:45 - 4:00 p.m.

Summary and conclusions



22.7.93

BALTIMORE

Lead Communities reconsidered

- a. Systemic
- b. Lasting
- c. Enabling as means
 - Content through goals
- d. Standards, scope

Seeing lay people, personnel, goals, Israel

CIJE contribution

- Who will what

Seeing the support projects

Monitoring, Evaluation and Feedback

Best Practices

Therefore year 1 plan { planning process
pilots

Working together

Minutes: **Lead Communities Consultation**

Date of Meeting: May 11-12, 1993

Date Minutes Issued: May 18, 1993

Participants Lauren Azoulay, 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

AMERICAN JEWISH
ARCHIVES

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

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

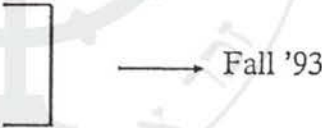
communities to share their work. The issue of cost was discussed. It will be important to make the case for the centrality of these joint meetings in order for funding not always to be an issue. It was suggested that by dovetailing the meetings of lay leaders with those of professionals, some savings 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 
- 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.

A survey is being conducted on the professional lives of educators in each of the communities. The first round of the Educators' Survey will entail formal educators. The Educators' Survey will provide information to the community about the following items on Jewish educators:

- Their perceptions of Jewish education
- Their current and prior experience
- Their training and staff development experience
- The schools they work in
- Their personal background.

As a report is drafted, CIJE will check with each community to determine issues which should be addressed.

B. Definition of a Lead Community Project

It was noted that in the excitement of the identification of each community as a Lead Community, projects are being initiated and identified as "Lead Community projects" by people or organizations in a particular community without these necessarily going through any process of content, quality control or sign-off by either the community or CIJE that would make it part of the LC Project.

It was suggested that CIJE and the local community be open to requests for the names of people who might be helpful in the development of a

project. However, in order for any project to be a "Lead Community project," it must fit within the goals of the LC project and its specific plans. Guidelines should include the following:

1. Process—has to fit within the plans defined by the local CIJE commission.
2. Content—has to fit within the enabling options.
3. Scope—has to be strategic, with potential for long-term impact.
4. Quality—has to fit within the goals of the Lead Communities project.

If a CIJE consultant or staff member is approached by someone in a Lead Community for advice on a project, that person should report this to the local Federation contact for follow-up—outside the Lead Communities process.

C. Vision

Besides the goals project described earlier in the seminar, it was noted that 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. It was suggested that it is important to set forth the ideal in order to develop the strategies necessary to move forward.

D. Concluding Remarks

It was reported that Shulamith Elster has decided that the time has come for her to work closer to home. She will be available to work with CIJE on special projects in the future, but will be leaving her role as Education Officer for CIJE. All present noted their gratitude for the work she has done in moving this project forward and in being the CIJE's link to the communities.

At the conclusion of the meeting it was suggested that participants take some time to reflect on the deliberations and to absorb what was said, following which decisions should be operationalized by CIJE and Federation senior staff. This was seen as the first of a series of meetings to help us move forward together toward a common goal.

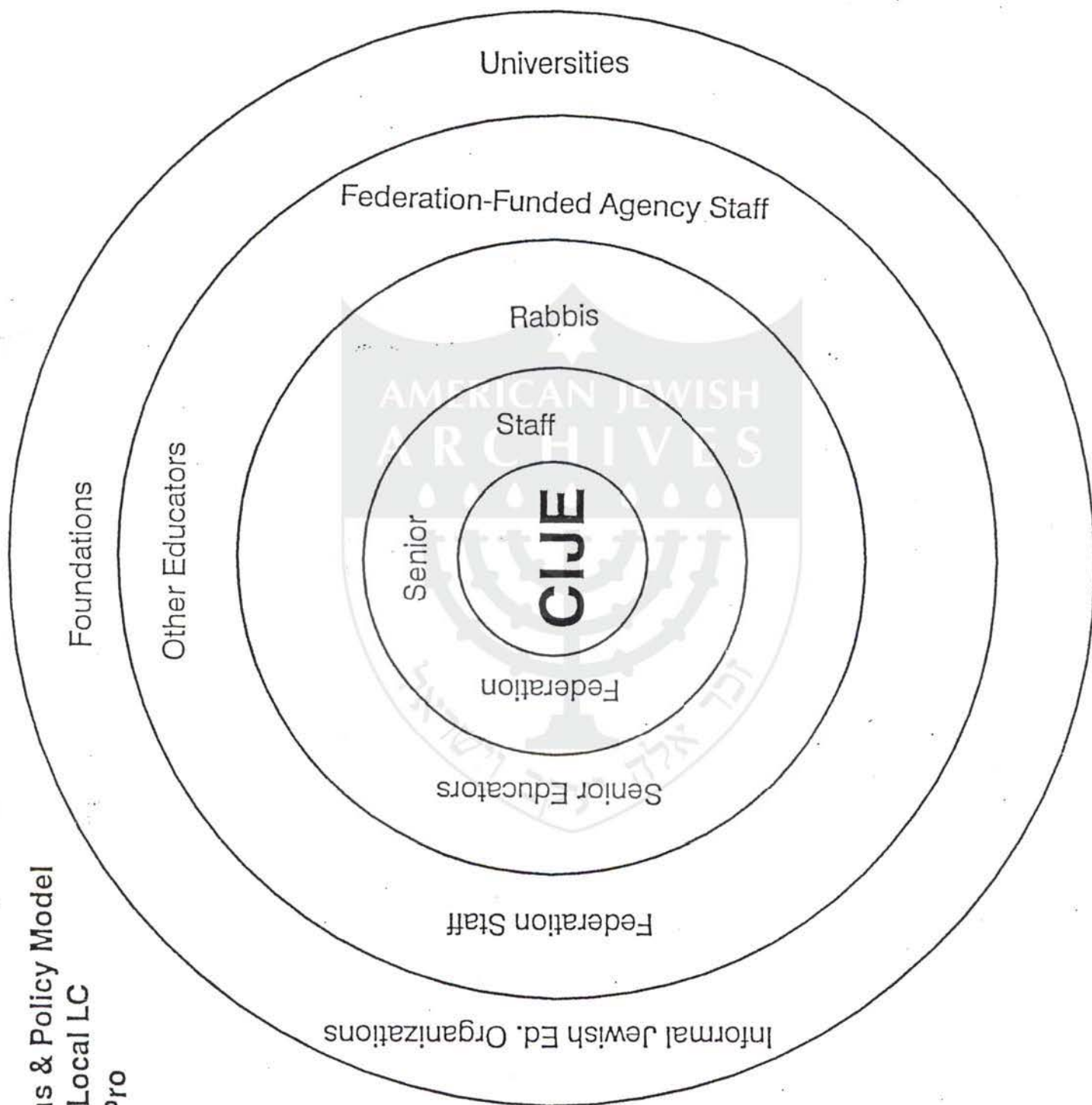
PROPOSED CALENDAR OF MEETINGS LEAD COMMUNITIES AND CIJE

1993

1994

[illegible]

