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

Box Folder D-1 2017

CIJE correspondence, meetings, and reports. Lead Communities and MEF reports and planning documents, 1992-1993.

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

CENTER FOR THE ADVANCEMENT OF JEWISH EDUCATION



ALVIN O. KATZ Chairhan GIR Chaim Y. BOTWINICK EXECUTIVE DIRECTOR

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FOR CIJE AGENDA

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

DRAFT 1: TENTATIVE AGENDA

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

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

The Lead Communities project: Update

- Developments in the Lead Communities
- Developments in the CIJE
- Session 2: Monday August 23rd: 2:45 4:15 p.m.

Systemic change

- The concept
- Content, Scope, Quality
- Session 3: Monday August 23rd : 4:30 6:30 p.m.

The Lead Communities project

- Enabling options; programmatic options
- What is a Lead Community project.
- = Session 4: Monday August 23rd; 7:15 9:00 p.m.

The Goals project

- = Goals, Vision and the Educated Jew Project
- Content as shaped by Goals
- = Session 5: Tuesday August 24th : 9:00 10: 30 a.m.

The support projects:

- = Best Practices
- Monitoring Evaluation and Feedback
- Goals
- Session 6: Tuesday August 24th : 10:45 a.m. = 12:15 p.m.

CHE resources

- a) Stafff
- b) Working with Denominations, Training Institutions and Institutions in Israel
- c) Involvement of Lay Leadership.
- Session 7: Tuesday August 24th: 1:00 2: 30 p.m.

Work plan for 1993-94

- Planning Process
- Pridot Projects
- Session 8: Tuesday August 24th: 2:45 4:00 p.m.

Summary and conclusions

AGENDA FOR THE CIJE STAFF MEETING. AUGUST 19-20th 1993.

American Friends of the Hebrew University. Institute of Contemporary Jewry 11 East 69th street. New - York. N-Y

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

The conception reconsidered.

Background material:

- Commission background reports (meetings of June N4th 1989; October 23rd 1989; February N4th 1990).
- Time to Actt:
- Minutes of the May 1993 CIJE / LC Cleveland seminar

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

Discussion

Session 3: Thursday August 19th: 2:30 4:0:00 p.m.

Some basic concepts:

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

Background material

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

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

Working with the Communities:

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

Background material:

CLIE Planning Guide: February 1993

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

Working with the Communities: (continuation)

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

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

Content and Goals for Lead Communities:

Ideas, Vision, Visioning, Goals

Background material:

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

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

Support Projects: Best Practices, Monitoring Evaluation & Feedback

Background material:

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

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

Work plan:

- 11993-94 Outcomes
- 11993-94 Process

Session 9: Friday August 20th: 2:30 4:2000 p.m.

Next meetings:

- Friday August 27th, 1:00 5:00 p.m. Meeting place: To be decided upon Agenda: Next steps
- October
- Future agenda for staff
- Seminar in Israel

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- 3. CIJE AND LEAD COMMUNITIES 2ND SEMINAR AUGUST 23+243 1993, DRAFT 1 TENTATIVE AGENDA.
- 4. LEAD COMMUNITIES CONSULTATION MINUTES MAY 11 12 1993.
- 5. MANDEL INSTITUTE LEAD COMMUNITIES SIMULATION SEMINAR \ APRIL 27 ±929 12993.

BACKGROUND MATERIAL

- 1. MONITORING, EVALUTION AND FEEDBACK IN L.C. A THREE YEAR OUTLINE \ ADAM GAMORAN.
- 2. MONITORING, EVALUTION AND FEEDBACK IN L.C. TENTATIVE PLAN OF WORK FOR 1992 - 1993..
- 3. LAYING THE GROUNDWORK FOR THE EXPERIMENT IN CONGREGATIONAL EDUCATION.
- 4. MEO TO SF, FROM GINNY LEVI "CAMPER CONTACTS" JULY 9 1993.
- 5. MEMORANDUM TO S.W. FROM A. NAPERSTAK -"STATUS REPORT OM FOUNDATION DEVELOPMENT FOR 1992-3.
- 6. MEMORANDUM AMBIGUITIES IN CIJE TERMS AND CONCEPTS \ GAMORAN.
- 7. CIJE WORK PLAN 8\93 947794.
- 8. DRAFT TO THE PAPER PREPARED FOR THE CJF COMM. ON JEWISH IDENTITY\ FROM MLM \JULY 19.

Dear CIJE Board Member,

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

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

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

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

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

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

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

c. Dr. Gail Dorph - Project Officer

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

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

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

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

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

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

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

With best regards.

Sincerely yours,

Morton L. Mandel

MEMORANDUM

July 113, 11993

To: CIUE Board

From: Dr. Barry W. Holtz

Re: Update-TheBest Pratities Project

The Best Practices Project is an operation that has many <u>long-range</u> implications. Documenting "the success stories of Jewish education" is something that has never been done in a systematic way and it is a project that cannot be completed within a short range of time. This memo outlines the way that the Best Practices Project should unfold over the mext 1 to 2 years.

Documentation and Work in the Field

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

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

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

The Steps in Documentation: First Iteration

Preliminary explorations: To determine with whom I should be meeting Stage one: Meeting (or multiple meetings) with experts

Stage two: Refining of that meeting, leading to a guide for writing up

the reports

Stage three: Visiting the possible best practices sites by report writers

Stage four: Writing up reports by expert report writers

Stage five: Editing those reports

Stage six: Printing the edited version

Stage seven: Distributing the edited version

Next Steps

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

- 1) Supplementary schools: Mostly done in "iteration #1". There may be two more reports coming in which were originally promised.
- 2) Early childhood programs: Here we are at stage six. The volume is in print.
- 3) JCCs: Here we are at stage three. This will require visits, report writing, etc. The JCCA is our partner in implementing the documentation.
- 4) Day schools: Here we are at stage one, two or three, depending on the religious denomination. Because this involves all the denominations, plus the unaffiliated schools, this will be the most complicated of the projects for the year.
- 5) College campus programming: Here we are at stage three, with the national Hillel organization as a partner. One question to deal with is non-Hillel campus activities and how to move forward with that. As to Hillel programs, we need to choose report writers, visit sites, etc.
- 6) Camping/youth programs: Here we are at the preliminary stage. We should be able to have a stage one meeting this year. It's probably fairly easy to identify the right participants via the denominations and the JCCA.
- 7) Adult education: Here we are at the preliminary stage. We should be able to have a stage one meeting this year. Here gathering the right participants is probably more complex.

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

Lead Communities: Implementation—and How to Do It

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

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

How Can We Spread the Word?

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

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

CIJE Project on Monitoring, Evaluation, and Feedback in Lead Communities Progress Report — August 1993

Dr:Adam Gamoran and Dr. Ellen Goldring

How will we know whether the Lead Communities have succeeded in creating better structures and processes for Jewish education?

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

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

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

I. Ongoing Monitoning and Freedback

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

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

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

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

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

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

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

II. Instrumentation

A. Interview Protocols

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

B. Survey of Educators

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

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

III. Reports

A. Reports on the Professional Lives of Jewish Educators

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

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

B. Reports on Mobilization and Visions

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

IV. Plants from 19993-94

A. Ongoing Monitoring and Feedback

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

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

B. Outcomes Assessment

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

C. Encouraging Reflective Communities

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

MEMORANDUM

Showel falkist, Let's falkist,

TO: ORIANNA

FROM: ANNETTE

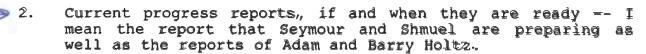
DATE:: AUGUST 5, 1993

Re: U.S. Trip Materials

My Presentation to CIJE Executive Committee

Could you please prepare the following materials for my presentatiom. They should go into the book so that I can prepare them:

Last Executive Committee and Board Meeting minutes;



3. Any notes or points Shmuel would like to give me.

In addition to these I will need in my CIJE book some of the background materials to prepare for the meetings with the communities; among others:

- 1. The minutes of the 2 meetings with the communities -- the one in November ((I think it was November or it was February)) and the other in May.
- The agenda for the forthcoming meetings with the communities and with the staff;
- 3. The planning guide;
- 4. The best practices material.

On a different topic, please ask Shmuel if he has informed Barry Holtz to forward the draft of the next best practices material to Seymour; or what was his response to Barry's fax.

Note to Above

CIJE Executive Committee meeting -- August 26th, 1993 -- New York

Present progress report focussing on issues that were raised at the February Executive Committee meeting and progress which has been made in each area. Thus, I am taking the situation that was with its dissatisfactions and wiping the path clean — saying of the progress that occurred since, both in the staffing of the CIJE, the internal progress — and in work with the lead communities. On the lead communities front: the three commissions, the joint CIJE-lead communities seminars; the educators" surveys; the lives of the educators; the initial staffing; and the beginning of lay leadership participation which will be visible at the afternoon meeting of the Board of the CIJE.

Alm

MEMO TO:

Seymour Fox

FROM:

Virginia F. Leví

DATĒ:

July 9, 1993

SUBJECT:

Camper Contacts

As you know, the next CIJE board meeting is scheduled for Thursday, August 26.

12:00 moon to A:00 p.m. at the UJA/Federation of Jewish Philamthropites. 130

East 59th Street, New York.

We ask that you arrange to speak with each of your assigned campers prior to that meeting and that you submit a brief written report to me, for distribution to the staff team, following each conversation. As in the past, the report should highlight any concerns raised as well as any information which would be helpful as we finalize the agenda for the meeting.

Attached is an outline for your use in making those calls, as well as talking points which you may find helpful. These materials are not intended for distribution, but are for your use only. A written progress report will be sent to board members prior to the board meeting.

A list of your campers appears below:

- 1. Alfred Gottschalk
- 2. David Hirschhorn
- B. S. Martin Lipset
- 4, Florence Melton
- 5. Isadore Twersky

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7/8/93

Outline for Camper Notes for August 1993 Board Meeting

- I, CLUE Organization and Staffing
 - A, Executive Director
 - B. Program Staff
 - 1. Barry Holtz f/t on leave from JTSA
 - 2. New Staff
- - A. Atlanta Commission to meet in August

Bill Schattfoen as Chair

Lauren Azoulai - Senior Planner as staff in addition to her other responsibilities

Educators ((teachers and prinicipals)) survey scheduled for fall

B. Baltimore - Official launch in September

Ilene Vogelstein and Genine Fldler as Co-chairs

Chaim Botwinick and Nancy Kutler will staff the commission

Educators ((teachers and principals)) survey scheduled for fall

C. Milwaukee ■ Launched

Full-time Project Director, Dr. Ruth Cohen - position funded by Helen Bader Foundation

Commission and Steering Committee appointed and have been meeting

Louise Stein and Jane Gellman - active Co-chairs

Educators (teachers and principals) survey - completed

Talking Points on the Lead Communities Project 6/93

1. The speciment and CIJE - Why?

The CIJE sees itself as a catalyst, working with existing national and local organizations to develop comprehensive and experimental initiatives to achieve major improvements in Jewish education in North America.

The CIJE is strategy is to begin with Lead Communities as local laboratories for major improvements and then to encourage their use in other communities.

2. What will be the role of the Lead Communities?

The expectation is that Atlanta, Baltimore and Milwaukee, the three lead communities, will demonstrate what can happen when:

- the importance of Jewish education is recognized by the community and its leadership;
- there is an infusion of outstanding personnel; and
- the necessary resources of all kinds are secured to meet additional needs,

The purpose, in short, is to "demonstrate what Jewish education at its best CAN achieve."

Lead Communities will function as <u>local laboratories</u> for <u>Jewish education</u>
- as an <u>entire community engaged in a major development and improvements</u>
program.

Lead Communities will demonstrate how:

- to mobilize community support to create more understanding, knowledge and support for Jewish education in the community-atlarge.
- to build and enhance the Quality of life for educators and professionals in Jewish education.
- to develop a research capability that will provide the knowledge needed to make informed decisions and guide development.
- to establish a local commission (wall-to-wall coalition) to be the catalyst for local change.

1

3. What do we hope will happen in the community?

- Leadership will develop and articulate a vision of where the community wants to be, what it wants to achieve.
- Individual institutions or groups of institutions (e.g., Conservative synagogues, educators, rabbis, lay leaders and parents) will articulate specific educational goals.
- These activities will create much debate and ferment in the community, will focus the work of the communities, and will demand that communities face complex dilemmas and choices...
- The Institutions of Higher Jewish Learning, the denominations, and the national organizations will join in this effort,

4, Enabling Options - the Key Elements

"Personmel" and "community mobilization" were identified by the Commission as "enabling options," which undergird the implementation of any, or all, other educational programs. Communities are encouraged to look at local educational problems from these perspectives. CIJE will help to mobilize the denominations in the Lead Communities to help deal with these issues at the appropriate time.

