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CIJE meetings and reports. Lead Communities planning documents, 1991-1992.

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
Planning Meeting

January 15, 1992

AGENDA

Expected Attendance: Shulamith Elster, Seymour Fox, Steve Hoffman, Ginny Levi, Mort Mandel, Jim Meier, Art Rotman, Jack Ukeles, Jon Woocher, Hank Zucker

- I. Review plans for January 16 Annual (AM) Meeting MLM
  - A. Attendance
  - B. Set-up: Classroom style; Speakers on dais - MLM, SHH, C. Bronfman, SRE, S.M. Lipset, J. Ukeles
    - Should board members be seated in front, with place cards? We don't have place cards for invited guests.
  - C. Detailed review of agenda
- II. Lunch
  - A. Search committee meeting - Room E
  - B. All others - Ballroom B
    - Strategic placement of staff
- III. Review plans for January 16 Board (PM) Meeting MLM
  - A. Attendance
  - B. Detailed review of agenda
  - C. Will we announce next meeting? Lead Communities timetable calls for Board approval of selected communities in July. Do we need a meeting before then? When in July would we meet? (CJF calendar shows Jewish Agency executive committee in Jerusalem on 7/13 and JDC Budget & Finance exec. committee meeting on 7/22.)
  - D. Distribute press release
    - Deborah Nussbaum Cohen of JTA will be at annual meeting
    - There may be a NYTimes representative coming
  - E. Plans for follow-up

1/13/92

CIJE ANNUAL MEETING  
JANUARY 16, 1992  
ATTENDEES

Robert Abramson, United Synagogue of America, New York, NY

David Arnow, New York, NY (CIJE Board)

Mandell Berman, Southfield, MI (CIJE Board)

Charles Bronfman, CRB Foundation, Montreal, Quebec (CIJE Board)

Mark Charendoff, CRB Foundation, Montreal, Quebec

Howard E. Charish, United Jewish Federation of Metrowest, East Orange, NJ

Dina Charnin, Dorot Foundation, New York, NY

Deborah Nussbaum Cohen, JTA, New York, NY

Gerald Cohen, Atlanta, GA (CIJE Board)

John Colman, Glencoe, IL (CIJE Board)

Maurice Corson, The Wexner Foundation, Columbus, OH (CIJE Board)

David Dubin, JCC on the Palisades, Tenafly, NJ

Robin Eisenberg, Nat'l Ass'n of Temple Educators, Boca Raton, FL

Shulamith Elster, CIJE Education Officer, Rockville, MD

Sylvia Ettenberg, New York, NY

Eli Evans, Revson Foundation, New York, NY

Irwin Field, Cerritos, CA (CIJE Board)

Sam Fisher, B'nai B'rith Youth Organization, Washington, D.C.

Joshua Fishman, Torah Umesorah, New York, NY

Sylvia Barack Fishman, Brandeis University, Waltham, MA

Seymour Fox, Mandel Institute, Jerusalem, Israel

Yona Fuld, Educator Council of America, Lawrence, Long Island, NY

Peter Geffen, CRB Foundation, New York, NY

Charles Goodman, Chicago, IL (CIJE Board)

Alfred Gottschalk, Hebrew Union College, Cincinnati, OH (CIJE Board)

Arthur Green, Reconstructionist Rabbinical College, Wyncote, PA (CIJE Board)

Neil Greenbaum, Chicago, IL (CIJE Board)

Irving Greenberg, CLAL, New York, NY

Avraham Y. HaCohen, Avi Chai Foundation, New York, NY

Thomas Hausdorff, Jim Joseph Foundation, Paramus, NJ (CIJE Board)

David Hirschhorn, Baltimore, MD (CIJE Board)

Robert Hirt, Yeshiva University, New York, NY

Stephen H. Hoffman, Acting Director, CIJE, Cleveland, OH

Barry Holtz, Melton Center, JTS, New York, NY

Steven Huberman, Jewish Federation of Gr. Philadelphia, Philadelphia, PA

Carol Ingall, Providence, RI

Martin Kraar, CJF, New York, NY

Lydia Kukoff, Avi Chai Foundation, New York, NY

Mark Lainer, Encino, CA (CIJE Board)

Norman Lamm, Yeshiva University, New York, NY (CIJE Board)

Virginia F. Levi, CIJE Staff, Cleveland, OH

Norman Lipoff, Miami, FL (CIJE Board)

Seymour Martin Lipset, Fairfax, VA (CIJE Board)

Haskel Lookstein, Ramaz School, New York, NY

Morton L. Mandel, Mandel Associated Foundations, Cleveland, OH (CIJE Board)

Matthew Maryles, New York, NY (CIJE Board)

Jim Meier, Ukeles Associates, Inc., New York, NY

Melvin Merians, Larchmont, NY (CIJE Board)

Kerry Olitzky, Hebrew Union College, New York, NY

Daniel Pekarsky, Cleveland College of Jewish Studies, Cleveland, OH

Lester Pollack, New York, NY (CIJE Board)

Michael Possick, Torah Umesorah, New York, NY



Charles Ratner, Cleveland, OH (CIJE Board)

Esther Leah Ritz, Milwaukee, WI (CIJE Board)

Harriet Rosenthal, South Orange, NJ

Arthur Rotman, JCC Association, New York, NY

Ismar Schorsch, Jewish Theological Seminary, New York, NY (CIJE Board)

*Carmi Schwartz*

Susan Shevitz, Brandeis University, Waltham, MA

Barry Shrage, Combined Jewish Philanthropies of Greater Boston, Boston, MA

Samuel J. Silberman, New York, NY

Eliot Spack, CAJE, New York, NY

Herman Stein, Case Western Reserve University, Cleveland, OH

Daniel Syme, Union of American Hebrew Congregations, New York, NY

Abe Tannenbaum, Columbia University, New York, NY

Margaret Tishman, New York, NY

Mervyn Tuckman, Gratz College, Melrose Park, PA

Isadore Twersky, Harvard University, Cambridge, MA (CIJE Board)

Jack Ukeles, Ukeles Associates, Inc., New York, NY

Donald Well, Board of Jewish Education, New York, NY

Jerome Waldor, Federation president, So. Orange, NJ

Jonathan Woocher, JESNA, New York, NY

Reuven Yalon, Bureau of Jewish Education, Cherry Hill, NJ

Bennett Yanowitz, Cleveland, OH (CIJE Board)

Henry L. Zucker, Mandel Associated Foundations, Cleveland, OH

Council for Initiatives in Jewish Education

Annual Meeting

January 16, 1992  
10:00 AM - 12:00 Noon

AGENDA

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- I. Welcome and Introductions Morton L. Mandel
  - II. 1991 Annual Report Stephen H. Hoffman
  - III. Plans for the Israel Experience Charles R. Bronfman
  - IV. Education Findings from the Jewish Population Study Shulamith R. Elster  
Seymour Martin Lipset
  - V. Discussion
  - VI. Status report on Lead Communities Project Jacob Ukeles
  - VII. Luncheon

1/10/92

Expected Attendance at Board Meeting - 1/16/92  
1:15 - 4:00 PM

David Arnow	Lester Pollack
Bill Berman	Chuck Ratner
Charles Bronfman	Esther Leah Ritz
Gerald Cohen	Art Rotman
John Colman	Ismar Schorsch
Maurice Corson	Isadore Twersky
Shulamith Elster	Jack Ukeles
Irwin Field	Jon Woocher
Seymour Fox	Bennett Yanowitz
Corky Goodman	Henry Zucker
Fred Gottschalk	
Arthur Green	
Neil Greenbaum	
Tim Hausdorff	
David Hirschhorn	
Steve Hoffman	
Barry Holtz	
Mark Lainer	
Norman Lamm	
Ginny Levi	
Norman Lipoff	
Marty Lipset	
Morton Mandel	
Matty Maryles	
Jim Meier	
Mel Merians	

# COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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[Temporary Address]

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*Honorary Chair*  
Max M. Fisher

*Chair*  
Morton L. Mandel

*Acting Director*  
Stephen H. Hoffman

*Chief Education Officer*  
Dr. Shulamith Elster

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FOR IMMEDIATE RELEASE

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## COUNCIL FOR INITIATIVES IN JEWISH EDUCATION (CIJE) ISSUES FIRST ANNUAL REPORT; RELEASES EDUCATION FINDINGS OF 1990 NATIONAL JEWISH POPULATION SURVEY

NEW YORK--January 16, 1992.....The Council for Initiatives in Jewish Education (CIJE), an entity formed to implement the recommendations of the Commission on Jewish Education in North America, which concluded two years of deliberations in November 1990, issued its first annual report today, at a meeting in New York of the organization's Board of Trustees, Senior Policy Advisors, and members of the community concerned with Jewish education. The CIJE Board today agreed to embark on a project to improve Jewish education continentally through work in local communities. The CIJE also released a study of the educational findings suggested by the data of the 1990 National Jewish Population Survey, undertaken by Dr. Seymour Martin Lipset, Professor of Sociology at Stanford University.

In implementing the recommendations of the Commission, CIJE has six basic roles to fulfill--initiating action on the Commission's specific recommendations on personnel and comm

development; advocacy on behalf of Jewish education; forging new connections among communities, institutions and foundations; establishing a new research agenda; helping to facilitate synergism within the emerging foundation community; and energizing new financial and human resources for Jewish education.

Commenting on the annual report and the Lipset study, CIJE Chairman Morton Mandel, the Cleveland industrialist and former President of the Council of Jewish Federations, who served as Chairman of the Commission on Jewish Education in North America, stated: "In its first year, CIJE has served as a catalyst, bringing together national agencies with funders and local communities, and has started the process of providing expertise in educational planning and community organization. In its work, CIJE has followed the pattern of the Commission, of working in partnership with JESNA and JCCA, and in collaboration with CJF.

"Professor Lipset's study suggests that those North American Jews with the best experiences in Jewish education are more likely to strengthen their own Jewish identity and transmit their values to their children. This conclusion adds urgency to CIJE's mission."

In its first year, CIJE has focused particular attention on developing the Lead Community project, recommended by the Commission, and is now in the process of recruiting three to five Lead Communities for this joint continental-local collaboration for excellence in Jewish education. The purpose of the project is to demonstrate that Jewish education can be



improved in local communities through the combination of leadership, program, resources and planning. Dr. Lee Shulman, Professor of Education at Stanford University and President of the National Academy of Education has endorsed the Lead Community approach as "an effective and promising model for significant change in education."

In his study, Dr. Lipset observes: "To a considerable degree, what the Jewish community of the future will look like occupationally, culturally and Jewishly, will be a function of education, Jewish and non-Jewish.... The NJPS data confirm the assumption that the more exposure to Jewish learning, the more likely the recipients are to be involved in the community and to pass the commitment on to their children. The justified concern for Jewish continuity focuses on Jewish education as the major facility available to the community to stem the hemorrhaging which is taking place."

CIJE's thirty-member Board of Trustees includes representatives of the foundation community, community lay leaders, prominent Jewish educators and leading Jewish academicians. A group of twenty Senior Policy Advisors, formed from the ranks of the continental organizations and institutions, provides ongoing professional guidance.

