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JUNE '93 92

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

Attendance

Board Members: David Arrow, Daniel Bader, Marshall Berman, Charles Bronfman, Gerald Cohen, John Colman, Neil Greenbaum, Mark Lainer, Seymour Martin Lipset, Morton Mandall, Matthew Maryles, Melvin Merians, Charles Ratner, Esther Leah Ritz, Richard Scheuer, Isaac Schorsch, Isadore Twersky

Consultants and staff: Shulamith Elster, Seymour Fox, Ellen Goldring, Robertan Goodman, Robert Hird, Annette Hochstein, Stephen Hoffman, Barry Holtz, Virginia Levi, James Meier, Arthur Naparstek, Arthur Rotman, Barry Shrage, Jonathan Woocher, Shmuel Wygoda, Henry Zucker

I. Opening Remarks

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

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

II.. Monitoring in the Lead Communities

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

A. Rationale

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

The objectives of the project are as follows:

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

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

B. Content and Early Focus

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

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

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

1. Introducing the field researchers to the communities--helping them to learn about the communities and establishing an effective relationship with the communities.
2. Focusing the content on launching and gearing up the process.
3. Emphasizing the CiJE goals of working with personnel and community mobilization.
4. Helping each community to believe in the importance of evaluation.

C. As a demonstration of the kind of interviews being undertaken in the communities, Dr. Goldring then conducted an interview with Ms. Goodman.

1. Who are the researchers and how are they working in Lead Communities?

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

2. What is the researcher's role?

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

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

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

4. How was entry into the communities negotiated?

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

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

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

C. Discussion

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

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

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

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

III. Concluding Comments

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

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Council for Initiatives
in
Jewish Education

Date sent: 6/14 Time sent: 8:45 No. of Pages (incl. cover): 2

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

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 191-5430

Comments:

~~Shmuel~~ ~

#691'a TEL SYUSM I told you about.

Also, HLZ would like to talk with
SF. Could you please ask him to
call tomorrow? Thanks,
Ginny

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

Atlanta
JCCA - Gershon Kellat



may 30 1993

THE JEWISH COMMUNITY CENTER OF CLEVELAND

1750 EUCLID AVENUE • CLEVELAND, OHIO 44115 • PHONE (216) 566-3200 • FAX • (216) 881-1230

May 19/ 1993

OK

M E M O R A N D U M

TO: Morton L. Mandel
Henry L. Zuckerman

cc: Virginia Lewis

FROM: Stephen H. Hoffman

David Sarnat called the other day to tell me that Gerald Cohen, the CIJE board member from Atlanta, would like to retire from active duty. Gerald is an older member of our board, though he has been a faithful attendee. You may remember that we had to encourage Gerald to join the board because he was reluctant to travel even then. He is a past president of the Atlanta Federation and a major supporter of Jewish education and conservative Judaism in Atlanta. He's also just a wonderful human being.

David has suggested that we consider replacing Gerald with another Atlanta leader, Jay Davis, a young man in his early 40s. He and his father (who is 35) gave a million dollars to the Atlanta Federation for an endowment in Jewish education. David tells me that Jay is still being developed as a constructive leader and is in need of a significant amount of support and education as to community process, politics, etc. It was David's suggestion that we consider inviting the three execs of our lead communities to CIJE board meetings in the future. This would give David a "cover" to be in attendance and to help with the education and cultivation of Jay Davis.

I think we should consider this recommendation positively. The more young, potentially significant players we can identify in the communities, the easier our job will be, and we will also be doing a service for our lead communities, such as I think we are doing with Dan Bader in Milwaukee.

You will, I believe, also be pleased to know that David was much more positive coming out of the staff meetings with the lead communities last week than he was going in. Coming from David, this is "high praise." His usual style is to tell you nothing when he's happy and only to let you know when he's not.

SHH:ge
B3:15A

President • Bennet Yanowirz • Vice-President • George N. Aronoff • Robert Colibon • Pccr Rzepka • Vice Sarfan
Treasurer • Robert S. Reiman • Associate TreASur • Richard Bogomolny • Executive Vice-President • Stephen H. Hoffman

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**Council for Initiatives
in
Jewish Education**

Date sent: 6/14 Time sent 12:40 No. of Pages (incl. cover): 4

To: Annette Hochstein, Seymour Folk,
Shmuel Wygoda
Organization:
From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Attached is proposed agenda
for our telecon this Wednesday.
Please let me know if Kym
will not be at the 618-728
number.
U * ' 7 * Z

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216-391-1852

DRAFT 6/14/93

AGENDA
CIJE STAFF TELECON
June 16, 1993
9:00 AM (EDT)

Participants: Shulamith Elster,, Seymour Fox,, Annette Hochstein,, Steve Hoffman,, Barry Holtz,, Ginny Levi,, Shmuel Wygoda,, Henry L. Zucker

Assignment

- | | | |
|------|--------------------------------------|--------|
| I.. | Review minutes of June 8 | VFL |
| II. | Review assignments of June 8 | VFL |
| III. | Status reports on communities | |
| | A. Atlanta | |
| | 1. Conversation with Dr. Samitt | SSH |
| | 2. Staffing issues | |
| | 3. Other | |
| | B. Baltimore | |
| | 1. Staffing issues | |
| | 2. Other | |
| | C.. Milwaukee | |
| | 1. Reactions to Pekarsky memo | |
| | 2. Status of principals survey | AH |
| | 3. Other | |
| | D. Next joint meeting | AR/VFL |
| | 1. When | |
| | 2. Where | |
| | 3. Agenda | |
| | 4. Scheduling of future meetings now | |

IV. Aug. 26 Board Meeting

- A. Proposed agenda
- B. Contacts with campers
- C. Lainer camper report
- D. Materials to be mailed in advance; timing

V. Summer Staff Seminar

AH

VI. Discuss SE memo on Senior Advisor*

SE

VII. Schedule next telecon

VFL

June 23 or 24 at 9 am?

June 30 at 9am?

DRAFT

CIVE BOARD MEETING

AGENDA

Executive Committee

- I. Introductory Remarks**
- II. Progress Report**
- III. Proposed Workplan**
- IV. Development Report by AIN (possibly)**

CIVE Board Meetings

- I. Progress Report**
- II. Centrepiece -- Report on Work in the Lead Communities**
(Chuck Ratner)
- III. Monitoring, Evaluation & Feedback Report**
 - A. update on overall Project (Adam Gamoran)**
 - B. "Teaser" -- Report on Educators' Survey**
(Ellen Goldring)
- IV. Update on Best Practices & Pilot Projects.**

* **A. Merv will pick up the topics of staffing and of the role of CIVE in funding in his opening remarks.**

B. Merv will pick up the topic of staffing in his opening remarks.

C. The suggested roles of committee chairs are OK, at the meeting.

10. EIL ROTH to Waffordite Gamoran + Goldring, J Colmar to introduce B. Roth.

MandateMandate

lq.G:ES

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: <u>Ginny Leong</u>	Date: <u>June 14th 1993</u>
From: <u>Shmuel W760QA</u>	No. Pages: <u>Co QA</u> No. Pages: <u>^</u>
Fax Number: _____	

Dear Ginny,

I just spoke with Ann who has her answer ready to
put to you re the Feb. 1993. I still like to
discuss as well as the 60 pages of the draft for
the RPA meeting of 1/26.

Now Ann is at home later tonight (just
in case at 01-51311 3394).

Best regards

Shmuel

MEMORANDUM

TO: GINNY LEVI
FROM: ANNETTE HOCHSTEIN
DATE: JUNE 14, 1993

Dear Ginny,

Re: Proposed Agenda for CIJE Steering Committee Meeting

June 17, 1993

Here are some suggestions for the agenda:

1. You may consider dropping item IIIB, 1 and 2 and replace it by a new item B -- "Lead Communities Update."

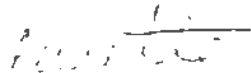
You may want to consider moving up item V -- "Plans for August 26th."

Instead of IV (I will try to have the PERT chart by I'm not sure I will), I would put "Proposed Staff Seminars and Seminar with Lead Communities."

Hope this is useful. It comes to you after very intensive and wonderfully fruitful two weeks of board meetings and work.

Hope all is well by you.

Best regards,



DRAFT

CIJE BOARD MEETING

AGENDA

Executive Committee

- I.. Introductory Remarks
- II. Progress Report
- III. Proposed Workplan
- IV. Development Report by AJN ((possibly))

CIJE Board Meetings

- I. Progress Report
- II. Centerpiece -- Report on Work in the Lead Communities
((Chuck Ratner))
- III. Monitoring,, Evaluation & Feedback Report
 - A. Update on Overall Project ((Adam Gamoran))
 - B. "Teaser" -- Report on Educators' Survey
((Ellen Goldring))
- IV. Update on Best Practices & Pilot Projects..

A. Mort will pick up the topics of staffing and of the role of CIJE in funding in his opening remarks..

B. Mort will pick up the topic of staffing in his opening remarks..

C. The suggested roles of committee chairs are O.K. at the meeting..

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Council for Initiatives
in
Jewish Education

Date sent: 6/10 Time sent: 4:00[^] pm. No. of Pages (incl. cover): 1
To: Annette Hochstein, Seymour Fox, From: Ginny Levi
Shmuel Wygoda
Organization:
Phone Number: Phone Number:
Fax Number: 0119722 619 951 Fax Number: (216) 391-5430
Comments:

Dear Annette, Seymour...

Jon Woocher suggests that you call him
at home on Sun., around 7:30 or 8:00 a.m.
his time: He'll be traveling on Mon. + unavailable.
His home number is 201-7762-2535.

If there's any problem with this, please
let either you or me know on Fri. and we'll
try to find an alternative.

Hope you survived the visit!
Ginny

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Council for Initiatives
in
Jewish Education

*

Date sent:

Time sent

No. of Pages (incl. cover):

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

From: Giany Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Annette -

The attached is a draft, not yet shared with
MLM + with you have a revision of the
PERT chart (see ~~part~~ IV)? Anything else
to suggest?

Any chance of a response on Fri?