Communications & Policy Model
Within Local LC
Pro



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.

II. Partnership: "The Wall-to-Wall Coalition"

It turns out that the "wall to wall coalition" that has been assumed as a precondition for the LC process is not so easily achieved; nevertheless, it is essential. While the CIJE cannot step in and organize local communities, there was consensus that part of the joint planning process to be carried out by core community leadership with CIJE staff must include the preparation of strategies for effective communication of the LC program to all players, and for "bringing on board" all relevant constituencies.

It was suggested that for purposes of this communication, communities be seen as concentric in structure, with the professional leadership described by the following sequence from core to periphery:

- 1) CIJE
- 2) Senior Federation staff
- 3) Senior educators and rabbis
- 4) Federation line staff, other educators, staff of Federation funded agencies
- 5) Informal educational organizations, foundations, universities

Levels 1 and 2 will constitute the key decision-making level ("core community leadership"); level 3 will be the primary link to the community at large and to the supra-communal religious ("denominational") institutions.

What remains to be done is to develop a similar analysis of lay leadership, and to plan the process of communication to and involvement of lay leaders.

It was emphasized that the appearance on the horizon of the CIJE, the "commission process," and the LC project has not suddenly erased the deepseated conflict between the Federation world and synagogue-based institutions. While research has convinced Federation leaders of the importance of maintaining religious institutions, and while synagogue and denominational leadership supports and participates in the Federation process, the relationship is still a touchy one. We must beware of the danger that synagogue-based leaders and educators will see the LC project as just another power-play by the Federation, designed to take over control of Jewish education.

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

Project is to stimulate civilized competition among the movement institutions, challenging them to take an active role in supporting local communities, especially in the areas of personnel development, and of educational goals.

III. Scope

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."

An important means for conveying the "systemic change message" is to focus on the supra-communal nature of the LC planning process: while each community is unique and will develop its own program in consultation with the CIJE and the denominational institutions, we must cultivate an additional layer of planning and joint activity, involving all three lead communities as a group.

Another element in our communication strategy must be the clarification of the distinction between the two key "enabling" options and the various support projects. All LC activity must be focused through the lenses of personnel and community mobilization. We must make it clear that the support projects (Goals, Best Practices, Monitoring, Evaluation-Feedback) are merely means to address the two key issues and should not be seen as the essential core of CIJE's activity.

IV. CIJE-Community Relationships

With respect to funding and fundraising, it is important to clarify the process, so that the communities, expectations and those of the CIJE will match. If indeed all parties see themselves involved in a joint planning process, it should follow that they will see themselves as involved in a shared responsibility for fundraising. The CIJE must make it clear to community leaders that it is only prepared to assist with fundraising (from extra-communal resources) for efforts that foster systemic change and that address one or both of the two enabling issues. At the same time, the CIJE must demonstrate sensitivity to the communities' need for lead time in planning any significant change in local fundraising priorities—and to the reality that while education may now have become a higher priority, it is still not the only priority.

If a relationship of trust is to be established between the CIJE and the local communal leadership, we must engage in a thoughtfully designed program of joint planning. A partnership cannot work if either side feels manipulated or disenfranchised. While the communal leadership accepts wholeheartedly the need for large-scale change, and respects the CIJE leadership and staff, the relationship to this point has not been free of such feelings of manipulation and disenfranchisement. It is essential that the May planning seminar be the first step in a process that takes "process" seriously (see below).

With respect to decision-making regarding programming, the concentric hierarchy (above) must be followed: each successive level (starting from the core) must "sign off" on a new program or policy before the idea is presented to the next level of leadership. While the CIJE can of course withhold support from projects the community adopts over its objections—and while the indirect costs to a community of flaunting CIJE opposition can be substantial—the CIJE cannot dictate community policy. Clearly, if an effective joint planning process is in place, such head-on collisions should be avoidable. A case in point of a planning glitch that has caused tension—but which may in the end turn out to be beneficial—is that of the stationing of the field researchers in each community. These were intended to serve as impartial observers, gathering data to do a proper evaluation of change in the communities. However, since they landed in the communities before any other manifestations of CIJE involvement were apparent, they ended up being perceived as representing the CIJE. In some cases, they accepted that role; in addition, their being fully funded by the CIJE gave the impression that the CIJE was indeed a funding agency. Now, the CIJE and the local communities must decide together exactly what role these researchers should play, and who should "own" them: it may indeed be best for them to work for the community directly, rather than to serve as the eyes of "big brother."

V. The Process

What we need now:

- a) a two tiered action plan: individual LCs and the three LCs as a unit
- b) clarity of expectation, and lead time: a two-year planning calendar
- c) a plan for communicating the general ideas and specific programs of the LC project to all community constituencies (see above)
- d) some visible results (new programs), to convince the communities that the project is real and worthwhile
- e) a joint planning process in which both LC leadership and CIJE have power and responsibility based on a shared vision of the overall approach

The May 10-11 Planning Seminar: "Towards a Joint Action Plan"

Day 1

1. Opening presentation (Henry L. Zucker) on the current understanding of the LC process, its successes and setbacks, based on the list of concerns raised at the simulation seminar (see above, I).
2. Presentation and exercise on partnership structure (Marshall Levin): concentric circles professional leadership; development of parallel chart for lay leadership.
3. Presentation of draft action plan and 28 month calendar of milestones and planning seminars for the CIJE with the group of three LCs (see below, "key elements of calendar").