During the first year of operation, Stephen H. Hoffman, Executive Vice President of the Jewish Community Federation of Cleveland, has served as CIJE's Acting Director. A full-time director and a planner will be selected this spring. They will join Dr. Shulamith Elster, who assumed the position of CIJE's Education Officer in July 1991.

1/13/92

CHAIRMAN'S NOTES

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

ANNUAL MEETING

THURSDAY, JANUARY 16, 1992

10:00 A.M. - 12:00 NOON

UJA/FEDERATION - NEW YORK

MORTON L. MANDEL, PRESIDING

I. WELCOME AND INTRODUCTIONS - Morton L. Mandel - 10-10:15 a.m.

A. Welcome

- o First Annual Meeting of Council for Initiatives in Jewish Education.
- o Established by Commission on Jewish Education in North America at final meeting - November, 1990 - in its report, A Time to Act.
- o We were to reconvene annually and are pleased to do so now.
- o Purpose: to implement all of the Commission's recommendations. Primary mission: to build a profession of Jewish education and to mobilize community support.

- o Guests at this first annual meeting include commissioners and representatives of continental lay leadership, the philanthropic community, federations, institutions of higher Jewish learning, the professional education associations, denominations and movements, CIJE Board members and senior policy advisors.
- o We will hear today about accomplishments in the first year and plans for the future.

B. Review Agenda

1. Steve Hoffman, Executive Vice President, Jewish Community Federation of Cleveland, will present the CIJE's first annual report. Copies will be distributed at the conclusion of the meeting.
2. We will hear how the plans of the CRB Foundation for development of the Israel experience tie in with the work of the CIJE.
3. You are aware of the findings and implications of the CJF 1990 National Jewish Population Survey. We asked Professor Seymour Martin Lipset to study the data and analyze it for its implications for Jewish education. His findings raise

significant issues for Jewish education. We will hear a report on the results of this study and discuss its implications for our work.

4. CIJE is undertaking a project which seeks to show that Jewish education in North American communities can be improved under the right conditions. Dr. Jacob Ukeles has been working with us to develop this Lead Communities project and will describe it to you.

II. ANNUAL REPORT - Stephen H. Hoffman - 10:15-10:40 a.m.

Steve Hoffman, Executive Vice President of the Jewish Community Federation of Cleveland, has added to his more than full-time job the role of Acting Director of the CIJE. He has done an admirable job of getting the CIJE up and running and moving it forward on all fronts. He will present the annual report and summarize for us now the accomplishments of the CIJE during its first year of operation.

-- Discussion ?

III. PLANS FOR THE ISRAEL EXPERIENCE - CRB - 10:40-10:45 a.m.

Charles Bronfman, a member of the CIJE Board, is Co-chairman of the Seagram Company and Chairman of the CRB Foundation. He will tell

us about his foundation's plans to develop the Israel experience program and how this program fits into the work of the CIJE.

- o Bronfman to speak for 3-5 minutes.

-- Discussion ?

IV. EDUCATION FINDINGS FROM THE JEWISH POPULATION STUDY - Shulamith

Elster - 10:45-11:15 a.m.

- A. Just one year ago the Council of Jewish Federations released the results of its 1990 National Jewish Population Survey. It confirmed what many of us feared, that the number of committed Jews in North America is declining and the inter-marriage rate is increasing. We asked Dr. Seymour Martin Lipset, Professor of Sociology at Stanford University, to review the data of the CJF Survey, especially in light of its implications for Jewish education. Marty has prepared an executive summary of his findings which we will share with you now and distribute at the conclusion of the meeting. I think you will agree that Marty's findings support our belief that the work of the CIJE is critical and that the time to act is now.

Dr. Shulamith Elster, Education Officer for the CIJE, will take us through the executive summary. Following her presentation, Marty will be available to answer questions.



B. Elster's Presentation

V. DISCUSSION - 11:15-11:40 a.m.

- o Marty Kraar has been asked to be prepared to comment from the CJF perspective.
- o Each of the following is prepared to speak for 3-5 minutes on what their community/organization is doing to enhance Jewish education:

Gerald Cohen - Atlanta

Mark Lainer - Los Angeles

Chuck Ratner - Cleveland

Norman Lipoff - Jewish Agency

Lester Pollack - JCC Association

VI. STATUS REPORT ON LEAD COMMUNITIES PROJECT - Jacob Ukeles -  
11:40-noon

Dr. Jacob Ukeles is President of Ukeles Associates, Inc. He has served as a senior advisor to cities, non-profit institutions, and communal agencies and was a key player on the team that led New York City out of its fiscal crisis in the mid-'70s. His consulting firm has taken on a number of assignments for Jewish education.

Jack and his associate, Dr. Jim Meier (also present today), have been consulting with CIJE on a very important project. It is our belief that Jewish education, while a continental issue, must be addressed in local communities. We are launching a project to demonstrate that formal and informal Jewish education in North American communities can be significantly improved when major efforts are undertaken to develop leadership, planning, programs, and resources. Jack will describe for you the Lead Communities Project.

o Ukeles presentation.

-- Discussion ?

VII. FINAL REMARKS - Morton L. Mandel

I hope this morning's meeting has given you a sense of the mission of the CIJE. You can see from Marty Lipset's report the urgency of our goals. Today we have a strong commitment to the resettlement of Soviet Jews and are living with an unstable economic picture. But Jewish education is in crisis and we have to move now to stem the attrition of North American Jews. We believe that the Lead Communities project provides us with an excellent opportunity to bring new life to Jewish education. I hope that you agree and will be available to support this effort, whether in your own community or continentally.

Thank you for coming today.

VIII. LUNCHEON - 12:00-1:00 p.m.

- o Luncheon will be served in Ballroom B, next door.
- o The CIJE Search Committee will meet in Reception Room E, across the lobby from Ballroom B. Participants:

Charles Bronfman

Seymour Fox ?

Charles Goodman

Neil Greenbaum

Stephen H. Hoffman

Matthew Maryles

Morton L. Mandel

Lester Pollack

Henry L. Zucker

Council for Initiatives in Jewish Education

January 16, 1992

Table of Contents

	<u>Tab</u>
Minutes of Meeting of August 29, 1991	A
Lead Communities Papers	B
Document #1: Rationale	
Document #2: Guidelines for Potential Participants	
Document #3: Timetable of the Process	
Executive Summary, Education Findings from the Jewish Population Study - Seymour Martin Lipset	C
Monitoring, Evaluation, and Feedback in Lead Communities: A Three-Year Outline - Adam Gamoran	D
CIJE 1991 Annual Report	E
CIJE Board members, Senior Policy Advisors, Staff/ Consultants	F
Agenda	G

MINUTES  
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
AUGUST 29, 1991  
10:00 A.M. - 3:30 P.M.  
UJA/FEDERATION OF JEWISH PHILANTHROPIES  
NEW YORK CITY

Attendance

Board Members: Morton Mandel, Chair, David Arnow, Charles Bronfman, Gerald Cohen, John Colman, Maurice Corson, Charles Goodman, Arthur Green, Thomas Hausdorff, Norman Lamm, Norman Lipoff, Matthew Maryles, Florence Melton, Melvin Merians, Lester Pollack, Esther Leah Ritz, Ismar Schorsch, Isadore Twersky, Bennett Yanowitz

Policy Advisors Shulamith Elster, Seymour Fox, Annette Hochstein,  
Consultants Stephen Hoffman, Barry Holtz, Robert Hirt, Martin Kraar,  
and staff: Virginia Levi, Arthur Rotman, Jonathan Woocher,  
Henry Zucker

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I. Welcome and Progress Report

Mr. Mandel called the meeting to order at 10:10 a.m. He welcomed participants to this second meeting of the CIJE board and introduced first-time attendees Charles Goodman, Norman Lipoff, and Ismar Schorsch and new board members David Arnow, Maurice Corson, Florence Melton, and Melvin Merians.

The chair called board members' attention to the "Highlights of the CJF 1990 National Jewish Population Survey" which was distributed at the meeting, noting especially the troubling statistics on intermarriage. He briefly reviewed the CIJE mission statement which had been approved at the April board meeting, and noted that the agenda for the day would involve a report for each of the major recommendations of the report of the Commission on Jewish Education in North America. He noted that the recommendation to mobilize community support will be a major item on the agenda of the next board meeting.

Stephen Hoffman, acting director of CIJE, reported that since the April board meeting the senior policy advisors group had been expanded to better reflect the educational centrality of the religious movements and to represent the views of national Jewish education leaders whose experience can help CIJE project what will work in the field. That group met in mid-August to work on refining the approach to Lead Communities and best practices. In addition, a seminar in Jerusalem brought together a talented group of American and Israeli Jewish educators and planners to work on the issues CIJE is addressing.



## II. Lead Communities Project

Dr. Shulamith Elster, education officer of CIJE, presented the proposed Lead Communities project, noting the centrality of the concept to the work of CIJE. The Lead Communities project, as proposed, would encompass work on best practices, training, research, community support, monitoring, evaluation and feedback.

A Lead Community is a model community where (1) the importance of Jewish education will be recognized, (2) educational programs and experimental projects will be appropriately funded, and (3) outstanding personnel will be engaged in educational programs in all fields. These models are to serve as laboratories in which to explore educational practices and policies and identify those that work best in formal and informal Jewish education. It is anticipated that 3-5 Lead Communities will be established, each to work with CIJE to develop and implement a specific plan for Jewish education in the community. The plan will be comprehensive and of sufficient scope to impact on Jewish education within the community. It will include programs to build the profession of Jewish education and mobilize key lay leadership. It will use Israel experience programming as an educational resource. In addition, each community will select from a broad range of other program options upon which to focus.

CIJE will provide staff support, consultation concerning programs that have been successful, liaison with resources outside the community, and will facilitate funding for special projects. In addition, CIJE will design and implement a program to monitor and evaluate progress and to provide feedback. This process will offer communities the opportunity for mid-course corrections and will permit CIJE to document the process and disseminate the results.

In the discussion that followed, it was suggested that CIJE staff begin immediately to issue a request for proposals so that the process of identifying Lead Communities can begin. The process will involve a call for proposals, an initial review of applications, an invitation to semi-finalist communities to discuss the concept and clarify expectations, and final selection by the CIJE board by spring 1992. It was suggested that the call for proposal should make very clear the criteria to be used in selecting Lead Communities.

It was noted that among the 3-5 Lead Communities, there should be a mix of size, location, and level of community organization. While one objective of the Lead Community process is to help a particular community improve conditions for Jewish education, our primary goal is to learn what will work in an actual, but optimal setting so that other communities can strive for comparable conditions.

It was suggested that many prospective Lead Communities will need help with the planning necessary to submit a proposal. CIJE may want to be flexible in its requirements, but it will be important for each Lead Community to have a core, quality staff ready to work on planning and implementation.

Concerns were raised about the proposed timetable. In response, it was noted that many communities are already aware of the concept and that those in a position to become Lead Communities already have most of the elements in place. While there can be some flexibility with specific dates, there is a need to progress and to begin to act.

A question was raised about the value of having the local federation serve as convener. It was suggested that federation is in the best position to speak for a community as a whole and to work with each of the different elements within the community which should be a part of the total picture of Jewish education.

