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# מנדל MANDEL



Annette Hochstein

C.I.J.E Seminar • 10 / '93

מספר תיק

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LEAD COMMUNITY OUTCOMES 1993-94

By July 31st 1994

By April 1, 1994 | By January 1, 1994

- a. Wall-to-Wall Leadership Coalition (pro. and lay)
- established in each LC with defined 'concentric rings' as discussed Jerusalem/Cleveland
- b. Calendar:
- Fully fleshed-out operating calendar for each LC both 'within' and 'across' Joint action plan in place.
  - Fine-tuned calendar for 1994-5
  - Gross calendar 1995-6
- c. Mission
- Local LC staff, Local Commission, Federation key pros., Federation leaders, rabbis and educators ALL understand the mission and role of CIJE. (Probably by several seminars in LC's)
  - "Enabling options"; "scope"; "systemic change".
- d. Staff
- Core team developed for each LC from CIJE, local commission, federation, MEF - meets regularly.
  - Gail Dorph is 'project officer' to that team.

By April 1, 1994 By January 1, 1994





By July 31st 1994

- e. Personnel
- MEF professional survey results in diagnostic profile of all personnel personnel needs leading to a multi-year plan for personnel devel.
  - Summer 1994: Summer Institute for targetted strategic personnel groups.
  - At least two Senior Educators or Jerusalem Fellows from each LC to be trained in 1994-5.
  - Projection of future pre-service needs and fleshed-out plan with training institutions.
  - Graduates of Senior Educators, JF and training institutions to fill key positions.

- e. Staff
- Ongoing monthly seminar in LC's with CIJE core staff, local pros.

f. Lay Leadership

- Wall to wall commission in each LC in place
- Seminar on Goals has taken place in each community for the local Commission and maybe for the wider educator/ Rabbi/ pro..community.
- Development of a community 'champion' and hooking him/her into CIJE leadership ('Vaulting over' the local pros)
- July seminar in Israel for LC lay leadership

By April 1, 1994 . By January 1, 1994



By July 31, 1994

g. Pilot Projects

- One project at least underway in each LC and full completion of planning of additional projects for 1994-95
- CIJE consultants engaged for pilot projects
- Israel summer seminar for pilot projects
- System in place for networking between 3 LC's on pilot projects
- MEF in place on projects

h. MEF

- Educators survey completed and analyzed with detailed policy recommendations.
- Feedback loop designed and implemented in individual communities and feedback system created for CIJE core staff
- mid-year report presented and summative year-end report processed through staff, consultants, MI and CIJE lay subcommittee

i. Goals Project

- Seminar with CIJE staff so that they understand the project.
- Seminar in each lead community on "Goals" for local Commission

## 5 YEAR OUTCOMES (FOR STUDY)

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- UNIVERSAL IN-SERVICE TRAINING
- ALL PERSONNEL: RAISED STANDARDS
- ONGOING FLOW OF PEOPLE-IN-TRAINING
- LEADERSHIP INVOLVEMENT
- MATERIAL ASPECTS DEALT WITH:
  - SALARY SCALE
  - UNIVERSAL BENEFITS
- PROFESSIONAL LIFE:
  - FULL-TIME
  - NETWORKING
  - BEST PRACTICES
  - ISRAEL EXPERIENCE

## ONE YEAR OUTCOMES

- EDUCATORS SURVEY COMPLETED
- EDUCATORS SURVEY DISCUSSED
- PLANNING COMMITTEE PREPARES ACTION PLAN
- PERSONNEL SITUATION DISCUSSED IN COMMUNITY
- 2-4 PEOPLE IN FULL-TIME TRAINING
- IN-SERVICE PILOT PROJECT
- ISRAEL SEMINAR
- EDUCATORS INVOLVED
- ETC...

Telling the Leadership group  
Results of Knowledge  
2 products / single  
Argumentation

Happy  
Ness  
Berones

## PERSONNEL FOR LEAD COMMUNITIES

- 5 YEAR OUTCOME
- 1 YEAR OUTCOME
- MAPPING THE CURRENT SITUATION
- SETTING NORMS AND STANDARDS
- <sup>TRAINING</sup> MAPPING RESOURCES
- CRITERIA : WHAT IS SUCCESS
- ACTION PLAN
- EVALUATION



## ONE YEAR OUTCOMES

=====

- EDUCATORS SURVEY COMPLETED
- EDUCATORS SURVEY DISCUSSED
- PLANNING COMMITTEE PREPARES ACTION PLAN
- PERSONNEL SITUATION DISCUSSED IN COMMUNITY
- 2-4 PEOPLE IN FULL-TIME TRAINING
- IN-SERVICE PILOT PROJECT
- ISRAEL SEMINAR
- EDUCATORS INVOLVED
- ETC...

PLACING  
PEOPLE

[E for  
no]

Festival

up

at its center

Training/Goals

L.C.

Best Practices



*Where is it?*  
*1 Demo*  
*get from Cas Tomorrow*  
*Send to Mike with questions*

Topics addressed by the Educator Survey

*Native v. Israeli*  
*Age*

1. Profiles of Teachers:

A. General Background-Who are the teachers in our community?

(Background section: Q 38-56)

For example: Gender, Jewish affiliation, ritual observance, income, etc.

B. Training: What is the educational background and training of the teachers in our community? To what extent are they formally trained?

(Q 57-60)

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

*Competence can be?*  
*Yeshiva?*

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

(Q6-11)

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

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

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

*is this good or bad?*

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

2. Careers in Jewish Education

A. Recruitment: How are teachers recruited and attracted?

(Q 1, 29, 32, 35, 37)

For example: Why did the teachers first become Jewish educators?

How did they find their positions?

What affected their decision to work at a particular school?

B. Retention: What are the teachers' future plans?

(Q2, 61)



3. Professional Development: What are the opportunities for teacher professional development?

(Q 12-19, 30)

For example: To what extent do teachers participate in different types of professional development activities?

What is their assessment of these activities?

What skills and knowledge would they like to develop further?

Who is providing help and support?

4. Sentiments About Work as a Jewish Educator: How do the teachers feel about their work?

(Q 3, 4, 5)

For example: What is their level of satisfaction?

Do they feel respected by others in their community?