Thanks, Giany

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DRAFT 6/10/93

AGENDA

CIJE STEERING COMMITTEE

June 17, 1993

7:30 AM

Participants: Merton Mandel (Chair), Seymour Fox, Annette Hochstein, Steve Hoffman, Ann Klein, Virginia Levi, Barry Reis, Henry Zucker

	<u>Tab</u>	<u>Assignment</u>
I. Master Schedule Control	1	VFL
II. Minutes and Assignments of May 18, 1993	2,3	VFL
III. Personnel Issues		MLM
A. CIJE Core Staff		
1. Developments on Director Search		
2. Status of Gail Dorph candidacy		
B. Lead Communities		
1. The need for someone devoted to the LC project in Atlanta		
2. The need for someone devoted to the LC project in Baltimore		
C. CIJE Board		
1. SHH memo re replacement of Gerald Cohen with Jay Davis and inclusion of 3 Lead Community execs at Board meetings [[What about local lay leaders?]]	99	
2. Replacement of partners' presidents as they rotate out of positions (e.g. Neil Greenbaum)		
IV. Proposed CIJE PERT chart		AH
V. Plans for Aug. 26 CIJE Board Meeting		MLM
VI. 1993-94 Budget		MLM

VI. Update on GJF continuity commission

MLM

VIII. Communications

Determine publics and next step for each

IX. Review Raw Material List and Prioritize

4

MLM

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: <u>Ginny Levi</u>	Date: <u>June 10, 1993</u>
From: <u>Shmuel Wygoda</u>	No. Pages: <u>X</u>
Fax Number: _____	

Dear Ginny,

1) The attached was suggested by MLM several days ago . However there will be one final discussion on the CUE this evening. Could you wait to circulate this until this Sunday .

2) Re next CIJE staff telecons

Wednesday June 16th 9a.m. eastern time

Tuesday June 22nd 9 a.m. eastern time (SF can't on Wednesday 23rd)

Re June 30th there is a problem . I'm working to see if it's solvable..

3) Could you try to give us the time and location (alternative options)where Jonathan & Woocher could be reached.

DRAFT

CIJE BOARD MEETING

AGENDA

Executive Committee

- I.. Introductory Remarks
- II. Progress Report
- III. Proposed Workplan
- IV. Development Report by AJN ((possibly))

CIJE Board Meetings

- I. Progress Report
- II. Centerpiece -- Report on Work in the Lead Communities
(Chuck Ratner)
- III. Monitoring, Evaluation & Feedback Report
 - A. Update on Overall Project ((Adam Gamoran))
 - B. "Teaser" -- Report on Educators' Survey
(Ellen Goldring)
- IV. Update on Best Practices & Pilot Projects..

Council for Initiatives in Jewish Education

40

11:30

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From: Ginny Levi

Phone Number:

Fax Number: (216) 391-5430

Comments:


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216-391-1852**

MEMO TO: CIJE Staff and Consultants
FROM: Shulamith Elster
DATE: June 10, 1993
SUBJECT: The Nathan Cummings Foundation

I met earlier today with Rachel Cowen. While the purpose of my visit was social and preliminary to a meeting that Barry and I wanted to schedule, I did speak with Rachel about the Cummings Foundation support for Best Practices in Supplementary Schools.

1. Rachel never received a copy of the report. She asked for copies for herself and her committee. I've asked VFL to send these along. (Done)
2. She reminded me that CIJE has not reported in any fashion on the project and, in fact, a report is a requirement. This should be on her desk by August 1st when she will be returning from vacation. It is my suggestion that Art Naparstek schedule a meeting with her around August 8th ■ this with Barry!
3. I am going to suggest to Barry tomorrow when I see him that he either call or write her a note describing the link envisioned between the "research" and the anticipated pilot projects with Lead Communities.

MEMO TO: Seymour Fox, Annette Hochstein, Stephen Hoffman, Barry Meltz,
Morton L. Mandel, Shmuel Wygoda, Henry L. Zucker

FROM: Virginia F. Levi 

DATE: June 8, 1993

SUBJECT: Camper Reports

COPY TO: Shulamith Elster

Enclosed please find the following camper reports:

1. Seymour Martin Lipset
2. Gerald Cohen
3. Mark Lainer

Additional reports will be forwarded as they are received.

MEMORANDUM

TO: Virginia Levi
FROM: Shulamith R. Elster
RE: Seymour Martin Lipset
DATE: June 7, 1993

I visited with Marty Lipset on May 24th at his office on the campus of George Mason University. Marty was preparing to leave Virginia for several months in California by way of Boston and Cincinnati where he was to receive honorary degrees from Boston Hebrew College and Hebrew Union College.

Marty remains most interested in the Lead Communities Project and reminds me in each conversation of discussions at the Commission regarding the Flexner Report. My sense is that he still holds the view the one community would have been best!! He raised questions about the evaluation project in light of our progress in the communities and, in general. I answered as best I could. Perhaps he might be a good choice to serve on that committee of the Board or maybe when Adam returns he could talk with him in person. Maybe Marty should be Adam's camper along with Seymour.

While he seems a bit frustrated by the lack of results Marty remains very supportive and interested. He is not certain that he can attend the August Board meeting. I think with the right encouragement he will make the effort to come.

Shulamith R. Elster

Memorandum

TO: Virginia Levi
FROM: Shulamith Elster
RE: Gerald Cohen
DATE: April 20, 1993

I had occasion to meet with Gerald Cohen several times during the recent series of CIJE meetings in Atlanta. These notes reflect the conversations and Mr. Cohen's participation in two meetings held in Atlanta regarding the CIJE/Atlanta collaboration.

It may be that because of his direct involvement with this Israel community as a lead community, that Mr. Cohen has the best understanding of all of our Board members of the ongoing activities of the CIJE staff and consultants.

He is very familiar with all of our activities, has read the publications from cover to cover, knows all of our team members and has made some practical suggestions for our work in the community. For example, he suggested that the presentation that Ellen and Roberta made at the most recent Board meeting be replicated in Atlanta. For that reason, Ellen and Roberta made a similar presentation at the Atlanta Commission meeting last week.

Gerald is THE most prominent lay leader on behalf of Jewish education in Atlanta. He is widely respected by the staff of the Federation and by lay leadership at every level. His comments at meetings, his support of the CIJE activities and his continuing enthusiasm for our joint efforts are - I believe - significant factors in the progress that I think we have made in the past month.

It would be great if Gerald could get a note from MIM that recognizes the contribution that he is making on the local level that, in turn, is contributing to the success of our continental efforts OR some such reinforcement of his activity and its positive impact on the CIJE.

Memorandum

TO: Virginia F. Levi/CIJE
FROM: Shulamith R. Elster
RE: Mark Lainer
DATE: June 7, 1993

Mark received the recent communication from MLM and the notification of the August meeting. He indicated that he is not willing to "go ahead and make plans to come in August" unless the agenda for the meeting is "concrete." He was thinking about sending a note to MLM to express this point of view. I encouraged him to do so.

Apparently he felt that the last meetings he attended (Exec., Annual and Board) were too "nebulous." When asked, he explained (or asked): Why did we hear from the evaluators? Why did we not hear about what was going on in the communities? If he is to be involved, he wants to know: What are the issues that the project has to face? What can members do to help?

I described our progress to date in each of the communities and with the various projects. He inquired as to whether or not MLM had lost enthusiasm and said that MLM appeared to be concerned about the "lack of support." (He asked: Was this financial or moral support? He also noted that he was providing some financial support for the CIJE.) He asked about plans for staffing at the Executive Director level.

Again, "I want to point out the critical importance of ongoing communication with Board members and the "publics." I was struck by the fact that he asked if the recent communication was an accurate reflection of what was going on.



JUN 10 1993

Jewish Community Federation of Cleveland
1750 EUCLID AVENUE ■ CLEVELAND, OHIO 44115 ■ PHONE (216) 566-9200 : FAX * (216) 561-1230

June 8/ 1993

M E M O R A N D U M

TO: Virginia Levi

FROM: Stephen H. Hoffman 

I talked with David Sarnat and told him that Seymour had a good talk with David Blumenthal at Emory. David also described for me the political process they are following to bring the rabbis and the JCC together in Atlanta, and I think it is a good process.

SHH::gc
B3:03A

President : Bennett Yanowitz * Vice-Presidents : George N. Aronoff ■ Robert Goldberg : Peter Rzepka : Evie Safran
Treasurer : Robert S. Reitman : Associate Treasurer : Richard Bogomolny : Executive Vice-President : Stephen H. Hoffman

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**Council for Initiatives
in
Jewish Education**

Date sent:

Time sent:

No. of Pages (incl. cover):

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

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Seymour,

① Attached is a memo from SHH, for your info.

② AJN feels it's urgent that he call you on Sun. Could you please fax him when you could talk to him on Sun? He'll go to his office Sun. morning to look for you fax. His preference is bet 9+10 am on Sun. His fax # is 216-3618-4164.

- Also, please include the # at which you can be reached.

Thanks,
Ginny

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this transmission, please call:
216-391-1852

Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To:	<u>Gen. Riv. 06</u>	Date:	<u>Jan 26 1993</u>
From:	<u>Shmuel in Mirlik</u>	No. Pages:	<u>-A</u>
Fax Number:	<u>8(6 - 33) - 56 33</u>		

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n Shmuel

Mandel Institute

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Fax: 972-2-619 951

Facsimile Transmission

To: Ginny Levi Date: June 6, 1993
From: Oriana Or No. Pages: 1
Fax Number: _____

Dear Ginny,

Hi! We received the fax you sent on Friday. On the cover letter you mention that a draft agenda and a fax from SRE are attached.

We received the fax from SRE, but not the draft of the agenda. Please resend.

Thanks,

Oriana

MEMO TO: Morton L. Mandel

DATE: June 2, 1993

FROM: Virginia F. Levi

SUBJECT: Agenda for August 26 CIJE Executive Committee and Board Meetings

We have scheduled an Executive Committee meeting for the morning of Thursday, August 26 and a Board meeting for the afternoon. I have reserved rooms at UJA/Federation with the thought that the Executive Committee meeting might go from 10 to 11:30 and the Board meeting from noon to 3:30 or 4:00, including lunch.

SF, HLZ and I met recently to discuss these meetings. We listed the following desired outcomes:

1. Provide the Board with a sense of the momentum of CIJE.
2. Demonstrate that the Communities are coming aboard.
3. Indicate that individual activities within the Lead Communities will have an impact well beyond the local communities.

Following are the items proposed for the Executive Committee:

- I. Introductory Remarks
- II. Update on staffing
- III. Approval of fiscal 1993-94 budget.
- IV. Discussion of CIJE as a fund raiser, not a funder, for the Lead Communities.
- V. Development report by AJN.

We propose the following from which to select for the Board meeting:

- I. Progress Report
- II. Centerpiece - Report on work in the Lead Communities (we suggest that Chuck Ratner present the report with careful preparation by CIJE staff.)
Items to be covered would include:
 - A. The establishment of local coalitions
 - B. Work of field researchers in the Lead Communities
 - C. Progress of local commissions

We may wish to invite Milwaukee to respond to Chuck's report, as the community which has advanced farthest on the CIJE agenda.