4. Projection of developments in the two enabling options and the three support projects to fit the proposed calendar.
5. Assignment for overnight homework for representatives of each community: prepare draft of local action plan to fit with group action plan proposed in 3-4 above.

Day 2

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
7. Session on fundraising or goals (?)
8. Session for responding to various concerns and questions of community representatives not dealt with in agenda thus far.

Key elements of calendar:

- key lay leaders with top professionals and CIJE will meet twice a year plus once at the GA for a more ceremonial gathering.
- project directors will meet as a group with CIJE staff bimonthly (except summer) plus the three above-mentioned lay leadership meetings
- visits by CIJE staff to local communities: every six weeks
- should be some kind of Israel experience each year Preparatory materials:

It was agreed not to send participants heavy doses of background reading, but rather to prepare a binder containing worksheets for use during the meeting itself, to be distributed upon arrival.

August 12, 1992

LEAD COMMUNITIES AT WORK

A. INTRODUCTION

The Commission on Jewish Education in North America completed its work with five recommendations. The establishment of Lead communities is one of those recommendations, but it is also the means or the place where the other recommendations will be played out and implemented. Indeed, a lead community will demonstrate locally, how to:

1. Build the profession of Jewish education and thereby address the shortage of qualified personnel;
2. Mobilize community support to the cause of Jewish education;
3. Develop a research capability which will provide the knowledge needed to inform decisions and guide development. In Lead Communities this will be undertaken through the monitoring, evaluation and feedback project;
4. Establish an implementation mechanism at the local level, parallel to the Council for Initiatives in Jewish Education, to be a catalyst for the implementation of these recommendations;
5. The fifth recommendation is, of course, the lead community itself, to function as a local laboratory for Jewish education.

(The implementation of recommendations at the continental level is discussed in separate documents.)

B. THE SCOPE OF THE PROJECT

1. A Lead Community will be an entire community engaged in a major development and improvement program of its Jewish education. Three model communities will be chosen to demonstrate what can happen where there is an infusion of outstanding personnel into the educational system, where the importance of Jewish education is recognized by the community and its leadership and where the necessary resources are secured to meet additional needs.

The vision and programs developed in Lead Communities will demonstrate to the Jewish Community of North America what Jewish education at its best can achieve.

2. The Lead Community project will involve all or most Jewish education actors in that community. It is expected that lay leaders, educators, rabbis and heads of educational institutions of all ideological streams and points of view will participate in the planning group of the project, to shape it, guide it and take part in decisions.
3. The Lead Community project will deal with the major educational areas — those in which **most people** are involved at some point in their lifetime:
 - *Supplementary Schools*
 - *Day Schools*
 - *JCCs*
 - *Israel programs*
 - *Early Childhood programs*

In addition to these areas, other fields of interest to the specific communities could also be included, e.g. a community might be particularly interested in:

- *Adult learning*
 - *Family education*
 - *Summer camping*
 - *Campus programs*
 - *Etc...*
4. **Most or all institutions** of a given area might be involved in the program (e.g. most or all supplementary schools).
 5. A large proportion of **the community's Jewish population** would be involved.

C. VISION

A Lead Community will be characterized by its **ongoing interest in the goals** of the project. Educational, rabbinic and lay leaders will project a vision of what the community hopes to achieve several years hence, where it wants to be in terms of the Jewish knowledge and behavior of its members, young and adult. This vision could include elements such as:

- *adolescents have a command of spoken Hebrew;*
- *intermarriage decreases;*
- *many adults study classic Jewish texts;*
- *educators are qualified and engaged in ongoing training;*
- *supplementary school attendance has increased dramatically;*

- *a locally produced Jewish history curriculum is changing the way the subject is addressed in formal education;*
- *the local Jewish press is educating through the high level of its coverage of key issues.*

The vision, the goals, the content of Jewish education would be addressed at two levels:

1. At the communal level the leadership would develop and articulate a notion of where it wants to be, what it wants to achieve.
2. At the level of individual institutions or groups of institutions of similar views (e.g., all Reform schools), educators, rabbis, lay leaders and parents will articulate the educational goals.

It is anticipated that these activities will create much debate and ferment in the community, that they will focus the work of the Lead Communities on core issues facing the Jewish identity of North American Jewry, and that they will demand of communities to face complex dilemmas and choices (e.g., the nature and level of commitment that educational institutions will demand and aspire to). At the same time they will re-focus the educational debate on the content of education.

The Institutions of Higher Jewish Learning, the denominations, the national organizations will join in this effort, to develop alternative visions of Jewish education. First steps have already been taken (e.g., JTS preparing itself to take this role for Conservative schools in Lead Communities).

D. BUILDING THE PROFESSION OF JEWISH EDUCATION

Communities may want to address the shortage of qualified personnel for Jewish education in some of the following ways:

1. Hire 2-3 additional outstanding educators to bolster the strength of educational practice in the community and to energize thinking about the future.
2. Create several new positions, as required, in order to meet the challenges. For example: a director of teacher education or curriculum development, or a director of Israel programming.
3. Develop ongoing in-service education for most educators in the community, by programmatic area or by subject matter (e.g. the teaching of history in supplementary schools; adult education in community centers).

4. Invite training institutions and other national resources to join in the effort, and invite them to undertake specific assignments in lead communities. (E.g. Hebrew Union College might assume responsibility for in-service education of all Reform supplementary school staff. Yeshiva University would do so for Orthodox day-schools.)
5. Recruit highly motivated graduates of day schools who are students at the universities in the Lead Community to commit themselves to multi-year assignments as educators in supplementary schools and JCCs.
6. Develop a thoughtful plan to improve the terms of employment of educators in the community (including salary and benefits, career ladder, empowerment and involvement of front-line educators in the Lead Community development process.)

Simultaneously the CIJE has undertaken to deal with continental initiatives to improve the personnel situation. For example it works with foundations to expand and improve the training capability for Jewish educators in North America.