Questions Milwaukee will be addressing:

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

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

Q 36 working full or part time

Q 56 importance of income from Jewish education

Q 33 benefits

Q 5 overall job satisfaction

Q 26 work setting

Q 8 having experience in general education

Q 61 future career plans

Q 22 hours of work

These analyses will address such questions as: Do teachers who perceive they have a career in Jewish education typically work in day schools? Are there supplementary school teachers that perceive they have a career in Jewish education? Is a teacher's perception of having a career related to the hours he/she works, having experience in general education, or being offered certain benefits?

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

Q 26 setting

Q 36 working full or part time

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

Q 36 working full time or part time

Q 26 setting

Q 33 benefits

Q 5 overall satisfaction

What is the relationship between receiving certain benefits (Q 33) and:

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

What is the relationship between seniority at the present school (Q9) and:

- Q 5 overall satisfaction
- Q 2 perceptions of having a career
- Q 36 working full or part time

The following belongs to the section on Careers-Recruitment:

What is the relationship between having experience in general education (Q 8) and:

- Q 36 working full or part time
- Q 5 job satisfaction
- Q 26 setting
- Q 56 importance of income from Jewish education

Q What is the relationship between educational training (Q58 or Q 60 ) and:

- Q 2 perception of having a career
- Q 26 setting
- Q 36 working full time or part time

The following issues pertain to Settings:

What is the relationship between working in a particular setting (Q26) and:

- Q 22 hours of work
- Q 36 full/part time educator
- Q 5 overall satisfaction scale

The following analyses pertain to the Professional Development section of the report:

What is the relationship between seniority (Q 9)and:

- Q14 overall helpfulness of workshops
- Q 30 overall help and support received
- Q 16 areas desired for skill development
- Q 17 areas desired to increase knowledge

For instance: Are veteran teachers more likely than novice teachers to indicate that in-service opportunities were not helpful? Do the teachers' perceived needs of skill development and knowledge differ by teacher seniority?

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

Q 26 setting

Q 58 or 60 educational training

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

What is the relationship between level of help and support received and (Q30) and:

Q26 setting

Q 58 or 60 educational training

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

Q 16 areas desired for skill development

Q 17 areas desired for increase knowledge

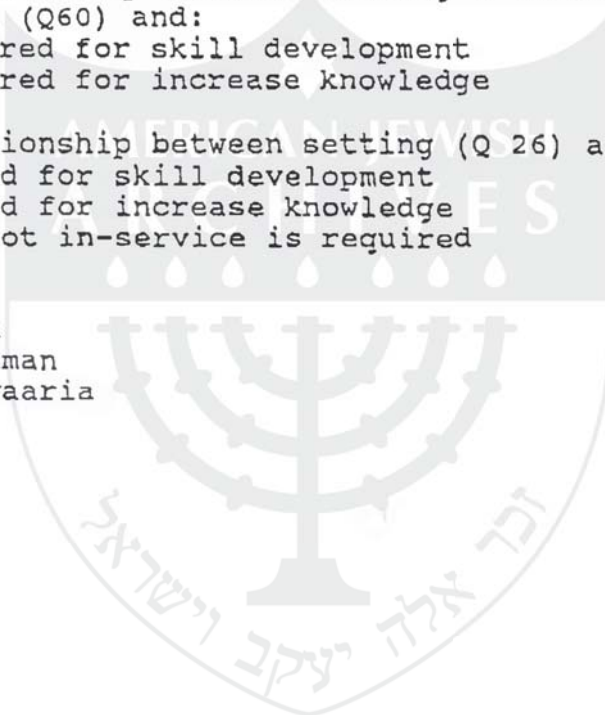
What is the relationship between setting (Q 26) and:

Q16 areas desired for skill development

Q17 areas desired for increase knowledge

Q12 whether or not in-service is required

CC: Adam Gamoran  
Roberta Goodman  
Julie Tammivaaria





**CIJE Israel Seminar  
20th-25th, October 1993**

**Participants:** Simon Caplan, Gail Dorf, Seymour Fox, Annette Hochstein,  
Alan Hoffmann, Steve Hoffmann, Barry Holtz, Virginia Levi, Oriana Or,  
Abby Pitkowsky, Shmuel Wygoda, (Caroline Biran)

*Schedule*

*Wednesday, 20th, October 1993*

- ✓ 9:00-10:30 Meeting with Deborah Goldstein, a Senior Educator from Melton Centre
- ✓ 10:30-12:00 Meeting with Seymour Fox, Daniel Marom, Shmuel Wygoda, Barry Holtz,  
Gail Dorf, Virginia Levi on the Educated Jew Project
- ✓ 12:30-1:30 Lunch - opening
- ✓ 1:30-2:30 Session I
- ✓ 2:30-2:45 Break
- ✓ 2:45-4:00 Session
- ✓ 4:00-4:15 Break
- ✓ 4:15-5:30 Session
- ✓ 5:30-7:00 Break
- ✓ 7:00-8:00 Dinner at 10 Yehoshafat St. *2 Hovvei*
- ✓ 8:00-9:30 Session II

*Thursday, 21st, October 1993*

- ✓ 9:00-10:30 Session III
- ✓ 10:30-10:45 Break
- ✓ 10:45-12:15 Session
- ✓ 12:30-1:30 Lunch
- ✓ 1:30-2:45 Session IV
- ✓ 2:45-3:00 Break
- ✓ 3:00-4:00 Session
- 4:00-7:00 Break
- 7:00 - Working dinner at Confederation House, Yemin Moshe, Jerusalem

*Friday, 22nd, October 1993*

- 8:00-9:30 Session V
- 9:30-9:45 Break
- 9:45-11:15 Session
- 11:15-11:30 Break
- 11:30-1:00 Session VI
- 1:00-2:00 Lunch

Saturday, 23rd, October 1993

7:00pm-10:00pm- Session VII

Sunday, 24th, October 1993

9:00-10:30 Meeting with Howie Dietcher, Director of Senior Educators program  
of the Melton Centre, The Hebrew University  
10:30-10:45 Break  
10:45-12:15 Session VIII  
12:30-1:30 Lunch  
1:30-3:00 Session IX  
3:00-3:15 Break  
3:15-5:00 Session  
5:00-6:30 Meeting with Leslie Brenner, a Senior Educator from Melton Centre