III. Monitoring, Evaluation and Feedback Report

- A. "Teaser" report on Educators Survey - Ellen Goldring
- B. Update on the overall project - Adam Gamoran

Esther Leah Ritz might introduce Ellen Goldring and Adam Gamoran to make the report on what has occurred to date and what is scheduled.

IV. Update on Best Practices and Pilot Projects

We might ask John Colman to introduce Barry Holtz, who would make the report.

- V. Report on meeting of MLM with partners (assuming this meeting has taken place by then)

VI. Development report on grants received and requests outstanding

We propose that a progress report be prepared for distribution in advance of the meeting to incorporate written reports by Adam and Ellen on Monitoring, Evaluation and Feedback, Barry on Best Practices and Pilot Projects, and Shulamith on the Lead Communities.

FAX SENT
DATE: 2/6/93
3/8

מכון מנדל

Mandel Institute

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

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

Dear Ginny,

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

Best regards,

Shmuel

Minutes: **Lead Communities Consultation**

Date of Meeting: **May 11-12, 1993**

Date Minutes Issued: **May 18, 1993**

Participants Lauren Azoulay, Chaim Botwinick, Ruth Cohen, Shulamith Elster, Seymour Fox, Adam Gamoran, Jane Gellman, Ellen Goldring, Annette Hochstein, Alan Hoffmann, Stephen H. Hoffman, Barry Holtz, Virginia F. Levi (Sec'y), Marshall Levin, Arthur Naparstek, Daniel Pekarsky, David Sarnat, Louise Stein, Shmuel Wygoda, Henry L. Zucker

Copy To: **Morton L. Mandel**

I. Overview

A. Welcoming Remarks

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

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

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

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

B. Introduction and Review of Materials

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

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

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

II. Partnership and Joint Planning

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

1. CIJE

Professional staff (Cleveland and Jerusalem))

Consultants

Field Researchers

2. Federation senior staff

3. Senior educators and rabbis

4. Other educators, other Federation staff, and staff of other
Federation-funded agencies

5. Informal Jewish education organizations, foundations, and universities

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

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

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

III. Elements of Systemic Change

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

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

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

Personnel—*needs “content”/Best Practices—*scope— *standards/quality

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

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

IV. Calendar

A. CJJE Calendar

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

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

It was suggested that the location of the joint meetings be rotated among the Lead Communities. This would save an expense while permitting the

3. Atlanta

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

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

V. Lay Leadership Relationships

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

A. CIJE

Board members

B. CJF and Local Federation Leadership

(As with the professional staff, these first two groups would work together closely)

C. Local congregations and synagogues plus continental denominational leadership; local schools and agencies; informal Jewish education organizations; national Jewish education organizations (e.g., JESNA, JCCA, Hillel, etc.); universities.

D. Foundations cut across all these lines.

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


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

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

B. Local Calendars

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

1. Milwaukee

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

2. Baltimore

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

VI. Goals Project

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

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

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

VII. Funding and Fundraising

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

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

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

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

Draft 2

PROPOSED CALENDAR OF MEETINGS LEAD COMMUNITIES AND CIJE

1993

1994

[illegible]

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

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

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

C. Vision

Besides the goals project described earlier in the seminar, it was noted that the communities are working toward developing visions for Jewish education to serve as the basis of mission statements. The basic question is what a Lead Community should look like in the twenty-first century. It was suggested that it is important to set forth the ideal in order to develop the strategies necessary to move forward.

D. Concluding Remarks

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

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

VIII. Additional Issues

A. Definition of the Feedback Loop

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

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

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

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

B. Definition of a Lead Community Project

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

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

Universities

Federation-Funded Agency Staff

Rabbis

Staff

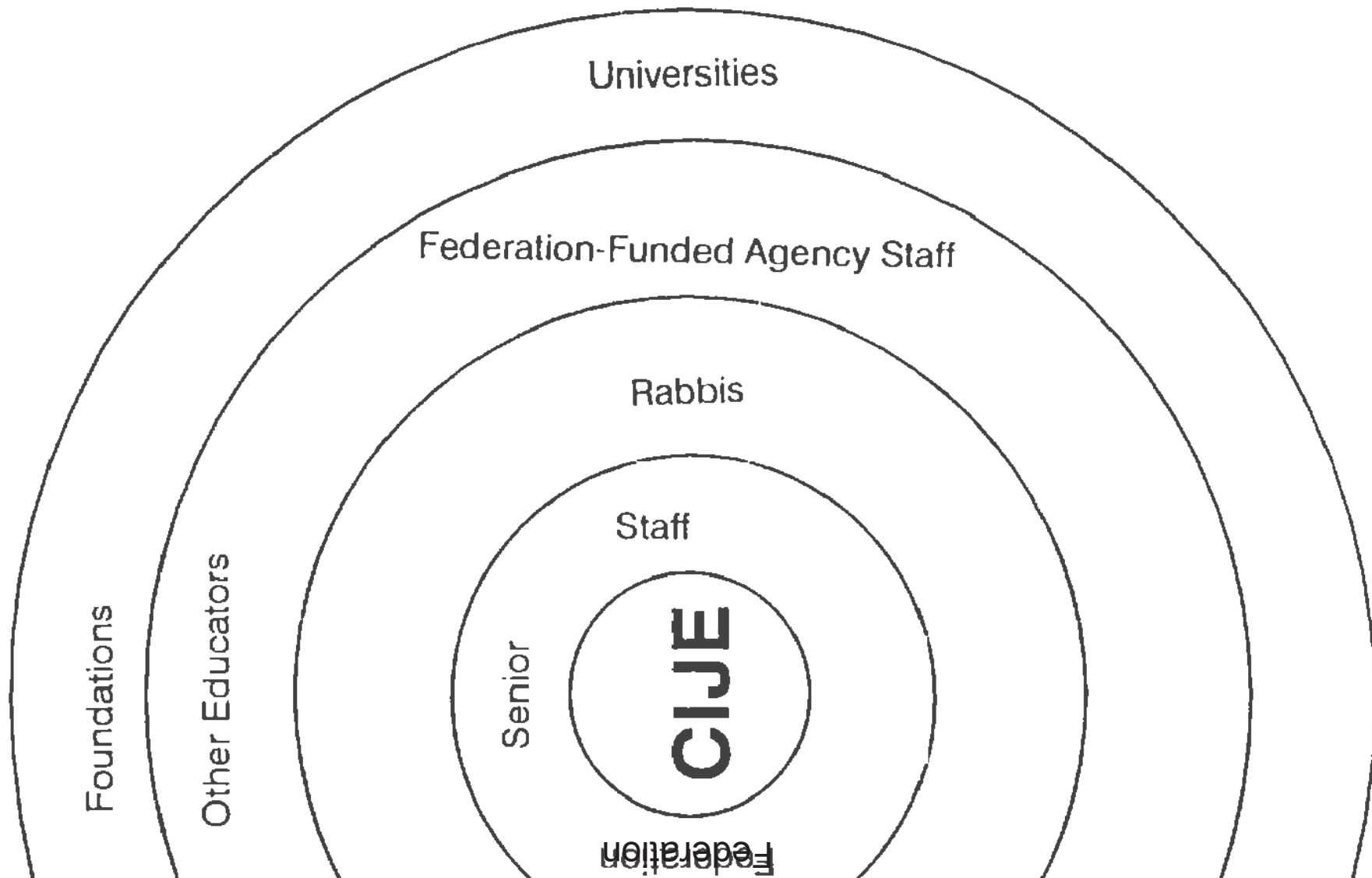
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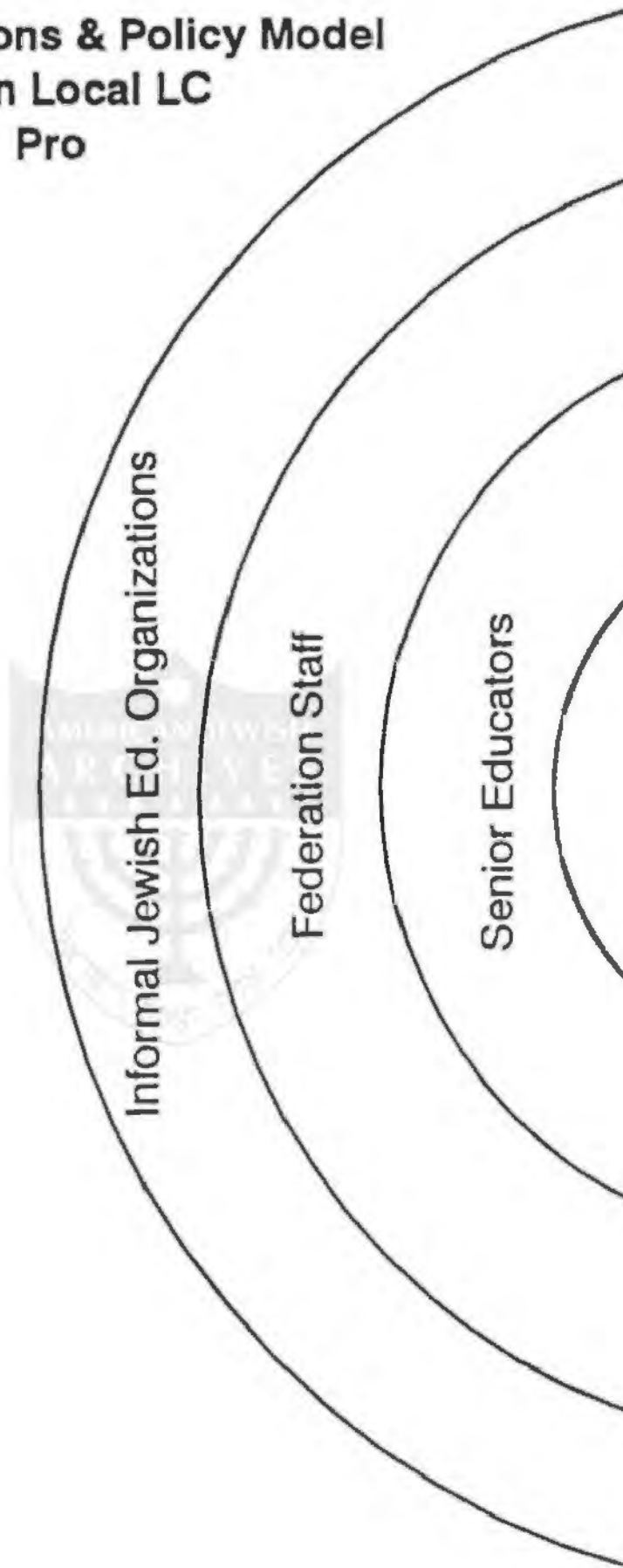
Federation

Other Educators

Foundations



**Communications & Policy Model
Within Local LC
Pro**



Mandel Institute

FAX SENT
DATE: 27/5/93
d

מנדל מנדל מנדל

Tel. 972-2-617 418:618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Ms. Ginny Levi Date: May 24,, 1993
from: Annette Hochstein No. Pages: 1
Fax Number: _____

Dear Ginny,,

As usual,, it was a pleasure being in Cleveland,, seeing you and working with you. I have come home with the sense that the CIJE is really moving towards significant improvements and changes over the next few months..