It also was suggested that CIJE should be prepared to provide some incentive funding to Lead Communities.

A. The Israel Experience

The chair noted that since the release of "A Time to Act" in November 1990, we have agreed to build an Israel experience into the Lead Community process. The CRB Foundation has been devoting much attention to this area. CIJE has asked CRB to take the lead in developing an approach to the Israel experience for Lead Communities. Charles Bronfman was asked to describe the work of his foundation and its work in this area.

Mr. Bronfman noted that the focus of CRB Foundation work is in two specific directions, one of which is "the unity of the Jewish people, whose soul is in Jerusalem." The other is a major program in Canada. With offices in Montreal and Jerusalem, the foundation supports programs in informal Jewish education, with the Israel experience for youth as a major emphasis. Their interest is in increasing the number of youngsters who travel to Israel, the quality of those trips, staff development, what elements an ideal trip might include, and how to provide every youngster with access to a trip to Israel. Having discovered that each community approaches the Israel experience differently, the CRB Foundation expects to work through the Lead Communities on effective approaches, with a goal toward broad dissemination. Mr. Bronfman reported that the CRB Foundation plans to add to its staff someone to market and coordinate Israel experience programs in North America.

III. Building the Profession

The chair noted that a key element of the work of CIJE is the further development of the profession of Jewish education. Two participants in the meeting were introduced to describe national initiatives being undertaken by their organizations.

- A. Henry Zucker reported that the CIJE had been meeting with the Mandel Associated Foundations (MAF) regarding the need to increase the number of quality personnel for Jewish education. Planning



C. Discussion

In the discussion that followed, several board members congratulated these foundations on their work and suggested that the programs being funded be made available to Lead Communities for the training of professionals. It was noted that other foundations represented on the board are also working in support of Jewish education--the Jim Joseph Foundation with day schools, the Covenant Foundation (the Crown family) in support of effective teachers and schools, and the Melton Foundation on behalf of supplementary schools and adult education. It was noted that these foundations are working in partnership with each other and with continental organizations in a way that is supportive of the future of Jewish education. It was suggested that CIJE consider disseminating information on these and future grants to continental leadership.

IV. Lead Communities

A. The Best Practices Project

The chair noted that "best practices" is a term used in general education to refer to programs and ideas that seem to work well. CIJE has engaged Dr. Barry Holtz to design a process to identify best practices in Jewish education which can be introduced in Lead Communities. The chair introduced Dr. Holtz to review his proposal on best practices.

Dr. Holtz noted that the Commission had recommended that an inventory of best practices be prepared to help guide CIJE in its work in Lead Communities, expecting that these communities would benefit from a list of success stories on which to base their work toward improvement. CIJE will want to know what makes success happen--personnel, funding, etc., and how a successful program can be translated from one location to another. CIJE will analyze successful approaches in one community, noting those aspects which do and do not appear transferable to another environment. The implementation of best practices will provide CIJE with an opportunity to study and document the best of Jewish education, providing the continental community with a serious data base.

Dr. Holtz noted that the best practice approach is one step that can help lead to improvement, and that it should be supplemented in Lead Communities with efforts to explore innovative ideas for educational practice, those ideas which are promising, but which have never been tried.

In the discussion that followed, it was noted that documentation will have to be very detailed in order to permit other communities to make best use of it. It was also suggested that the personnel involved with the project will have a significant impact on how it works.

It was suggested that as effective practices are identified, it would be helpful to publish a list and description for general use. The United States Department of Education's National Diffusion Network may be a model for this approach.

It also was suggested that while effective best practices may take place on the scale of an institution or community, they also occur in individual schools, classrooms, and programs. These, too, should be considered. The winners of the Covenant Award are examples of individuals and schools with best practices.

There was a consensus that board members endorse the approach and that steps will be taken to implement it.

B. Monitoring, Evaluation and Feedback

Annette Hochstein reported that the Lead Community concept requires that as we introduce new programs and ideas, we find out quickly what is and is not working so that fine tuning can take place on a continuing basis. At the same time, it will be important to study what works over the long term. She noted that Dr. Adam Gamoran, Associate Professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison, is working with CIJE to develop a program (1) to place a field researcher in each Lead Community to monitor and provide ongoing feedback, (2) to gather and analyze data in all Lead Communities, and (3) to evaluate the performance of programs in Lead Communities. It is anticipated that, in time, this process will permit CIJE to prepare an annual report on the outcome of this effort. Dr. Gamoran will work with a team of experts in undertaking this project.

V. Research Capability Update

Mrs. Hochstein reported that one recommendation of "A Time to Act" calls for the establishment of a research capability and agenda to study Jewish education and establish a bank of data. CIJE is beginning to consider what would be required to undertake this effort. It is anticipated that a preliminary proposal will be ready for presentation by the next meeting of the board.

In the discussion that followed, it was suggested that one means of encouraging additional research in Jewish education would be to establish a high level journal for the publication of research projects. It was noted that there are currently publications on Jewish education which might be upgraded to serve this purpose. A newsletter might include brief presentations of ideas for research, as well as research results.



VI. Council Update

A. Director Search

The chair noted that CIJE has engaged Philip Bernstein to serve as a consultant to the Search Committee which is seeking a permanent director. The Search Committee is composed of Charles Bronfman, Max Fisher, Charles Goodman, Neil Greenbaum, Morton Mandel, Matthew Maryles and Lester Pollack. Board members will be contacted for their suggestions of candidates. It is hoped that the search can be concluded by December 1991.

B. Financial Report

Stephen Hoffman reported that CIJE has spent \$68,000 since January 1991. He noted that expenses will increase now that we have a full-time education officer and that projects are being launched. In light of this fact, it is anticipated that fundraising will be stepped up in the near future.

VII. Good and Welfare

- A. It was suggested that papers submitted to board members include executive summaries to simplify their sharing with other community leaders.
- B. It was suggested that a presentation and analysis of the CJF Population Data be scheduled for the first annual meeting of the CIJE board.

VIII. Next Meeting

The next meeting of the CIJE board, and the first CIJE annual meeting, is scheduled for January 16, 1992 from 10:00 a.m. to 4:00 p.m. in New York City.

IX. Concluding Comments

The meeting concluded with thoughtful and sensitive Concluding Comments by Bennett Yanowitz, attorney and past president of JESNA, past vice president of the Jewish Community Federation of Cleveland, and past chairman of the National Jewish Community Relations Advisory Council.



DRAFT

## LEAD COMMUNITIES



Document #1:

RATIONALE

January 2, 1992

**The Lead Communities Project is a joint continental - local collaboration for excellence in Jewish education. The purpose is to demonstrate that it is possible to significantly improve Jewish education, both formal and informal, in communities in North America with the right combination of leadership, programs, resources, and planning.**

Three to five communities in North America, each with a Jewish population of between 15,000 and 300,000, will be invited to join with the Council for Initiatives in Jewish Education in carrying out the Lead Communities Project.



## **Why a Lead Communities Project**

### Improving Effectiveness

The heart of this effort is a commitment to help Jewish education in North America improve its effectiveness.

Jewish education involves not only acquisition of knowledge but also the development of skills, shaping of values and influencing behavior. It can take place in a day school, a supplementary school, summer camp, congregation or Jewish community center; on a trail in the Galilee or in a living room in Iowa. It happens through study of text, a lecture, film, or discussion.

However it happens, Jewish education must be compelling -- emotionally, intellectually and spiritually. It must inspire greater numbers of Jews, young and old, to remain engaged, to learn, feel and act in a way that reflects an understanding of and commitment to Jewish values.

To achieve this objective, Jewish education must be nurtured, expanded and vastly improved. Both the CIJE and the lead communities will set goals for "improvement." These will take a concrete form, such as:

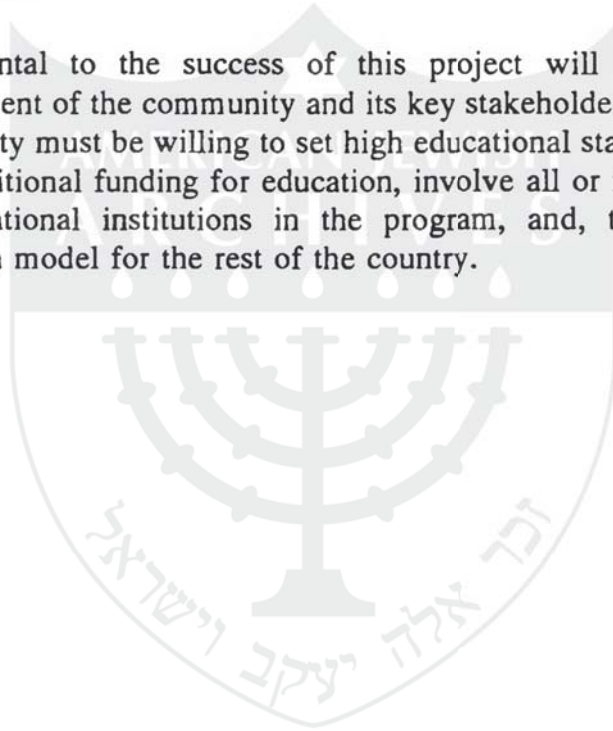
- More and better Jewish education programs and services;
- Greater participation in Jewish education; and
- Better outcomes (related to Jewish knowledge, skills, behaviors, and values).

The central thesis of the Lead Communities Project is that the best way to generate positive change at the continental scale is to mobilize the commitment and energy of local communities to create successes that stand as testimony to what is possible.

### "Models" as a Strategy for Positive Change

Local efforts that are working well need to be reinforced. Local communities have to be connected to the pockets of excellence across the nation that too often have worked in isolation. Positive change will require a vehicle to encourage visionary approaches and to support innovation and experimentation. This project makes it possible to evaluate, improve and try out a variety of approaches for Jewish education throughout the community, and prepare the groundwork for adoption and expansion of good ideas elsewhere.

Fundamental to the success of this project will be the commitment of the community and its key stakeholders. The community must be willing to set high educational standards, raise additional funding for education, involve all or most of its educational institutions in the program, and, thereby, become a model for the rest of the country.



## Definition of Community

For the purposes of this project, a "community" is an urban or metropolitan geographic area with a communal organization structure and decision-making system in place. The initial focus is on communities with a Jewish population of 15,000 to 300,000<sup>1</sup>.

A cornerstone of the Lead Communities Project is the emphasis on the entire local community, rather than the individual school, program or Jewish camp. The evidence is growing in general education as well as Jewish education that lasting educational reform involves the interaction of school, family and community because there is a continuing interplay among them. One needs to affect the entire system, not just a single setting.

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<sup>1</sup>The 57 communities within this range account for about 3,500,000 out of about 5.5 million Jews nationally. These figures are based on data from the Council of Jewish Federations.



## **What Makes a Lead Community**

A lead community will be characterized by four areas of community commitment: leadership, programs, resources, and planning.

### Leadership

A lead community is expected to chart a course that others can follow. The most respected rabbis, educators, professionals and lay leaders will serve on community-wide Steering Committees to guide the project in a specific community. All sectors of the community -- congregations, schools, community centers and Federations -- will need to be involved. Recruiting top community leaders to the cause of Jewish education and involving all sectors of the community will help raise Jewish education to the top of the communal agenda.