Monday, 25th, October 1993

9:00-10:30 Session X  
10:30-10:45 Break  
10:45-12:15 Session  
12:30-1:30 Lunch  
1:30-3:00 Session XI  
3:00-3:15 Break  
3:15-5:00 Session

Useful Information:

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Mandel  
Institute

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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## ISRAEL STAFF SEMINAR

October 20th-25th, 1993

### AGENDA

#### I. Lead Communities: 1993/4 Operations

- A. Benchmarks:
- January 31st 1994
  - April 30th 1994
  - July 31st 1994

1. Personnel:

- a. Senior Personnel - Presently in Israel  
For future training in Israel  
For training in U.S.
- b. Diagnostic profile and its relationship to personnel program
- c. Populations and dates for personnel seminars

2. Strategic Planning:

- a. Agenda for local commissions
- b. From local commissions to local institutions
- c. Priorities within existing strategic plans

3. Goals:

- a. Who will manage time process in LC's?
- b. Training institutions and individual LC's

4. Pilot Projects:

- a. For educators
- b. For students
- c. For lay leadership

5. Community mobilization

- Champions
- Lay leaders
- Grass roots
- "Wexner" project idea

B. GA seminar

C. Letter of agreement

X II. CIJE: general

A. Denominations

B. Training institutions

C. Rabbis

D. From 3-23 ("Boston")

E. Educational Community

- Professional Advisory Group
- Conference and meetings

F. Best Practices project

G. Lilly/CIJE colloquium

- Dates
- Participants
- Subjects



## BACKGROUND MATERIAL

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MINUTES: CIJE STAFF MEETING

DATE OF MEETING: August 19 - 20, 1993

DATE MINUTES ISSUED: October 18, 1993

PRESENT: Gail Z. Dorph, Seymour Fox, Ellen Goldring, Annette R. Hochstein, Alan D. Hoffmann, Barry W. Holtz, Daniel Pekarsky, Shmuel Wygoda, Virginia F. Levi, (Sec'y)

COPY TO: Morton L. Mandel, Ann G. Klein, Adam Gamoran, Henry L. Zucker

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I. Introductory Remarks

Alan Hoffmann opened the meeting, outlining his assignment as full-time executive of CIJE for the next three years. He described the assignment as an exciting opportunity to put into practice what he has been teaching. He noted that our challenge is to determine whether, by addressing Jewish education comprehensively and simultaneously, we can really radically alter its direction. He noted his excitement at working with this unique group of people and reminded participants that while the focus of these particular meetings would be primarily work with the Lead Communities, this group is the staff of all of CIJE.

We were reminded that the Lead Community project is one of four recommendations of the Commission and that building the profession, building lay leadership, and establishing a research agenda are at least as important as the Lead Community project. Included in our mandate are such matters as how we will involve the training institutions in building the profession, who will be the lay leaders of the future and how can we encourage them to consider Jewish education a top priority, and how we get people to both conduct and fund research.

ADH noted that with regard to the Lead Communities we have an educational challenge of our own. The people teaching and learning our material are not always "getting it." He noted that a curriculum that does not teach is not a good curriculum. We will have to articulate our mission so that we understand it and others get it. Six months from now, any one of the core staff should be able to lead a seminar on the Lead Community which is effective intellectually, conceptually, and practically. At the same time that this group is learning, we will need to have a way of moving forward with our clients.

It was also noted that we must work within the context of the culture of the Lead Communities and Federation. We have selected Federations as the host institution of the Lead Communities concept. We must understand that the Federation culture is one of consensus building and our work is to engage in major systemic reform. There may ultimately be

some tension between these two approaches and the issue should remain on the staff agenda.

## II. The Conception Reconsidered

Seymour Fox reviewed the experiences that led to the CIJE and Lead Communities. He noted that it was felt that the political environment was such in 1987 that the right players working together toward consensus could have an impact on Jewish continuity. A decision was made to work in a partnership between the communal and private communities.

A commission was formed which included a broad representation of the entire North American Jewish community. Each commissioner was interviewed before the first and each subsequent meeting. Out of this process came 23 areas of possible programmatic focus. In order to select among the 23, consultants advised us to distinguish between necessary and sufficient conditions. From this came the concept of the "enabling" versus "programmatic" options. The enabling options are the building blocks which are preconditions to move the programmatic areas forward. Written evaluations of the 23 areas showed that none of the programmatic options could be accomplished without the personnel to undertake them or the support of lay leadership. The following preconditions were identified: community, funding, and personnel.

SF noted that the enabling options had to be approached systemically and in a way that would have ongoing impact. The concept of a "community action site" was developed as a way to test the centrality of the enabling options. This should be a merger of local and national/international forces.

The community action site formulation eventually evolved into the Lead Community concept. There were 23 communities which applied to be Lead Communities and thought was given to working with all 23. It was felt that by beginning in this way, they would gradually have narrowed themselves down to a small and manageable group. In the end, it was decided to complete the selection process which resulted in the selection of three communities.

The model of a Lead Community is to mobilize key lay leadership to undertake a radical approach to Jewish education. This was not intended as minor variations of business as usual. One way to mobilize local lay leaders is to bring them together with CIJE board members.

In discussion, it was noted that the three Lead Communities are moving forward with commissions which thus far have structure but no content. Perhaps the local commissions could use the questions identified in the commission process for evaluation of the 23 options to evaluate their own lists of concerns.

It was suggested that the staff of the Lead Communities have been reluctant to permit CIJE staff and lay people to interact with local lay



people and rabbis for fear that they will lose interest in other community priorities as they commit themselves to Jewish education and to national issues.

It was noted that the Lead Community concept has not yet been implemented. We are very much at the beginning. The first step is to go back and clearly define it. The basic concept of the CIJE was that it should become a mechanism to make innovation happen in the areas of personnel and community through the Lead Communities. A longer term goal is to encourage quality research in Jewish education. It was noted that we need to find ways to work effectively with the Lead Communities. This might include the following:

1. A key member of the CIJE board should lead a discussion of the concept with their community counterparts.
2. Staff should work directly with rabbis and head educators in the communities.
3. There should be a regular process of education of the lay leaders through a series of ongoing seminars.
4. We should develop a game plan for each community.