E. DEVELOPING COMMUNITY SUPPORT

This could be undertaken as follows:

1. Establishing a wall-to-wall coalition in each Lead Community, including the Federation, the congregations, day schools, JCCs, Hillel etc...
2. Developing a special relationship to rabbis and synagogues.
3. Identify a lay "Champion" who will recruit a leadership group that will drive the Lead Community process.
4. Increase local funding for Jewish education.
5. Develop a vision for Jewish education in the community.
6. Involve the professionals in a partnership to develop this vision and a plan for its implementation.
7. Establish a local implementation mechanism with a professional head.
8. Encourage an ongoing public discussion of and advocacy for Jewish education.

F. THE ROLE OF THE CIJE IN ESTABLISHING LEAD COMMUNITIES

The CIJE, through its staff, consultants and projects will facilitate implementation of programs and will ensure continental input into the Lead Communities. The CIJE will make the following available:

1. *BEST PRACTICES*

A project to create an inventory of good Jewish educational practice was launched. The project will offer Lead Communities examples of educational practice in key settings, methods, and topics, and will assist the communities in “importing,” “translating,” “re-inventing” best practices for their local settings.

The Best Practices initiative has several interrelated dimensions. In the first year the project deals with best practices in the following areas:

- * *Supplementary schools*
- * *Early childhood programs*
- * *Jewish community centers*
- * *Day schools*
- * *Israel Experience programs*

It works in the following way:

- a. First a group of experts in each specific area is recruited to work in an area (e.g., JCCs). These experts are brought together to define what characterizes best practices in their area, (e.g., a good supplementary school has effective methods for the teaching of Hebrew).
- b. The experts then seek out existing examples of good programs in the field. They undertake site visits to programs and report about these in writing.

As lead communities begin to work, experts from the above team will be available to be brought into the lead community to offer guidance about specific new ideas and programs, as well as to help import a best practice into that community.

2. *MONITORING EVALUATION FEEDBACK*

The CIJE has established an evaluation project. Its purpose is three-fold:

- a. To carry out **ongoing monitoring of progress** in Lead Communities, in order to assist community leaders, planners and educators in their work. A researcher will be commissioned for each Lead Community and will collect and analyze data and offer it to

practitioners for their consideration. The purpose of this process is to improve and correct implementation in each Lead Community.

- b. To **evaluate progress** in Lead Communities — assessing, as time goes on, the impact and effectiveness of each program, and its suitability for replication elsewhere. Evaluation will be conducted by a variety of methods. Data will be collected by the local researcher. Analysis will be the responsibility of the head of the evaluation team with two purposes in mind: 1) To evaluate the effectiveness of individual programs and of the Lead Communities themselves as models for change, and 2) To begin to create indicators (e.g., level of participation in Israel programs; achievement in Hebrew reading) and a database that could serve as the basis for an ongoing assessment of the state of Jewish education in North America. This work will contribute in the long term to the publication of a periodic “state of Jewish education” report as suggested by the Commission.
- c. The feedback-loop: findings of monitoring and evaluation activities will be continuously channeled to local and CIJE planning activities in order to affect them and act as an ongoing corrective. In this manner there will be a rapid exchange of knowledge and mutual influence between practice and planning. Findings from the field will require ongoing adaptation of plans. These changed plans will in turn, affect implementation and so on.

During the first year the field researchers will be principally concerned with three questions:

- (a) What are the **visions** for change in Jewish education held by members of the communities? How do the visions vary among different individuals or segments of the community? How vague or specific are these visions?
- (b) What is the extent of **community mobilization** for Jewish education? Who is involved, and who is not? How broad is the coalition supporting the CIJE’s efforts? How deep is participation within the various agencies? For example, beyond a small core of leaders, is there grass-roots involvement in the community? To what extent is the community mobilized financially as well as in human resources?
- (c) What is the nature of the **professional life of educators** in this community? Under what conditions do teachers and principals work? For example, what are their salaries and benefits? Are school faculties cohesive, or fragmented? Do principals have offices? What are the physical conditions of classrooms? Is there administrative support for innovation among teachers?

The first question is essential for establishing that specific goals exist for improving Jewish education, and for disclosing what these goals are. The second and third questions concern

the “enabling options” decided upon in *A Time to Act*, the areas of improvement which are essential to the success of Lead communities: mobilizing community support, and building a profession of Jewish education.

3. *PROFESSIONAL SERVICES*

The CIJE will offer professional services to Lead Communities, including:

- a. Educational consultants to help introduce best practices.
- b. Field researchers for monitoring, evaluation and feed-back.
- c. Planning assistance as required.
- d. Assistance in mobilizing the community.

4. *FUNDING FACILITATION*

The CIJE will establish and nurture contacts between foundations interested in specific programmatic areas and Lead Communities that are developing and experimenting with such programs (e.g., the CRB Foundations and youth trips to Israel; MAF and personnel training; Blaustein and research).

5. *LINKS WITH PURVEYORS OR SUPPORTERS OF PROGRAMS*

The CIJE will develop partnerships between national organizations (e.g., JCCA, CLAL, JESNA, CAJE), training institutions and Lead Communities. These purveyors could undertake specific assignments to meet specific needs within Lead Communities.

G. LEAD COMMUNITIES AT WORK

The Lead Community itself could work in a manner very similar to that of the CIJE. In fact, it is proposed that a local commission be established to be the mechanism that will plan and see to the implementation and monitoring of programs.

What would this local mechanism (the local planning group) do?

- a. It would convene all the actors;
- b. It would launch an ongoing planning process; and
- c. It would deal with content in the following manner.

1. It could make sure that the content is articulated and is implemented.
2. Together with the team of the Best Practices project and with the Chief Education Officer, it would integrate the various content and programmatic components into a whole. For example: it could integrate formal and informal programs.

It could see to it that in any given area (e.g., Israel experience) the vision piece, the goals, are articulated by the various actors and at the various levels:

- *by individual institutions*
- *by the denominations*
- *by the community as a whole.*

In addition, dealing with the content might involve having a “dream department” or “blues-kying unit,” aimed at dealing with innovations and change in the programs in the community.