Thank you for following up on everything and sending minutes,, documents and faxes -- here are some responses::

1. We should do the Friday afternoon,, May 28th,, 9:00 a.m. telecon. Assume that it will take place at Seymour's office,, 618728 -- we will let you know if it is otherwise.. Shmuel,, who lives out of town,, will need to be hooked up separately.. His phone number is 931874..

2. As regards the agenda for the telecon,, I would suggest that "following up on the seminar" is our key and major item. I would probably put that first and expect that it will take the largest amount of time.. We will be prepared to lead that discussion.. May I suggest that you inform Barry that he will be expected to talk about the timetable for the next best practices studies..

3. I would add two items to the agenda:: a) ongoing contacts with each of the communities;; and b) next telecons.. Right now follow-up and contact with the communities are of the greatest importance..

4. Regarding the draft progress report that I have received today -- at first glance it looks fine,, but I need one or two days to read it as it deserves to be read..

Very best regards,,

A handwritten signature in blue ink, appearing to read "Annette", with a stylized flourish at the end.

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Council for Initiatives
in
Jewish Education

Date sent: 5/24 Time sent: 2:45

No. of Pages (incl. cover): 3

To: Annette Hochstein, Seymour Fox,
" Samuel Wygoda
Organization:

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

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

MEMO TO: Adam Gaimoran, Barry Holtz Holtz

FROM: Virginia F. Lewis *Virginia*

DATE: May 24, 1993

COPY TO: Annette Hochstein, Stephen Hoffman, Morton Mandel,
Barry Reis, Henry L. Zucker

We are working now to establish the budget for CIJE for the fiscal year beginning July 1, 1993. For this purpose, we ask that you complete the enclosed CIJE project budget worksheet and return it (leaving the Account Number column blank) by June 7 in an envelope marked "personal and confidential" to:

CIJE
1750 Euclid Avenue
Cleveland, Ohio 44115
Attention: Barry Reis

In addition to the information requested on the form, please attach the following:

1. A detailed schedule (by individual or firm) of salaries and/or consultant fees included in the budget.
2. The basis for any allocations of costs between projects.
3. Explanation of expenses over \$10,000 in any single budget line.
4. A list of all revenue sources, if any, and expected dates of payment.

As you know, we are developing these systems as we move forward. If you have any questions or suggestions for this process, please feel free to call either Barry Reis or me. We will do our best to help.

4/93 DRAFT

EXHIBIT A

DATE SUBMITTED _____

COMPLETED BY _____

CIJE PROJECT BUDGET WORKSHEET PROJECT BUDGET WORKSHEET PROJECTNAME
(ATTACH ALL SUPPLEMENTAL INFORMATION)

ACCOUNT NUMBER	EXPENSES	ACTUAL 7/1/92 - 6/30/93 (IF AVAILABLE)	PROJECTED 7/1/93 - 6/30/94	COMMENTS
	Salaries			
	Fringe Benefits			
	Consulting Fees			
	Meetings & Travel			
	Equipment			
	Supplies			
	Phone & Fax			
	Mailing Costs			
	Printing & Copying			
	Public Relations			
	Publications			
	Secretarial Services			
	Miscellaneous			
	TOTAL EXPENSES			
	Revenues (attach list)			

REVIEWED BY _____ DATE _____
APPROVED BY _____ DATE _____
TRANSFERS APPROVAL _____ DATE _____

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Gummy Levy Date: May 28th
 From: Shmuel Shigoda No. Pages: 7-7
 Fax Number: _____

Dear Ginny.

Enclosed please find our suggestions for a July 1.
 progress report, and the draft for the Board (August)

Could you call me at 8⁰⁰ A.M. (your
 time) so that we can discuss

- a) The progress report
- b) the telecon (ATHY)
- c) Minutes of the seminar.
- d) Your memorandum to the Board
 ALN of the Board
 10' August.

My telephone # is: 011 972 2 931874

Thank you. Shmuel.

RAFT

Memorandum

TO: CIJE Executive Committee
FROM: Morton L. Mandel, Chair
SUBJECT: Progress Report
DATE: May 17, 1993

We are pleased to report to you on the activities of the Council for
Initiatives in Jewish Education since the last Board meeting on February 25.
The next Executive Committee and Board meetings are scheduled for 9:30 a.m. to
10:00 p.m. on Thursday, August 26, at UJA/Federation of Jewish Philanthropies,
10 East 59th Street, New York City. Please save the date.

Lead Communities

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

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

Baltimore the official "launch" of the project will take place in the Fall

7 TD re: this
wording
imply the
year 2000
only?
No immediate
action
is this Atlanta
wording

under the leadership of Leroy Hoffberger. This initiative will closely follow the release of the community's Strategic Plan for Jewish Education, an ambitious undertaking that has taken some four years to complete, and has involved all aspects of the ^{Jewish} ^{in the} education community. *The CIJE project will now focus on the Personnel and Community collaboration aspects of this plan..*

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

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

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

In addition to informative updates from the field researchers on progress in each of the communities, the topics and issues focused on systemic approaches to change through the "enabling options" (personnel development and community

Hillman

mobilization) and the integration of the CIJE projects-- Best Practices;
Monitoring, Evaluation and Feedback; and a new project being designed to help
the communities set long term goals with the involvement of the institutional
and denominational resources marshalled by the CIJE. as well as pilot projects

Best Practices Project

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

* implementation of
B.P. in Synagogues
schools, and in the
community of
Orthodox schools
with synagogues
in the near future

Monitoring, Evaluation and Feedback

The Field Researchers have been in their assigned communities since the
project began, collecting baseline data for use in monitoring progress and
providing feedback to both CIJE and the communities as we move ahead.
Community representatives worked with CIJE consultants to design an educators

survey ~~to be~~ administered this spring ^{in Milwaukee} and next fall ^{in Atlanta}
and Baltimore. The results, when analyzed, should provide us with extremely
useful information on which to base our work. ^{plans for personnel training} ~~in the near future.~~

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

Warmest personal regards..



MEMO TO: Seymour Fox

DATE: May 26, 1993

FROM: Ginny Levil *Ginny*

SUBJECT: Agenda for August 26 CUE Board and Executive Committee Meetings

Following is a memo I propose to send to HLM, with your approval or corrections:

We have scheduled an Executive Committee meeting for the morning of Thursday, August 26 and a Board meeting for the afternoon. I have reserved rooms at WJAF Federation with the thought that the Executive Committee meeting might go from 10 to 11:30 and the Board meeting from noon to 3:30 or 4:00, including lunch.

F, HLE and I met recently to discuss these meetings. We listed the following desired outcomes:

1. Provide the Board with a sense of the momentum of CUE.
2. Demonstrate that the Communities are coming aboard.
3. Indicate that individual activities within the Lead Communities will have an impact well beyond the local communities.

Following are the items proposed for the Executive Committee:

- I. Update on ^{staffing} personnel (SF - I added this in light of developments)
- II. Approval of fiscal 1993-94 budget.
- III. Discussion of CUE as a fund raiser, not a funder, for the Lead Communities.
- IV. Development report by AJM.

*What is the
staffing update
in this part?*

We propose the following for the Board meeting:

- I. Progress Report *← r-*
- II. Centerpiece - Report on work in the Lead Communities (we suggest that Chuck Ratner present the report with careful preparation by CUE staff.) Items to be covered would include:
 - A. The establishment of local coalitions
 - B. Educators' Survey
 - C. Progress of local commissions

McGraw-Hill Education

We may wish to invite one or all three of the Communities to respond to Chuck's report.

A E F

III. "Teaser" report on ~~Editors Survey~~

Esther Leah Ritz might introduce Adam Gamoran to make the report on what has occurred to date and what is scheduled.

IV. Update on Best Practices and Pilot Projects

We might ask John Colman to introduce Barry Holtz, who would make the report.

V. Report on meeting of MLM with partners ((assuming this meeting has taken place by them))

VI. Development report on grants received and requests outstanding

We propose that a progress report be prepared for distribution in advance of the meeting to incorporate written reports by Adam and Ellen on Monitoring, Evaluation and Feedback, Barry on Best Practices and Pilot Projects, and Shulamith on the Lead Communities. ((?))

[Handwritten signature]

100 M.J.H.



INTERNATIONAL BROTHERHOOD OF TEAMSTERS
FACSIMILE HEADER SHEET
7319 (80) UNEDINSA

DATE: 5/2 TIME: _____ NUMBER OF
PAGES SENT: 10

TO: FAX NO. () <u>418 - 8514</u>	FROM: FAX NO. (214) <u>381 - 5430</u>
Name <u>JEYMOUA FFX</u> <u>ANNETTE HOCHESTEAD</u>	Name <u>GINNY LEVI</u>
Company _____	Company _____
Street Address _____	Tele. No. () _____ Ext. _____
_____ City State Zip Country	

Seymour Fox
Annette Hochstein
Stephen H. Hoffman

TO: Henry L. Zucker
NAME
DEPARTMENT/LOCATION

FROM: Virginia F. Levi
NAME *VFL*
DEPARTMENT/LOCATION

DATE: 5/21/93
REPLYING TO
YOUR MEMO OF: "

SUBJECT: REQUEST FROM CAJE FOR GRANT FOR THE COALITION
FOR THE ADVANCEMENT OF JEWISH EDUCATION

Please review this grant request and return your comments to me by June 14, if possible, so I can summarize your reactions. If you feel we (MAF) should support this project, please indicate what you think is an appropriate level and what dedication you recommend. Please make additional comments that you feel are appropriate.