It was suggested that from the point of view of the Lead Communities, they see CIJE in a variety of ways, such as:

1. A Time to Act recommends the establishment of Lead Communities - places where "things are popping in Jewish education."
2. Our selection as a Lead Community means that we are already a model for others.
3. We have access to a giant consulting group known as CIJE.
4. We want CIJE to help us refine what we want to do. We, the local lay leaders, have been taught to do our own thinking.
5. If we schedule a meeting, of course the CIJE staff will be there.
6. CIJE should be a major resource for us.
7. We are providing CIJE with a laboratory in which to test out their theories regarding the centrality of personnel and community.

It was suggested that we are functioning in a general environment where we are not completely understood. It is our perception that the local Federation leadership is often not interested in moving to major change. We need to change that and get the communities to buy into our vision.

One approach may be to assign local campers (e.g. rabbis and educators) to CIJE staff.

### III. Basic Concepts

#### A. Systemic Reform

The concept of Lead Community is intended to lead to systemic change. The goal is not to solve individual problems, but to take a macro view of personnel and to attempt to have an influence at the level of policy and to design solutions. Local lay leadership is to be mobilized and empowered to have an impact. This is to be accomplished by recruiting top tier people, including one or several "champions" and to raise the quality of people choosing to serve on boards of Jewish educational institutions.

The notion of systemic change implies that dealing with personnel and community jointly will have a greater impact than dealing with either independently.

#### B. Scope, content and quality

1. Scope - Lead Communities are expected to engage with most of the key institutions in a given community. Most of the people in a community should, over time, be affected. Whether working within a given domain or across a range of domains, a significant proportion of clients should be impacted. (Innovative approaches should be found to encourage institutions to work cooperatively.)
2. Quality - We seek standards of quality that can be made specific and defined and that would not be satisfied with the status quo. The monitoring, evaluation and feedback project is intended to support this concept. We need a way of determining and conveying standards below which we will not go.
3. Content - The content to be dealt with in the Lead Communities is to reflect the work of Best Practices and the goals project. This may be done in terms of programmatic options -- personnel for what?

In discussion, it was suggested that the systemic approach is to create a plan which, over time, encourages more people to have more cumulative experiences which lead to stronger Jewish commitment.

It was suggested that the release of the Best Practice reports one by one may encourage a narrow approach. This might be rectified if each report included an introduction which puts the individual piece into a larger context. It was also suggested that the Best Practices be introduced to the lay leaders and educators of each Lead Community by having Barry discuss each and work with the group to develop an approach. The Best Practice books should be viewed as

a curricular resource for the training of personnel in the Lead Communities.

It was suggested that we need an outline of the ideal Lead Community for our use. We might simulate this by taking one community as an example, laying out all that we know about the community, and developing a sense of what that community could be. This might force us to develop a set of goals.

#### IV. Working with the Communities

##### A. Planning and the local commissions

We have made clear the expectation that each community establish a wall-to-wall coalition and each community believes that it has done so. The commission is to be the local mechanism for discussion, policy making and planning. It is here that process and content should come together. It was agreed that Federation would serve as the convener. In addition, CIJE has asked that each community appoint a full time staff person to the project.

We seek the following products from the local commissions:

1. An expression of shared concern and mission for Jewish education
2. A self-study of the Lead Communities' educational systems including:
  - a. The educators survey
  - b. The educational profile
  - c. An organizational profile
  - d. A needs analysis
3. Pilot projects to get an early start
4. A multi-year plan to address personnel (in service-training, recruitment, salaries, training programs, etc.) and community mobilization (including a plan for action and implementation)

It was suggested that we encourage the communities to devote the next year to the issue of personnel. The first step might be to look at what the educators survey means for each community.

Pilot projects may emerge out of discussion of the educators survey or of the Best Practices papers, the self-study, or the needs assessment.



V. Baltimore Meeting

It was suggested that we seek the following outcomes from the Baltimore meeting:

1. The Lead Communities see CIJE as having its act together and having a lot to offer.
2. Communities understand the concept of Lead Community and what CIJE can legitimately expect.
3. It is clear to participants what they are to do when they return home.
4. The concept of partnership is further clarified.
5. Participants see themselves as involved in a learning process and understand that there is a lot more to learn.
6. There is a sense that coming to these meetings is worthwhile.
7. The following next steps are agreed upon:
  - a. The local commission agenda
  - b. The establishment of pilot projects
  - c. Work on goals and visioning
  - d. Personnel will be addressed through the educators survey and analysis, a plan, and early action.

The second day of the planning session was devoted primarily to reviewing and revising the agenda for the Baltimore Lead Communities Seminar. The following points were raised and may be of use as we continue planning the work of CIJE.

1. We should consider the assignment of campers within the Lead Communities.
2. We should consider whether the lay leadership of the Atlanta commission is appropriate for this project.
3. The core staff includes Alan Hoffmann, Barry Holtz, Gail Dorph, Steve Hoffman, Adam Gamoran, Ellen Goldring, Danny Pekarsky and Ginny Levi. Key consultants are Seymour Fox, Annette Hochstein and Shmuel Wygoda. For now this is a Cleveland based operation with a satellite office in New York. The field researchers work for and report to Adam and Ellen.

**Memorandum**

**To:** Adam Gamoran, Ellen Goldring, Roberta Goodman  
**From:** Julie Tammivaara  
**Date:** October 6, 1993  
**Subject:** Lead Community Update: September, 1993

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**CIJE Lead Community Kick-Off: Phase One**

Perhaps the most significant event since the last Baltimore update was the inaugural meeting of the Center for the Advancement of Jewish Education [CAJE], which occurred on 21 September 1993. The meeting was attended by some three dozen people, all members of the Commission on Jewish Education, and Dr. Peter Geffen who was present representing the CRB Foundation. This group is similar in membership to the previous Commission on Jewish Education; some additional members have been added. There are 29 members-at-large [including the chair and vice-chair of the LC committee], 12 delegates representing various agencies and councils, two ex-officio members, and four observers [including myself]. A half dozen professional staff of The Associated also attend. All [or, at least most] of the major federation donors are represented on the Commission including the Meyerhoff, Blaustein, Strauss, Hoffberger, Rosenbloom, and Genet [sp?] foundations, the latter being one directed by Genine Macks Fidler. Additional lay leaders include Samuel K. Himmelrich, Richard Manekin, and Louis Glick, among others. Agencies and Councils represented by delegates and include: Synagogue Council, Baltimore Jewish Council, Council on Jewish Day School Education, Jewish Community Center, Jewish Historical Society, Baltimore Hebrew University, and Jewish Family Services.