H. LAUNCHING THE LEAD COMMUNITY — YEAR ONE

During its first year (1992/93) the project will include the following:

1. Negotiate an agreement with the CIJE including:
 - a. Detail of mutual obligations;
 - b. Process issues — working relations within the community and between the community, the CIJE and other organizations
 - c. Funding issues;
 - d. Other.
2. Establish a local planning group, with a professional staff and with wall-to-wall representation.
3. Gearing-up activities, e.g., prepare a 1-year plan, undertake a self-study (see 6 below), prepare a 5-year plan.
4. Locate and hire several outstanding educators from outside the community to begin work the following year (1993/94).
5. Preliminary implementation of pilot projects that result from prior studies, interests, communal priorities.
6. Undertake an educational self-study, as part of the planning activities:

Most communities have recently completed social and demographic studies. Some have begun to deal with the issue of Jewish continuity and have taskforce reports on these. Teachers studies exist in some communities. All of these will be inputs into the self-study. However, the study itself will be designed to deal with the important issues of Jewish education in that community. It will include some of the following elements:

- a. Assessment of needs and of target groups (clients).
- b. Rates of participation.
- c. Preliminary assessment of the educators in the community (e.g., their educational backgrounds).

The self-study will be linked with the work of the monitoring, evaluation and feedback project.

Some of the definition of the study and some of the data collection will be undertaken with the help of that project's field researcher.



THE CIJE – PRELIMINARY WORKPLAN 1992/1993

A. Function, Structure and Staffing Assumptions

The following assumptions guide this plan:

1. The function of the CIJE is to do whatever is necessary to bring about the implementation of the Commission's decisions. This includes initiating action, being a catalyst and a facilitator for implementation. The CIJE is not a direct provider of services except consultations.
2. The CIJE is a mechanism of the North American Jewish community for the development of Jewish education. Optimally an increasing number of leaders would see it as their organization for purposes of educational endeavours.
3. It will always be a small organization with few staff and high standards of excellence. We assume that its staff will include, in addition to the Executive Director, and an administrative support staff, a planner, a chief education officer, a director of research and community projects, as well as possibly some additional staff with content expertise.
4. The plan is based on the assumption that the assignment includes fundraising for the CIJE and for the CIJE's contribution to Lead Communities.

B. Establishing Lead Communities

The bulk of the CIJE's work for this coming year will be the pro-active efforts required to establish lead communities, to guide them and guarantee the content, the scope and the quality of implementation, and to help raise the necessary funds for the CIJE's share in their work, as well as for the lead communities themselves (the CIJE's role in funding was debated at the August meetings—I am not sure that this formulation accurately reflects the debate).

C. Elements of the Workplan for Lead Communities

● *Immediate: Preparation, Negotiations and Launch*

1. Prepare written guidelines for lead communities (LC), including proposed agreement, planning guidelines, description of the project and of the CIJE's support role.
2. Prepare CIJE staff for the assignment with LCs and have periodic staff meetings for ongoing work. Items 1 and 2 involve further preliminary development of the concept of Lead Communities, its translation into specific content and practice.
3. Offer ongoing guidance and backing to the two support projects: Best Practices and Monitoring, Evaluation and Feedback.
4. Launch the dialogue with lay and professional leadership in each LC towards an understanding of the broad lines of the project, an agreed-upon process for the project and the formulation of an agreement or contract. The chronology is to be determined. IN particular, we discussed the question of whether we ought to push for rapid, written agreement, or rather engage in a joint learning process that would lead to agreement when the communities are more knowledgeable. Whatever the decision, the dialogue with the communities would revolve around the concept of Lead Community, the terms of the project, the planning and decisionmaking process, the relationship with the CIJE—including funding and the two projects.
5. Work with educators and rabbis in the community: they usually have strong views, commitments and expectations on which we will want to build.
6. Convene an ongoing (monthly?) planning seminar of the lead communities and the CIJE to further develop and design the concept of LCs. Given the innovative and experimental nature of the project, much needs to be worked out jointly with the best available talent joining forces for the design and planning work. This will also provide a basis for networking among LCs.

The character of the first meeting, to be convened as soon as possible, is yet to be determined (e.g., should it be a major meeting aimed at socializing, acquainting, familiarizing the leadership (lay and professional) with the ideas, staff, actors, projects, foundations, related to the CIJE; or should it be a smaller meeting of several representatives of each community and of the CIJE (see appendix B for possible scenario).

7. Set up the various expert contributions of the CIJE:
 - a) Provide planning guidance and guidance for the community mobilization process (community organization and ongoing trouble-shooting). Prepare guidelines and

discuss them with the communities. Assist as needed in the establishment of a strong planning group (committee, commission), with wall-to-wall representation.

- b) Negotiate with foundations, organizations and purveyors of programs the nature of their involvement and their contribution to lead communities. Begin training them for the assignment (e.g., discuss the institutions of higher Jewish learning, their role in in-service and pre-service training, as well as their role for the articulation of visions or goals of Jewish education; work with the JCCA, JESNA, CAJE, CLAL; approach program-oriented foundations with specific programs). This requires preparing background documents—for example, what would the Israel experience be in a lead community—and discussing with the appropriate organization or foundation their interest in taking all or part of the program upon themselves.
 - c) Provide funding facilitation as required.
 - d) Provide planning guidance for:
 - 1) The self-study
 - 2) The one-year plan
 - 3) Pilot projects to be launched in year 1
 - 4) The five-year plan
 - e) Complete plans for the introduction of the Best Practices project into the community and make educational consultants available to the communities.
 - f) Introduce the Monitoring and Evaluation project in the community (field researchers to conduct preliminary interviews) and help process the findings of the periodic reports (first one in January 1993).
 - g) Provide guidance for the development of vision-, mission-, goal- statements at institutional and community levels.
 - h) Appoint a key staff consultant for each community to mediate the content (community mobilization; building the profession) and make educational consultants available for specific needs (e.g., develop in-service training programs for early childhood educators; re-invent a best practice supplementary school model into the community).
 - i) Develop networking between communities.
 - j) Develop means of communications and P.R.
8. Toward the end of the year: gear-up towards implementation

- ***Ongoing Work—General CIJE and Related to Lead Communities***

- 1) Board meetings (August and February), executive group, board committees (lead communities, Monitoring/Evaluation, Best Practices) and camper assignments.
- 2) Senior advisory group meetings or conference calls.
- 3) Monthly CIJE-lead communities planning seminar.
- 4) Fundraising.
- 5) Ongoing contacts with constituencies (organizations, purveyors of programs, foundations, lay leaders, educators, rabbis).
- 6) Staff meetings (for planning and discussion of educational content—twice a year).
- 7) Guidance to key projects.
- 8) Networking with educators, organizations and institutions.
- 9) Plan the second and third years of the project.