5. The three Lead Communities-Background

<u>Atlanta</u>

Atlanta has a growing Jewish population. Atlanta's early "80s demographic study of the local Jewish community was followed by the development of a strategic plam. Included were recommendations to reorganize the services of the Bureau of Jewish Education, and reassign functional responsibility to other appropriate agencies. A Commission of Jewish Continuity has been established as a Jewish Education Fund.

Baltimore

Baltimore has a stable Jewish population of 92,000. A two-year planning initiative concluded in 1990 with a series of recommendations including the need to increase funding for Jewish education (since then it has increased from 25% to 33%) to establish a commission to look at the local Jewish education system. Outcomes include a strategic plan for Jewish education and the establishment of a Fund for Jewish Education which is currently undertaking a \$10 million campaigm.

2

Milwaukee

With a population of 28,000, Milwaukee has four day schools in addition to an array of camps and pre-school opportunities. Community strengths include the centrality of the federation, the availability of scholarships for day schools and a common cost for each day school, and coordination of teen programming. The cost of Jewish education is a central issue in a community where average incomes are relatively low. The community must also contend with a shortage of trained personnel and a 15% decline in campaign income over the last three years. A Jewish Education Task Force was established in July 1991 and developed a plan for refocusing the Central Agency for Jewish Education. For many years Milwaukee has taken the lead in putting Jewish education high on its communal agenda and funding it accordingly.

6. Community Updates: What is happening

Milwaukee

- a. The Commission on Vision and Continuity has been established under the chairmanship of Louise Stein and Jane Gellman
- b. Steering Committee meets every six weeks
- c. Task Forces have been established in the following areas:
 - 1. Personnel on a two year time line
 - 2. Strategic planning working on five year plan including visioning and goals project,
- d. Educators' Survey was administered in June "931 data: analysis Summer "93

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Market analysis ]
Needs analysis ] =- Fall 993
following plan outline ]
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- e. Fund Development beginning November '93
- f. Full-time Project Director, Dr. Ruth Cohen funded by grant opron The Helen Bader Foundation (Daniel Bader - new member of the CIUE Board)

Baltimore

- a, The Center for Advancement of Jewish Education has just been formed (CAJE). It will be headed by Dr. Chaim Botwinick.
- b. CAJE will establish a CLIM committee July 1, 1993. Eileem Voglestein will be one of the two Co-chains.
- C. Strategic planning by CINE coundittee July to August '93.
- d. Convene rabbinic and senior educator leadership August '93.
- e. Launch CIJE Committee September "93.
- f. Conduct Educators" Survey September to October "93.
- g. Monthly meetings of CIJE Committee October "93 to June "95..
- h. Finance resource development.

Atlanta

- a. Council on Jewish Continuity has met twice and continues to meet every two months (August 93 next meeting). It is chaired by Dr.. William Shatten.
- b. New director of Jewish Educational Services to begin July 15, 1993. (Uznice Alper)
- c. Educators' Survey * to be administered in September '93.
- d. Task Force on Israel Experience to be formed in August/September ''93,
- e: Task Force on Teacher Training to be established Fall '93.
- f. JCC Judaic content study to be undertaken.
- g. Market study on formation of second Jewish high school = Spring ''93;
- h: Resource development ongoing

7: The Goals Project and Vision

The communities are working toward developing visions for Jewish education to serve as the basis of mission statements. The basic question is what a Lead Community should look like in the twenty-first century. The denominations and their training institutions are working with CIJE to help clarify objectives for use by local denominational groups.

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Council for Initiatives

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F) TWO is the Property

Shirt to Brew.

Jewish Education

Date sent: 6//

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to: Annette Hochsteim, Seymour Fox,

From: Ginny Levi

" Shtarel Wygoda Organization:

Phone Number:

Phone Number:

Fax Number: 0119722 619 951

Fax Number: (216) 391-54300

Comments:

Hale is ythe progress separt sent to Atox Executive Committee. The Board letter was the same, except if the second mentione of 17 1,

Showel - Milwauher has a question about who owns the State on the educators summer I'll try to get tohow to move on analysis if gave Et ash SF for his response, it might help to move this forward.

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

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COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box \$4552, Cleveland, Ohio 4410h Phone: (239)13985246£ ♦ Fax: ((216)3391-54330

Chair

TO:

CIIFE Executiive Committee

Worton Wandel

FROM:

Hontton IL. Mandel, Chair

Witte Chadins

SUBJECT:

Phogpess Report

Charles Goodman Neil Greenbaum

DATE:

Heavy 2283, 1199993

Watthew Maryles Lester Pollack

Homorany Chair (Fisher

Boandi David Armow Daniel Sader Wandell Berman Charles Bronfman Gerald Cohen John Colman Maurice Corson Susan Grown Hawin Afigle Alfred Gottschalk Arthur Green Thomas Hausdonff David Hirschheen HIGHTY Kosobitzky "'Ak Ladinger i. nan Lamm Morman Liboff Seymour Martin Lipset PF lorgence (Malton Melyin Merians Charles Rainer Esther Leah Ritz Richard Scheuei' Ismar Schorsch Isadore Twersky Bennett Yanowitz

We are pleased to report to you on the activities of the Council for Imitiatives 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 Flan for Jewish Education, an ambitious undertaking that has taken some four years to complete, and has involved all aspects of Jewish education in the community. The CIJE project will now focus on the personnel and community mobilization aspects of this plan.

In Milwaukee the Commission on Visions and Initiatives in Jewish Education, the local Lead Communities coordinating body, has been actively led by co-chairs Louise Stain and Jane Coliman. 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.

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

This report is being written just days following the conclusion of a most productive working seminar of the key professional leadership of the communities, with staff and consultants of the CIJE. The agenda was developed im 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 "emabling 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 Amnual Meeting, the project has been active in the implementation of best practices im supplementary schools, and in the development of consultations in the areas of day schools and college campus activities. We anticipate the publication — im the coming months—of the materials on Early Childhood education, an area that has been identified as of concern and interest to the communities and the field. To date, the day school consultation has involved educators from the Orthodox community—convened by Yeshiva University—and the Conservative movement through the efforts of the Solomon Schechter Day School Association. Similar consultations involving the Reform community and community day schools will be convened in the near future. The campus consultation was convened by the Hillel Foundation and included Hillel directors and campus professionals from throughout the country. Additional meetings are planned in both areas.

Monitoring. Evaluation and Feedback

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

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

Warmest personal regards.

July 1, 1993

Ilena Vogelstein William Schatten Jane Gellman Louise Stain

Dear :

A meeting of the board of directors of the Council for Initiatives in Jewish Education is scheduled for Thursdaw. August 26, 1993 at UJA/Federation of Jewish Philanthropies of New York. 130 East 59th Street. New York. That meeting will begin with luncheon at 12:00 noon and conclude by 4:00 p.m.

I am writing to invite you to attend that meeting. On the agenda will be a report by Charles Ratner of Cleveland, chair of the CIJE Lead Communities Committee, on the work of the Lead Communities. If you can come, would it be possible for you to respond briefly to Chuck's comments? An outline of Chuck's remarks will be provided to you in advance.

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

Horton L. Mandel -- Chair

cc: Federation Exec

7/6/93

AM

CIJE EXECUTIVE COMMITTEE MEETING

August 26, 1993

AGENDA

11/8 (801)

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

Imtroductory Remarks

MLM

Mi. Progress Report

ARH

Lil. Proposed Works

A. Hoffmann

- IV. Development Report by AJN ((If we have a Blaustein or Jim Joseph gift to report))
- W. Budget for 1993

A. Hoffmann

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07:13:17 +0300

Date: Wed, 28 Jul 1993 23:14 CDT

From: << CAMOURANCOW BSSSSC>

Subject: progress report for CIJE board

To: MANDEE@HUJIVMS

Original_To: MANDEL
Original_cc: ELLEN

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

Progress Report -- August 1993

How will we know whether the Lead Communities have succeeded in creating better structures and processes for Jewish education?

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

By monitoring we mean observing and documenting the planning and implementation of changes. Evaluation entails interpreting information in a way that strengthems and assists each community's efforts to improve Jewish education.

Feedback consists of oral and written responses to community members and to the CIJE.

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

- I. Omgoing Monitoring and Feedback To carry out on-site monitoring, we hired three full-time field researchers, one for each community. The field researchers' mandate for 1992-93 centered on three questions:
 - ((1) What is the nature and extent of mobilization of human and financial resources to carry out the reform of Jewish education in the Lead Communities?
 - (2) What characterizes the professional lives of educators in the Lead Communities?
 - (3) What are the visions for improving Jewish education in the communities?

The first two questions address the "building blocks" of mobilization and personnel, described in A Time to Act as the essential elements for Lead Communities. The third question raises the issue of goals, to elicit community thinking and to stimulate dialogue about this crucial facet of the reform process.

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

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

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

II. Umstrumeentaatioan

A. Interview Protocols

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

B. Survey of Educators

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

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

III. Reports

A. Reports on the Professionall Lives of Jewish Educators

Each community is to receive three types of reports on educators:

A qualitative component, describing the interview results; a quantitive component, presenting the survey results; and an integrative component, which draws on both the qualitative and quantitative results to focus on policy issues. The schedule for delivering these products is dictated by the speciffic agendas of each community.

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

B. Reprorts om Modbillization and Wisions

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

IV. Plams for 1993-94

A. Ongoing Monitoring and Feedback

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

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

B. Outcomes Assessment

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

We are proposing to introduce the diagnostic Hebrew assessment for day schools, created by Professor Elana Shohamy of the Melton Centre in Jerusallem, as a first step towards longitudimal outcomes analysis. The great advantage of the Shohamy method is its value as a diagnostic tool, encouraging schools to use the results of the assessment to guide their own school improvement efforts. The tests have common anchor items, but are mostly designed especially for use in each school.

C. Encouraging Reflective Communities

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



Jewish Theological Seminary 3080 Broadway
New York, NY 10027
((212) 678-8031
Fax ((212) 749-9085*

To: Shmyel Wrenda
At FAX Number:
From: Barry Heltz
Date:
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*If you experience difficulty transmitting to this FAX number, please use the JTS main FAX number as an alternate: (212) 678-8947. Kindly indicate that this message should be forwarded to the Melton Research Center. Thank you.

Memo

July 113, 11993
To: CIJE Board

From: Dr. Barry W. Holtz

Re: Update—The Best Practices Project

The Best Practices Project is an operation that has many <u>long-range</u> implications. Documenting "the success stories of Jewish education" is something that has never been done in a systematic way and it is a project that cannot be completed within a short range of time. This memo outlines the way that the Best Practices Project should unfold over the next 1 to 2 years.

Documentation and Work in the Field

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

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

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

The Steps in Documentation: First Iteration

Preliminary explorations: to determine with whom I should be meeting

Stage one: Meeting (or multiple meetings) with experts Stage two: Refining of that meeting, leading to a guide

for writing up the reports.

Stage three: Visiting the possible best practices sites by expert

report writers

Stage four: Writing up reports by expert report writers

Stage five: Editing those reports
Stage six: Printing the edited version

Stage seven: "Advertising" and Distributing the edited version

Next Steps

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

- 1) Supplementary schools: Mostly done in "iteration #1". There may be two more reports coming in which were originally promised.
- 2) Early childhood programs

Here we are at stage five. The volume should come out at the end of the summer.

3) JCCs

Here we are at stage three. This will require visits, report writing, etc. The JCCA is our partner in implementing the documentation.

4) Day schools

Here we are at stage one, two or three, depending on the denomination. Because this involves all the denominations, plus the unaffiliated schools, this will be the most complicated of the projects for the year.

5) College campus programming

Here we are at stage three, with the national Hillel organization as a partner. One question to deal with is non-Hillel campus activities and how to move forward with that. As to Hillel programs, we need to choose report writers, visit sites, etc.

6) Camping/youth programs

Here we are at the preliminary stage. We should be able to have a stage one meeting this year. It's probably fairly easy to identify the right participants via the denominations and the JCCA.

7) Adult education.

Here we are at the preliminary stage. We should be able to have a stage one meeting this year. Here gathering the right participants is probably more complex.

8) The Israel experience

We hope to move this project forward with consultation from the staff of the CRB Foundation. As they are moving forward with their own initiative, we hope to be able to work on the "best practice issues" involved with the successful trip to Israel.