The purpose of the meeting was to inform members of the new structure. Opening remarks were given by the new chair, Mr. Alvin D. Katz, who succeeds Mr. LeRoy Hoffberger. Mr. Katz noted that CAJE is a response to the challenge of Baltimore being selected a lead community by the CIJE. [While the idea of restructuring preceded Baltimore's selection as a lead community, the emphasis on educational personnel, wide scope of programs, and evaluation of programs has been influenced by the CIJE. In addition, the inclusion of a Lead Community Committee is a response to the CIJE.] He noted Mr. David Hirschhorn's participation in this and commended him on behalf of the group. He further noted that the Center group would be the "decision-making body," charged with approving [or not] all of the Center's plans, recommendations, and initiatives. In addition, they would serve to oversee the work of the committees, which include: educational planning and service delivery, budget and grants review, financial resources development, and lead communities project. Each Center member is on at least one committee.



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Dr. Chaim Botwinick followed with a conceptual overview of the Center. Following his overview, co-chairs of each of the committees briefly outlined their responsibilities. They are as follows:

- **Educational Planning and Service Delivery:** Rabbi Joel Zaiman spoke of his sense of encouragement about the importance of Jewish education in Baltimore. He noted that it was finally being taken very seriously on a community-wide basis as evidenced by 1) the selection of an individual who was both an educator and a planner to head the Center, i.e., Dr. Chaim Botwinick; 2) the participation of Mr. LeRoy Hoffberger and Ms. Lee Hendler which ensures the efforts will be well funded, and, 3) the fact that the people on the committees and task forces represent the "best and brightest" from among Baltimore's Jewish population. This committee is expected to be the most labor intensive, according to Dr. Botwinick. They are responsible for prioritizing the recommendations put forward in the Strategic Plan for Jewish Education. Three task forces are under this committee's purview: Personnel, Educational Programs and Initiatives, and Special Populations. These three task forces and the Lead Community Committee will generate initiatives, which this committee will consider. Once validated, a proposal will go to the Financial Resource Development Committee for funding consideration. [I am not clear what happens next.]
- **Budget and Grants Review:** Mr. Harry Shapiro reported that this committee is mandated to coordinate and complete the budget hearing process. Members will be making site visits to schools and other institutions to which money is allocated. Requests for grants will be coordinated by this committee. They will develop and implement procedures for fiscal accountability. They will ensure implementation is consistent with the Center's purpose and policies. It is not the job of this committee to run programs but to make sure money is spent wisely.
- **Financial Resource Development:** Ms. Lee Hendler reported that she and LeRoy Hoffberger will chair the committee whose job is the most straightforward: to raise money. The Association has been funding Jewish education in Baltimore on borrowed funds. It is the job of this committee to develop the case for endowed funds to meet current unmet and undermet needs of Jewish education. They are committed to raising \$20 million from among members of the Commission and others. They will strongly encourage donors to give unrestricted funds. They will coordinate their work with that of the Budget and Grants Committee and the people who implement programs to ensure everything "makes sense." Besides the two co-chairs, there are eight members on this committee including a former president of The Association's board. All are major donors or representatives of major donors.
- **Lead Communities Project:** The CIJE is an integral part of the planning process in Baltimore as evidenced by the presence of this committee. In addition to serving on the Commission, Ilene Vogelstein, chair of the LC Committee, serves on the Personnel Task Force and Genine Fidler will serve on the Programs and



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Initiatives Task Force, so they are integrated into the important [for the LC project] committees. Ms. Fidler reported that her committee represents a wall-to-wall coalition of interests. She noted that the co-chairs had met with Alan and Gail and that Gail would be present at their first two meetings, the first of which will occur on 13 October 1993. She mentioned the educators survey and announced it would be conducted in October.

The organizational chart of the Center does not convey the interrelationships of the pieces of the Center. They will be intertwined in a fairly complicated way with Dr. Botwinick being the common thread running throughout. He is mandated to attend all meetings of all committees and task forces. Since this is a new structure, precisely how the relationships will develop is not known but will evolve. Questions arising from this meeting include:

*Where will initiatives originate? Will it be possible for initiatives to arise from outside the structure, for example, within a congregation or a movement? If so, how will outsiders learn of this possibility and how can these initiatives be brought to the attention of the Center? To what extent and how will the committees and task forces articulate to produce program and personnel initiatives?*

#### **The Lead Communities Committee**

The LC Committee has some 35 members at the moment and includes at least three major financial givers including one of the two co-chairs of the Financial Resources Development Committee. [I wish to note here that it is the custom in Baltimore for lay people who serve on such committees to preface their involvement with a significant donation, as did Mr. Hirschhorn when he participated as a member of the Commission on Jewish Education in North America.] The Committee represents a spectrum of people including educational directors [3], one congregational school teacher, rabbis [5], various agency people [CJES board, the JCC board president, Ner Israel, BHU, Etz Chaim, JFS board] and educators outside the circle of groups receiving money from The Associated, for example, a provost from Johns Hopkins University, the director of development from the University of Baltimore, Baltimore Jewish Council, Hadassah, and ZOA.