D. Beyond Lead Communities:

Major areas of endeavor of the CIJE and suggested action in each area for the next 12 months (please note: areas 1, 2, and 3 below must be dealt with both at the continental level and in lead communities).

1. *Community mobilization and communications*

Plan and launch the activities that will help mobilize communities, organizations and leaders to Jewish education and create more fertile grounds for access to the resources required (beyond the three communities selected). Areas of endeavour might include:

- Work with the 23 applicant communities to the Lead Communities Project (or with any differently defined large group of communities) to capitalize on goodwill, initial interests, local initiatives. This should initially include a very limited number of activities—until the CIJE's work load permits more. For example: during the coming year one might convene once or twice representatives of the communities to share with them two topics
 - findings of the Best Practices Project and methodology of the Monitoring, Evaluation and Feedback Project
 - and meetings with programs and representatives of programmatic foundations (CRB for Israel; Melton for the adult mini-school; Revson for media; etc.).

- Launch a communications program that will continue the work begun with the publication of *A Time to Act*.

In too many quarters the work of the CIJE is not known. This limits our effectiveness, particularly with reference to fundraising, and misses on important opportunities for community mobilization.

This area has not yet been planned and very limited work was done to date.

2. *Building the profession of Jewish education*

In order to deal with the shortage of qualified educators a thoughtful plan needs to be prepared concerning action required at the central or continental level. We have deferred dealing with issues such as a portable benefits plan, salary policies, what would it take to meet the shortage of qualified personnel in terms of both pre-service and in-service training (beyond the grants to the training institutions), etc. In the course of the current year we may want to begin planning of the work. (I believe this requires initially an in-house or commissioned planning piece.)

3. *Developing a research capability*

Two steps were taken so far: the development of two major research projects to support the development effort in lead communities (Holtz and Gamoran) and the preparation of a background paper by Dr. Isa Aron. We have not yet found financial support for this project.

4. *Establishing lead communities*

(See above).

January 26, 1993

Fall Seminar — Some Suggestions

An event to start work, inform, set the terms, create the dialogue.

The components might include:

1. General meeting of CIJE and lead community representatives re: the project in general and the CIJE's contribution. Includes CIJE and lead community lay leadership (10-20 people per community plus CIJE staff and consultants, as well as lay people for part of the meetings).
 - a. Communities introduce themselves, their views, hopes, ideas, past achievements, etc.
 - b. The CIJE introduces the present state of the lead community idea — its evolution from the Commission to today. The notion of these communities as spearheads for systemic change — for addressing the problems of Jewish education/continuity.
2. Lay leaders to lay leaders — issues of funding and community mobilization.
3. Vision and goals: presentation and discussion followed by work with representatives of the training institutions and others who will be leading this effort.
4. Professionals, educators, rabbis: build upon their work, commitments, convictions.
 - a. Discussion of the project, the process, getting to work.
 - b. The Best Practices Project: presentation and discussion — includes consultants on content.
 - c. Monitoring, Evaluation and Feedback: same.
 - d. Planning:
 - *self-study*
 - *pilot projects*
 - *one year plan*
 - *five year plan*
 - *the ongoing CIJE seminar*
5. Networking among lead communities.

6. Meetings with organizations, purveyors of programs and programmatic foundations: to discuss specific interests and projects
 - *in-service training programs*
 - *CAJE*
 - *JESNA*
 - *JCCA*
 - *the Melton mini-school*
 - *the CRB foundation*
 - *etc.*
7. Closing session and discussion of next steps.



CIJE -- Workplan -- Draft

Task Name	Start	End	1992				1993											
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	D
Lead Communities	15/Sep/92	02/Sep/93																
	15/Sep/92	15/Sep/92	Δ															
Launch Activities	15/Sep/92	02/Sep/93																
Prepare written guidelines	15/Sep/92	20/Oct/92																
Written agreement	15/Sep/92	30/Sep/92																
Planning guidelines	15/Sep/92	20/Oct/92																
Negotiate Agreement	15/Sep/92	30/Nov/92																
Present project to Community	15/Sep/92	01/Dec/92																
CIJE staff preparation	15/Sep/92	01/Dec/92																
Launch Monitoring	15/Sep/92	26/Aug/93																
Introduce in community	15/Sep/92	25/Sep/92																
Develop feedback loop	15/Sep/92	30/Nov/92																
Set terms for first report	15/Sep/92	27/Nov/92																
Feedback from findings	19/Jan/93	26/Aug/93																
Launch Best Practices	15/Sep/92	02/Sep/93																
Introduce	15/Sep/92	30/Nov/92																
develop method	15/Sep/92	02/Sep/93																
provide consultants	15/Sep/92	02/Sep/93																
Vision project	15/Sep/92	31/Aug/93																
develop project	15/Sep/92	31/Aug/93																
work with IHJL etc..	15/Sep/92	26/Aug/93																
Introduce in communities	16/Nov/92	26/Aug/93																
Convene first planning seminar	01/Dec/92	01/Dec/92				Δ												
Community process	15/Sep/92	26/Aug/93																
Work with educators, rabbis	15/Sep/92	27/Aug/93																
Planning guidance	15/Sep/92	26/Aug/93																
Self study	06/Nov/92	30/Apr/93																
First year plan	15/Sep/92	31/Dec/92																
Pilot projects	08/Feb/93	08/Feb/93					Δ											
Five year plan	01/Dec/92	26/Aug/93																
Work with foundations	15/Sep/92	26/Aug/93																
Work with program purveyors	15/Sep/92	26/Aug/93																
Work with national organizations	15/Sep/92	26/Aug/93																
Funding facilitation	15/Sep/92	26/Aug/93																