9)Community-Wide initiatives

Finally, I have recommended that we add a ninth area—Community-Wide initiatives using JESNA's help. This refers to Jewish education improvement projects at the Federation or BJE level. particularly in the personnel or lay development area. Examples: the Providence BJE program for teacher accreditation; the Cleveland Fellows; projects with lay boards of synagogue schools ran by a BJE; salary/benefits enhancement projects. This project would use JESNA's assistance could probably be launched rather quickly.

Lead Communities: Implementation -- and How to do it

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

The challenge is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: presentations to the local Lead Communities commissions about the results of the Best Practices Project, site visits by Lead Community lay leaders and planners to observe best

P. 4/4

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 CUE staff. We have already discussed possible modes of dissemination of information in our conversations with the three communities.

How can we spread the word?

The first report on supplementary schools has engendered a good deal of interest in the larger Jewish educational community. One issue that the CIJE needs to address is the best way to make the results of the Best Practices Project available. How should the dissemination of materials take place? How should the findings of this project have an impact on communities outside of the Lead Communities? Certainly we should find ways to advertise and distribute the materials as they are produced. Perhaps we should also begin to consider a series of meetings or conferences open to other communities or interested parties, as the project moves forward.

DATE 7/19/93 TIME.

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TO: FAX NO. (811) 97267995619951	FROW; FAX NO. (216) 361 - 9962
Name Saymour Fox	Name Merten L. Mandel
Company Manael Institute	Company Mandel Asseciated Foundations
Street Address	Tele. No. (216) 391=8300 Ext. 2320
City Sill?— Zip Country	_

Dear Seymour:

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

You will find it interesting reading, especially since they imply they are "breaking new ground" [1]

Warmest regards.

Mort

CJF NEW YORK

A CONTINENTAL COMMISSION ON 155WISH IDENTITY AND CONTINUITY: FRAMING STRATEGIES

Draft: 7/9/83

Ifto-Task

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

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

All Jawish Institutions have a stake and many have important direct and Indirect roles to play In fulfilling this task. For some — our congregations and their associated rollgloud and aducational institutions heing the most ambible avamples for arranging serious, committed Jawish living has long constituted the very core of their institutional mission, meaning and purpose. They embody the traditional foundations of Jawish life — lorah, Evodah, and gemillut hassadim. It goes without saying that these institutions are central, in their role and expertise, to any effort to strengthen Jawish Identity,

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

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

TEL: 212-529-5842

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

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

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

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

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

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

The Challenge

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



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

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

There will be other challenges:

- 1) To balance the pressures for short-term accomplish interactivith recognition of the need for a long-term, comprehensive approach,
- 2) To puttfowward agrammageaphe aggendag, without becoming supperfittable
- 3) The makes the bass uses of exidating exceptible, while allowing recommon for new knowledge and new paradigms for action to emerge.

Conceptual/Strategic Principles

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

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

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- These will require coordination, but \$180 sufficient space and Integrity to accomplish what we need from each. For example, gamering and disseminating expertise is quita different from seeking to facilitate organizational change. The Commission will need to approach these two tasks with awareness of this difference.
- The Commission will need to hear from and involve a wide range of constituencies and immerests, including individuals from putation that all relevant information and expertise including that possessed by professionals in the 'trenches' of this effort are available to it.

The Work-Of the Commission

To accomplish its mission, the Commission will:

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

SUMMARY

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

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TEL: 212-529-5842

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reality,

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

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

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

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COMMISSION OF JEWISSHI IDENTITY AND CONTINUITY

Meeting; Tuesday, August 3, 1993

-	• •
Name	Attendance
Marvin Lender	Yea
Shoshana S. Cardin	Yes
Alan Ades	
Stephen Bayme	
Helene Berger	
Aaron Brotman	Yes
Andrea Duibnoff	Yes
Arnold Bisen	Yes
Tom Freudenheim	Yes
Sidney Goldstein	A.1.
Rabbi Moshe Gorelik	No
Charles H. Goodman	Yes
Nall Greenbeum	Yes
Arnold Greenberg Richerd Joei	Yes
Martin Kraar	Yes Yes
Lynn Korda Kroll	(62
Rabbi Norman Lamm	
Deboreh Lipitadt	
Rabbi Brian Lurie	Yes
Meivin Meriana	•
Robert Minisch	No
Lester Pollack	Yes
Jasaph Riemer	
Sheldon Rudoff	
Michael Rukin	Yes
John Ruskay	Yeş
David Sacks	
Rabbi Alex Schindler	
Rabbi Ismar Schorsch	Vac
Daniel S. Shapiro Rabbi Allen Silveratein	Yes
Sarry Shrage	Yes
Rabbi David Teutigh	1 63
Richard L. Wexler	
Rabbi Sheldon Zimmerman	
MANY SHARON PRINIBILIBII	

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

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

Chair

TO:

CILIFE Executive (Committee

Moiton Mandel

FROM:

Morton I. Mandel, Chair

Wine Chains Charles Goodman

SUBJECT:

Progress Report

Neil Greenbaum Watthew Maryles Lestier Polilack

DATE:

May 28, 19983

Honorary Chair M/4/ Hisher

Board Descritd Armow Daniel Bader Mandell Berman Chartles Bronfman Gerald Cohen John Colman Waurice Corson Susan Crown Howim Field Alfred Gottschalk Anthur Green Thomas Hausdorff David Hirschhorn Hitenry Koschitzky Misrik Laimer

เลก Lamman Lamm Monman Lipofi Seymour Martin Lipset Filorence Melton Melvin Merians Charles Rather Esther Leah Ritz Richard Scheuer Ilamar Schorsch Isadore Twersky Bannett Yanowitz

We are pleased to report to you on the activities of the Council for Initiatives in Jewish Education since the last Board meeting, on February 25. The next Executive Committee and Board meetings are scheduled for 9:30 a.m. to 4:00 p.m. on Thursday. August 26. at UJA/Federation of Jewish Philamthroppies.. 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 -- Attlanta, Baltimore and Milwaukee -- activities are under way to develop these cities as local laboratories for Jewish Education.

Im Atlanta, under the able chairmanship of Dr. William Schatten and with the strong leadership of Board member Gerald Cohem, 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.

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

In Milwaukee the Commission on Visions and Initiatives in Jewish Education, the local Lead Communities coordinating body, has been actively led by co-chairs Louise Stain 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.

page 2

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 im collaboration with the three communities, so that following the meetings in Cleveland each of the communities and the CIJE would have a calendar and action agenda for the year ahead.

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

Best Practices Project

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

Monitoring, Evaluation and Feedback

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

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

Warmest personal regards.

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Number of Pages being sent: (Including cover sheet)

Date: 17-15-19 3

CLEVELAND COMMUNITY-BUILDING INITIATIVE CCBI

From: <u>(17 ~ No. prouvalek</u> Phone Number: (216) 368-3023		Showel Dygoda. Mandel Dygoda. for 1-0.72 - 2-6 16-951	
Fax Number: (216) 368-1161	Phone Number:	(216) 368-3023	

MESSAGE

p y & have centy questions,

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing Adddess:

163 Third Avenue #1128. New York. NY 10003 Phone: (212) 532-1981 • Fax: (212) 213-4078

Office of the Chair Monton L Mandel

December 21, 1992

Dear CUE Board Member:

"...A huge bombshell has been dropped in our midst -- the CJF National Jewish Population Survey...Only a major sea change in the priorities of the American Jewish community which will place Jewish education -- a systematically reformed Jewish education -- at the top of the agenda can provide hope against a mounting tidal wave of assimilation which threatens to engulf us."

This highly charged call to action was delivered by Stuart Eizenstat to the delegates of the CJF General Assembly in November during a day devoted to Jewish continuity and identity. I was pleased to chair the pamell at which Stupresented these remarks. As I listened to his wise comments, I couldn't help but feel a considerable degree of satisfaction in the knowledge that CUE is playing a leading role in this process of change.

During the GA, we hosted an informal gathering for delegates from our three Lead Communities and those of our Board who could attend it was an emotional high to hear leaders of Atlanta, Baltimore, and Milwaukee speak with great enthusiasm about the Lead Communities Project.

As you are aware, these are three very different communities but each is now engaged in the planning process with us at a pace that reflects their unique communal structure.

Considering the diversity of our three Lead Communities, of primary importance to the Lead Communities Project is the documentation of <u>how</u> real change in Jewish education is accomplished. To that end we have implemented the Monitoring, Evaluation, and Feedback Project. Three professionals, each with her own area of expertise in education and research, are already at work in the Lead Communities to collect and analyze data on an engoing basis. This information will provide communities with a meaningful tool for evaluating themselves and the process and progress of change.

But this Project serves an even greater purpose. We have never held the conviction that there is only one right way of achieving success. Therefore we also see the Monitoring, Evaluation, and Feedback Project as a means for us to develop well-tested guidelines for change which can be utilized in any community:

At our last Board meeting we spoke of setting up some key committees to oversee various aspects of CIJE's operation, to date, the following Directors have agreed to be committee chairs:

Jehn Celman (Chicage) = the Best Practices Project Committee

Chuek Ratner (Cleveland) -- the Lead Communities Project
Committee

 Esther Leah Ritz (Milwaukee) -- the Monitoring, Evaluation, and Feedback Project Committee

In addition, we have formed an Executive Committee which will act on the Board's behalf between meetings and will prepare reports to the Board. Its members include:

Bill Berman
Charles Bronfman
John Colman
Charles Goodman
Neil Greenbaum
David Hirschhorn

Mark Lainer
Matthew Maryles
Melvin Merians
Lester Pollack
Chuck Ratner
Esther Leah Ritz

It has taken us just two short years to go from the abstract to the commette. Since the release of the recommendations of the Commission on Jewisth Education in North American in 1990, we have created an entity to oversee the implementation of these recommendations, assembled a team of exceptional professionals, further refined the guidelines for accomplishing change, selected three outstanding communities to share in this great experiment, and taken our first steps towards not only reversing the trends reported in the recent CJF study, but also towards revitalizing our Jewish communities.

We look forward to sharing even more accomplishments with you at our next Board meeting on February 25, 1992.

My warmest wishes to each one of you for a wonderful Chanukath and Healthful New Year.

Morton L. Mandel

Enclosure

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Mailing address: 1153 Third Avenue #128

Prinome: (212) 532-1961

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New York, NY 10003 FAX: (212)213-4078

MEMORANDUM

TO;

CULE Board of Directors

DATTE:

December 77, 199922

FROM:

Morton L. Mandel

SUBJECT:

February Board Meeting

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

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

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

Marty Kraar Ginny Levi ArtNaparstek Lenny Rubim Jack Ukeles Jom Weecher Hank Zucker MINUTES

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION BOARD OF DIRECTORS MEETING

August 25, 1992 10:000 A.M.33300 P.M. UJA-Federation of Jewish Philanthropies New York, NY

Attendance:

Board Members:

David Arnow, Mandell Berman, Charles Bronfman, Gerald Cohem, John Coliman, Alfred Gottschalk, Neil Greenbaum, Thomas Hausdorff, David Hirschhorm, Mark Lainer, Norman Lamm, Morton Mandel, Melvin Merians, Charles Ratner, Estiner Leah Ritz, Richard Scheuer, Isadore Twersky, Bennett Yanowitz.

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

Henry Zucker

II. Welcome and Introductory Remarks

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

III. Introduction of CIJE Executive Director

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

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

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

111. Population Study and Implications

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

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

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

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

IV. Lead Communities at Work

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

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

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

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

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

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

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

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

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

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

B. Best Practices Project

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

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

There are currently four areas being examined:

- » Whork in the area of supplementary softwals, where the majority of children in North America get their Jewish education, is nearing completion. This area is perceived as a particularly weak component of Jewish education.
- Akm exermifration of early childthood Jewish extraolion will begin in September. Successful programs will be those that result in a high proportion of children that go on to other forms of Jewish education.
- Three third areas is the Israel experience. Thee work of thee CFRB Froundation in this agea will serve as the basis for recommendations.
- The fourth area of study will be the JCC would. The JCC Association will help to identify outstanding Jewish educational programming in the Jewish Community Center world.

For 11992-93 four new areas will be studied: the day school, the college eamples, symmetric camps, and adult Jewish education.

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

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

C. Monitoring Evaluation and Feedback Project

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

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

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

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

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

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

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

V. Lead Ogmmunities Selection

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

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

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

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

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

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

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

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

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

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

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

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

6

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

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

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

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

I'm the discussion that followed, it was suggested that the Board comsider at some future date the ourowing suburbanization or small town movement within the Jewisin community. Thene are imoreasing mumbers of communities too small to maintain a rabbii amd a communicam. The JCC Association's lay leadership model for military communities might be used for such a purpose.