The next few months will be devoted to Committee and Task Force work. By February, each will have in hand proposals which will be considered by the Commission. Action on the proposals will occur by April and in May the budget recommendations will be made. The last meeting of the Commission for the current fiscal year will occur in June. It is clear Chaim, Ilene and Genine have worked to include a variety of constituencies in the Lead Community Committee. *What mechanism will ensure that those whom these members represent are kept current with the Committee's efforts? How will initiatives arise from this committee? Will it be possible for this committee to process initiatives arising from outside itself? How does this committee relate to the task forces, at least two of which deal with content areas relevant to the CIJE? How will Ilene and Genine's participation on these task forces be coordinated with their work on the committee?*



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The bulk of the free discussion following the formal presentations focused on evaluation of Jewish education. The issue was raised by Mr. Hoffberger and Mr. Hirschhorn joined him. He noted that the term "evaluation" did not appear on the organizational chart. Genine answered that evaluation was my [Julie's] job. Chaim noted that all the committees and task forces will be subject to evaluation. Mr. Hirschhorn noted that according to me, the CIJE was to assist in evaluation, not do all of it; every group has to build evaluation into their work. Marshall noted that evaluation was key to the concept of accountability and that no money would be given to an initiative that did not have an evaluation component. Evaluation plans must be connected with an initiative's goals and include monitoring of the project. Mr. Hoffberger responded that such might result in fragmentation; he argued that there should be some central evaluation effort that can take all the pieces and put them together. This is not the job of the Commission. Ms. Hendler pointed out that good evaluation is very expensive; it can take up to 50% of a project's resources. She noted the Commission may have to cut back on the number of initiatives to ensure proper evaluation is carried out. Mr. Samuel Himmelrich noted that the evaluators should not be the same as the implementers, but a third and relatively disinterested party. Marshall said this was a good point and one they should think about further. *Both the CIJE and Baltimore are interested in evaluation. To what extent does their interest overlap and where is it distinct?*

#### The Role of the MEF Project

"red  
lighted"

The issue of the role of the MEF project is problematic for me. For example, one initiative I mentioned in a previous update is the *Machon L'Morim* program. This is an effort proposed by Chaim since Baltimore's becoming a lead community and funded by Lee Hendler's family [the Meyerhoff children]. It is specifically focused on personnel in that the project is funding the participation of teachers from the three major movements in day and afternoon schools. The goal of this program is to enhance the Judaic and leadership skills of educators by providing them with an opportunity to increase their pedagogical skills, broaden their knowledge of Judaica, and afford them an opportunity to mentor other educators. Lee has asked me to assist the project in designing the specifics of the evaluation. I have attended two meetings regarding this, one of the advisory board, which consists of the rabbis and educational directors of the day and afternoon schools involved; and one attended by Chaim, Lee, and Dr. Shulamith Elster, the program's director. [Following the latter meeting, Chaim talked with Gail regarding my participation, and he understood her to say that I should not be further involved until she had a chance to review the proposal; Chaim has sent a copy to her, and she has promised to get back to him soon.] This example raises again the issue our project has struggled so long over, that is, *what is a LC project and what is the mechanism to be named one? Who participates in naming a project a Lead Community Project? What is Alan and Gail's role in developing and/or naming a Lead Community Project? Can an institutional based or movement based initiative ever be considered "systemic?"*

Whatever the answers to these questions, I need direction as to how I can and should be involved in both CIJE [i.e., lead community projects] and non-CIJE [e.g., self-study type efforts] endeavors so I can more effectively interpret my role to the community.



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### **The Educators Survey**

On 15 September she sent out letters to all educational directors explaining the educators survey and arranged to meet with each group: preschool directors, religious school directors, and day school directors. The following week she met with the latter two groups and distributed the surveys, while Rena Rotenberg, the early childhood specialist at the CJES met with the preschool directors. Chaim has been in communication with Ellen regarding the survey and has initiated the agreement process with the people in Nashville who will be doing the computer analyses. *Who will participate in determining what analyses will be carried out once frequencies are produced? Who in Baltimore will work with the author[s] of the report on the educators survey?*

### **What is Involvement?**

In casual as well as formal conversations with Baltimoreans, there is a perception that most are not being kept current with the lead community process and project. In probing their understanding, however, I am discovering that their understanding is consistent with what is known by others, and they are being kept current. It is as if they think there must be more going on than there really is at this point. Others, for example, at least one rabbi, feel they are not being sufficiently included and heard. This raises the issue of representation. While rabbis, agencies, and so forth are represented on committees and task forces, what mechanisms need to be developed to ensure that the word is spread to those whom they represent?

On 23 September 1993 I met with Marci Dickman, Director of Educational Services of the Council on Jewish Educational Services [formerly the BJE]. She noted that the community at large is still untutored as to what the LC Project is; she recommends that information be more widely shared so that the ownership of the project is increased. *How and when will Baltimore move toward increasing the support for and ownership of Jewish education in their community?*

### **My current work**

My interviews with educational directors and teachers ground to a halt during the holidays; I will be gearing up for more in the near future but am focusing on the mobilization and visions report at the present. Roberta may come to Baltimore later this month to assist me. Bonnie Moore, the transcriber in Nashville, is terrific. She works quickly and is becoming proficient at deciphering the Hebrew and Yiddish terms sprinkled throughout the interviews. She is a real find.

At the Commission meeting I introduced myself to one of my fellow observers, Dr. Howell Baum, who has been researching the planning process at The Associated for the last two years. He is a professor at the University of Maryland, College Park. His research project includes, as well, observing community planning in the Fells Point neighborhood of Baltimore, which includes the bulk of the Italian and Polish residents of Baltimore and is home to Barbara Mikulski one of the US senators from Maryland. At the meeting, I arranged to meet with him and subsequently spent several hours discussing the LC project with him. I think, perhaps, he will be a good colleague, in that his work can serve to triangulate with mine.

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Council for Initiatives  
in  
Jewish Education

Date sent: 10/13

Time sent:

No. of Pages (incl. cover): 10

To: Alan D. Hoffmann

From:

Organization:

Mary Esther  
Block

Phone Number:

Phone Number:

Fax Number:

Fax Number:

Comments:

Please find enclosed two  
reports from Roberta Goodman.



If there are any problems receiving  
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# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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Alan Hoffmann

TO: John Colman, Seymour Fox, Adam Gamoran, Ellen Goldring, Annette Hochstein, Steve Hoffman, Mort Mandel, Chuck Ratner, Barry Reis, Esther Leah Ritz, Shmuel Wygoda, Hank Zucker

FROM: Ginny Levi

DATE: October 18, 1993

RE: CIJE Update

Enclosed are various reports and letters which I've gathered to bring you up to date on the work of CIJE. We plan to circulate updates periodically to keep you informed. Some of the materials, particularly the notes on Lead Community visits, are sensitive and we would appreciate your keeping it confidential.