INTERNET
OFFICE
CORRESPONDENCE

Please return to Ginny Levi

From Eliot Spack - CAJE
Grant Coalition for the Advancement
of Jewish Education Amount Requested

1. Does request fit CIJE objectives? ☒ yes ☐ no
Discuss:

2. How do you feel about this request:

3. What do you suggest we do:

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**Council for Initiatives
in
Jewish Education**

Date sent:

Time sent:

No. of Pages (incl. cover): 40

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

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Annette,

Here is a draft progress report for your review. A variation to Board members is the same, except that the second sentence has been revised appropriately.

MLM has already seen and approved this, so I hope you can respond quickly and only change errors in fact. I should have given it to you first, but in light of your schedule & his, I couldn't.

Anyway, I'll forward it to you
quick response. Thank you.

AU
Levi

P.S. Minutes
& assignments of
steering committee
are attached.
G

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

216-391-1852

DRAFT

Memorandum

TO: CIJE Executive Committee
FROM: Norton L. Mandel, Chair
SUBJECT: Progress Report
DATE: May 17, 1993

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

Lead Communities

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

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

In Baltimore the official "launch" of the project will take place in the Fall

under the leadership of Leroy Hoffberger.. This initiative will closely follow the release of the community's Strategic Plan for Jewish Education, an ambitious undertaking that has taken some four years to complete, and has involved all aspects of the education community..

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

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

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

In addition to informative updates from the field researchers on progress in each of the communities, the topics and issues focused on systemic approaches to change through the "enabling options" (personnel development and community

mobilization) and the integration of the CIJE projects-- Best Practices; Monitoring, Evaluation and Feedback; and a new project being designed to help the communities set long term goals with the involvement of the institutional and denominational resources marshalled by the CIJE.

Best Practices Project

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

Monitoring, Evaluation and Feedback

The Field Researchers have been in their assigned communities since the project began, collecting baseline data for use in monitoring progress and providing feedback to both CIJE and the communities as we move ahead. Community representatives worked with CIJE consultants to design an educators

survey to be administered this spring ((in Milwaukee)) and next fall ((in Atlanta and Baltimore)). The results,, when analyzed,, should provide us with extremely useful information on which to base our work in the Lead Communities..

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

Warmest personal regards..

MINUTES:: CIJE Steering Committee

DATE OF MEETING: May 13, 1993

DATE MINUTES ISSUED: May 19, 1993

PRESENT: Morton L. Mandel, Chair, Seymour Fox, Annette Hochstein,
 Alan Hoffman, Stephen Hoffman, Ann Klein, Virginia Levi
 (Sec'y), Barry Reis, Henry L. Zucker

I. The master schedule control, minutes and assignments of April 15 were reviewed.

- A. Ellen Goldring has been asked to identify a social scientist to do the statistical analysis of the educators survey. This will be done at the expense of the Lead Communities. Thereafter, Adam Gamoran and Ellen Goldring will write the evaluation.

It was suggested that CIJE is missing an opportunity to write papers and contribute to the body of knowledge related to this project. It was noted that Adam Gamoran and Ellen Goldring will use this data for the eventual preparation of such papers. It is possible that the Spencer Foundation will provide funding for such analysis.

- Assignment B. MLM will meet with SHH and HIZ to discuss the status of the CJE Commission on Jewish continuity and our response. We should help Marty Kraar respond to community pressure.
- C. MLM will talk with Erica Jesselson about an appropriate member of the family to appoint to the CIJE Board in place of Ludwig.

- Assignment D. WFL will make an additional assignment sheet entitled Open Grant Requests on which proposals submitted to CIJE will be listed. ACK will add a review of these proposals to the next Philanthropic Steering Committee agenda.

II. Report on Lead Communities Seminar

Annette Hochstein reported on the meetings of May 11 and 12 with CIJE staff and consultants and representatives of the three communities. The purpose of the seminar was to move us forward on the path toward ongoing partnership. A preliminary meeting in Jerusalem, attended by Marshall Levin of Baltimore, provided the basis for the agenda of the seminar. The objectives were to develop an action plan and calendar for the next two years.

Attendance at the seminar was good,, including the full time professional and two lay leaders of the Milwaukee project,, the head planner and educator from Baltimore,, and the professional in Atlanta assigned part time to this project as well as David Sarnat,, Atlanta Federation Exec,, for the second half of the seminar..

The seminar achieved an understanding of the need for ongoing conversations and resulted in an agreement to a series of meetings over the next twelve months to manage the process and to shape a common understanding.. In addition to meetings of the central pros from each community,, a schedule of three meetings to bring the lay and professional leaders of CIJE and the three communities together was established.

Assignment The importance of getting the message to a broader group of people was emphasized.. It was reported that the participants in the seminar now understand the centrality of personnel development and community mobilization. It was suggested that this message should be disseminated more broadly. A list of people to receive a written communique and a draft of such a communique will be developed.

Assignment It was suggested that we invite a small group of people to meet with MLM at the Quarterly for an update.. It was agreed that this will be arranged..

It was noted that the arrangements at Federation worked well and that the staff was extremely helpful..

III.. Review Draft CIJE PERT Chart

A. A Draft of a CIJE time line was presented and discussed.. It was suggested that the time line be simplified to include only major headings and items with specific completion dates.. A functional schedule should then be prepared to support each item with detailed logistics and an action plan.

Assignment It was suggested that VFL and AH develop a functional schedule for keeping our Board and Executive Committee members informed. This might include four letters per year to Executive Committee members,, two letters per year to Board members,, and Camper contacts,, including the preparation of appropriate talk pieces.. In addition,, the chairs of the three committees should be briefed.

B. Lead Communities

Assignment It was reported that the Lead Communities are asking for our help in articulating local goals and a mission statement.. It was suggested that if we can get the lay leaders in each Lead Community to work through goals,, we will have moved this process forward significantly.. It was noted that we need a mission statement for the Lead Communities project. AH will prepare a draft.

C. Monitoring, Evaluation and Feedback

There will be monthly meetings (probably telecons) to provide feedback to CIJE and each Lead Community. It was suggested that there should be a presentation on the project to the Executive Committee twice a year and that the chair of the Monitoring, Evaluation and Feedback Committee should report to the Board periodically. We expect to be ready to report at the February Board Meeting on both the qualitative and quantitative surveys on educators.

D. Local Staffing

It was reported that Alan Hoffman has identified several people about to enter the Senior Educators Program at the Melton Center who are available to move to a Lead Community following their year of study. The communities are being encouraged to hire these people before they begin the course so that they can spend the year preparing. In light of the slow pace at which the communities are moving, it was suggested that Steve Hoffman and Alan Hoffman confer by telephone with the chief professional of each community and encourage them to move this process along.

Assignment

Assignment
Assignment

E. AH will now prepare a second draft of the time line. She and VFL will work together to develop a plan to support each of the items on the chart. These will then be reviewed and prioritized.

IV. CIJE Organization Matters

A. Executive Search

It was reported that one candidate was to be interviewed on May 13 and that other names have been raised. It was suggested that AGK draft an ad for insertion in the New York Times, the Chronicle of Higher Education, and the Chronicle of Philanthropy. AGK will consult with Art Naparstek as she drafts the ad and will submit the draft to the CIJE Steering Committee for review.

Assignment

B. Best use of Barry Holtz

It was noted that when Shulamith Elster departs, there will be "a void at the end of the phone line." We need to help the Lead Communities implement programs within the context of a local wall-to-wall coalition.

Barry Holtz will serve as Chief Education Officer and will move content forward through implementation of the Best Practices and Pilot Projects. He will not be in a position to work with the Lead Communities on planning and organizing. In addition to the function Barry will perform, we need someone to help insure that each local commission is correctly composed, to provide guidance in setting the agenda of the local commissions, and to help the Lead Communities in

planning. In addition, there will be educational projects to be implemented in the Lead Communities for which we require coordination.

Several scenarios were proposed for filling these needs. It was concluded that SF would interview Gail Dorph with an eye toward her taking this on as a full time job. It was the sense of those who know her that she is clearly capable of implementing educational projects and that if she doesn't know planning, she could learn it.

Assignment
Assignment

SF will interview the candidate on May 20. If he is satisfied with her candidacy, VFL will arrange for SBH, SHH, MLM, HLZ, and herself to talk with her.

Assignment
Assignment

ACK will do a BNU-11 for this position, which will be called Lead Communities Project Officer. SF and AWH will write a job description to clarify the role of Barry Holtz.

C. Committee Structure

It was agreed that it is premature to appoint committees. However, the chairs of the three committees should be brought up to date and prepared to report to the Board at the August meeting. Their staff liaisons will prepare bullet points for them prior to the August 26 meeting. The committees' chairs and staff liaisons are listed below:

<u>Committee</u>	<u>Chair</u>	<u>Staff Liaison</u>
Best Practices	John Colman	Barry Holtz
Monitoring, Evaluation and Feedback	Esther Leah Ritz	Ellen Goldring
Lead Communities	Chuck Ratner	Ginny Levi/ Henry Zucker

V. Planning for August 26, CIJE Board Meeting

It was suggested that SF, HLZ, and VFL meet to prepare a first rough draft of an agenda for the August 26 Board meeting. This was done later in the day.

VI. CIJE Budget

Assignment

A first draft of a CIJE budget for the year beginning July 1, 1993 was reviewed. It was agreed that Ann Klein, Paul Moraco, Barry Reis, and Ginny Levi will meet to flesh out the draft, providing more itemization. The budget will not include occupancy or salaries.