VI. Concluding Comments

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

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

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

Date: 7-15-92

CLEVELAND COMMUNITY-BUILDING INITIATIVE CCBI

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AGENDA FOR THE CIJE STAFF MEETING.

AUGUST 19-20th 1993.

American Friends of the Hebrew University. Institute of Contemporary Jewry 11 East 69th street. New - York. N-Y

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

The conception reconsidered.

Background material:

- Commission background reports (meetings of Jume N4th 1989; October 23rd 1989; February N4th 1990).
- Time to Actt;
- Minutes off the May 1993 CIJE / LC Cleveland seminar

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

Discussion

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

Some basic concepts:

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

Background material

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

Session 4: Thursday August 19th: 4:15 6:000

Working with the Communities:

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

Background material:

CIJE Planning Guide: February 1993

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

Working with the Communities: (continuation)

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

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

Content and Goals for Lead Communities:

Ideas, Vision, Visioning, Goals

Background material:

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

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

Support Projects: Best Practices, Monitoring Evaluation & Feedback

Background material:

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

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

Work plan:

- 11993-94 Outcomes
- 11993-94 Process

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

Next meetings:

- Friday August 27th, 1:00 55000 p.m. Meeting place: To be decided upon Agenda: Next steps
- October
- Future agenda for staff
- Seminar in Israel

AGENDA FOR THE CIJE STAFF MEETING. AUGUST 19-20th 1993. NEW-YORK

Session 1.

The Vision reconsidered.

Background material:

- Commission Interim reports;
- Time to Actt;
- Minutes of the May 1993 CIJE/LC Cleveland seminar

Session 2

Discussion

Session 3

"" Systemic reform " : " Content, Scope , Quality "

Background material

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

Session 4

Problems in implementing the idea of the Lead Community

Session 5

Community mobilization; Wall to wall coalition; Partnership

Session 6

The Ideas; a Vision; visioning; Goals

Background material:

- Goals for Jewish Education in Lead Communities
- Cohen, Lightfoot, Smith

Session 7

Support Projects: Best Practices, Monitoring Evaluation & Feedback

Background material:

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

Session 8

Work plan:

- 1993-944 Outcomes
- 11993-94 Process

Session 9

Wrap Up:

- October
- Future agenda for staff Seminar in Israel

AMERICAN FRIENDS OF THE HEBREW UNIVERSITY

Institute of Contemporary Jewry

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

FAX TRANSMITTAL SHEET

DATE:: 7/21/93

TO: Prof. Seymour Fox

FROM: ALIZA SABLE

FAX: 2-619-951 - Mandel Institute

NUMBER OF PAGES ((INCLUDING THIS COVER SHEET): 1

SUBJECT: August meetings

Dear Seymour:

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

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

You can reach me in the office Twesdaythmough Thursdayday, or at home during the rest of the week.

Regards.

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To: Shmuel Wygoda:

From: Barry Holtz

A. I looked at, your agenda briefly, faxed it to Gail and discussed it with her, although she still hasn't seen it yet. First reaction: on the surface it covers all the issues BUT we are both concerned that it nowhere deals directly at any rate with what we are both concerned with in addition to all this contemt: Namely, how is the CUE supposed to work next year; what is the role of alam, barry, gail? what is the day to day role of Israel and the Mandel inst.? who is responsible for what? This needs time for discussion, somewhere, somehow.

B. have you spoken with Milwaukee yet as we talked about at the last telecom?

C. Tomorrow at around 9:9515 YNY time, I lammgoing toocall the Mandell Institute to speak to Seymour about where and shows should send the next volume of Best Practices, as per our conversation at the telecom. You will be genetiting this starkwheny gouge timin then the morning. If Seymour will not beet there are 9155 may think can you let me know when I can reach him?

This fax is being sent from my home machine and I will be at home all day on Tuesday: 212-864-3529 ((phone)); 212-864-6622 ((fax)).

Thanks.

25 Ala. VISC 5,23 Levis

To: Shmuel Wygoda:

From: Rarry Holtz

A. I looked at your agenda briefly, faxed it to Gail and discussed it with her, although she still hasn't seem it yet. First reaction; on the surface it covers all the issues BUT we are both concerned that it nowhere deals directly at any rate with what we are both concerned with in addition to all this content: Namely, how is the CUE supposed to work next year; what is the role of alan, barry, gail? what is the day to day role of Israel and the Mandel inst.? who is responsible for what? This meeds time for discussion, somewhere, somehow.

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This fax is being sent from my home machine and I will be at home all day on Tuesday: 212-864-3529 ((phone)); 212-864-6622 (fax).

Thanks..

Showel - Quing this?

DATE :: Aug 01, 1993

TO :: Annette Hochstein

:: Mandel Institute

FROM :: Adam Gamoran

:: University of Bisconsin-Hadison

JaX PHONE :: 6082652140

WOICE PHONE :: 6082634253 ((office)) or 6082333757 ((home))

MESSAGE :: This message is for Shmuel or Annette.

August 7, 1993

Dear Friends,

Shavua Tow! I'd be grateful if you would confirm that you received my Board Report, which I sent by e-mail over a week ago. Aside from that, I'll be happy to hear your reactions to all we've been sending this summer whenever you are ready.

Adam





BY FAX:

To: Dr Barry Holtz

Fax # : 001 212 864-6622

New York, N-Y

From: Shmuel Wygoda Mandel Institute, Jerusalem Fax#: Olil 972 2 619-951

Date: August 3rd 1993

Dear Barry,

- 1) As per our telephone conversation from several minutes ago, I attach to this fax the corrected version of the Agenda for the staff meeting of August 19-20 in N-Y.
- 2) With regard to the issue you (and Gaill) raised regarding the roles of the various CIJE staff members for next year, this issue will be dealt with during Session 8.
- 3) Seymour is busy all day today and tomorrow and therefore asks whether he can call you Thursday around 4:00 p.m your time, or Friday until Jerusalem Shabbat time?
- 4) I sent a fax to Ruth Cohen in Milwaukee to ask her for more details regarding their request for a keynote speaker for their retreat on Visionning. I expect her answer promptly and subsequently we will be in touch with you regarding that matter.

Best regards.

שמואל

AGENDA FOR THE CIJE STAFF MEETING.

AUGUST 19-20th 1993.

American Friends of the Hebrew University. Institute of Contemporary Jewry 11 East 69th street. New - York. N-Y

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

The conception reconsidered.

Background material:

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

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

Discussion

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

Some basic concepts:

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

Background material

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

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

Working with the Communities:

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

Background material:

CUE Planning Guide: February 1993

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

Working with the Communities: (continuation)

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

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

Content and Goals for Lead Communities:

Ideas, Vision, Visioning, Goals

Background material:

- Goals for Jewish Education in Lead Communities
- David Cohen: "The Shopping Mall High-School", pp. 304-309
- Sara Lightfoot: "The Good High-School", pp. 316-323
- Smith & O'Day: "Systemic School Reform "pp.2935-6, 246-7

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

Support Projects: Best Practices, Monitoring Evaluation & Feedback

Background material:

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

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

Work plan:

- 11993-94 Outcomes
- 11993-94 Process

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

Next meetings:

- Friday August 27th, 1:00 5:00 p.m. Meeting place: To be decided upon Agenda: Next steps
- October
- Future agenda for staff
- Seminar in Israel

BY FAX:

To: Dr Barry Holtz
Melton Center for Jewish Education

Fax#: 001 212 749-9085

From: Shmuel Wygoda Mandel Institute, Jerusalem Fax#: Oil 1972 2 619-951

Date: August 2nd 1993

Re: CIJE Staff meeting. August 19-20th 1993

Dear Barry,

Attached please find our suggestion for the agenda of the CIJE staff meeting we will have on August 19-20th in New-York.

This agenda was suggested during the simulation we have had last week in Jerusalem.

Should you have any comments or additional suggestions please feel free to let us know as soon as possible so that we will be able to incorportate them in this agenda.

Alan (who left yesterday for two weeks vacation) asked me if you could call Gail after her daughter wedding and fax or give her a copy of this agenda with the same request regarding her input.

I will be leaving for vacation as of Wednesday August 4th, yet I will be in touch with the office from time to time.

I look forward to seeing you soon in New-York.

כל טוב

שמואל

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

To: Annette, Seymoun and Shmuell

From: Roberta Goodman

Adam has asked me to fax !!!! to you. Hope all is well im Jerusalem!!

MEMORANDUM

July 18, 1993

To: Annette, Seymour, and Shmuel

From: Adam

CC: Ellen, Roberta, Julie

Re: Ambiguities in CIJE terms and concepts

Attached are two documents:

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

Here's a brief explanation of the documents:

Glossary

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

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

Ambiguities

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

CIJE -- A GLOSSARY OF TERMS AND CONCEPTS July 1993

Abbreviations used in the Glossary

ATA: ATTimet to Act. The Report of the Commission on Jewish Education in North

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

BPSS: Best Practices Project; The Supplementary Strong educed by Beary Hobizz.

CIJE, 1993.

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

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

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

Daniel Marom, CUE 1993.

LCAW: "LeaddCommunitiesantWookk", "bby Adonnettte Hookstein, CCIFE 19993.

LCC: "L'eadCommunityConsultation", numinute soft the CCIFEL EadCommunity

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

PlaG: <u>Planning Guide</u>. CUE, February 1993. ProG: <u>Program Guidelines</u>. CUE, January 1992.

Glossary of Terms

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

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

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

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

Further reading; GJE 1 - 2,

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

Further reading: ATA 67 669; ProG 2.

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

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

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

Further reading: ATA 50, 63-66.

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

Further reading: LCAW 5-7.

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

Further reading: LCC 2-33.

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

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

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

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

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

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

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

Further reading: LCAW 4; ATA 63-66,

Ambiguities and Uncertainties July 1993

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

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

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

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

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

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

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

r PAUTE INT.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For the Advanced Study and Development of Jewish Education

CUE - SIMULATION SEMINAR II

Wednesday & Thursday - July 21 & 22,, 1993

AGENDA

- 1. The first 6 weeks of Alam's installation as CIJE Director
 - People with whom he should meet, visits to the Lead Communities, Foundations, Training Institutions, "mon affiliated" lay leaders / pros / educators / rabbis etc.
- 2. The new "bessora" Alan is bringing to his directorship of the CUE
- 3. The agenda for the August staff seminar and for the second CIJE / LC seminar
- 4. The induction of the new CUE staff
- 5. Logistics of the connection between Alan, Ginny and MI
- 6. Plan of action for the Denominations and Training Institutions
- 7. Desired outcomes for 1993/94
- 8. Twelve month calendar
- 9. Support projects (Goals, BP, MEF)
- 10. Role of Pekarsky, Elkin, Bieler, others
- 11. New MO (Method of Operation). Presentation to MLM

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August 13, 1993 Caroline Biran

From:

Organization;

Mary Esther Block

Phone Number

Phone Number

Fax Number;

Fax Number:

.. 070 0 610 654

216-391-5430

" 972 2 619 951 Comments:

Dear Caroline,

Please find attached copy of latest shedule for ADW. Hope your move

MEB

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

216-391-1852

Alan Hoffmann's Scheduled Visit to States

```
August 18 Mayflower Hotel
August 19 New York Staff Meeting 10:00 AM
                   " " " " 8:45° AM
       20 18:45 "
August 21
                Saturday
August 22
                Sunday Arriving Baltimore
August 23 Breakfast meeting with Shulamith Elster 7:00 AM
August 23 Baltimore CIJE/Lead Communities Seminar 10:30 AM
       24
       25 New York * Planning Meeting 1:00 PM
              " - Board Meeting 10:00 AM
       27 "
                   - Staff Meeting 9:00 AM....?
       28
                Saturday
August 29
                Sunday Arriving Cleveland
       30 Cleveland Meetings w/
            Ginny Levi 8:00 AM
            Art Naparstek 9:00 AM
            Henry L. Zucker 10:30 AM
            Chuck Ratner 12:30 Lunch
August 31 Cleveland Meetings w/
            Barry Reis 9:00 AM
            Steve Hoffman 10:00 AM
            Mark Gurvis 11:00 AM
            Ginny Levi 12:00 Lunch
            Late Flight to Atlanta
       31
       31
            Wyndham Midtown Hotel
            10th & Peachtree Street
            Atlanta, GA
            404-873-4800
            Confirmation number WA215125 ((guaranteed late arrival))
September 1 Atlanta Meetings w/
            Steve Gelfand 9:30 AM
            David Sarnat 10:30 AM
            Lauren Azoulai 12:00 Noon
            Gerald Cohen 2:00 PM
            Janice Alper 3:00 PM
            Dr. William Schatten 4:30 PM
            Wyndham Midtown Hotel
September 2 Early flight to Milwaukee Meetings w/
            Rick Meyer 9:30 AM
            Howard Neistein 10:30 AM
            Ruth Cohen 11:30 Lunch
            Jane Gellman 1:30 PM
            Daniel Bader 3:00 PM
September 3 Early flight to New York- Meetings w/
            Bob Abramson
            Arveh Davidson
            Jonathan Woocher
            Robert Hirt and Alvin Schiff
September 4
                Saturday
September 5
                Sunday
```

September 6 Monday/Labor Day - Flight to Baltimore

September 7 Baltimore Neetings w/

Dr. Chaim Botwinick 8:30 AR

Nancy Kutler 10:00 AM Marshall Levin 11:30 AM Genine Fidler 1:00 PM Ilene Vogelstein 2:30 PM

September 8 Early flight to Indianapolis

Airport Lunch Meeting 12:30 PM w/ Barry Holtz, Art Naparstek Lilly Foundation Meeting 2:30 PM

September 8 Hyatt Regency Hotel

1 S. Capitol Ave.

Indianapoliis, IN 46204

317-632-1234

Confirmation number 88357467-1

September 9 Meeting with MLM 8:30 PM

Hyatt Regency Hotel

September 101 Columbus/Florence Melton ?