Lead community leadership, both professional and lay, also will participate in the ongoing effort to define and refine the project as it is extended to other communities.

### Programs

Each of the lead communities will engage in the process of redesigning and improving Jewish education through a wide array of intensive programs. The programs of the lead community need to reflect continental as well as local experience and ideas.

Lead communities will benefit from successful experiences across the continent. CIJE is undertaking a systematic effort to identify the best examples of specific programs, projects or institutions in North America, called the "Best Practices Project." In preparing action plans, lead communities will have access to the inventory of the most promising programs.

The report of the Commission on Jewish Education in North America recommends that Lead Communities concentrate on personnel and broadening community support as critical "enabling options." They are necessary for the significant improvement of Jewish education. A promising programmatic option is study and travel in Israel, which has proven to be a very effective motivator for young and old alike. Thus, personnel, community support and educational travel to Israel will be important ingredients in the community's plan of action.

Local initiatives may include improvement or expansion of existing programs or the creation of new ones. Examples of other programs that could be undertaken as part of a Lead Communities program include:

- Replicating good schools and/or establishing model schools;
- Intensifying and improving early childhood programs;
- Designing programs in adult and family education;
- Developing new models of post bar-mitzvah or bat-mitzvah education;
- Developing strategies for outreach;
- Raising the level of Jewish knowledge of communal leaders;
- Integrating formal and informal education (e.g. camping/study programs); and
- Using new technology (video and computers).

Lead community projects are expected to address both scope and quality: They should be comprehensive enough to make an impact on a large segment of the community; and focused enough to insure high standards of excellence.

## Financial Resources

A program of breadth, depth and excellence will require new monies, primarily because the endeavor has long been underfunded. The economic recession and substantial resettlement needs make communal fund-raising more challenging. Nevertheless, a lead community will point a direction in this area as well -- substantially upgrading the local investment in Jewish education. Increased funding will come from federations, private foundations, congregations, tuition and other sources.

An important part of CIJE's role is to mobilize private foundations, philanthropists, and other continental resources to match the financial efforts of local communities.

## Planning

The plan for each lead community will include: an assessment of the state of Jewish education in the community at the present time; an analysis of needs and resources; the development of a strategy and priorities; the design of programs; and the preparation of a multi-year integrated implementation plan for improving educational effectiveness. CIJE can help focus the resources of national agencies -- JESNA, JCC Association, training institutions, and religious movements -- on the needs of local communities.

How will we know the lead communities have succeeded in creating better outcomes for Jewish education? On what basis will the CIJE encourage other cities to emulate the programs developed in lead communities? Like any innovation, the Lead Communities Project requires evaluation to document its efforts and gauge its success. In addition, each lead community needs to know how well it is doing as a basis for making change along the way. CIJE will design and implement a consistent monitoring, evaluation and feedback system for use in each lead community to help answer these questions.

## **Lead Communities: A Continental Enterprise**

Improving Jewish education throughout the continent is the ultimate goal of the Lead Communities project: to re-energize Jewish education, and to demonstrate and validate successful approaches to Jewish education that can be found in and replicated by communities throughout North America.





The creation of the Lead Communities project will proceed according to the following timetable.

<u>Month</u>	<u>Benchmark</u>	<u>CIJE Board Role</u>
Mid-January 1992	Approve lead communities project plan	CIJE Board
End-January	Announce the project & distribute guidelines to local communities <sup>1</sup>	
March	Receive preliminary proposals (4 weeks to prepare)	
April	Select finalists	Lead Communities Committee <sup>2</sup>
May	Receive finalist proposals (4 weeks to prepare)	
May and June	Visit sites and evaluate finalist proposals	
June	Recommend communities	Lead Communities Committee
July	Select and announce Lead Communities	CIJE Board
September	Hold first seminar for Lead Communities	
October	Agree on each CIJE/community joint program; Project begins	
November 1992-July 1993	Lead Communities develop plan and pilot action program	
September 1993	Lead Communities begin full-scale implementation of action program	

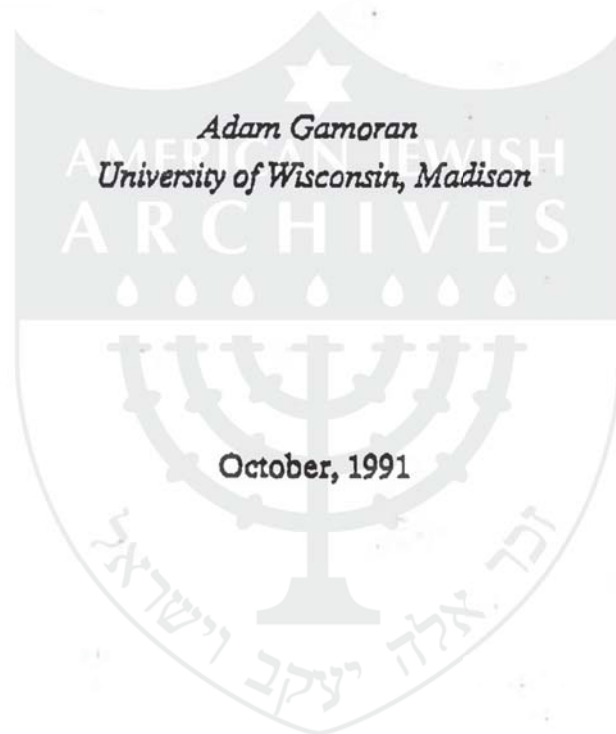
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<sup>1</sup>Copies of the guidelines will also be circulated to national agencies with local constituents (e.g. religious movements).

<sup>2</sup>Lead Communities Committee of CIJE Board of Directors.



**Monitoring, Evaluation, and Feedback in Lead  
Communities:  
A Three-Year Outline**



## Monitoring, Evaluation, and Feedback in Lead Communities:

### A Three-Year Outline

In late 1990, the Commission on Jewish Education in North America issued *A Time to Act*, a report calling for radical improvement in all aspects of Jewish education. At the center of the report's strategic plan was the establishment of "lead communities," demonstration sites that would show North American Jews what was possible:

Three to five model communities will be established to demonstrate what can happen when there is an infusion of outstanding personnel into the educational system, when the importance of Jewish education is recognized by the community and its leadership, and when the necessary funds are secured to meet additional costs (p. 67).

One year later the successor to the Commission, the Council for Initiatives in Jewish Education (CIJE), is mobilizing to establish lead communities and to carry out the strategic plan.

How will we know whether the lead communities have succeeded in creating better structures and processes for Jewish education? On what basis will the CIJE encourage other cities to emulate the programs developed in lead communities? Like any innovation, the lead communities project requires a monitoring, evaluation, and feedback component to document its efforts and gauge its success.

This proposal describes a plan for monitoring, evaluation, and feedback in lead communities. It emphasizes two aspects of educational change in lead communities:

- (1) What is the *process* of change in lead communities?

This question calls for field research in the lead communities. It requires a combination of qualitative and quantitative data, and offers formative as well as summative evaluation—that is, feedback as well as monitoring—for the lead communities.

- (2) What are the *outcomes* of change in lead communities?

This question is especially challenging because the desired outcomes have yet to be defined. Hence, addressing the question requires, first, enumeration of possible outcomes, second, development of indicators for measuring selected outcomes, and third, research on the connection between programs in lead communities and the measured outcomes.

### **Field Research in Lead Communities**

Studying the process of change in lead communities should be a major component of the CLJE strategy. Documenting the process is especially important because the effects of innovation may not be manifested for several years. For example, suppose Community X manages to quadruple its number of full-time, professionally-trained Jewish educators. How long will it take for this change to affect cognitive and affective outcomes for students? Since the results cannot be detected immediately, it is important to obtain a qualitative sense of the extent to which the professional educators are being used effectively. Studying the process is also important in the case of unsuccessful innovation. Suppose despite the best-laid plans, Community X is unable to increase its professional teaching force. Learning from this experience would require knowledge of the points at which the innovation broke down.

#### ***Field Researchers.***

At least one half-time field researcher would be hired for each community. Although budgetary and personnel constraints are likely to limit the number of researchers the CLJE is able to hire, we should be aware that the depth of monitoring, evaluation, and feedback will be related to the number of researchers supported by the CLJE. I estimate that one half-time researcher would be able to provide the level of detail described in this memo if the size of the Jewish community is approximately 50,000 or smaller.

Field researchers would have the following responsibilities:

1. Supplement community self-studies with additional quantitative data, as determined following a review of the self-studies in all of the lead communities.
2. Use these data, along with interviews and observations in the field, to gain an understanding of the state of Jewish education in the community at the outset of the lead community process.



3. Attend meetings and interview participants in order to monitor the progress of efforts to improve the educational delivery system, broadly conceived.
4. Prepare informal quarterly briefs which will serve as a source of feedback for participants in the lead communities.
5. Write a nine-month report (May 1993) describing and interpreting the process and products of change to date. An important contribution of the report would be to discuss the operative goals of programs in the lead community. The report would also assess progress toward the Commission's goals, and would speak frankly about barriers to implementing the plans of the local commission. In this way, the report would serve as formative evaluation for the community and the CLJE.
6. Replicate the initial data collection a year later, and continue monitoring progress toward the commission plan.
7. Issue a 21-month report (May 1994), which would describe educational changes that occurred during the first two years, and present an assessment of the extent to which goals have been achieved. Two types of assessment would be included: (a) Qualitative assessment of program implementation. (b) Tabulation of changes in rates of participation in Jewish education, which may be associated with new programs.

It may be possible to compare changes in rates of participation to changes that do or do not occur in other North American Jewish communities. For example, suppose the lead communities show increases in rates of Hebrew school attendance after Bar Mitzvah. Did these rates change in other communities during the same period? If not, one may have greater confidence in the impact of the efforts of the lead communities. (Even so, it is important to remember that the impact of the programs in lead communities cannot be disentangled from the overall impact of lead communities by this method. Thus, we must be cautious in our generalizations about the effects of the programs.)

The 21-month reports would serve as both formative and summative evaluation for the local commissions and the CLJE. In other words, they would not only encourage improvement in ongoing programs, but would also inform decisions about whether programs should be maintained or discontinued.

8. Field researchers would also serve as advisers to reflective practitioners in their communities (see below).

### *Schedule.*

During fall 1991, a job description and list of qualifications would be prepared. The researchers would be hired and undergo training during spring and summer 1992. During this period, further details of the monitoring and feedback system would be worked out. The fieldwork itself would begin in late summer or early fall 1992.

### *Chief field researcher.*

One of the field researchers would serve as chief field researcher. The chief field researcher would work full-time. In addition to studying his or her community, the chief field researcher would be responsible for training the others and coordinating their studies. S/he would also participate in developing a more detailed monitoring and feedback system.

### *Director of monitoring, evaluation, and feedback.*

The chief field researcher would be guided by a director of monitoring, evaluation, and feedback. The director would be responsible for providing leadership, establishing an overall vision for the project. Further responsibilities would include making final decisions in the selection of field researchers; participating in the training of field researchers and in the development of a detailed monitoring and feedback system; overseeing the formal and informal reports from field researchers; and guiding plans for administration of surveys and tests in the lead communities.