AMERICAN JEWISH ARCHIVES

SEE MANAGEMENT MANUAL, POINT NO. 1.1
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

75890 (REV. 1/83) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ELSTER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	<p>Contact the following board members in follow up to the February 25 meeting and send brief report to VFL:</p> <ul style="list-style-type: none">a. Gerald Cohenb. Susan Crownc. Arthur Greend. Neil Greenbaume. Thomas Hausdorfff. Mark Lainerg. S. Martin Lipset (with SF)h. Matthew Maryles		SE	2/25/93		



- ☐ ASSIGNMENTS
- ☐ ACTIVE PROJECTS
- ☐ RAW MATERIAL
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75890 (REV. 1/90) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset (with SE) d. Florence Melton e. Isadore Twersky		SF	2/25/93		
2.	Interview Gail Dorph for position working with Lead Communities.		SF	5/19/93	5/20/93	
3.	Draft a letter to David Hirschhorn for review by SHH, MLM, and HLZ indicating our understanding of his interest in CIJE.		SF	3/24/93	5/28/93	
4.	Prepare a brief summary of the issues, questions, and agreements we seek from CRB.		SF	4/14/93	5/28/93	
5.	With AH, write a job description for Barry Holtz.		SF	5/19/93	6/01/93	
6.	With SHH, develop a plan for involving denominations in each Lead Community process.		SF	3/31/93	TBD	



- ☐ ASSIGNMENTS
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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOCHSTEIN ASSIGNMENT

ORIGINATOR/PROJECT LEADER VFL

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a.. David Arnow b.. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch		AH	2/25/93		
2.	With SF, write a job description for Barry Holtz..		AH	5/19/93	6/1/93	
3.	With VFL, draft a memo highlighting the centrality of personnel development and community mobilization and develop a list of people to receive it.		AH	5/19/93	6/10/93	
4.	Work with CRB Foundation to clarify relationship of Israel experience programs to Lead Communities.		AH	1/28/93	6/15/93	
5.	With VFL, develop a functional schedule for keeping Board and Executive members informed.		AH	5/19/93	6/15/93	
6.	Draft a mission statement for the Lead Communities project.		AH	5/19/93	6/15/93	
7.	Redraft PERT chart on which clear milestones for CIJE are highlighted.		AH	5/14/93	6/17/93	
8.	With VFL, develop plan to support each item on the CIJE PERT chart.		AH	5/19/93	7/1/93	



PREMIER INTERNATIONAL CORPORATION

- ☐ ASSIGNMENTS
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 OF THIS FORM FOR A FUNCTIONAL SCHEDULE

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOFFMAN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Charles Goodman b. Norman Lipoff c. Charles Ratner d. Bennett Yanowitz		SHH	2/25/93		
2.	With Alan Hoffman, confer by telephone with chief professional of each Lead Community to encourage them to interview Senior Educators.		SHH	5/19/93	5/28/93	
3.	With SF, develop a plan for involving denominations in each Lead Community in CIJE.		SHH	3/31/93	8/15/93	
4.	Propose to MLM that he talk with Roy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points.		SHH	3/24/93	1 TED	



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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR REMOVE DATE
1.	Begin work with Baltimore on a pilot project.		BH	3/5/93	TBD	
2.	Prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TBD	
3.	Work with Milwaukee on pilot projects.		BH	4/29/93	TBD	





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

FORM 1000 (REV. 1/89) PRINTED IN U.S.A.

FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE KLEIN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVE DATE
1.	Develop a system for preplanning conferences to clarify attendance and costs.		ACK	4/15/93	5/31/93	
2.	Prepare a PNJ-1 for Executive Director position.		AGK	5/19/93	6/1/93	
3.	Draft an ad for CIJE Executive Director.		AGK	5/19/93	6/17/93	
4.	Add a review of proposals submitted to CIJE to next Philanthropic Steering Committee agenda.		AGK	5/19/93	6/21/93	



JEWISH COMMUNITY CENTER OF THE AMERICAS

SEE MANAGEMENT MANUAL POLICY NO. 85
FOR GUIDELINES ON THE COMPLETION
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- ☐ ASSIGNMENTS
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☐ RAW MATERIAL
☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR RENEWED DATE
1.	Make additional assignment sheet to list proposals submitted to CIJE.		VFL	5/19/93	5/21/93	
2.	With AH, draft a memo highlighting the centrality of personnel development and community mobilization and develop a list of people to receive it.		VFL	5/19/93	6/10/93	
3.	Arrange a meeting with Ann Kleim, Paul Moraco, and Barry Reis to flesh out first draft of CIJE budget.		VFL	5/19/93	6/10/93	
4.	With AH, draft a memo highlighting the centrality of personnel development and community mobilization and develop a list of people to receive it.		VFL	5/19/93	6/10/93	
5.	Draft a policy on meeting planning, outlining the basic elements of annual and board meetings.		VFL	4/7/93	6/15/93	
6.	With AH, develop a functional schedule for keeping Board and Executive members informed.		VFL	5/19/93	6/15/93	
7.	Arrange for SBH, SHH, MMH, HLZ and VFL to talk with Gail Dorph if SF is satisfied with interview.		VFL	5/19/93	6/17/93	
8.	With AH, develop plan to support each item on the CIJE PERT chart.		VFL	5/19/93	7/01/93	
9.	Plan to discuss letters of agreement for the Lead Communities. Consider including our expectations regarding the sort of lay and professional involvement we expect.		VFL	4/7/93	10/01/93	



AMERICAN JEWISH ARCHIVES

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE LEVI ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DATE	COMPLETED OR REMOVED DATE
10.	Schedule a telecon with executive committee members following a meeting of presidents and executives of partner organizations..		VFL	2/25/93	TBD	
11.	Develop a communications program: internal; with our board and advisors; with the broader community.		VFL	4/7/93	TBD	





JEWISH COMMUNITY CENTER OF GREATER OMAHA

SEE MANAGEMENT MANUAL, POLICY NO. 85
FOR GUIDELINES ON THE COMPLETION
OF THIS FORM FOR A FUNCTIONAL SCHEDULE

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE MANDEL ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVAL DATE
1.	Contact the following board members in follow up to the February 25 meeting and send brief report to VFL: a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer		MLM	2/25/93		
2.	Establish a finance committee.		MLM	4/7/93	6/30/93	
3.	Meet with SHH and HL2 to discuss status of CJE Commission on Jewish Continuity and our response; then discuss with Mary Kraar and Corky Goodman.		MLM	5/19/93	6/30/93	



BARMEH INDUSTRIAL CORPORATION

SEE MANAGEMENT MANUAL, POLICY NO. 8.5
FOR GUIDELINES ON THE FORMATION
OF THIS COMMITTEE'S FUNCTIONAL SCHEDULE

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE ZUCKER ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETE OR RENEWAL DATE
1.	Contact the following board member in follow up to the February 25 meeting and send brief report to VFL: a. Mandell Berman b. John Colman c. Maurice Corson		HLZ	2/25/93		
2.	Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.		HLZ	3/24/93	6/15/93	
3.	Schedule a meeting of MLM with Lester Pollack and Gershon Kekst to discuss CIJE.		HLZ	4/29/93	6/15/93	
4.	Invite a small group of people to meet with MLM at the Quarterly for a CIJE update.		HLZ	5/19/93	6/15/93	
5.	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi Chai, Wexner and other funders.		HLZ	1/28/93	TBD	



PROVIDE INFORMATION

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

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE OPEN GRANT REQUESTS

ORIGINATOR/PROJECT LEADER VFL

DATE 5/19/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	CLAL					
2.	Torah Umesorah					
3.	National Board of License					
4.	Terry Bookman (Milwaukee)					
5.	CAJE					

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**Council for Initiatives
in
Jewish Education**

Date sent: 5/16/93 Time sent: 5:30 pm

No. of Pages (incl. cover): 1

To: Anne We. H. Stein (guest)
TO: ~~Organization~~ Charles H. M. I

From: Ginny Levi
From:

Phone Number:

Phone Number: 216-391-1852

Fax Number: 617-864-5715

Fax Number: 216-391-1850

Comments:

Dear Annette,

I hope you're feeling better.

Ellen Goldring asks that you call her
at home tonight (615-356-5804) on how she
should proceed with Milwaukee and the
signing of a contract with Interanalysis.

As soon as it's signed, analysis can begin.

Thanks,
Ginny

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this transmission, please call:

216-391-1852

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**Council for Initiatives
in
Jewish Education**

Date sent:

Time sent:

No. of Pages (incl. cover):

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

From: Ginny Levi

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Dear Oriana or Caroline or whoever can help me:
How can I reach Seymour and Annette? If
they don't want calls, could you pass along
a couple of messages?

① I need AH to fax me a copy of the CIE/
Lead Communities calendar as it was revised
during the seminar.

② Daniel Pekarsky needs to talk to SF. He
can be reached at 216-464-4050.

Thanks,
Ginny

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this transmission, please call:

216-391-1852

מכון מנדל

Fax: 972-2-619 951

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Broad conceptions and values, however, will not be enough. We need goals that can be communicated and measured if we are to mobilize the political support necessary to sustain the reforms over time. A carefully selected set of goals and a related system of indicators would give those within the system and the general public a sense of purpose and direction and a basis on which to evaluate progress. Some of the goals could address desired changes in the nature or quality of educational inputs, such as the quality of the teaching force or of the curriculum used in the schools.

Other (and we argue more powerful) goals would be those related to students. Statewide student outcome goals may be an extension and particularization of the national plan developed recently by the governors. They could cover more than academic achievement, including such things as ensuring school readiness, developing students' self-direction and promoting collective responsibility. We believe that the goals should focus primarily on the core functions of the system; that is, on teaching and learning. To meet the demands of the future, however, they must go well beyond the 'basic skills' goals of the 1960s, '70s and early '80s. They must provide a standard that challenges the public and educational system to prepare our youth to grapple thoughtfully with those problems that defy algorithmic solutions and to be skilled and confident learners in school and later in life. Moreover, the goals and indicators must address not only the average level of opportunity and student achievement in the state but also the variation. Justice requires that the goals of the state promote equality as well as quality.

Given an agreed upon direction for reform, we suggest a two-pronged approach for achieving the established goals. The first prong of the strategy is to create a coherent system of instructional guidance, the purpose of which is to ensure that all students have the opportunity to acquire a core body of challenging and engaging knowledge, skills, and problem-solving capacities.¹⁰ Implementing this will require overcoming the fragmentation of the system through coordinating three key functions affecting instruction: curriculum, pre- and in-service teacher training, and assessment. The actual coordination of these functions, we argue, can best be handled on the state level, but it must be linked to the second prong of the strategy: an examination of the responsibilities and policies of each level of the governance structure so that all levels operate in support of one another and of the implementation of the reforms.

A coherent system of instructional guidance

The first step in developing a coherent system of instructional guidance is to work toward agreement on what students need to know and be able to do when they leave the system. The second is then to maximize the probability that all or most students will acquire the desired capacities by ensuring at the very least that they have the opportunity to do so — that is, by ensuring that students are exposed to the requisite knowledge and skills through the highest quality, most appropriate human and material resources possible. For a statewide instructional guidance system to work would thus require coordination among state curriculum frameworks, the more specific curricula of the schools, pre-service and in-service professional development and teacher certification, and system level assessment and monitoring mechanisms. Each of these aspects of the system is discussed briefly below.

Curriculum frameworks: The basic drivers of the instructional guidance system would be curriculum frameworks which set out the best thinking in the field about the knowledge,

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7118; Wed, 27

Jan 93 10:38:34 GMT

Via: UK.AC.ED.ERC.VAX; 27 JAN 93 10:38:31 GMT

Date: Wed, 27 JAN 93 10:39:04

From: EKJC68@ERC.VAX.EDINBURGH.AC.UK

To: annette@hujivms

Subject: "tips" for speaking about evaluation to Fed execs..