CIJE -- Workplan -- Draft

Task Name	Start	End	1992				1993											
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	D
Appoint staff consultant	15/Sep/92	15/Sep/92	Δ															
Develop Networking between communiti	01/Dec/92	01/Dec/92			Δ													
Communications and pr	15/Sep/92	26/Aug/93																
Gear up towards implementation	10/Aug/93	10/Aug/93												Δ				
	15/Sep/92	15/Sep/92	Δ															
Ongoing	15/Sep/92	02/Sep/93																
Fundraising	15/Sep/92	26/Aug/93																
Board meetings	14/Feb/93	14/Feb/93						Δ						Δ				
Board Committees	15/Sep/92	15/Sep/92	Δ					Δ						Δ				
Executive Committee	29/Nov/92	29/Nov/92			Δ						Δ					Δ		
Senior Advisors	31/Oct/92	31/Oct/92		Δ														
Planning Seminar	30/Nov/92	26/May/93																
Mobilizing constituencies	15/Sep/92	31/Aug/93																
National organizations	15/Sep/92	30/Aug/93																
Purveyors of programs	15/Sep/92	26/Aug/93																
Foundations	15/Sep/92	26/Aug/93																
Individuals	15/Sep/92	31/Aug/93																
Educators and Rabbis	15/Sep/92	26/Aug/93																
Staff seminars	18/Oct/92	18/Oct/92		Δ			Δ				Δ			Δ				
Ongoing guidance to projects	15/Sep/92	09/Aug/93																
Networking	15/Sep/92	02/Sep/93																
Plan years two and three	12/Jul/93	30/Aug/93																
	15/Sep/92	15/Sep/92	Δ															
Community Mobilization and Communicati	15/Sep/92	01/Sep/93																
Plan	08/Jan/93	26/Aug/93																
From 3 to 23	07/Jan/93	01/Sep/93																
Communications program	07/Jan/93	31/Aug/93																
	15/Sep/92	15/Sep/92	Δ															
Building the Profession	15/Sep/92	08/Sep/93																
Plan	10/Mar/93	08/Sep/93																
	15/Sep/92	15/Sep/92	Δ															
Develop a Research capability	16/Aug/93	16/Aug/93												Δ				
Decide on next steps	16/Aug/93	16/Aug/93												Δ				

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 process 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:

- 1) 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 internal to congregations which result in particular educational arrangements, and how might these forces be 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



MEMORANDUM

July 18, 1993

To: Annette, Seymour, and Shmuel
From: Adam
CC: Ellen, Roberta, Julie
Re: Ambiguities in CIJE terms and concepts

Attached are two documents:

- (1) A glossary of key terms and concepts for CIJE, which you may wish to circulate.
- (2) A discussion of ambiguities related to these terms and concepts. This is intended as feedback to CIJE.

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?

Ambiguities

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:	<u>A Time to Act</u> , The Report of the Commission on Jewish Education in North America. Lanham, MD: University Press of America, 1990.
BPSS:	<u>Best Practices Project: The Supplementary School</u> , edited by Barry Holtz, CIJE, 1993.
CSR:	"The Challenges of Systemic Reform: Lessons from the New Futures Initiative for the CIJE," by Adam Gamoran, CIJE 1992.
GJE:	"Goals for Jewish Education in Lead Communities," by Seymour Fox and Daniel Marom, CIJE 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:	<u>Planning Guide</u> , CIJE, 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 from 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 CIJE 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.

Personnel -- 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.

Vision -- 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.

Wall-to-Wall Coalition -- 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 CIJE 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 cities 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 CIJE has described its relationship with lead communities as a "partnership." Second, "bottom-up" implies reforms generated from within the community, but thus far CIJE 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 CIJE, and other specific roles for consultants and CIJE 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 CIJE.

Partnership -- 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?

CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 28

		1993					1994					
I. THE CIJE CORE	For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
<u>a. Board</u>												
—Regular meetings	March rather than February; Additional meetings in July rather than August 1994.	Δ							Δ ADH			
—Executive Committee	Additional January &/or May meeting.	Δ					Δ ADH		Δ		Δ ADH	
—Committees operating (MEF, LCs, Research)	Who staffs each committee?						Δ ADH					
—New board members (X3)									Δ +1 ADH			
<u>b. Staff</u>												
—Job definitions for CIJE staff			Δ ADH									
—Planning function in place	Full time/part time								Δ ADH			
—Core staff meetings	ADH/BH/GD/VL/AG	Δ	Δ	Δ Israel	Δ		Δ	Δ Israel	Δ	Δ	Δ	Δ
—Advisory group constituted	New professional advisory group						Δ Constit.				Δ Meeting	
—Review CIJE staff job descriptions									Δ ADH			
<u>c. Administration</u>												
—Satellite office NY				Δ SHH/ADH								
—Satellite in Jerusalem			Δ ADH									
—Calendar events 1993/4				Δ ADH/GD								

CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 28,

1993							1994						
I. THE CIJE CORE	For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July
—Budget presented — 6 months	6 month interim budget 1/94-7/94			Δ ADH									
—Proposed budget 8/94-7/95	January-December or August-July budget years.						Δ 1st Prop.		Δ 2nd Ver.				
—Outline events calendar 1994/95											Δ GD		
<u>d. Fundraising</u>													
—Plan for foundations—Jewish													
—Plan for general foundations									Δ ADH Δ ADH/AH				
<u>e. CIJE Executive Director</u>													
—Plan for recruitment							Δ ADH						
<u>f. Communications</u>													
—Plan for 1994-95 conference for sharing developments													
—Brochure on CIJE							Δ						
—CIJE Education Letter—3 issues to be developed							Δ BH						
<u>g. National Organizations</u>													
—National advisory group to be established	CJF Commission relationships									Δ			
—Connection with national organizations			Δ										
<u>h. Dissemination of LCs</u>													
—From 3 to 23: A plan											Δ BH		

CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 28

1993

1994

II. LEAD COMMUNITIES	For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
<u>a. Local Commissions</u> —Wall-to-wall coalition established —Multi-year strategy & plan completed including: Self-study, Educators' survey, Personnel plan —CIJE-LC Meetings				Δ								
		Δ SW			Δ GA ADH		Δ ADH		Δ ADH			Δ ADH
								Δ				
<u>b. Pilot Projects (BH)</u> —Implementation of at least 1 in each community —Summer seminars in Israel												
<u>c. Calendar</u> —1993/94 LC 'within' & 'across' —1994/95 calendar —1995/96 gross calendar				Δ ADH/ Planner								
											Δ Planner	
<u>d. Local LC Team</u> —CIJE/local LC joint team formed in each LC					Δ GD							

CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 28,

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1994

II. LEAD COMMUNITIES	For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Ji
<u>e. LC Personnel Development</u> — Personnel statistical survey — 'Lives of educators' in all 3 LCs — Senior educators/Jerusalem Fellows recruitment — Summer institute for strategically targetted groups — Plan for LC/training institutions personnel initiative in LC		Δ				Δ EG		Δ ADH		Δ Plan GD			
<u>f. MEF</u> — Develop workplan — Mid-year Report — 1994/95 plan			Δ ADH/AG EG/AH					Δ AG/EG			Δ AG/EG		
<u>g. Goals Project</u> — Seminars for core CIJE staff — Seminar for local commission — Summer retreat	October '93 seminar in Israel. When will we be ready Lay & professionals? Israel?	Δ SW/ADH		Δ ADH/SF (Israel)			Δ ADH/SF				Δ ADH/SF		Δ ADH

CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 28, 1

1993

1994

II. LEAD COMMUNITIES		For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Jul
<h3>h. Best Practices</h3> <ul style="list-style-type: none"> —Early childhood volume & consecutive volumes (X3) —Colloquium on supplementary school for LCs —Best practice 'Pilot Project' initiated 		Held in LCs for educators & community leadership			Δ			Δ BH			Δ BH			

CIJE WORKPLAN 8/93-7/94: ITERATION #2

July 28, 1

1993

1994

III. BUILDING THE PROFESSION	For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Jul
—Training institutions: Personnel plan consultation									Δ				
—CIJE plan linking LC needs, training institution capability & unmet needs: First iteration	Who staffs this?							Δ GD					
IV. COMMUNITY LEADERSHIP													
—Information system initiated	Staff								Δ ADH				
—'Camper' plan for key individuals												D ADH	
—Plan for major leadership conference in 1995 on work of LC & CIJE: First iteration										Δ GD/BH			
V. RESEARCH													
—Consultation towards a plan for developing a research agenda											Δ ADH/SF		

NOTES TOWARDS CIJE WORKPLAN 1993-1994: ITERATION 2

1. This document is a first attempt to articulate tasks over time for the CIJE for 1993-94.
2. It is intended for staff discussion in New York (August 19-20); discussion with the lead community partners (August 23-24); and for presentation, in gross form, to the Executive of the CIJE.
3. It takes those outcomes for July 1994 which were projected in June 1993 and plans them within a timeline.
4. When this plan is approved, it will form the basis for detailed workplans for:
 - Each LC
 - Each staff member
 - Each assignment.

Δ	=	Milestones/Benchmarks
ADH	=	Alan Hoffmann
ARH	=	Annette Hochstein
SF	=	Seymour Fox
BH	=	Barry Holtz
GD	=	Gail Dorf
SHH	=	Steve Hoffmann
AG	=	Adam Gamoran
EG	=	Ellen Goldring
VFL	=	Virginia Levi

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TO: FAX NO. (011) 972-2 - 619951

Name Seymour Fox

Company Mandel Institute

Street Address _____

City

State

Zip

Country

FROM: FAX NO. (216) 361 - 9962

Name Morton L. Mandel

Company Mandel Associated Foundations

Tele. No. (216) 391-8300 Ext. 2320

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



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 religious and educational institutions being the most notable examples — promoting serious, committed Jewish 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 *tzedakah* and *tikkun olam* — but has now begun to move toward the top of their agendas. 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 Culture, 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 — educational bodies, membership organizations, community

relations agencies, Israeli and Zionist organizations — vitally concerned with the Jewish 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 Jews of our era to find deep personal meaning in their Jewishness and live out Jewish 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.

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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 continental 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 Jewish 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 seeks 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' historic talents in planning and financial resource development.

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

- 1) 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 emerge.

Conceptual/Strategic Principles

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

- 1) 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 deliberations. But they must also be prepared to learn and to be affected by serving on the Commission.

- 3) The Commission's work will incorporate several different tasks and processes. 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.
- 4) The Commission will need to hear from and involve a wide range of constituencies and interests, including individuals from outside 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 available to it.

AMERICAN JEWISH ARCHIVES 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 Jewish life.
- Develop guidelines, models and principles which can facilitate the transformation of institutional 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

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reality.

The Commission's most important role will be to create a new coalition of organizational forces to sustain, 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 *emumat Yisrael* — will be a microcosm 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-ended goal, we are ready to begin our work.

UAB

~~Reported by: July 8, 1993~~

COMMISSION OF JEWISH IDENTITY AND CONTINUITY

Meeting: Tuesday, August 3, 1993

<u>Name</u>	<u>Attendance</u>
Marvin Lender	Yes
Shoshana S. Cardin	Yes
Alan Ades	
Stephen Bayme	
Helene Berger	
Aaron Brotman	Yes
Andrea Dubroff	Yes
Arnold Eisen	Yes
Tom Freudenheim	Yes
Sidney Goldstein	
Rabbi Moshe Gorelik	No
Charles H. Goodman	Yes
Neil Greenbaum	Yes
Arnold Greenberg	Yes
Richard Joel	Yes
Martin Kraar	Yes
Lynn Korda Kroll	
Rabbi Norman Lamm	
Deborah Lipstadt	
Rabbi Brian Lurie	Yes
Melvin Merlano	
Robert Mirisch	No
Lester Pollack	Yes
Joseph Riemer	
Sheldon Rudoff	
Michael Rukin	Yes
John Ruskey	Yes
David Sacks	
Rabbi Alex Schindler	
Rabbi Ismar Schorsch	
Daniel S. Shapiro	Yes
Rabbi Allan Silverstein	
Barry Shrage	Yes
Rabbi David Teutsch	
Richard L. Wexler	
Rabbi Sheldon Zimmerman	

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