September 11 Saturday

September 12! Sunday Leaving States

FEO 9009 LENFTERNUM 91 LD;91 56 91 9PH

MEMORANDUM

TO: SHMUELL

FROM: ANNETHE

DATE: AUGUST 4, 119993

RE: PREPARATION OF CJF MATERIAL FOR ALAN'S MEETINGS

IN INDIANNOPOLIS WITH MLM

As you know, CJF leadership ((Marvin Lender, Shoshana Cardim, Marty Kraar)) will be meeting with MLM, SHH and ADH on September 9th in Indiammoppollis. In order to allow Alan to prepare himself, we suggest that you take along any CJF related materials and memos. If you don't know what these are, please bring this up with Seymour at your next meeting; he will tell you.

Alan also needs to be briefed on the ongoing relationship with Yitz Greenberg in New York. There is a correspondence over the years between Yitz Greenberg and Mort that resulted in proposals by Yitz for CLAL's work with lay leadership and exchanges of letters. Also, we should brief you on the relationship with Mort. That too may be raised at your next meeting with Seymour. We leave it to you to give the material to Alan when you see him in New York and to brief him.

Shmuel, for your very discrete personal information -- an imformation that was not yet shared with ADH -- SF and ARH will not be in the U.S. at the time of the G.A. and related meetings.

Re: Atlanta

Reading the minutes of the last telecon ((I wasn't there)) -- Is Atlanta planning the way Baltimore was -- keeping CIJE for when all plans are ready? If so, do we need to address this?

amette

Thank you very much.

MEMORANDUM

TO: SHMUERL

FROM: ANNIETTEE

DATE: ANIGUSET 4, 19993

RE: PREPARATION OF CJF MATERIAL FOR ALAN'S MEETINGS

IN INDIANNOPOLIS WITH MLM

As you know, CJF leadership (Marvin Lender, Shoshama Cardiim, Marty Kraar) will be meeting with MLM, SHH and ADH on September 9th in Indiannopolis. In order to allow Alan to prepare himself, we suggest that you take along any CJF related materials and memos. If you don't know what these are, please bring this up with Seymour at your next meeting; he will tell you.

Alan also needs to be briefed on the ongoing relationship with Yitz Greenberg in New York. There is a correspondence over the years between Yitz Greenberg and Mort that resulted in proposals by Yitz for CLAL's work with lay leadership and exchanges of letters. Also, we should brief you on the relationship with Mort. That too may be raised at your next meeting with Seymour. We leave it to you to give the material to Alan when you see him in New York and to brief him.

Shmuel, for your very discrete personal information == an information that was not yet shared with ADH -- SF and ARH will not be in the U.S. at the time of the G.A. and related meetings.

Re: Atlanta

Reading the minutes of the last telecon ((I wasn't there)) =- Is Atlanta planning the way Baltimore was -- keeping CIJE for when all plans are ready? If so, do we need to address this?

Thank you very much.

Council for Initiatives

in

Jewish Education

Time sent

No. of Pages (incl. cover):

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Organization:

Phone Number:

Phone Number:

Fax Number:

Fax Number:

Comments:

Dear Caroline,

Please fax information on who Alan Hoffmann would like to see in each Lead Community while he is here in the States as soon as you have it. I will then, tentatively try to arrange things here.

Mary Esther

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

216-391-1852

To: Alan Hoffmann From: Caroline Biran

Date: 2/8/93

Subject: Alan's trip to US

- 11. You asked via Caroline that Shmuel should prepare an agenda of one and a half day visit for each Lead Communities. Seymour suggests you discuss that issue further when you meet in the U.S.
- 2. Who is arranging your meetings in the States with the following people:

Schiff- (who is calling Schiff to arrange meeting with Hirt?) = ADH

Woocher = ADH

Bob Abramson - ADH

Aryeh Davidson - ADH

Rabbi Syme - SF is calling Syme to prepare him

Fishman (Torah UMesora) - SW is calling to arrange the meeting

Blumenthal - SF is arranging the meeting?

S. Elster - Arranged for the 23/8/93 for breakfast at 7:00 to 9:00 (to be confirmed w/Alan)

A. Rotman - Alan has arranged (to be confirmed w/Alan)

Sara Lee - Alan has to decide if wants to meet with her or not (will be in Israel from the 17th to the 28th of August)

AOH

Itz Greenberg (CLAL) - SF suggests that Alan should become informed as to what he suggested for the CIJE.

Barry Holtz - ADH

3. Shmuel suggested that I should ask Ginny to arrange separate meals for each Community and our staff (Alan + people you think appropriate) in the context of the Baltimore seminar. (Dinner on the 23rd, Breakfast on the 24th, Lunch on the 24th). Would you like me to do this?

- 4. For the meetings of Alan in the Lead Communities after the Baltimore seminar, SF suggested that it is very important you meet again with the executive-director, planner, LC person and lay leadership of each community.
- 5. List of participants from each community at the Baltimore seminar:

	Participating:	Not participating:
Atlanta:	Janice Alper	Dr. William Shatten
	Steve Gelfand	David Sarnat
	Lauren Azoulai	Gerald Cohen
Baltimore:	Jenine Fiedler	Darell Friedman
	Uene Vogelstein	Nancy Kutler
	Dr. Chaim Botwinick	_
	Marshall Levine	
Milwaukee:	Jane Gelman	Louise Stein
	Howard Neistein	Rick Myers
	Ruth Cohen	-

Tel: 972-2-662 296; 618 728

Fax: 972-2-619 951

Facsimile Transmission

_	1993	ly 31.,	July	ĥate:	Mandel	Morton L.	Mr.	To:
	·		ges::	No. Pages	1	Hoffmann	Alan	From:
				_			mber:	Fax Nu
				_			mber:	Fax Nu

MEMORANDUM

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

I understand the 'confirmation' process is moving towards completion and I am both excited and nervous about the challenge and the task.

As you know, several months ago we had already planned to spend the first two weeks of August on vacation in Britanny, France, where we have rented a cottage which has no telephone -- but the landlord can reach me in an emergency and Seymour will have the telephone number.

I am sending you a second cutt into a proposed 1993-1994 workplan for the CIJE. Iff, in the document IIppepared in June in Israel, II related to outcomes by July 1994 -- this iteration tries to put these outcomes into a perspective of time and staff responsibility.

I have raised some issues for discussion in the margin, but in my mind almost every item raises issues for discussion, both with the staff and with you.

The version you receive its a tempetite basis for staff responsibilities around each milestone =- but I am preparing another version, for staff (and maybe Executive Committee?)) discussion in which the assignments do not appear.

I will come to New York a couple of days before the staff meeting to meet my daughter who is at camp in the U.S. and will call you when I affive.

Sincerely,

Alan D: Hoffmann

LIST OF PEOPLE ALAN SHOULD MEET WITHIN THE FIRST MONTH

In each community, Alan must meet with the:

- director
- planner
- LC person

Reform Movement:

- Shindler Head of UHC to be seen together with MLM
- = Rabbi Syme (second visit ?)
- Mel Merrians & his successor
- = Sarah Lee

Conservative Movement:

- Bob Abramson
- Aryeh Davidson

Orthodox Movement:

- = Hirt
- Fishman

Shulamith Elster

Art Rotman

Atlanta:

- Dave Sarnat
- Gerald Cohen
- Bill Shatten

Milwaukee:

- Rick Myers
- Howard Neistein
- Ruth Cohen

Baltimore:

- Darrell Freidman
- Chaim botwinick
- Marshall Levin

MEMORANDUM

TO: SEYMOUR FOXX

SHMUEL WYGODA CAROLINE BIRAN

FROM: ATIAN HOFFMANN

DATE: JULY 300, 199983

RE: MY U.S. CALENDAR

These are my blocks of time and the available dates..

I have also included a page of Oriann's notes from our simulation concerning the people I should mee in the U.S.. in the first month. If possible, they should also be figured in.

TIME BLOCKS

- 1. One and one-half days in each lead community (i.e., morning through next day 10:00 a.m.) = 4 1/2 days..
- 2. New York -- 2 days

Rotman ((Alan has called))
Hirt ((via Schiff))
Woocher
Bob -- Aryeh
Syme
Barry -- Rachel Cowan

- 3. Three-quarters of a day in Columbus
- 4. Summany magating with Montt (4 hours -- SFF too deal with)
- 5. Fijve hour wrap-up witth stafff

TOTAL: = 8 Days

Bays available

Tuesday, August 31 ((from 12 =- from Cleveland))

Wednesday-Friday, September 1-3

Tuesday, September 7

Wednesday, September & ((until 11:30 a.m.))

Thursday, September 9

Friday, September 10

Sunday, September 12

TOTAL: = 8 Days

March rather than Elbruary; Additional neetings in July rather han August 1994.	A											
ebruary; Additional neetings in July rather han August 1994.	A									1		
			n.					A	8			A
Additional January &/or May meeting.	A	RICA	NI			A		A		A		Æ
Vho staffs each committee?	\ R	C I				A						
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I. THE CUE CORE	For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jam.	Feb.	Mar.	Apr.	May	June	July
- Budget presented - 6 months	6 month interim budget 1/94-7/94			Δ									
- Proposed budget 8/94-7/95	January-December or August-July budget years.						A 1st Prop.		A 2nd Ver.				
-Outline events calendar 1994/95											Δ		
Fwndraising		AM	RIC	AN.	EW.	SH							
Plan for foundations—Jewish		Αŀ		Ē.	MA.			A					
- Plan for general foundations								Δ					
JJE Executive Director		7.		L									
- Plan for recruitment	\				//		Α						
60mmunications		(3)				6/							
Riam for 11994-95 conference for sharing developments		16	à., i		1	Z			Δ				
-Brookhure on CUE				25	3/		Α						
-CUE Education Letter-3 issues to be developed							Α						
lational Organizations													
-National advisory group to be established	CJF Commission relationships									Δ			
-Connection with national organizations			Δ										
issemination of LCs													
-From 3 to 23: A plan											Δ		

II. LEAD COMMUNITIES	For Discussion	Aug.	Sept.	Oet.	Nev.	Dee:	ปลก.	Feb.	Mar.	Apr.	May	June
. Local Commissions - Wall-to-wall coalition established				_ Δ								
- Multi-year strategy & plan completed including: Self-study, Educators' survey, Personnel plan		É			1							
-CIJE-LC Meetings		Δ	JEV	VISH	A GA		Δ		Δ			Δ
_ Pilot Projects (BH) — Implementation of at least 1 in each		E H		E				Δ-				
community — Summer seminars in Israel		W	1	T								
Calendar — 1993/94 LC 'wiithin' & 'across'	13.	4	Δ	1								
- 1994/95 calendar 1995/96 gross calendar		30		5/							Δ	
. Local LC Team —CIJE/local LC joint team formed in each LC					Δ							

II. LEAD COMMUNITIES	For Discussion	Aug.	Sept.	Oet.	Nev.	Dec.	√ #₽₽.	Feb.	Maf.	Apr.	May	June
e, LC Fersonnel-Development												
 Personnel statistical survey 						Δ						
- 'Lives of educators' in all 3 LCs		Δ		-	14					, .		
Senior educators/Jerusalem Fellows recruitment	AMER	CAL		,				_ Δ				
 Summer institute for strategically targetted groups 	AR	Ен	ľν							A Plan		
 Plan for LC/training institutions personnel initiative in LC 	b 4							Δ				
MEE	3.3	NJ	214									
- Develop workplan	1 / 7	1	Δ		/							
Mid-year Report	15.	1	-4"	ŝ	/			Δ				
- 1994/95 plan	1.59	14	L,	+							Δ	
. Goals Project		30	200									
- Seminars for core CIJE staff	October '3' seminar im Israel.	Δ		A) Israeti							Δ	
- Seminar for local commission	When will we be ready						Δ					
Summer retreat	Lay & professionals?											

Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	
Δ			Δ			Δ			
		:	Δ						
				Δ					
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II. LEAD COMMUNITIES	For Discussiom	Aug.	Sept.
h. Best Practices - Early childhood volume & consecutive volumes (X3) - Colloquium on supplementary school for LCs - Best practice 'Pillot Project' initiated	Held in LCs for educators & community leadership		

1993

1994

III.BUILDING THE PROFESSION	For Discussion	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Арот.	May	Jume
- Training institutions: Personnel plan consultation									A			
 CUE plan linking LC needs, training institution capability & unmet needs: First iteration 	Who staffs this?				4			A				
IV. COMMUNITY LEADERSHIP	AMER		N Ja	/ E								
- Information system initiated	Staff								A			
- 'Camper' plan for key individuals	1.1	M	IJ,	IJ								A
 Plan for major leadership conference in 1995 on work of LC & CUE: First iteration 	18	7			y					Δ		
V. RESEARCH	16	30	3	9								
 Consultation towards a plan for developing a research agenda 											A	

NOTES TOWARDS CIJE WORKPLAN 1993-1994: ITERATION 2

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

CODE (for individual responsibility)

A = Millestones/Benchmarks

ADH = Alan Hoffmann

ARH = Annette Hochstein

SF = Seymour Fox

BH = Barry Holtz

GD = Gail Dorf

SHH = Steve Hoffmann

a.G = Adam Gamoran

EG = Ellen Goldring

VFL = Virginia Levi

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

P.O. Box 94553, Clevelland, Ohio 441011
Phone: (216) 391-1852 • Fax: (216) 391-5430

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Morton Mandel

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Neil Greenbaum

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David Hirschhorn

Henry Koschitzky

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Norman Lamm

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Isadore Twersky

Bennett Yanowitz

August 13, 1993

Shmuel Wygoda

The Mandel Institute

22a Hatzfira St.

Jerusalem 93102 Israel

Dear Shmuel::

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

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

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

Alan will assume his position on August 15, 1993.

b. Dr. Barry W. Holtz - Program Officer

Barry Holtz has served as Co-Director of the Melton Research Center for Jewish Education at the Jewish Theological Semimary, New York City, since 1980. He has been responsible for their program in curriculum development and teacher education. He is a well-known author and his publications include: Back to the Sources and Our Way. At CIJE, Barry Holtz has been responsible for the Best Practices Project and joined the staff full-time as of July 1st, 1993.

c. Dr. Gail Z. Dorph - Education Officer

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

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

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

- 3. The Best Practices Project: At our last board meeting you received a publication on best practices in the supplementary school. A publication on best practices in early childhood education is now at the printer. I am enclosing a memorandum by Barry Holtz on the Best Practices project in which he describes the work that has been undertaken in other areas of Jewish education, among them: day schools, the JCCs, college campus programs, camping/youth programs, adult education and the Israel Experience. This project, which is involving outstanding educators from the field and from key educational institutions, is generating significant debate and deliberation at major educational gatherings around the continent--from CAJE to the Network on Research in Jewish Education to conferences of denominational educational organizations. Sessions are being devoted to the presentation of this project and to the implications of its introduction into the Lead Communities.
- 4. Monitoring. Evaluation & Feedback Project: A key element in the concept of Lead Communities is the notion that intensive monitoring, evaluation and feedback is necessary if we are to learn by doing. Furthermore, monitoring, evaluation and feedback will provide the basis for the decisions concerning the dissemination of findings to additional communities throughout the continent. This project is directed by Dr. Adam Gamoran of the University of Wisconsin and Dr. Ellen Goldring of Vanderbilt University. As you will read in their progress report, the CIJE has introduced a full-time field researcher into each of the communities and they have already submitted initial reports to the local commissions and to CIJE.

I look forward to seeing you at our planning meeting on <u>August 25th. 1:00 to 5:00 p.m.</u> at JCC Association. 15 East 26th Street. New York. I also look forward to your participation at our board meeting on <u>August 26th</u>. It will take place from 12:00 noon to 4:00 p.m. at UJA/Federation of Jewish Philanthropies. 130 East 59th Street. New York.

Warmest regards.

Morton L. Mandel

Most

Progress report for the CIJE Board. August 26th 1993

I) Introduction.

The last six months have been a period of intensive efforts by the CIJE, resulting in significant progress in the various areas of the project. The main developments in each area are described below. By way of introduction, the following summarizes the status of each.

Senior stafff

A new team who will lead the CIJE in the years to come has been recently appointed: Mr Alan Hofman will serve as CIJE executive director, Dr Gail Dorph will be the CIJE educational officer, and Dr Barry Holtz will be chief educational consultant.

Lead Communities

In each of the three Lead Communities local commissions have been created, and have started to meet in order to set the local agenda for Jewish education, thus developing activities which will result in the three communities becoming laboratories for Jewish education.

Best Practices

Since the publication of the first report on Best Practices in Supplementary schools, the CIJE has been active in two main areas. First in the implementation of Best Practices in Supplementary schools, and in the preparation of the next reports in the area of Early Childhood, day schools, and college campus activities. Publications in these areas are expected in the course of the coming fall and winter.

Monitoring, Evaluation and Feedback.

Along the ongoing work done by the Field researchers who have been in each of the three Lead Communities since September 1992, the representatives of each Lead Community together with CIJE consultants have designed an Educators survey which will for the first time provide quantitative as well as qualitative data on the educational community in each Lead Community. This information will be of importance for the CIJE plans of personnel training.

II) New Staff

After Mr A. Rotman's resignation from his position of director of the CIJE a search committee has been appointed in order to try and find a suitable replacement for this position. Towards the beginning of the month of August 1993, the search committee held several meetings to discuss the potential candidats for this position. All the members of the Committee unanimously agreed that the best candidate for the position would be Mr Alan Hoffmann, formerly director of the Melton Center of the Hebrew University of Jerusalem. Mr Hoffman comes to the CIJE after many years of experience in Jewish Education and will lead the CIJE carry out its mission as set by the Commission on Jewish Education in North America.

In addition with the resignation of Dr Shulamith Elster who decided she wanted to work close to home and her family, the position of Chief education officer for the CIJE became vacant. After a thorough research process Dr Gail Dorph formerly at the University of Judaism in Los Angeles was appointed to assume this position. Her many years of experience in Los Angeles and previously at the Melton Center of the Jewish Theological Seminary will undoubtly be important assets in her new position at the CIJE.

In addition Dr Barry Holtz who has been working since January 1993 for half time at Projects Coordinator of the CIJE has started to work full time in the same capacity as of July 1993. Dr Holtz will be primarily in charge of the Best Practices project and their implementation in Pilot Projects, and in addition will assist the Lead Communities in various of their endeavors.

III) Lead Communities

In all three Lead Communities a local commission of lay leaders, educators, and rabbis, has been appointed as well as chair persons for each.

Atlanta:

The local commission on Jewish Continuity has begun its work. Its chairman is Dr William Schatten, a prominent lay leader in the Atlanta Jewish Community, who has had over the years a serious interest in the enhancement of Jewish Education. The CJC began to prepare Atlanta's agenda for the development of lay amd professional leadership for the year 2000. Mrs Jenice Alpert has been appointed as director of the CJC, while Mrs Lauren Azoulay will serve as director of the local CIJE.

Additional developments related to CIJE in Atlanta include the following:

Baltimore:

Im Baltimore Dr Chaim Botwinick was appointed executive director of the new Center for the Advancement of Jewish Education and will in that capacity be in charge off the local CIJE. The official!" launch " of the project will take place in the fall under the leadership of Mr Leroy Hoffberger.

In the course of the last four years the Baltimore Jewish community has been working on a Strategic plan for Jewish Education, geared to assess the current situation of Jewish Education and suggest means to strategically address those areas which require improvement. In the light of the recommendations made by the Commission on Jewish Education in North America the community will now focus on the two enabling components of this project i. e. personnel and community mobilization.

Milwaukee.

Im Milwaukee the local CIJE or Commission on Visions and Initiatives in Jewish Education has been actively working since , under the active co-chairmanship of Mrs Jane Gelman and Louise Stein with Dr Ruth Cohen serving as executive director, a position sponsored by the Helen Bader Foundation. This Commission has appointed a steering committee as well as several task forces. Many of the elements involved in Jewish Education in the Milwaukee Jewish education are involved in the local Commission:

The first item addressed by this Commission was the issue of Goals and Vision for

Jewish Education. Renowned scholars in the area of Jewish education have been invited to meet with the Commission and future such meetings are currently under active preparation.

In order to intensify between the partnership between the CIJE and the three Lead Communities, a seminar was organized in the course of the month of May during which the various components of the project were jointly discussed and a common work plan was established including five yearly meetings between the CIJE and the three Lead Communities together as well as ongoing visit by CIJE staff and consultants to each Lead Community.

The second of the joint CIJE / Lead Communities seminar will take place on August 23-24 in Baltimore, and its agenda was jointly drafted by the Communities and the CIJE.

Received: by HUJIVMS via NJE (HUyMail-V61); Twe, 10 Awg 93

02:08:13 +0300

Date: Mom,, 9 Aug 1993 18:09 CDT

From: < CAMORANON ISSSE>

Subject: message

To: anneatte@hujiivms

Original_To: ANNETTE

Original_cc: ELLEN, GAMORAN

Thanks very much for the message. I look forward to seeing you in the US.

A note on our project schedule: We expect to deliver the qualitative report on educators in Atlanta to laurem and to you on Aug. 19,, and to deliver the qualitative report on educators in Milwaukee to Ruth and to you on Aug. 23. The technical report on the Milwaukee teachers survey will also be ready around that time, depending on how many analyses we

have them do before we tell them to write it up.

After that, Ellen and I will be ready to work on the policy-oriented report for Milwaukee which integrates the qualitative and quantitative

data.

Haam vamurah Hay, DDD COO CIIO,

DATE :: Aug 07, 1993

TO :: Annette Hochstein

:: Mandel Institute

FROM :: Adam Gamoran

:: University of Wisconsin-Madison

..AX PHONE :: 6082652140

WOICE PHONE :: 6082634253 ((office)) or 6082333757 ((home))

MESSAGE: This message is for Shmuel or Annettee. Thanks.

.

August 7, 1993

Dear Friends,

Shavua Tov! I'd be grateful if you would confirm that you received my Board Report, which I sent by e-mail over a week age. Aside from that, I'll be happy to hear your reactions to all we've been sending this summer whenever you are ready.

Adam

PAGE 2/2

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

09:05:16 +0300

Date: Sat, 17 Jul 1993 01:06 CDT

From: < CAMORANGWISCSSSC>

Subject: briefing for Esther Leah

To: ammette@Ahyjivmss

Original_To: ANNETTE

Original_cc: ELLEN

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

Adam

This fax consists of $\frac{9}{100}$ pages. If you have problems with its transmission, please contact Roberta Goodman in the United States at 608-231-3534 or by fax 608-231-6844.

To: Annette, Seymour and Shmuel

From: Roberta Goodman

Adam has asked me to fax : '... to you. Rope all is well im Jerusalem!

MEMORANDUM

July 118, 119993

To: Ametic, Seymour, and Shmuel

From: Adam

CC: Ellen, Roberta, Julie

Re: Ambiguities in CIJE terms and concepts

Attached are two documents:

- (1) A glossary of key terms and concepts for CLE, whith hyou may wish too circulate.
- (2) A discussion of ambiguities related to these terms and concepts. Illisis is intended as feedback to CUE.

Here's a brief explanation of the documents:

Glossary

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

- Ance our definitions accourate and reasonably complete?
- o Iff you wish to distribute the glossary more widdly, are there other terms sypoidd like us to add?