### *Reflective practitioners.*

In each lead community, two or more reflective practitioners would be commissioned to reflect on and write about their own educational efforts. The reflective practitioners, who could be selected by their local councils, would be teachers or administrators involved in CIJE programs with reputations for excellent practice, or who are attempting to change their practices substantially. The local field researchers would supervise and advise the reflective practitioners.

### *Collection of achievement and attitudinal data.*

Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect rudimentary quantitative data to use as a baseline upon which to build. Details of this data



collection, and a plan for longitudinal follow-ups, cannot yet be specified. As an example, we might administer a Hebrew test to seventh graders in all educational institutions in the community. Seventh grade would be chosen because it is the grade that probably captures the widest participation of students who study Hebrew. The test would need to be highly inclusive, covering, for example, biblical, prayerbook, and conversational Hebrew. It may not be restricted to multiple-choice answers, in order to allow respondents to demonstrate capacity to use Hebrew as a language. The test would be accompanied by a limited survey questionnaire of perhaps twelve items, which would gauge students' attitudes and participation levels. This data collection effort would be led by a survey researcher, with assistance from the field researchers, from community members who would be hired to help administer the survey, and from specialists who would score the tests.

#### Development of Outcomes

It is widely recognized that the question of the outcomes of Jewish education, which was not addressed in the Commission report, cannot be avoided by the CJE. This is not only a practical necessity, but a requirement of the research project: to evaluate the success of programs in the lead communities, one must know the criteria by which they are to be evaluated. Hence, the research project will take up the issues of (a) what are the aims of Jewish education; and (b) how can those aims, once defined, be measured?

Proposed tasks for this component of the project for the first two years are:

1. Commission a thought paper by an experienced professional on the outcomes of Jewish education. Guidelines for the paper would include:
  - (a) The focus would be concrete rather than vague. This might be accomplished by posing the question as, "If you were to evaluate the outcomes of Jewish education, what would you look at?"
  - (b) Outcomes should be addressed in the areas of cognition, attitudes, values/beliefs, practices, and participation.
2. Distribute the paper for comments to national/continental organizations for feedback.
3. Engage the original writer to expand the paper in light of feedback received from the major organizations. The revision should include an analysis of points of agreement and disagreement among the organizations.

4. Present the revised paper to the research advisory group, posing the following questions:

(a) What do you make of this set of outcomes?

(b) How might they be measured?

The research advisory group would have two additional sources of information to consider: the operative goals of programs in lead communities, as described by field researchers in their 9-month reports; and conceptions of the educated Jew developed by the Mandel Institute.

5. Commission appropriate experts to begin selecting or creating outcome indicators.

#### *Stimulation of Self-Contained Research Projects*

At any time during the process, the CIJE may require urgent attention to specific issues of educational effectiveness. (An example might be the relative effectiveness of supplementary school and summer camp attendance for Jewish identification.) After developing an internal consensus, CIJE would either (1) issue a request for proposals on that topic, or (2) recruit and commission individual to carry out the research project.

#### **TIMELINE**

<i>Fieldwork</i>		<i>Outcome Development</i>
Fall 1991	create job description	commission paper
Spring 1992	oversee hiring, training	
August 1992		approve first paper
Fall-Spring, 1992-93	fieldwork underway, quarterly briefs, administer surveys/tests	responses to paper from national organizations.
May 1993	9-month reports	revise paper
August 1993		meet with research advisory committee
Fall-Spring, 1993-94	fieldwork continues, quarterly briefs	develop outcome indicators
May 1994	21-month reports	



COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
1991 ANNUAL REPORT

The Commission on Jewish Education in North America concluded two years of deliberations in November 1990 with the publication of its report: A Time to Act. This report is a call to the Jewish community of North America to improve Jewish education in the belief that education is the chief means of encouraging the continuity of Jewish values, beliefs and behavior for future generations.

The Commission identified a range of problems in Jewish education and developed strategies for addressing them. It concluded that the two basic needs to address are the need to upgrade personnel engaged in Jewish education and to build a profession of Jewish education; and to mobilize community support for Jewish education and develop top-level community leadership for the field.

It created the Council for Initiatives in Jewish Education (CIJE) to implement the recommendations in A Time to Act. This is the first annual report of the CIJE. It reflects the steps taken this year to bring to practice the ideas generated by the Commission.

The CIJE is to be a small organization. The work of its professional staff members is designed to complement and enhance the work of other continental agencies and institutions by providing a planning capability and expertise in education and community organization. The CIJE will serve as a catalyst, bringing together the continental agencies with funders and with local communities. The CIJE will follow the pattern established by the Commission of working closely with JESNA, JCCA and the CJF, as well as with other major organizations and institutions.

The CIJE has six basic roles to fulfil -- initiating action on the Commission's specific recommendations on personnel and community development; advocacy on behalf of Jewish education; forging new connections among communities, institutions and foundations; establishing a new research agenda; helping to facilitate synergism within the emerging foundation community; and energizing new financial and human resources for Jewish education.

A Board of Trustees has been established to govern the CIJE. Its thirty members include representatives of the foundation community, community lay leaders, Jewish educators, and Jewish academicians. A group of twenty Senior Policy Advisors was formed to provide ongoing professional guidance. (Lists of these groups are attached to this report.)

Stephen H. Hoffman, Executive Vice President, Jewish Community Federation of Cleveland, has served during the year as Acting Director. Effective July 1, 1991, Dr. Shulamith Elster assumed the position of Education

Officer. Building on the experience and expertise of Professor Seymour Fox and Annette Hochstein, who have been advising this work since the inception of the Commission, an outstanding team of consultants has supported the CIJE's efforts. The staff is involved in ongoing consultations with a wide range of lay and professional leaders in the fields of Jewish education and Jewish communal service, to ensure that the agenda of CIJE reflects the concerns of the denominations, professional organizations, and training institutions.

A search committee has been established and is working now to identify a full-time director. Our goal is to conclude this search by spring, 1992. The addition of a planner will complete the staff.

With the goal of generating positive change for Jewish education at the continental scale, CIJE has concluded that the best approach is to mobilize the commitment and energy of local communities. Thus, CIJE has focused its programmatic efforts on developing the Lead Communities Project, and is now in the process of recruiting 3-5 communities for this joint continental - local collaboration for excellence in Jewish education. Its purpose is to demonstrate that it is possible to improve significantly formal and informal Jewish education in communities through the right combination of leadership, programs, resources, and planning. Detailed plans have been developed by our consultant Dr. Jacob Ukeles, Ukeles Associates, Inc., for the selection of the Lead Communities and launching of the Lead Communities Project.

The Lead Communities Project was the basis for a CIJE presentation at CJF's General Assembly in Baltimore last November. Dr. Lee Shulman, Professor of Education at Stanford University and President of the National Academy of Education, endorsed the Lead Community approach as an effective and promising model for significant change in education.

In preparation for the Lead Communities Project, a program has been launched to identify and characterize best practices in key areas of Jewish education. Dr. Barry Holtz, Co-Director, Melton Research Center for Jewish Education at the Jewish Theological Seminary of America, directs this project and, working with experienced colleagues in the field, has developed a means to identify best practices. The goal is to develop an inventory of Best Practices for adaptation and experimentation in Lead Communities.

A monitoring and evaluation program has been initiated, designed by our consultant Dr. Adam Gamoran, associate professor of sociology and educational policy studies at the University of Wisconsin. Through the work of field researchers in each of the Lead Communities, the project will offer continuous feedback to educators and planners staffing the various projects, thus facilitating ongoing improvement, change, and fine-tuning of implementation. This program will require a definition of the desired outcomes of projects, as well as the development of indicators for the objective assessment of Jewish education. This effort will yield tools to equip the Jewish community to engage in systematic analysis and planning for Jewish education.



One of the most exciting new developments in Jewish education is the serious entry of strong private foundations into Jewish life. A number of foundations have indicated interest in the work of the CIJE and, particularly, in funding elements of the implementation program in areas of interest to them, first in Lead Communities and then throughout North America. Thus, it is hoped that Lead Communities will become testing grounds for new and experimental programs which can subsequently be diffused to communities across the continent.

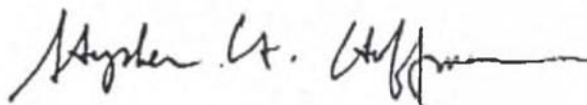
Recognizing the importance of research, the Commission report called for the development of a research agenda. The goal is a true research capability for Jewish education. Our consultant Dr. Isa Aron, associate professor of Jewish education at the Rhea Hirsch School of Education at Hebrew Union College, is designing a plan for the development of a sophisticated research capability for Jewish education in North America. Once this effort is under way, the North American Jewish community will begin to have information and data on which to base decisions regarding Jewish education.

At the same time as the Commission issued its recommendations, noting the centrality of Jewish education for Jewish continuity, CJF issued its 1990 Demographic Study, showing a marked decline in the commitment of North American Jews to their heritage and values. Subsequent analysis of the CJF data for the CIJE by Dr. Seymour Martin Lipset, Professor of Sociology at Stanford University, suggests that those North American Jews with the best experiences in Jewish education are significantly more likely to strengthen their own Jewish identity and transmit their values to their children. This information adds evidence to the urgency of our mission.

We look forward to a year of mounting activity as Lead Communities are identified and launched, the staff is completed, and additional funders are identified to support these efforts. Cooperation already evidenced among the many organizations involved is encouraging as we work to develop coalitions within local communities and bring the strengths of our continental agencies to bear on their efforts. We look forward to continuing progress in the years ahead.



Morton L. Mandel  
Chair



Stephen H. Hoffman  
Acting Director

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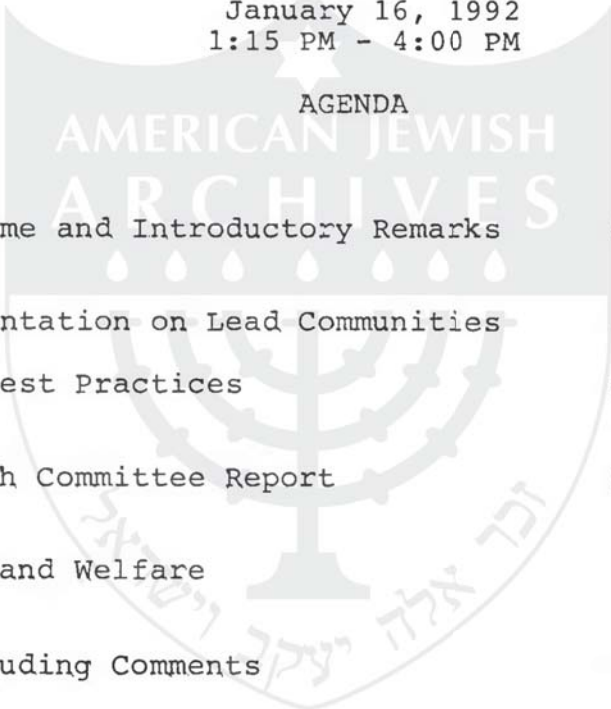


Council for Initiatives in Jewish Education

Board of Trustees

January 16, 1992  
1:15 PM - 4:00 PM

AGENDA

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- |                                      |                  |
|--------------------------------------|------------------|
| I. Welcome and Introductory Remarks  | Morton L. Mandel |
| II. Presentation on Lead Communities | Jacob Ukeles     |
| A. Best Practices                    | Barry Holtz      |
| III. Search Committee Report         | Morton L. Mandel |
| IV. Good and Welfare                 |                  |
| V. Concluding Comments               | Maurice Corson   |



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January 24, 1992

Dear Colleagues:

I am grateful for the helpful comments, practical suggestions and informed advice received during our most recent meeting. Many of these have already been incorporated into our ongoing work. The minutes of that meeting are enclosed.