Enclosures include the following:

1. Notes prepared by Gail Dorph on visits to Lead Communities.
2. Memo of Sept. 9 from Art Naparstek on meeting with Lilly Foundation.
3. Memo of Sept. 10 from Barry Holtz on meeting with Lilly Foundation.
4. Letter of Sept. 20 from Craig Dykstra, Lilly Foundation.
5. Preliminary agenda of Staff Seminar in Israel.
6. Excerpt from minutes of Oct. 6 outlining plans for GA.
7. Letter of Sept. 28 from Ron Reynolds.



## MEMORANDUM

To: Morton L. Mandel  
From: Arthur Naparstek *AN*  
Date: September 9, 1993  
Subject: Meeting with the Lilly Foundation

=====

I am aware that Alan Hoffman, Barry Holtz and I met with Craig Dykstra and his staff at the Lilly Foundation. The meeting was a smashing success in that Dr. Dykstra and his staff fully understand the mission of CIJE and appear to be very interested in building a partnership with CIJE. Although Lilly is not in a position of making awards for 1993, I believe Alan should be cultivating them for the future.

Our objective going into the meeting was to begin the process of establishing a partnership with the Foundation. We accomplished that objective in that they accepted our proposal to co-sponsor a seminar bringing together scholars who are working with CIJE and those scholars who are working on similar initiatives that the Lilly Foundation is undertaking.

The type of meeting we had with the Lilly Foundation should be repeated at a number of other national foundations like Carnegie, Pew, Spencer, Kellogg and possibly Ford. You now have an extraordinary product that will interest a number of non-Jewish foundations. Finally, Alan and Barry did a beautiful job in presenting CIJE.

cc: Henry Zucker



A private,  
family  
foundation  
since 1937

September 20, 1993

Dr. Barry Holtz  
Council for Initiatives  
in Jewish Education  
P.O. Box 94553  
Cleveland, Ohio 44101

Dear Barry:

Thank you very much for sending me the books, Back to the Sources and Finding our Way. A brief scan through them tells me that these are ones I will want to study with considerable care, and I look forward to doing that.

Dorothy, Ed and I are still talking about what a wonderful meeting we had with you and your colleagues a week or so ago. You are involved in a terrific project from which we have much to learn. I am delighted that we have begun a conversation which I am sure will last for some time to come. It holds great promise, and I am grateful to you, Alan, and Art for stimulating it.

My best to you and your colleagues. I look forward to being with you again soon.

Cordially,

A handwritten signature in dark ink, appearing to be 'Craig Dykstra'.

Craig Dykstra  
Vice President, Religion

CD/ljl



# BUREAU OF JEWISH EDUCATION OF GREATER LOS ANGELES

"Keeping the Jewish People Jewish, Through Education."

September 28, 1993

Dr. Barry Holtz  
Melton Research Center  
3080 Broadway  
New York, NY 10027

Dear Barry:

At the recent CAJE Conference in San Antonio, I had the pleasure of attending the "work-in-progress" presentation you delivered regarding the CIJE's Best Practices Project. Upon my return to Los Angeles, I conveyed a number of your preliminary findings to Dr. Gil Graff (who has since become our Executive Director) and to other members of our professional staff. There is uniform feeling here that your work is of great significance and merits widespread dissemination.

To this end, I am writing to inquire whether the CIJE has made provision for similar "work-in-progress" briefings in major Jewish communities such as ours. As you know, there is considerable interest here in revitalizing the supplementary school. The CIJE project which you direct will undoubtedly be of tremendous interest to communal leaders and school stakeholders.

Please let me know whether a visit to Los Angeles during the course of the current academic year lies within the realm of possibility, and whether there is anything our BJE can do to facilitate such an opportunity.

Best wishes for continued success!

Sincerely,

Dr. Ron Reynolds  
Director of School Services

CC: Dr. Gil Graff

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CIJE ISRAEL STAFF SEMINAR  
October 20th-25th, 1993

AGENDA

I. Lead Communities: 1993/4 Operations

A. Benchmarks:

- January 31st 1994
- April 30th 1994
- July 31st 1994

1. Personnel:

- a. Senior Personnel - Presently in Israel  
For future training in Israel  
For training in U.S.
- b. Diagnostic profile and its relationship to personnel program
- c. Populations and dates for personnel seminars

2. Strategic Planning:

- a. Agenda for local commissions
- b. From local commissions to local institutions
- c. Priorities within existing strategic plans

3. Goals:

- a. Who will manage time process in LC's?
- b. Training institutions and individual LC's

4. Pilot Projects:

- a. For educators
- b. For students
- c. For lay leadership

5. Community mobilization

- Champions
- Lay leaders
- Grass roots
- "Wexner" project idea

B. GA seminar

C. Letter of agreement

II. CIJE: general

A. Denominations

B. Training institutions

C. Rabbis

D. From 3-23 ("Boston")

E. Educational Community

- Professional Advisory Group
- Conference and meetings

F. Lilly/CIJE colloquium

- Dates
- Participants
- Subjects



CIJE Israel Seminar  
20th-25th, October 1993

Schedule

Wednesday, 20th, October 1993

9:00-10:30 Meeting with Deborah Goldstein, a Senior Educator from Melton Centre  
10:30-12:00 Meeting with Seymour Fox, Daniel Marom, Shmuel Wygoda, Barry Holtz,  
Gail Dorf, Virginia Levi on the Educated Jew Project  
12:30-1:30 Lunch - opening  
1:30-2:30 Session I  
2:30-2:45 Break  
2:45-4:00 Session  
4:00-4:15 Break  
4:15-5:30 Session  
5:30-7:00 Break  
7:00-8:00 Dinner at 10 Yehoshafat St.  
8:00-9:30 Session II

Thursday, 21st, October 1993

9:00-10:30 Session III  
10:30-10:45 Break  
10:45-12:15 Session  
12:30-1:30 Lunch  
1:30-2:45 Session IV  
2:45-3:00 Break  
3:00-4:00 Session  
4:00-7:00 Break  
7:00 - Working dinner at Confederation House, Yemin Moshe, Jerusalem

Friday, 22nd, October 1993

8:00-9:30 Session V  
9:30-9:45 Break  
9:45-11:15 Session  
11:15-11:30 Break  
11:30-1:00 Session VI  
1:00-2:00 Lunch