Ambiguities

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

CIJE -- A GLOSSARY OF TERMS AND CONCEPTS July 1993

Abbreviations used in the Glossary

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

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

BPSS: Best Practices Project: The Supplementary School, edited by Branny Hdlz,

CUE, 1993.

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

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

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

Daniel Marom, CUE 1993.

LCAW: "Lead Communities at Work," by Amette Hoxlistein, CUE 1993.

LCC: "Lead Community Consultation", minutes of the CUE Lead Community

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

PlaG: Planning Guide, CUE, February 1993.

ProG: Program Guidelines, CUE, January 1992.

Glossary of Terms

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

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

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

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

Further reading: GJE 1 22.

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

Further reading: ATA 67 669; ProG 2.

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

Further reading: ProG 11; LCC 4, 9-10.

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

Further reading: ATA 50, 63-66.

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

Further reading: LCAW 5-7.

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

Further reading: LCC 2-33.

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

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

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

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

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

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

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

Further reading: LCAW 4; ATA 63-66.

Ambiguities and Uncertaintles July 1993

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

BERNIEZ@YORKVM2

3/6/1/1

Bernie Zelechow History/Humanities

York Eniversity

47700 Keele Street Downsview Ontario M3J 1P3

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GAMORAN MAJVL

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Beceived: by HUJIVMS via NJE (HUMMail-W61); Thu,, 29 Jul 93 07:13:17 +0300

Date: Wed, 28 Jul 1993 23:14 CDT

From: <CAMORRANGMISSSSC>

Subject: progress report for CIJE board

To: MANDELOHULIVMSS
Original To: MANDEL
Original cc: ELLEN

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

Progress Report -- August 1993

How will we know whether the Lead Communities have succeeded in creating better structures and processes for Jewish education?

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

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

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

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

The first two questions address the "building blocks" of mobilization and personnel, described in A Time to Act as the essential elements for Lead Communities. The third question raises the issue of goals, to elicit community thinking and to stimulate dialogue about this crucial facet of the reform

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pfHeess.

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

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

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

II. Instrumentation

A. Interview Protocols

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

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B. Survey of Educators

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

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

Hit <CR> for next page, : to skip to next part.... BMAIL> IIH. Reports

A. Reports on the Professional Lives of Jewish Educators

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

The qualitative reports elaborate on elements of personnel described in A Time to Act, such as recruitment, training, rewards, career tracks, and empowerment. Examples of key findings in reports written so far are the extent of multiple

roles played by Jewish educators ((e.g., principal and teacher; teacher in two or three different schools)), and the tensions inherent in these arrangements; the importance of fortuitous entry into the field of Jewish education, as opposed to preplanned entry, and the challenges this brings to in-service

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the timing; and the diversity of resources available to professional development of Jewish educators, along with the haphazard way these resources are utilized in many institutions.

B. Reports on Mobilization and Visions

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

IV. Plans for 1993-94

A. Omgoing Monitoring and Feedback

A central goal for 1993-94 will be the continued monitoring and

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

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

B. Outcomes Assessment

Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect preliminary quantitative data to use as a

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Baseline upon which to build. We are proposing to introduce the diagnostic Hebrew assessment for day schools, created by Professor Elana Shohamy of the Melton Centre in Jerusalem, as a first step towards longitudinal outcomes analysis. The great advantage of the Shohamy method is its value as a diagnostic tool, encouraging schools to use the results of the assessment to guide their own school improvement efforts. The tests have common anchor items, but are mostly designed especially for use in each school.

C. Encouraging Refilectiive Communities

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

BMAIL> next

[[2JH30 BERNIEZ@VM2..YorkW..CA => MANDEL@HUJIVMS; 29/07//93, 19:10:34; M BERNIEZ.MAIL

EBCDIC ((<BERNIEZ@VM2.YorkU.CA>))

ImMIME type: text/plain

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Received: from YORKVM2 by VM1.YORKU.CA ((Mailer R2.07)) with BSMTP id 0583; Thu,

29 Jull 993 122 085 447 EDDT

Received: from YORKVM2 by vm2.yorku.ca ((IBM VM SMTP V2R1)) with BSMTP id 0287;

Thu, 29 Jul 93 12:05:28 EDT

Comments: Converted from PROFS toRFRE2822fconatatoybyPUMMPV2V.2X2X
Date: Thu, 29 Jul 93 12:05:26 EDT EDT

From: <BERNIEZ@VM2.YorkU.CA>

Subject: Reflections

To: < MANDEL@HUJIVMS>>

Dear Danny, I've been thinking about something you said in your last note. For

some reason I didn't respond to it immediately. It relates to the recognition

that saving the world is not a possiblity. I think that is a statement of

maturity and not a comment from a 24 year old manque. I don't think that it is

even dissolussionment. Nor do I think that it is despairing. Instead I find it

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Ropeful. It acknowledges that the small achievements are sanctification enough. Never totally enough but these sanctifying acts are truly

undervalued

because we see things through mock heroics. Having a full life does not fall

into contradiction with making a contribution to the well being of our fellow

persons. So there 1 A Thursday afternoon pontification brought to you free of

charge on E- Mail sponsored by that great, great university,, York. Boing!

While I remember can you find out about art schools in Israel for Rachel. If

we come for a year she too would like to try out Israel. It might be graduate

school but she is really interested in painting. She has done some wonderful

experiments but now she need some formal training. That's it for now. With

love from the fragment brain of your friend ((I've been writing since six this

morning. It is now 12.30 p.m.

Bernie Zelechow

BERNIEZ@YORKVM2

History/Humanities

York University

4700 Keele Street Downsview Ontario M3J 1P3

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2JH31 GAMORANOWISCSSC => MANDEL@HUJIVMS; 30/07/93, 15:42:32; M GAMORAN.MAIL

EBCDIC ((<GAMORAN@WISCSSC>))

ImMIME type: text/plain

Meceived: by HUJIVMS via NJE ((HUyMail-V61); Fri, 30 Jul 93 15:42:32 +030

Date: Fri, 30 Jul 1993 07:43 CDT

From: <@AMOBANOMISSSSC>

Subject: board report
To: MAANDEAQHUIIWMS

Original To: ANNETTE, MANDEL

Please confirm that you received the Board report I sent Wed. night.

Adam

BMAIL> next

[[2JH32 BERNIEZ@VM2.YorkU.CA \Rightarrow MANDEL@HUJIVMS; 30/07/93, 17:00:25; M BERNIEZ.MAIL

EBCDIC ((<BERNIEZ@VM2.YorkU.CA>)

ImMIME type: text/plain

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Fri, 30 Jul 93 09:58:23 EDT

Received: by MUJIVMS via NJE (MUXMail=V61); Wed, 28 Jull 93

19:25:43 +0300

Date: Wed. 28 Jul 1993 11:04 CDT

From: < GAMORANOW ISSSEC>

Subject: this is not my board report, but that's coming, I

promise!

To: annettte@hujiivms

Original_To: ELLEN, ANNETTE

July 27, 1993

Ms. Annette Hochstein
Mandel Imstitute of Jerusalem
22a HaTzfira St.
Jerusalem, ISRAEL

Dear Annette,

I'm writing to report on a very productive meeting I held with with Esther Leah Ritz earlier today. Although this is a very hectic time for her — she was in the midst of moving apartments and is about to leave for amounthin Europe — she was good enough to spend nearly two hours with me. The purpose of the meeting was for me to brief her on (a) what the MEF project accomplished during 1992-93; and

- (b) what we have proposed to do during the coming year. (My agenda for the meeting is attached.)

 In the course of my report, Esther Leah raised severall important points which I want to share with you::
- ((1) She reminded me of the role of our project in helping the lead communities become "evaluation-minded communities;;" that is,, communities in which evaluation is a normal component of any ongoing project.

We discussed the ways our project can contribute to this effort. I indicated that for starters, we plan to work on this in two ways:

- (a) We will work with all new initiatives within the Lead Communities to ensure that each has an evaluation component built in from the start. I noted that the language of CIJE implementation now takes this into account: Originally, the criteria for lead community projects was content, scope, and quality; evaluation is now the fourth component.
 - (b) Our plans include support for "reflective practitiomers," two educators within each community who, under the guidance of our field researchers, will reflect on their work in systematic ways over the course of the year. As a consequence of my discussion with Esther Leah,

I now plan to include "encouraging reflective communities" as a third purpose of the MEF project. (The other two purposes are for replication in the long term and for feedback in the short term.) Finally, I would like to add this point as am addendum to the section on ONGOING MONITORING AND FEEDBACK in our proposal for work in 1993-94. II have attached the added dum to this letter.

((2) Im describing our efforts to construct a feedback loop with CIJE, I noted that although we had some successes, we had not generally succeeded in providing CIJE with new information in a timely fashiom. I explained some of CIJE's other ways of getting the same information we were providing. Esther Leah responded that collecting new information should not be the primary aim of our feedback to CIJE. Rather, our purpose should be to interpret and evaluate the information that comes to light. We should put it in perspective and use it to anticipate future consequences on the basis of past and ongoing situations. This should be the nature of our regular updates to CIJE.

I found this to be highly enlightening. It would free us from the paradox of reporting information that you and Seymour already know. Rather, it guides us towards emphasizing what has been most successful in our feedback so far. For example, both the summary report in February, and the orall report on Milwaukee in May,

were valuable not because of the information they contained per se, but because of the perspectives they offered and the internal discussions they generated.

I am especially interested in hearing your reactions on this point.

(3) In explaining what we had studied so far, I mentioned that our work was not about education at this point, but about communities. That is, we have not had any educational reforms to study, but there has been much to say about community dynamics.

Esther Leah seized on this point. She felt it was an important insight which should be emphasized. Rather than seeing it as a drawback or failing, she saw it as something we had learned and ought to contribute to the discourse about lead communities: The process starts with community reform, and only moves to include educational reform in a subsequent phase.

(4) She expressed no reservations whatsoever with our having commenced the MEF project while the implementation is still getting off the ground. In her view, evaluation starts with the planning process, so this year was the right time to start.

- (5) She raised the issue of her board subcommittee: She would like to add other board members and make it into an operating committee. I responded that I want her, herself, as long as I can have her, but I had no objection to her adding a couple of additional board members with whom she and I could meet at subsequent board meetings. She said she would raise this issue with you, Seymour, and Mort.
- (6) She also raised a question about the professional advisory committee for the MEF project. I described our original committee ((Coleman, Fox., Hochstein, Inbar)), and she explained that this was not adequate, a conclusion which, as you know, I had already reached. She advised me to form a committee which would include not only academics, but one or two persons familiar with Jewish education systems formal and informal and with Jewish communities. I think this is sound advice, and it is consistent with the thinking within the MEF team. I will put some thought into this, and I'd appreciate any advice you may have.

As you can see, it was an enlightening meeting to me, and I think we are very fortunate to have Esther Leah as our board advisor.

Yours.

Adam

cc: Ellen Goldring

Esther Leah Ritz

Attachment A

Adam Gamoram — MEF Briefing for Esther Leah Ritz
July 27, 1993

- I. Accomplishments and Challenges, 1992-93
 - A.. Goals for 1992-93
 - 1.. Field Researchers
- 2.. Visions, Mobilization, and Professional Lives of Educators
 - B. Adjustments
 - 1.. Pace of change
 - 2.. Access
 - C.. Products
 - 1. Interview protocols
 - 2. Survey of educators
 - 3.. Reports on educators
 - a. Qualitative component
 - b. Quantitative component
 - c. Integrated report

- 4. Feedback loop
 - a. To CIJE
 - b. To the communities

II. Proposed plan for 1993-94

- A. Ongoing monitoring and feedback
 - 1. Year 1 cumulative report
 - a. Mobilization
 - b. Visions
 - 2.. Continued feedback to CIJE and the communitiies
 - 3. Follow-up reports on mobilization, visions, and educators
 - 4. Facilitating evaluation-minded communitiess
 - 5. Special topics reports
- B. Community profiles
- 1. Claire's resignation, and her anticipated replacement
 - 2. Changes in our scope of work
 - C. Proposed assessment of 6th grade Hebrew im day schools

Attachment B

Addendum to MEF Proposed Plans for 1993-94

Umder ONGOING MONITORING AND FEEDBACK, please add the following:

"The field researchers will also work with community participants to

emcourage reflective practice. Ultimately, we would like to foster

"ewallwattion-minded communities,," that is,, in which evaluattion is a

routine component of all educational and social serwice projects and

programs. We propose to initiate this effort in 1993-94 in two ways:

- (a) We will work with all new initiatives within the Lead Communities to ensure that each has an evaluation component built in from the start.
- (b) We will work with reflective practitioners in each community. Under the guidance of the field researchers, we will invite two educators within each community to reflect on their work in systematic ways over the course of the year.