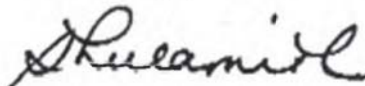
You will be pleased to know that the Annual Meeting on January 16th was well attended by our colleagues in the education community, the commissioners whose work formed the basis of our agenda and members of the Board of Trustees. The report of Professor Seymour Martin Lipset's findings, based on the Council of Jewish Federation's Population Survey, elicited much discussion on the importance of our efforts. A copy of the Executive Summary is enclosed for your information.

The Board of Trustees of the CIJE approved the plans for the launching of the Lead Communities. The Board adopted the proposals that we reviewed at our meeting and suggested that we begin with a maximum of three Lead Communities. It affirmed the wisdom of the September 1992 starting date. The requests for proposals will be mailed at the end of the month and communities will have eight weeks to respond. When the packet is mailed, Senior Policy Advisors will receive a copy of the mailing which will go to the Federations of communities with Jewish populations of 15,000 and more. The national organizations, movements and local Board of Jewish Education and Jewish Community Centers will also receive application materials.

Enclosed for your information is a copy of the CIJE Annual Report and the proposal from Dr. Adam Gamoran on Monitoring, Evaluation and Feedback in the Lead Communities.

I welcome your comments and encourage you to call or write with your comments.

Cordially,



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Education Officer

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Enclosures

MINUTES  
COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
SENIOR POLICY ADVISORS  
JANUARY 7, 1992  
12:30 - 4:30 P.M.  
THE JEWISH AGENCY  
NEW YORK CITY

Attendance

Robert Abramson, Jack Bieler, David Dubin, Shulamith Elster, Sylvia Ettenberg, Darrell Friedman, Irving Greenberg, Robert Hirt, Stephen Hoffman, Barry Holtz, Richard Joel, Martin Kraar, Virginia Levi, James Meier, Arthur Rotman, Jeffrey Schein, Alvin Schiff, Barry Shrage, Eliot Spack, Daniel Syme, Jacob Ukeles, Jonathan Woocher

Copy to

Josh Elkin, Sam Fisher, Joshua Fishman, Seymour Fox, Gene Greenzweig, Annette Hochstein, Sara Lee, Morton L. Mandel, Daniel Pekarsky, Bernard Reisman, Stephen Solender, Henry L. Zucker

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I. Welcome and Introductory Remarks

Shulamith Elster welcomed senior policy advisors and thanked The Jewish Agency for its hospitality in hosting the meeting. She announced the addition of Darrell Friedman, President of Associated Jewish Charities & Welfare Fund, Inc. of Baltimore and Jeffrey Schein of the Cleveland College of Jewish Studies to the senior policy advisors and welcomed them to their first meeting. She introduced consultants Barry Holtz, Jim Meier, and Jack Ukeles.

II. Report on CIJE Activities

Stephen Hoffman, Acting Director of the CIJE, reported that activities since the August meeting have focused primarily on the development of the Lead Communities project. He noted great excitement for the concept, expressed concerns which have been heightened by the CJF demographic study, and described the desire and willingness on the part of many communities to try new approaches on behalf of Jewish education.

In conjunction with the Lead Communities project, the CIJE has launched the Best Practices project (See III: Best Practices), and has worked with consultants on the development of a system of monitoring, evaluation, and feedback for application in the Lead Communities and the development of a research capability.



Staff has consulted with a wide range of lay and professional leaders of Jewish education and Jewish communal service to ensure that the agenda of the CIJE reflects the concerns of the denominations, professional organizations, and training institutions.

A search committee of the board has undertaken a search for a full-time director and hopes to have concluded by mid-February. At present, Shulamith Elster remains the single full-time staff member.

### III. Best Practices

#### A. Report

Barry Holtz, Director of the Best Practices Project, reminded the group that one of the recommendations of the Commission was to develop an inventory of best practices for use in supporting the Lead Communities project and for dissemination to the education community. The first step in this project was to select the first programmatic area from the list of 23 options. There was strong agreement among those polled on the centrality of the supplementary school to any project focusing on Jewish education.

The process of developing an inventory of best practices in supplementary schools will hopefully serve as a model for the development of similar inventories in the other areas. The panel has no illusions of collecting every good example. It was noted that what is being sought are good examples which can serve as models to the Lead Communities and the field.

A team of professional educators, knowledgeable and experienced in supplementary school education, met for two days in December to begin to define exemplary practice in supplementary school education and to establish criteria for the selection of best practices. Members of the team will be visiting schools and summarizing their findings. A guide is now being prepared, library research will be conducted with the assistance of JESNA, and examples will be identified of supplementary schools which meet the criteria. Senior policy advisors will receive the criteria and will be asked to make suggestions. The process will be refined as it progresses.

#### B. Discussion

In the discussion that followed, it was suggested that academics and practitioners may have different views of a successful program. Both should be consulted during the process. It was also noted that the success of some programs depends on the individuals, staff members and principals, while others have a history of success and that this should be considered among the criteria. It was suggested that a look at "best practices" include both good programs and the good policies that help make them successful.

There is a concern that an inventory of best practices could "freeze the field." It will be important to encourage innovative and pioneering projects and approaches as well.

A question was raised about the timing of the project relative to Lead Communities. Lead Communities will require a year to develop a plan, during which time it is anticipated that inventories of best practices will have been developed in at least 3-4 programmatic areas.

It was suggested that the best practices project not be viewed as oriented toward radical change, an approach which has not worked in education in the past. Best practice is intended to introduce "first order change," which is more likely to succeed. Senior policy advisors were optimistic about the possibility of successfully implementing change within the Lead Community context.

We should proceed with what can have an early impact while encouraging further study of more major opportunities for change in the future. It was suggested that the 1992 CAJE conference feature the Best Practices Project and involve a large number of educators on its behalf.

#### IV. The Lead Communities Project

Papers describing the rationale, guidelines for potential participants, and timetable for the Lead Communities project had been distributed in advance. These materials prepared by Jack Ukeles and Jim Meier were reviewed in a presentation by Jack Ukeles. His presentation was followed by extensive discussion.

It was suggested that the selection criteria include replicability as a criterion. Rather than focusing solely on replicability, we may be seeking sites in which we can learn lessons about what does and does not work. It was suggested that where not all criteria meet the guidelines, the review committee will have to make decisions. Our ultimate goal is to find models that can succeed.

Concerns were raised about limiting city size to 300,000. It was suggested that New York City or Los Angeles might wish to propose a county or region as a Lead Community. It was agreed that the selection committee would consider such applications, if submitted.

Arguments were made both for extending the timetable and for retaining it as proposed. Some suggested that systemic change cannot be planned in so short a time, while others noted the urgency of moving quickly. It was suggested that the process might be simplified by eliminating a step or by asking that the vision be developed following selection rather than in advance. It was noted, on the other hand, that many communities have begun commission or planning processes similar to that required by the CIJE and are in a position to move relatively quickly.



It was hoped that Lead Communities would be encouraged to work together and that they would be asked to share experiences and expertise with other communities outside the Lead Community group.

It was suggested that the materials clarify the commitment of CIJE to the process and be more specific about what CIJE will offer.

- V. The chair concluded the meeting with thanks to all who participated. She noted that the suggestions made would be carefully considered as the CIJE moves forward with both the best practices and Lead Communities projects.

She indicated that Adam Gamoran's proposal on monitoring, evaluation, and feedback would be sent with these minutes and that senior policy advisors will be kept informed as each of the projects moves ahead. It is anticipated that this group will meet again in March or April.



# **Education Findings from the Jewish Population Study**

## **Executive Summary**

by Seymour Martin Lipset

The data of the 1990 National Jewish Population Survey (NJPS) suggest serious problems for the future of *American Jews*. They are less likely to marry than others with similar backgrounds; they have a smaller birthrate than other groups in the population; they have a higher divorce rate; and their rate of intermarriage is high and increasing steadily. These behavioral traits mean, immigration apart, the Jewish population in America is likely to steadily decline.

Education is obviously the principal mechanism to socialize succeeding generations to be Jewish, and to stimulate adult Jews and Gentile spouses to foster the religious and secular interests of the community. To a considerable degree, what the Jewish community of the future will look like occupationally, culturally, and Jewishly, will be a function of education, both non-Jewish and Jewish.

Educational achievement has been one of the great prides of American Jewry. The survey data indicate it is justified. Among those adults 18 and over who identify themselves as Jewish in religious terms, only 23 percent do not have any college education, 51 percent are college graduates, while close to one-third, 32 percent, have gone beyond college to some form of post-graduate education. Ironically, Jewish education achievements may be a major source of the long-term trends that are undermining Jewish continuity. A major source of the extremely high rate of intermarriage is the almost universal pattern of attendance by Jews at colleges and universities, with universalistic norms.

The NJPS data confirm the assumption that the more exposure to Jewish learning, the more likely the recipients are to be involved in the community, and to pass the commitment onto their children. The justified concern for Jewish continuity correctly focuses on Jewish education as the major facility available to the community to stem the hemorrhaging out which is taking place.

Approximately 60 percent of the 2441 respondents in the 1990 National Jewish Population Survey had, at some point, been involved in some formal Jewish education. The content most of these Jews were exposed to, however, was not intensive. More than half, 51 percent, of those that had attended, or 30 percent of the whole sample, took part in part-time programs, followed in magnitude by those who had been to Sunday school, 17 percent. Significantly fewer, 7 and 5 percent, had participated in day schools or private tutoring.

Given the much greater emphasis in traditional Judaism on Synagogue attendance and religious study by men than by women, it is not surprising that men are more likely than women to have had some Jewish education. Close to two-thirds, 64 percent, of day schoolers and part-timers are male. The gender picture reverses sharply, however, for Sunday School, the least stringent form of training.

Assimilation to American society affects Jewish education. Length of family residence in America indicates that temporal distance from immigrant background is inversely associated with exposure to Jewish education. The relationship to national origin is greatest among third or more generation Jews. Slightly over half of the respondents report no grandparents born in the United States. They are the most likely to have had a Jewish education. Those with four native-born report the lowest involvement by far.

Intermarriage is a more decisive variable. The likelihood of having had a Jewish education is greatest when both parents are Jewish, true for roughly two-thirds of the respondents. Four-fifths of these had gone to Jewish schools, compared to 29 percent of those from religiously mixed families.