Sender: JANET "EKJC68@UK.AC.EDINBURGH.ERC.VAX"

<EKJC68@ERC.VAX.EDINBURGH.AC.UK>

RATIONALE FOR THE PROJECT

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

By <monitoring> we mean observing and documenting the planning
and implementation of changes. <Evaluation> means interpreting
information in a way that will strengthen and assist each
community's efforts to improve Jewish education. <Feedback> will
occur in the form of oral and written responses to community members
and to the CIJE.

Two aspects of educational change need to be addressed. The
<process> of change and the <outcomes> of change. At present, we
are in much better position to study the process of change, because
the outcomes have not yet been defined. What results are we
expecting? Increased participation? Gains in Judaic knowledge?
More ritual practices?
Better affect towards Jewish institutions? We will use our study of

the process of change to elicit the goals of the project that are particular to the three communities taking part.

The lead communities project is a direct result of A TIME TO ACT. Although that document provided the essential blueprint for the project, it was silent on the question of outcomes.

One contribution of the early stages of the evaluation project will be to enumerate the variety of specific goals envisioned within the lead communities.

Despite the ambiguity about goals at present,, there are a few uncontroversial outcomes.. For example,, all would agree that increased participation in Jewish institutions by the Jews of the community is desirable.. This type of measure can be monitored from the outset.

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 point at which the process broke down.

It is essential to begin monitoring the process of change as soon as possible -- ideally before the change process actually begins.. There are three reasons to commence this study early on:

((1)) In order to understand change,, it is obviously essential to gather baseline information before the change has occurred.. Baseline information means not only essential quantitative data,, such as enrollment figures,, but understanding of the structure and culture of the community at the outset.. What ideas about Jewish education are prevalent? How are these ideas,, or visions,, distributed through the community? What is the nature of leadership and communication in this community? To what extent is the community mobilized for Jewish education?

What characterizes the professional lives of Jewish educators? Answers to these questions must be chronicled to strengthen the collective memory for later comparison..

The earlier the evaluation staff is present,, the sooner they can obtain a general background understanding of the community,, and can also establish a positive rapport with community members.. That way they are less likely to miss or misinterpret changes that occur once the implementation begins..

((2)) The early presence of evaluation staff can help stimulate new visions for Jewish education and can heighten the mobilization of the community.. Lead communities have the opportunity to consider dramatically restructured approaches to

Jewish education in addition to modifications of existing programs.. By asking community members about their visions for

the future,, and by providing feedback that facilitates communication about such visions,, the evaluation project can encourage a constructive dialogue within the communities..

((4)) The CIJE is a long-term enterprise,, not a one-shot deal.. There is every chance that more lead communities will be created in the next three,, five,, or ten years.. We need to learn about the launching and gearing-up process so other communities can learn from this

experience.. For example,, very little is known about mobilizing lay persons in support of education.. We need to watch how this occurs so other communities can follow..

To carry out this task,, we have hired a team of three FIELD RESEARCHERS..

One researcher is based in each community,, but they will all spend time in all three communities.. This is because they have complementary strengths -- they differ in their expertise as researchers,, and in their knowledge of Jewish education -- and because keeping more than one pair of eyes on a situation provides both a check and a stimulus for deeper interpretation..

The design of the lead communities project calls for each community to carry out a self-study,, which presumably would include information on community composition,, population trends,, and enrollment figures.. The field researchers are prepared to assist in this process,, but they cannot be its primary agents,, lest they have no time for their other activities..

For next year,, we are proposing a survey component to the evaluation project,, which would gather baseline data on affective,, behavioral,, and cognitive outcomes,, probably from a selected youth cohort within each community.. We hope to proceed with the surveys despite the lack of consensus about goals,, because of the overriding importance of gathering some form of baseline data on outcomes which can be tracked over the years.. The surveys would incorporate community input into their design..



August 4, 1992

The Best Practices Project
Progress Report and Plans for 1992-93
Barry W. Holtz

Introduction

In describing its "blueprint for the future," A Time to Act, the report of the Commission on Jewish Education in North America, called for the creation of "an inventory of best educational practices in North America" (p. 69).

The primary purpose of this inventory is to aid the future work of the CIJE, particularly as it helps to develop the group of Lead Communities which will be selected this summer. As the Lead Communities devise their educational plans and put these plans into action, the Best Practices inventory will offer a guide to Jewish educational success that can be adapted for use in particular Lead Communities.

In addition, the Best Practices Project hopes to make an important contribution to the knowledge base about North American Jewish education by documenting outstanding educational work that is currently taking place.

The Best Practices Project as of today

This past year has been spent in designing a methodology for conducting a project that has never really been done in Jewish education before in such a wide-scale fashion. How do we locate examples of best practice in Jewish education? As the year has proceeded both an approach to the work and a set of issues to explore has evolved. We began by identifying the specific programmatic "areas" in Jewish education on which to focus. These were primarily the venues in which Jewish education is conducted such as supplementary schools, JCCs, day schools etc. A best practices team is being developed for each of these areas. These teams are supervised by Dr. Shulamith Elster and me.

We have come to refer to each of the different areas as a "division," in the business sense of the word. (Thus the Best Practices Project has a supplementary school division, an early childhood division, etc.) Each division's work has two phases. Phase 1 is a meeting of experts to talk about best practice in the area and to help develop the criteria for assessing "success"; Phase 2 is the site visit and report writing done by members of the team.

This year four different divisions were launched. We began with the supplementary school primarily because we knew that a) there was a general feeling in the community, particularly in the lay community, that the supplementary school had not succeeded; b) because the majority of Jewish children get their education in the supplementary school

and because of that perception of failure, the Lead Communities would certainly want to address the "problem" of the supplementary school; c) as the director of the project, it was the area in which I had the most experience and best sense of whom I could turn to for assistance and counsel.

As I reported earlier this year, a group of experts was gathered together to discuss the issue of best practice in the supplementary school. Based on that meeting I then wrote a Best Practices in the Supplementary School guide (see Appendix). A team of report writers was assembled and assignments were given to the team to locate both good schools and good elements or programs within schools (such as parent education programs).

We currently have a team of seven people looking and writing reports (see Appendix). By the end of the summer we should have the reports on ten schools as written up by the group members. The first results indicate that, indeed, there are successful supplementary schools and we are finding representative places that are worth hearing about and seeing. In the spirit of Professor Lee Shulman's talk at this year's GA, we have discovered real examples that "prove the existence" of successful supplementary schools. These are sites that people in the Lead Communities can look at, visit and learn from.

In May Dr. Elster and I launched our second division, early childhood Jewish education. We met with a group of experts (see Appendix) in this field and following up that meeting I wrote a Guide to Best Practice in Jewish Early Childhood Education. Many of the members of the group have already agreed to join our team of report writers. The writing will take place in September and October.

A third division, education in the JCC world, is in the early stages of development. Dr. Elster and I met with a team of staff people at the JCCA. Mr. Lenny Rubin of the JCCA is putting together a group of JCCA staff and in-the-field practitioners to develop the Phase 1 "guidelines" for this area. We will work with them in writing up the document. After this is completed (in the fall) a team of report writers (from that group and others) will be assembled to do the actual write-ups.

Finally, a fourth area- best practices in the Israel Experience- has been launched thanks to the work of the CRB Foundation. The Foundation has funded a report on success in Israel Experience programming which was written by Dr. Steven M. Cohen and Ms. Susan Wall. The CUE Best Practices Project will be able to use this excellent report as the basis of further explorations in this area, as needed by the Lead Communities.

Next Steps: The 1992-1993 Year

New Areas

As mentioned above, we should have reports of the Early Childhood division completed in the early fall. The JCC division should be operationalized in the fall. During the 1992-3 year we also plan to launch the following areas: day schools, adult education, etc. Each presents its own interesting challenges. Of these we have already begun to plan in a preliminary way for the day schools division. Here the goal is to gather together experts from the academic world of Jewish education (like our supplementary school group) as well as actual practitioners from the field. The current plan is to have each school that is written up be analyzed for one particular area of excellence and not for its over all "goodness." Thus we would have X school written up for its ability to teach modern Hebrew speaking; another for its text teaching; another for its parent education programs; another for its in-service education, etc.

Documentation

Another task that needs to be considered is finding more examples of best practices within those areas that we have already looked at, or to look at the examples we currently have in even greater depth. This applies particularly to supplementary schools because we will have only explored ten schools and programs and there is such a wide range of supplementary schools across America that we ought to have some more breadth in this area. A similar case could be made for early childhood programs.

At the time of our first exploration of supplementary schools, we sent a letter to all the members of the Senior Policy Advisers asking for their suggestions. In addition, we worked with Dr. Eliot Spack, Executive Director of CAJE, to send a similar letter to "friends within CAJE." Because of these initiatives we now have a list of 20 to 30 Hebrew schools that we might want to investigate.

Dr. Jonathan Woocher, Executive Director of JESNA, has asked the following question: "For the purposes of the project, how many examples of best practice do you really need in any one given area?" Do we need to have ten reports of supplementary schools or twenty or sixty? Another question might be raised about the "depth" of the current reports. Many of the report writers have said that they would like the chance to look at their best practice examples in more detail than the short reports have allowed. I have called this the difference between writing a "report" and writing a "portrait" or study of an institution.

The research component of the Best Practices Project would certainly welcome either greater breadth or greater depth, but at the present moment we believe that the first priority is to answer another question: What do the Lead Communities need? After

meeting with the representatives of the Lead Communities that are chosen, we will have a better sense of the next stages of the Lead Community Project-- what the planning and implementation needs will be. At that point we will be able to decide the best direction the documentation should move in.

Lead Communities: Implementation-- and How to do it

Aside from launching the other divisions mentioned above the other main initiative of the Best Practices Project for the coming year will be thinking through the issue of best practices and Lead Communities. Professor Seymour Fox has often spoken about the Best Practices Project as creating the "curriculum" for change in the Lead Communities. The challenge this year is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: site visits by Lead Community planners to observe best practices in action; visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CIJE staff.