Saturday, 23rd. October 1993

7:00pm-10:00pm- Session VII

Sunday, 24th. October 1993

9:00-10:30 Meeting with Howie Dietcher, Director of Senior Educators program  
of the Melton Centre, The Hebrew University  
10:30-10:45 Break  
10:45-12:15 Session VIII  
12:30-1:30 Lunch  
1:30-3:00 Session IX  
3:00-3:15 Break  
3:15-5:00 Session  
5:00-6:30 Meeting with Leslie Brenner, a Senior Educator from Melton Centre

Monday, 25th. October 1993

9:00-10:30 Session X  
10:30-10:45 Break  
10:45-12:15 Session  
12:30-1:30 Lunch  
1:30-3:00 Session XI  
3:00-3:15 Break  
3:15-5:00 Session

Useful Information:

Alan Hoffmann - Telephone at home: 249690  
Caroline Biran - Telephone at home: 716777

Address of CIJE - Israel office: 10 Yehoshafat Street, German Colony, Jerusalem  
Tel: 617418, 619951 Fax: 619951

Hotel address: Laromme hotel, 3 Jabotinsky Street, Jerusalem  
Tel: 756666 Fax: 756669



Excerpt from CIJE staff telecon minutes of October 6, 1993:

## II. GA Plans

### A. Lead Communities Seminar - 11/16-17

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

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

3. Ginny will work with individuals to register for the GA and reserve hotel rooms.

### B. CIJE-related meetings at the GA

1. Chuck Ratner is scheduled to present on Thursday, November 18 at 10:00 AM. Alan will talk with Steve Hoffman about the preparation of his remarks and making certain that CIJE is highlighted.
2. MLM will introduce the prime minister Thursday evening.
3. We are scheduling a CIJE breakfast meeting for Friday at 7 - 8 AM to include MLM, Steve Hoffman, Chuck Ratner, ADH, GZD, BWH, the three community Federation execs, and one or two lay people from each of the Lead Communities.
4. A forum entitled "What Works in Jewish education" is scheduled for Friday morning, 8 - 9:45 AM. It is not yet clear whether Alan or Barry will be invited to present.
5. A session for continuity commission chairs is scheduled for Friday afternoon, 2 - 3:45 PM. (According to Jon Woocher, it is hoped that there will be Lead Community involvement in the reports and

responses. This has not yet been planned and no one has been invited to present.) Anyone who attends the session will have to plan to remain in Montreal for Shabbat.

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



## MEMORANDUM

July 13, 1993

To: CIJE Board

From: Dr. Barry W. Holtz

Re: Update - The Best Practices Project

The Best Practices Project 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 a 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 other 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.



## LIST OF PROFESSIONAL ADVISORY COMMITTEE

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Jonathan Woocher





Valparaiso Project  
on the Education  
and Formation of People in Faith

Lilly

To: Barry Holtz and Alan Hoffmann  
From: Dorothy C. Bass  
Date: October 12, 1993  
Re: Meeting on November 4

I am delighted that Alan will be able to meet with the leaders of my project in Indianapolis on November 4. This time, we will meet not at the Endowment office, but rather at a downtown conference center, University Place. Travel directions are enclosed. If you will let me know your travel plans, I shall arrange the schedule to make the most of your presence with us.

As I told you, Craig Dykstra and I found our conversation in September very stimulating, and we are eager to continue and expand it to include some other colleagues. We anticipate that this meeting will allow for exploration and mutual learning between the two initiatives; we do not come to it with a specific outcome in mind.

Present at the meeting will be my project's steering committee, the three Endowment officers related to this work, and three other scholars who are writing or editing volumes for the project. We have also invited a publisher to meet with us, and he may be present as well. One of the chief issues before this meeting is how to structure this research and its dissemination to make a difference in religious leaders' awareness of the challenges to education and formation in faith.

I am sending you a copy of the original proposal describing the project and its orientation, along with a paper of mine and descriptions of some of the volumes the project will sponsor. The proposal and budget also allow for some other activities not evident here. In particular, we hope to identify particularly promising programs that are already taking place (perhaps like your "Best Practices" settings), and we plan to provide for conversation with Christian leaders about the issues we are addressing. Since much of our research at this point is historical and theological, our first aim is to stimulate their imaginations rather than to provide them with specific recommendations.

I have sent *A Time to Act* to those who will be present at the meeting. As I told Barry, I would be pleased to circulate any other information about your work in advance, if you think that would be helpful.

I know that my invitation came late, and without much flexibility. I am grateful to

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DOROTHY C. BASS  
Project Director

Steering Committee  
Mary C. Boys, S.N.J.M.  
Ellen T. Charry  
Joels Holifield

A Project of  
Lilly Endowment Inc.



you for managing to fit it into your schedule and will be pleased to cover or share your travel expenses, as you see fit.

Alan, I look forward to seeing you in November. Barry, thanks for your help in arranging this. Either of you may reach me by phone or fax as shown, or on the Internet at [dbass@exodus.valpo.edu](mailto:dbass@exodus.valpo.edu).



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Council for Initiatives  
in  
Jewish Education

Date sent: Time sent:

No. of Pages (incl. cover):

3

To: October 15, 1993

From:

Alan D. Hoffmann

Mary Esther Block

Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

011972 2 619 951

216-391-5430

Comments:

Mr. Hoffmann,

Suggestions from Chaim Botwinick on Montreal agenda - (via Gail Dorph)

I. Update report by each community on CIJE.

A. What are the issues?

1. Process in the community

2. Interpretations and implementations of CIJE visions

II. The role of the field researcher.

A. Expectations

B. Limitations

Suggestions from Lauren Azoulai on Montreal agenda - (I spoke to her to the phone)

Needs 1 - 1 1/2 hour(s) to have a "community consultation".

In order to talk about the following things:

1. Teacher training

2. JCC

MEB

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

216-391-1852

# Milwaukee Lead Community Project

## Suggestions for the Agenda

Tuesday, November 16, 1993

### I. Lead Community Initiatives

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

### II. Personnel Issues

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

### III. The Population Study

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

### IV. The CJF Commission on Continuity

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

initiative on the Lead Community Project?

B. How do the two projects interact?

RC/nm

10/11/93