Denomination of family of origin obviously affects propensity for Jewish education, though less than might be anticipated. Those from Orthodox families show by far the most intense and lengthiest exposure. Four-fifths had some Jewish education, over one-fifth in day school. Surprisingly, a larger proportion from Conservative families had never had any formal Jewish learning than among those of Reform background. Conservative offspring, however, were much more disposed than scions of Reform to have attended day school or afternoon classes. Close to two-thirds, 65 percent, of those of an ethnic secular background had no Jewish education.



Considering the different variables -- gender, denominational background, parental, religious, and communal origins, community of residence -- a clear picture emerges of the factors associated with Jewish educational enrollment. The most likely candidate has the following profile: a male, having foreign born parents and grandparents, a born Jew of practicing non-intermarried parents, raised in one of the three major denominations, preferably the Orthodox, who was born and presumably grew up in the Northeast.

### The Consequences of Formal Jewish Education

In the previous section, measures of Jewish education, whether ever involved or not, type of school, number of years studied, serve as dependent variables, behavior to be related to or explained by independent factors, gender, generations in America, denomination of family, etc. The educational items may also be looked at as independent variables, that is, in relating Jewish education to various attitudes and activity. These indicate that the more education achieved, the more committed the respondents are with respect to a wide range of attitudes and behavior: philanthropy (especially Jewish), involvement in Jewish organizations, synagogue attendance, intermarriage, attachment to Israel, attitudes regarding Jewishness, children's Jewish education, and adult Jewish learning.

A good example of these relationships is furnished by the responses to the question "How important is being a Jew for you?" Only 23 percent of those who had never taken to any Jewish schooling replied "very important." The same answer was given by 72 percent of those who had been to day school, 56 percent of the privately tutored, 52 percent of the former students at part-time/afternoon classes, and 37 percent of respondents whose experience was limited to Sunday school.

The findings from the NJPS challenge the often voiced assumption that most Jews, regardless of their background, are deeply attached to the Jewish state. Only 29 percent said they are "extremely" or "very" attached. Measures of commitment to Israel correlate strongly, however, with intensity of Jewish educational background. Almost half of those without any Jewish education said they felt no attachment.

Depth of Jewish training acts as a barrier to intermarriage, but not strikingly so, except for those with more than 15 years of schooling, presumably largely dedicated



Orthodox. For the rest, more school years reduces their willingness to accept or support intermarriage by their children, but still only minorities are opposed, 31 percent in the 11-15 years of education group, 22.5 percent among the 6-10 years one, 14 percent for the 5 years less, and only 8 percent among those without any formal Jewish education.

The 1990 National Jewish Population Survey includes parental reports on children's education. The questions dealing with education for those under 18 differ from those for adults, reported in the previous sections, in that the former inquired whether the children had received formal Jewish education in the past year, while adults were asked whether their offspring had ever received some. Parents who did not report offspring enrollment were then queried as to whether they expected to register their children in the future.

Given the emphasis on bar/bat mitzvah at age 13, the natural expectation is that enrollment peaks at age 12. It does in fact do so. Almost half, 47 percent of the 12 year olds, are receiving some sort of Jewish education, 12 percent more than among the 11 year old group and eight percent higher than the 13 year old cohort.

What is perhaps most striking is that at every age from six to 13 a majority are not obtaining any form of Jewish training. Further, only two-fifths, 39 percent, of parents with children under 6 years of age said they expect to enroll their children. Almost as many, 37 percent, said no, they do not intend to not send the children to Jewish schools, while the rest were uncertain.

The major factors associated with children's actual or planned attendance are as expected from our knowledge of the correlates of parental education. Family Jewish education background, denomination, Jewish identity, intermarriage, all are strongly associated with whether the children in the households canvassed by the Population Study are involved, or are intended to be sent for, Jewish religious training.

The effects of intermarriage and the nature of Jewish identity are extreme. The proportion attending or intended for enrollment is greatest by far when both parents are Jewish by religion. Among children aged 6 through 13, it rises to an astronomical 90 percent. The percentage falls to 25 in school and 13 expected to be so next year for

intermarried families in which the Jewish parent is religious. They decline much further for mixed marriages involving an ethnic secular Jew, down to five percent enrolled and an equal percentage expecting. The situation is only slightly better when one parent's identity is religious and the other is ethnic secular -- 15 percent enrolled and 20 percent planning to do so. Having two ethnic secular Jewish parents produces a worse outcome than intermarriage between a religious Jew and a non-Jew, 14 percent and seven percent. Single parent Jewishly religious households are more likely to educate their offspring than all other combinations of family backgrounds except for the two Jewish parent ones.

How do the religiously identified explain non-attendance? The most common response by far is lack of interest, either by the parent (11 percent) or by the child (34 percent). Relatively few complain that Jewish schools are too expensive (four percent), too far away (eight percent), or of poor quality (one percent).

Reason analysis, however, is not best done through asking respondents why they do or do not do some things. It is more fruitful to compare indicators of behavior or position which logically may affect propensity for Jewish education. The survey permits examination of some relationships such as region of country lived in, geographic mobility and family income, which are rarely if ever mentioned by respondents. A preliminary analysis suggests recent mobility has a negative effect on enrollment. When the respondent has moved from another community since 1984, the children are less inclined to attend Jewish schools. Similarly to the parental generation, children living in the West and South are less likely to be enrolled than those in the Northeast and Midwest.

Finally, it may be noted, that the evidence indicates that in spite of what the respondents say, economic factors appear to play a role in determining parental behavior and plans with respect to their children's attendance at religious schools. Cost of Jewish education is rarely given as a reason for not sending children to a Jewish school, but more children attend at the higher income levels. Two-thirds of those with a family income of under \$40,000 a year neither send nor expect to send their offspring for Jewish education. Conversely, three-fifths of those with annual incomes of \$80,000 or more do. These findings hold up even when depth of Jewish identity or ritual commitment is held constant.



## Conclusion

The preliminary findings reported here point up both the weakness and power of Jewish education. The weakness refers to the fact that most youth in the sample are not exposed to any form of Jewish education, and even when those whose parents report plans to educate them in the future are included, the figures still do not add up to a majority.

The power of education is reflected in the finding that those who have been trained Jewishly are disposed to seek to transmit their heritage through formal education of their children. The Achilles' heel in this latter generalization is the growth in rates of intermarriage and secularization. Ethnic secular parents appear to create almost as great a problem for Jewish continuity as the intermarried.

There are two "solutions" to these developments. The first is a reduction in the rate of intermarriage, an outcome which has a low probability. Better Jewish education, tuition grants and increased and improved Hillel facilities at institutions of higher education may help. The two most recent national surveys, however, indicate that the great majority of college and graduate students do not participate in Jewish communal or educational programs, facts which attest to their limits as barriers to intergroup dating and mating. The second "solution" is increased efforts to convert non-Jewish spouses and the offspring of Jews who are not Jewish according to *halacha*, as well as outreach programs for the ethnic seculars. Thus far, however, the community is reluctant to engage in large scale conversion efforts, devotes too little attention to college students and does not know how to stimulate the identity of the ethnic-seculars.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION  
1991 ANNUAL REPORT

The Commission on Jewish Education in North America concluded two years of deliberations in November 1990 with the publication of its report: A Time to Act. This report is a call to the Jewish community of North America to improve Jewish education in the belief that education is the chief means of encouraging the continuity of Jewish values, beliefs and behavior for future generations.

The Commission identified a range of problems in Jewish education and developed strategies for addressing them. It concluded that the two basic needs to address are the need to upgrade personnel engaged in Jewish education and to build a profession of Jewish education; and to mobilize community support for Jewish education and develop top-level community leadership for the field.

It created the Council for Initiatives in Jewish Education (CIJE) to implement the recommendations in A Time to Act. This is the first annual report of the CIJE. It reflects the steps taken this year to bring to practice the ideas generated by the Commission.

The CIJE is to be a small organization. The work of its professional staff members is designed to complement and enhance the work of other continental agencies and institutions by providing a planning capability and expertise in education and community organization. The CIJE will serve as a catalyst, bringing together the continental agencies with funders and with local communities. The CIJE will follow the pattern established by the Commission of working closely with JESNA, JCCA and the CJF, as well as with other major organizations and institutions.

The CIJE has six basic roles to fulfil -- initiating action on the Commission's specific recommendations on personnel and community development; advocacy on behalf of Jewish education; forging new connections among communities, institutions and foundations; establishing a new research agenda; helping to facilitate synergism within the emerging foundation community; and energizing new financial and human resources for Jewish education.

A Board of Trustees has been established to govern the CIJE. Its thirty members include representatives of the foundation community, community lay leaders, Jewish educators, and Jewish academicians. A group of twenty Senior Policy Advisors was formed to provide ongoing professional guidance. (Lists of these groups are attached to this report.)

Stephen H. Hoffman, Executive Vice President, Jewish Community Federation of Cleveland, has served during the year as Acting Director. Effective July 1, 1991, Dr. Shulamith Elster assumed the position of Education



Officer. Building on the experience and expertise of Professor Seymour Fox and Annette Hochstein, who have been advising this work since the inception of the Commission, an outstanding team of consultants has supported the CIJE's efforts. The staff is involved in ongoing consultations with a wide range of lay and professional leaders in the fields of Jewish education and Jewish communal service, to ensure that the agenda of CIJE reflects the concerns of the denominations, professional organizations, and training institutions.

A search committee has been established and is working now to identify a full-time director. Our goal is to conclude this search by spring, 1992. The addition of a planner will complete the staff.

With the goal of generating positive change for Jewish education at the continental scale, CIJE has concluded that the best approach is to mobilize the commitment and energy of local communities. Thus, CIJE has focused its programmatic efforts on developing the Lead Communities Project, and is now in the process of recruiting 3-5 communities for this joint continental - local collaboration for excellence in Jewish education. Its purpose is to demonstrate that it is possible to improve significantly formal and informal Jewish education in communities through the right combination of leadership, programs, resources, and planning. Detailed plans have been developed by our consultant Dr. Jacob Ukeles, Ukeles Associates, Inc., for the selection of the Lead Communities and launching of the Lead Communities Project.

The Lead Communities Project was the basis for a CIJE presentation at CJF's General Assembly in Baltimore last November. Dr. Lee Shulman, Professor of Education at Stanford University and President of the National Academy of Education, endorsed the Lead Community approach as an effective and promising model for significant change in education.

In preparation for the Lead Communities Project, a program has been launched to identify and characterize best practices in key areas of Jewish education. Dr. Barry Holtz, Co-Director, Melton Research Center for Jewish Education at the Jewish Theological Seminary of America, directs this project and, working with experienced colleagues in the field, has developed a means to identify best practices. The goal is to develop an inventory of Best Practices for adaptation and experimentation in Lead Communities.

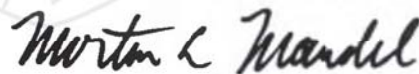
A monitoring and evaluation program has been initiated, designed by our consultant Dr. Adam Gamoran, associate professor of sociology and educational policy studies at the University of Wisconsin. Through the work of field researchers in each of the Lead Communities, the project will offer continuous feedback to educators and planners staffing the various projects, thus facilitating ongoing improvement, change, and fine-tuning of implementation. This program will require a definition of the desired outcomes of projects, as well as the development of indicators for the objective assessment of Jewish education. This effort will yield tools to equip the Jewish community to engage in systematic analysis and planning for Jewish education.