From Best Practice to New Practice

On other occasions we have spoken about the need to go beyond best practices in order to develop new ideas in Jewish education. At times we have referred to this as the "department of dreams." We believe that two different but related matters are involved here: first, all the new ideas in Jewish education that the energy of the CIJE and the Lead Community Project might be able to generate and second, the interesting ideas in Jewish education that people have talked about, perhaps even written about, but never have had the chance to try out. It is likely that developing these new ideas will come under the rubric of the Best Practices Project and it is our belief that the excitement inherent in the Lead Community Project will give us the opportunity to move forward with imagining innovative new plans and projects for Jewish educational change.

APPENDIX

Team Members: Best Practice in the Supplementary School

Report Writers:

Ms. Kathy Green (Reconstructionist Rabbinical College, Philadelphia)
Ms. Carol Ingall (Melton Research Center and BJE, Providence, RI)
Dr. Samuel Joseph (HUC-Cincinnati)
Ms. Vicky Kelman (Melton Research Center and Berkeley, CA)
Dr. Joseph Reimer (Brandeis University)
Dr. Stuart Schoenfeld (York University, Toronto)
Dr. Michael Zeldin (HUC-LA)

Additional Consultants:

Dr. Isa Aron (HUC-Los Angeles)
Ms. Gail Dorph (University Of Judaism, Los Angeles)
Dr. Samuel Heilman (Queens College, NY)

Team Members: Early Childhood Jewish Education

Report Writers

Ms. Miriam Feinberg (Washington, DC);
Dr. Ruth Pinkenson Feldman (Philadelphia);
Ms. Jane Perman (JCC Association);
Ms. Esther Friedman (Houston);
Ms. Esther Elfenbaum (Los Angeles);
Ms. Ina Regosin (Milwaukee);
Ms. Charlotte Muehnick (Haverford, PA);
Ms. Rena Rotenberg (Baltimore);
Ms. Shulamit Gittelson (North Miami Beach);
Ms. Lucy Cohen (Montreal);
Ms. Roanna Shorofsky (New York);
Ms. Marvell Ginsburg (Chicago).

✓Annette Hochstein
Stephen M. Hoffman
Henry L. Zucker

TO: _____
NAME _____
DEPARTMENT/LOCATION _____

FROM: Virginia F. Levi
NAME *VFL* _____
DEPARTMENT/LOCATION _____

DATE: 5/6/93
REPLYING TO
YOUR MEMO OF: _____

SUBJECT: REQUEST FROM ALVIN SCHIFF FOR GRANT
TO NATIONAL BOARD OF LICENSE



Please review this grant request and return your comments to me by May 21, if possible, so I can summarize your reactions. Please make additional comments that you feel are appropriate.

Please return to Ginny Levi

From Dr. Alvin I. Schiff f

Grant National Board of License Amount Requested

1. Does request fit CIJE objectives? ☐ yes ☐ no
Discuss:

2. How do you feel about this request:

3. What do you suggest we do:

CIJE 4 (3/93) By Date



DAVID J. AZRIELI GRADUATE INSTITUTE
OF JEWISH EDUCATION AND ADMINISTRATION

YESHIVA UNIVERSITY

245 LEXINGTON AVENUE • NEW YORK NY 10016 • (212) 431-9325

Distinguished Professor of Education

3/31/93

Dear Mort:

It was great talking to you on Sunday. Enclosed, as per our conversation, is the correspondence and two items regarding the National Board of License. One item - Requirements and Procedures - is a "historical" piece. The other is an example of revisions made recently in the requirement for Teacher's License. Similarly, Principal's License requirements have also been revised.

I think that involvement with Jewish educator licensure is a "natural" for CITE. With NBL as a partner, CITE can make significant improvement in educator certification and advance its own activity towards the professionalization and upgrading of the Jewish educator profession. I'd be happy to discuss this matter further with you or any CITE staff person you would designate.

In light of our conversation, I am also enclosing a note regarding two approaches in community organization which I shared with Seymour several years ago. I think these approaches relate to CITE activity with Lead communities. Enclosed also is a list of the members of the NBL.

Dr Aviva I SCHIFF
339 JORDAN ST
OCEANSIDE, N.Y.

With warm wishes for Barbara
and the entire family for
a wonderful Pesach

BDL



**DAVID J. AZRTELI GRADUATE INSTITUTE
OF JEWISH EDUCATION AND ADMINISTRATION**

YESHIVA UNIVERSITY

245 LEXINGTON AVENUE • NEW YORK NY 10016 • (212) 461-0325

ingutshel Professor of Education

July 23, 1992 -

Morton Mandel
Premier Industries Corporation
4500 Euclid Ave.
Cleveland, OH 44103

Dear Morton,

In light of "Time To Act" and the Commission's concern about raising Jewish educator standards, I am taking this opportunity to write to you about a matter that I know will be of interest to you. In a real sense, it is related to CIJE. Let me explain.

Since 1999, The National Board of License for Teachers and Supervisors in North American Jewish Schools (NBL) has been functioning in the American Jewish community. Over the years, NBL through its standing committees - The Committee of Examiners (for teachers licensure) and the Principals Certification Committee has awarded licenses to principals and coordinated the issuance of teacher licenses by the ten local licensing bodies (list enclosed) who are members of NBL.

Since its establishment, NBL has been staffed by AANJE and now by JESNA. The overall Board and its two committees comprised of leading Jewish educators who volunteer their time and services (list enclosed) meet twice annually. In addition, sub-committee meetings are held as needed.

NBL recognizes that it is not as effective as it should be. For example, the vast majority of schools do not require teachers or principals to be licensed. Moreover, the standards for certification were not geared to the 1980's and 1990's.

Several years ago, NBL began reexamining its licensure policies and practices. In 1990, it completed the restructuring of requirements for the teacher's license to be more in tune with current Jewish educational conditions. Similar reorganization is currently being concluded regarding principals' certification.

Having accomplished this, the leadership of NBL requested support from JESNA to market the new requirements and was informed by Dr. Woocher that additional assistance would not be forthcoming. Moreover, JESNA's new priorities do not include involvement in the area of educator licensure.

This letter is already longer than I anticipated. The reason for my writing is to request a meeting with you to discuss the developing of a relationship between NBL and CIJE and the role of educator licensure in the lead communities.

I personally think it is a worthwhile venture for CIJE. The "shidduch" between NBL & CIJE hold much promise for the future. NBL leadership is open to new developments.

With warm wishes,

Alvin I. Schiff
339 Jordan Street
Oceanside, NY 11572

cc: Prof. Seymour Fox
Dr. Shulamith Elster
Dean Jacob Rabinowitz

✓Annette Hochstein
Stephen H. Hoffman

TO: Henry L. Zucker 1

FROM: Virginia F. Levi

DATE: 5/6/93

NAME
DEPARTMENT/LOCATION

NAME
DEPARTMENT/LOCATION

REPLYING TO
YOUR MEMO OF: YOUR MEMO OF:

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From Dr. Alvin I. Schiff

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Amount Requested

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Discuss::

2. How do you feel about this request::

3. What do you suggest we do:

CIJE 4 (3/93)

By

Date



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245 LEXINGTON AVENUE • NEW YORK, NY 10016 • (212) 481-0325

C /
E M Z V
?

Distinguished Professor of Education
Distinguished Professor of Education

3/31/93 7:5*

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2 Avim I SCHIFF
339 JORDAN ST
OCEANSIDE, N.Y.

B D



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246 LEXINGTON AVENUE • NEW YORK NY 10016 • (212) 481-0325

Signature of Professor of Education

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With warm wishes,

Alvin I. Schiff
339 Jordan Street
Oceanside, NY 11572

cc: Prof. Seymour Fox
Dr. Shulamith Elster
Dean Jacob Rabinowitz

FAX SENT

DATE: 5/193

Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Ginny Levi Date: May 5, 1993

From: Shmuel Wygoda No. Pages: 3

Fax Number: _____

Dear Ginny,

In preparation for today's telecon, please find attached the agenda for the May consultation with suggested time allocations & sessions facilitators.

Best regards

Shmuel



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

Tuesday May 12th 1993.

Sessions 1 & 2 (morning)

Overview

Partnership and joint planning:

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

Sessions 3 & 4 (afternoon)

Draft Action Plan:

A. The three Lead Communities together and the CIJE

Facilitator: Annette Hochstein.

B. Elements:

1) Systemic change

a) Personnel

b) Community Mobilization

Facilitator: Seymour Fox & Shmuel Wygoda

2) Support projects

a) Best Practices

Facilitator : Barry W.Holtz

b) Goals

Facilitator: Seymour Fox & Shmuel Wygoda

c) Monitoring Evaluation and Feedback

Facilitators: Adam Gamoran & Ellen Goldring

Session 5: Dinner

C) Individual Lead Communities and the CIJE

Wednesday May 13th 1993

Sessions 6 and 7 :

III. Synthesis:

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

Facilitators: Steve H.Hoffman & Marshal Levin

Session 8

Open issues : Concluding discussion

Facilitator : Shulamith R. Elster

5.4.93

Mandel Institute

מכון מנדל

Tel. 972-2-617 418; 618 728

Fax: 972-2-619 951

Facsimile Transmission

To: Ginny Levi Date: May 4, 1993

From: Oriana Or No Pages: 1

Fax Number: _____

Dear Ginny,

Thank you very much for yesterday's fax. The pages came through clearly.

I apologize for the delay in responding to your fax. Today's telecon will be at 617418.

Regards,



Mandel Institute

4.5/93
Shmuel

מכון מנדל

Tel. 972-2-617 418:618 728

Fax: 972-2-619 951

Facsimile Transmission

TO: <u>Gimny Levi</u>	Date: <u>May 4, 1993</u>
FROM: <u>Shmuel Wygoda</u>	No. Pages: <u>5</u>
Fax Number: _____	

Dear Gimny,

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

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

Best regards,

Shmuel



CIJE / LEAD COMMUNITIES MAY CONSULTATION

AGENDA

Desired outcomes:

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

II Overview

Partnership and joint planning

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

II) Draft Action Plan .

A) The three Lead Communities together and the CIJE.

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

B) Elements:

1) Systemic change

a) The concept

b) The role of enabling & programmatic options.

c) Personnel:

- Educators survey
- Addressing the shortage of qualified personnel
- Strategies to recruit and train personnel (short & medium term)

d) Community mobilization:

- The concept
- Wall to wall coalition = lay leaders, rabbis, educators, professionals, & academics..
- Building strategies for Community mobilization

2) Support projects

Comprehensive and planned approaches to content , scope & quality.

a) Best Practices:

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

b) Goals

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

c) Monitoring Evaluation and Feedback (MEF)

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

C) Individual Lead Communities and the CIJE

- Each community's strategy and action plan

III) Synthesis:

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

IV) Open issues :

Concluding discussion