One of the most exciting new developments in Jewish education is the serious entry of strong private foundations into Jewish life. A number of foundations have indicated interest in the work of the CIJE and, particularly, in funding elements of the implementation program in areas of interest to them, first in Lead Communities and then throughout North America. Thus, it is hoped that Lead Communities will become testing grounds for new and experimental programs which can subsequently be diffused to communities across the continent.

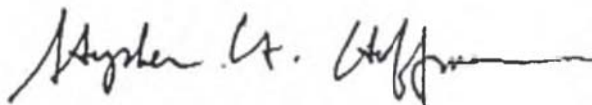
Recognizing the importance of research, the Commission report called for the development of a research agenda. The goal is a true research capability for Jewish education. Our consultant Dr. Isa Aron, associate professor of Jewish education at the Rhea Hirsch School of Education at Hebrew Union College, is designing a plan for the development of a sophisticated research capability for Jewish education in North America. Once this effort is under way, the North American Jewish community will begin to have information and data on which to base decisions regarding Jewish education.

At the same time as the Commission issued its recommendations, noting the centrality of Jewish education for Jewish continuity, CJF issued its 1990 Demographic Study, showing a marked decline in the commitment of North American Jews to their heritage and values. Subsequent analysis of the CJF data for the CIJE by Dr. Seymour Martin Lipset, Professor of Sociology at Stanford University, suggests that those North American Jews with the best experiences in Jewish education are significantly more likely to strengthen their own Jewish identity and transmit their values to their children. This information adds evidence to the urgency of our mission.

We look forward to a year of mounting activity as Lead Communities are identified and launched, the staff is completed, and additional funders are identified to support these efforts. Cooperation already evidenced among the many organizations involved is encouraging as we work to develop coalitions within local communities and bring the strengths of our continental agencies to bear on their efforts. We look forward to continuing progress in the years ahead.



Morton L. Mandel  
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Stephen H. Hoffman  
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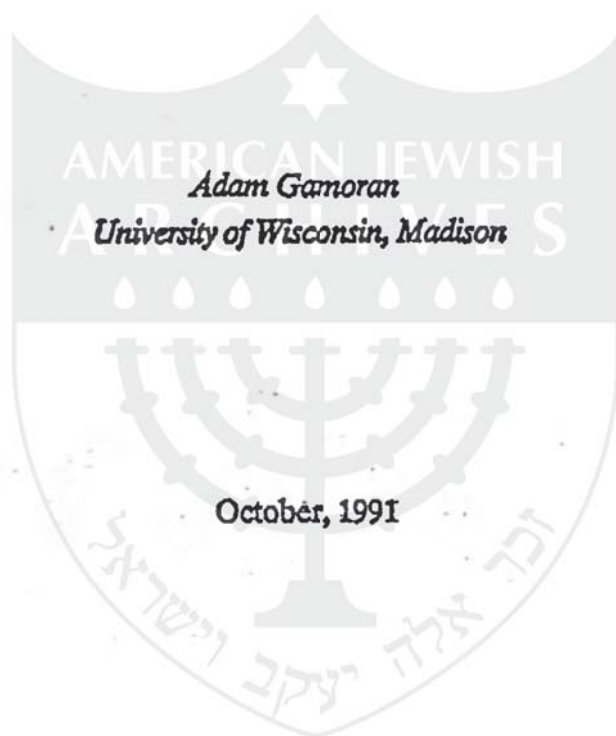
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**Monitoring, Evaluation, and Feedback in Lead  
Communities:  
A Three-Year Outline**



## Monitoring, Evaluation, and Feedback in Lead Communities:

### A Three-Year Outline

In late 1990, the Commission on Jewish Education in North America issued *A Time to Act*, a report calling for radical improvement in all aspects of Jewish education. At the center of the report's strategic plan was the establishment of "lead communities," demonstration sites that would show North American Jews what was possible:

Three to five model communities will be established to demonstrate what can happen when there is an infusion of outstanding personnel into the educational system, when the importance of Jewish education is recognized by the community and its leadership, and when the necessary funds are secured to meet additional costs (p. 67).

One year later the successor to the Commission, the Council for Initiatives in Jewish Education (CIJE), is mobilizing to establish lead communities and to carry out the strategic plan.

How will we know whether the lead communities have succeeded in creating better structures and processes for Jewish education? On what basis will the CIJE encourage other cities to emulate the programs developed in lead communities? Like any innovation, the lead communities project requires a monitoring, evaluation, and feedback component to document its efforts and gauge its success.

This proposal describes a plan for monitoring, evaluation, and feedback in lead communities. It emphasizes two aspects of educational change in lead communities:

- (1) What is the *process* of change in lead communities?

This question calls for field research in the lead communities. It requires a combination of qualitative and quantitative data, and offers formative as well as summative evaluation—that is, feedback as well as monitoring—for the lead communities.

- (2) What are the *outcomes* of change in lead communities?

This question is especially challenging because the desired outcomes have yet to be defined. Hence, addressing the question requires, first, enumeration of possible outcomes, second, development of indicators for measuring selected outcomes, and third, research on the connection between programs in lead communities and the measured outcomes.

### **Field Research in Lead Communities**

Studying the process of change in lead communities should be a major component of the CIJE strategy. Documenting the process is especially important because the effects of innovation may not be manifested for several years. For example, suppose Community X manages to quadruple its number of full-time, professionally-trained Jewish educators. How long will it take for this change to affect cognitive and affective outcomes for students? Since the results cannot be detected immediately, it is important to obtain a qualitative sense of the extent to which the professional educators are being used effectively. Studying the process is also important in the case of unsuccessful innovation. Suppose despite the best-laid plans, Community X is unable to increase its professional teaching force. Learning from this experience would require knowledge of the points at which the innovation broke down.

#### ***Field Researchers.***

At least one half-time field researcher would be hired for each community. Although budgetary and personnel constraints are likely to limit the number of researchers the CIJE is able to hire, we should be aware that the depth of monitoring, evaluation, and feedback will be related to the number of researchers supported by the CIJE. I estimate that one half-time researcher would be able to provide the level of detail described in this memo if the size of the Jewish community is approximately 50,000 or smaller.

Field researchers would have the following responsibilities:

1. Supplement community self-studies with additional quantitative data, as determined following a review of the self-studies in all of the lead communities.
2. Use these data, along with interviews and observations in the field, to gain an understanding of the state of Jewish education in the community at the outset of the lead community process.



3. Attend meetings and interview participants in order to monitor the progress of efforts to improve the educational delivery system, broadly conceived.
4. Prepare informal quarterly briefs which will serve as a source of feedback for participants in the lead communities.
5. Write a nine-month report (May 1993) describing and interpreting the process and products of change to date. An important contribution of the report would be to discuss the operative goals of programs in the lead community. The report would also assess progress toward the Commission's goals, and would speak frankly about barriers to implementing the plans of the local commission. In this way, the report would serve as formative evaluation for the community and the CJE.
6. Replicate the initial data collection a year later, and continue monitoring progress toward the commission plan.
7. Issue a 21-month report (May 1994), which would describe educational changes that occurred during the first two years, and present an assessment of the extent to which goals have been achieved. Two types of assessment would be included: (a) Qualitative assessment of program implementation, (b) Tabulation of changes in rates of participation in Jewish education, which may be associated with new programs.

It may be possible to compare changes in rates of participation to changes that do or do not occur in other North American Jewish communities. For example, suppose the lead communities show increases in rates of Hebrew school attendance after Bar Mitzvah. Did these rates change in other communities during the same period? If not, one may have greater confidence in the impact of the efforts of the lead communities. (Even so, it is important to remember that the impact of the programs in lead communities cannot be disentangled from the overall impact of lead communities by this method. Thus, we must be cautious in our generalizations about the effects of the programs.)

The 21-month reports would serve as both formative and summative evaluation for the local commissions and the CJE. In other words, they would not only encourage improvement in ongoing programs, but would also inform decisions about whether programs should be maintained or discontinued.

8. Field researchers would also serve as advisers to reflective practitioners in their communities (see below).

#### *Schedule.*

During fall 1991, a job description and list of qualifications would be prepared. The researchers would be hired and undergo training during spring and summer 1992. During this period, further details of the monitoring and feedback system would be worked out. The fieldwork itself would begin in late summer or early fall 1992.

#### *Chief field researcher.*

One of the field researchers would serve as chief field researcher. The chief field researcher would work full-time. In addition to studying his or her community, the chief field researcher would be responsible for training the others and coordinating their studies. S/he would also participate in developing a more detailed monitoring and feedback system.

#### *Director of monitoring, evaluation, and feedback.*

The chief field researcher would be guided by a director of monitoring, evaluation, and feedback. The director would be responsible for providing leadership, establishing an overall vision for the project. Further responsibilities would include making final decisions in the selection of field researchers; participating in the training of field researchers and in the development of a detailed monitoring and feedback system; overseeing the formal and informal reports from field researchers; and guiding plans for administration of surveys and tests in the lead communities.

#### *Reflective practitioners.*

In each lead community, two or more reflective practitioners would be commissioned to reflect on and write about their own educational efforts. The reflective practitioners, who could be selected by their local councils, would be teachers or administrators involved in CIJE programs with reputations for excellent practice, or who are attempting to change their practices substantially. The local field researchers would supervise and advise the reflective practitioners.

#### *Collection of achievement and attitudinal data.*

Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect rudimentary quantitative data to use as a baseline upon which to build. Details of this data



collection, and a plan for longitudinal follow-ups, cannot yet be specified. As an example, we might administer a Hebrew test to seventh graders in all educational institutions in the community. Seventh grade would be chosen because it is the grade that probably captures the widest participation of students who study Hebrew. The test would need to be highly inclusive, covering, for example, biblical, prayerbook, and conversational Hebrew. It may not be restricted to multiple-choice answers, in order to allow respondents to demonstrate capacity to use Hebrew as a language. The test would be accompanied by a limited survey questionnaire of perhaps twelve items, which would gauge students' attitudes and participation levels. This data collection effort would be led by a survey researcher, with assistance from the field researchers, from community members who would be hired to help administer the survey, and from specialists who would score the tests.

#### Development of Outcomes

It is widely recognized that the question of the outcomes of Jewish education, which was not addressed in the Commission report, cannot be avoided by the CJE. This is not only a practical necessity, but a requirement of the research project: to evaluate the success of programs in the lead communities, one must know the criteria by which they are to be evaluated. Hence, the research project will take up the issues of (a) what are the aims of Jewish education; and (b) how can those aims, once defined, be measured?

Proposed tasks for this component of the project for the first two years are:

1. Commission a thought paper by an experienced professional on the outcomes of Jewish education. Guidelines for the paper would include:
  - (a) The focus would be concrete rather than vague. This might be accomplished by posing the question as, "If you were to evaluate the outcomes of Jewish education, what would you look at?"
  - (b) Outcomes should be addressed in the areas of cognition, attitudes, values/beliefs, practices, and participation.
2. Distribute the paper for comments to national/continental organizations for feedback.
3. Engage the original writer to expand the paper in light of feedback received from the major organizations. The revision should include an analysis of points of agreement and disagreement among the organizations.