Received: by HUJIVMS via NJE ((HUyMail=V61); Mom,, 26 Jull 93 05:44:08 ± 0300

Date: Sun, 25 Jul 1993 21:44 CDT

From: «GAMORANOMISSISSIC»

Subject: outline for ELR briefing coming up Tuesday --

comments welcome

To: ammettte@hujiivms

Original_To:: ELLEN, ANNETTE, MANDEL

Adam Gamoran — MEF Briefing for Esther Leath Ritz July 27,, 1993

- II. Accomplishments and Challenges, 1992-93
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Received: by HUJIVMS via NJE (HUyMail-V61); Mon, 26 Jul 93

19:34:43 +0300

Date: Mom, 26 Jul 1993 11:35 CDT

From: «GAMORANOWISSSSS)

Subject: agenda for meeting with ELR

To: MANUTELLUHEDLETONAM

Original_To: ANNETTE, MANDEL

As per Ellen's advice,, I will be adding the following to my briefing with Esther Leah:

Your agenda for Esther is fine. I would add deweloping Evaluation in the Community, or developing an Evaluation - Minded community. She is very interested in this. She wants us to help each agency and program "know" that evaluation should be an integral part of their work, and would should provide assistance to them to develop such expertise and mind-set. This is why she likes the United-Way model so much, it provides feedback based on evaluation and goals for each agency.

She brought this up at the board meeting when I presented our project and I said this is somthing we can help with.

MONITORING, EVALUATION, AND FEEDBACK IN LEAD COMMUNITIES: A THREE-YEAR OUTLINE

Adam Gamoran

Umiversity of Wisconsin, Madison

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

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

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

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

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

- (1) What is the process of change in lead communities? This question calls for field research in the lead communities. It requires a combination of qualitative and quantitative data, and offers formative as well as summative evaluation —that is, feedback as well as monitoring for the lead communities.
- (2) What are the outcomes of change in lead communities? This question is especially challenging because the desired outcomes have yet to be defined. Hence, addressing the question requires, first, enumeration of possible outcomes, second, development of indicators for measuring selected outcomes, and third, research on the connection between programs in lead communities and the measured outcomes.

Field Research in Lead Communities

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

Suppose despite the best-laid plans, Community X is unable to increase its professional teaching force. Learning from this experience would require knowledge of the points at which the innovation broke down.

Field researchers. A team of at least two full-time field researchers would be hired to carry out the field research in three lead communities. Although budgetary and personnel constraints are likely to constrain the number of researchers the CIJE is able to hire, we should be aware that the depth of monitoring, evaluation, and feedback will be related to the number of researchers supported by the CIJE. I estimate that two field researchers would be able to provide the level of detail described in this memo if there are three lead communities with an average Jewish population size of about 50,000 or smaller.

Field researchers would have the following responsibilities:

- 1. Supplement community self-studies with additional quantitative data, as determined following a review of the self-studies in all of the lead communities.
- 2. Use these data, along with interviews and observations in the field, to gain an understanding of the state of Jewish education in the community at the outset of the lead community process.
- 3. Attend meetings and interview participants in order to monitor the progress of efforts to improve the educational delivery system, broadly conceived.
- 4. Prepare informal quarterly briefs which will serve as a source of feedback for participants in the lead communities.
- 5. Write a nine-month report (May 1993) describing and interpreting the process and products of change to date. An important contribution of the report would be to discuss the operative goals of programs in the lead community. The report would also assess progress toward the Commission's goals, and would speak frankly about barriers to implementing the plans of the local commission. In this way, the report would serve as formative evaluation for the community and the CIJE.
- 6. Replicate the initial data collection a year later, and continue monitoring progress toward the commission plan.

- 7. Issue a 21-month report (May 1994), which would describe educational changes that occurred during the first two years, and present an assessment of the extent to which goals have been achieved. Two types of assessment would be included:
 - (a) Qualitative assessment of program implementation.
 - (b) Tabulation of changes in rates of participation in Jewish education, which may be associated with new programs.

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

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

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

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

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

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

The field researchers would supervise and advise the reflective practitioners.

Collection of achievement and attitudinal data. Although specific goals for education in lead communities have yet to be defined, it is essential to make the best possible effort to collect rudimentary quantitative data to use as a baseline upon which to build. Details of this data collection, and a plan for longitudinal follow-ups, cannot yet be specified. As an example, we might administer a Hebrew test to seventh graders in all educational institutions in the community. Seventh grade would be chosen because it is the grade that probably captures the widest participation of students who study Hebrew. The test would need to be highly inclusive, covering, for example, biblical, prayerbook, and conversational Hebrew. It may not be restricted to multiple-choice answers, in order to allow respondents to demonstrate capacity to use Hebrew as a language. The test would be accompanied by a limited survey questionmaire of perhaps twelve items, which would gauge students' attitudes and participation levels. This data collection effort would be led by a survey researcher, with assistance from the field researchers, from community members who would be hired to help administer the survey, and from specialists who would score the tests.

Development of Outcomes

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

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

- 1. Commission a thought paper by an experienced professional on the outcomes of Jewish education. Guidelines for the paper would include:
 - (a) The focus would be concrete rather than vague.

This might be accomplished by posing the question as, "If you were to evaluate the outcomes of Jewish education, what would you look at?"

- (b) Outcomes should be addressed in the areas of cognition, attitudes, values/belizeffs, practices, and participation.
- 2. Distribute the paper for comments to national/continental organizations for feedback.
- 3. Engage the original writer to expand the paper in light of feedback received from the major organizations. The revision should include an analysis of points of agreement and disagreement among the organizations.
- 4. Present the revised paper to the research advisory group, posing the following questions:

- (a) What do you make of this set of outcomes?
- (b) How might they be measured?

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

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

Stimulation of Self-Contained Research Projects

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

Timeline

FIELDWORK	OUTCOME DEVELOPMENT
Fall 1991	create job description
Spring 11992	owersee hiring, training
Fall-Spring, 11992-93	flieldwork underway, commission paper quarterly briefs, administer surveys/tests
May 1993	9-month-reports solicit responses to outcomes paper
August 1993	revised paper duce meeting of advisory committee
Fall-Spring, 11993-1994	ffeldwork-continues, devolopoutcome
	quarterly briefs indicators
May 1994	21 month repotes

Monitoring, Evaluation, and Feedback in Lead Communities — Tentative Plan of Work for 1992-93

I. CONTENT *r-

For lead communities, 1992-93 will be a planning year. The agenda for the evaluation project is to raise questions that will (a) stimulate and assist the planning process; (b) enumerate the goals that lead communities intend to address; and (c) identify current practice so that progress towards goals can be assessed in the future. Broadly, the field researchers will raise three questions:

- (1) What are the visions for change in Jewish education held by members of the communities? How do the visions vary across different individuals or segments of the community? How vague or specific are these visions? To what extent do these visions crystallize over the course of the planning year (1992–1993)?
- (2) What is the extent of community mobilization for Jewish education? Who is involved, and who is not? How broad is the coalition supporting the CIJE's efforts? How deep is participation within the various agencies? For example, beyond a small core of leaders, is there grass-roots involvement in the community? To what extent is the community mobilized financially as well as in manpower?
- (3) What is the nature of the professional life of educators in this community? Under what conditions do teachers and principals work? For example, what are their salaries, and their degree of satisfaction with salaries? Axe school faculties cohesiwe, or fragmented? Do principals have offices? What are the physical conditions of classrooms? Is there administrative support for innovation among teachers?

Visions of reform. The issue of goals was not addressed in A Time to Aut. The commission report never specified what changes should occur as a result of improving Jewish education, beyond the most general aim of Jewish continuity. Specifying goals is a challenging enterprise given the diversity within the Jewish community. Nonetheless, the lead communities project cannot advance—and it certainly cannot be evaluated—without a compilation of the desired outcomes.

For purposes of the evaluation project, we will take goals to mean outcomes that are desired within the lead communities. We anticipate uncovering multiple goals, and we expect persons in different segments of the community to hold different and sometimes conflicting preferences. Our aim is not to adjudicate among competing goals, but to uncover and spell out the visions for change that are held across the community. To some extent, goals that emerge in lead communities will be clearly stated by participants. Other goals, however, will be implicit in plans and projects, and the evaluation team will need to tease them out. The evaluation project will consider both short-term and long-term goals.

Another reason for focusing on visions is that a lack of clear goals has hindered the success of many previous reform efforts in general education. For example, the New Futures Initiative, an effort by the Casey Foundation to invigorate educational and community services in four inner-city communities, was frustrated by poor articulation between broad goals and specific programs. Although the communities were mobilized for reform, the connections between community leaders and front-line educators did not promote far-reaching programs for fundamental changes. New programs were generally supplemental, and they tended to produce superficial changes.

Questions related to visions include asking about anticipated obstacles, about overcoming barriers between segments of the Jewish community, and about how participants foresee moving from goals to implementation. By asking questions about visions, the evaluation project will not only document goals, but will help persons at all levels of the lead communities project—lay leaders, parents, educators, and other Jewish professionals—to think about their visions of the future. This process may lead to interactive thinking about goals, and may help the communities avoid purely top-down or bottom-up strategies.

It will be important to consider the concreteness of the visions in each community. Do the visions include a concept of implementation, or do ideas about goals remain abstract? Do participants recognize a link between their visions of change and the structure they have established to bring about change?

Community mobilization. According to Al Time to Alct, mobilizing community support for Jewish education is a "building block" of the lead communities project, a condition that is essential to the success of the endeavor. This involves recruiting lay leaders and educating them about the importance of education, as well as increasing the financial resources that are committed to education. The Report quotes one commissioner as saying, "The challenge is that by the year 2000, the vast majority of these community leaders should see education as a burning issue and the rest should at least think it is important. When this is achieved... money will be available to finance fully the massive program envisioned by the Commission (p. 64)."

Recent advances in educational theory also emphasize the importance of community-wide, "systemic" reform instead of innovations in isolated programs. Educational change is more likely to succeed, according to this view, when it occurs in a broad, supportive context, and when there is widespread consensus on the importance of the enterprise. Hence, an important issue for the evaluation of lead communities is the breadth and depth of participation in the project. What formal and informal linkages exist among the various agencies of the community? Which agencies participate in the visions of change that have been articulated?

As part of their applications lead communities are proposing planning processes for the first year of work. In studying mobilization in the communities, we need to observe how this planning process unfolds. Is the stated design followed? Are departures from initial plans helpful or harmful? Is there broad participation? Are the planners developing thoughtful materials? We will need to describe the decision-making process. Is it open or closed? Are decisions pragmatic or wishful?

The professional lives of Jewish educators. Enhancing the profession of Jewish education is the second critical building block specified in Al Time to Act. The Report claims that fundamental improvement in Jewish education is not possible without radical change in areas such as recruitment, training, salaries, career tracks, and empowerment of educators. Hence, the evaluation project will establish baseline conditions which can serve as standards for comparison in future years.

Field research may center on characteristics and conditions of educators including background and training, salaries, and degree of satisfaction with salaries; school facilities; cohesiveness of school faculties cohesive; administrative support for innovation; and so on. Additionally we will observe a subset of educational programs that are in place as the lead communities project begins. These observations will be used as baseline data for comparative purposes in subsequent years. We will try to consider programs which, according to the visions articulated in the community, seem ripe for change.

II. METHODS

In the long term (e.g., four years?) it is possible to think about quantitative assessment of educational change in lead communities. This assessment would involve limited surveys that would be administered in 1993-94 and repeated perhaps every two years. For the present, the evaluation project will make only limited use of quantitative data, relying mainly on information gathered by the community itself, such as participation rates, trends in funding, teacher turnover, etc. The bulk of the assessment carried out by the evaluation project, at least during the first two years, will emphasize qualitative assessment of the process of change in lead communities. The main methodological tools will be interviews and observations.

Snowball sampling for interviews. A "snowball" technique for selecting interview respondents appears appropriate here. In this approach, the researcher identifies an initial group of respondents, and adds to the list of subjects by asking each interviewee to suggest additional respondents. At some point in an interview, for example, the researcher might ask, "Who else is involved in (program x)? Who else is a leader in this area in this community?" Subsequently, the researcher interviews some of those named by previous subjects, particularly if new subjects are named by more than one previous informant.

In the snowball approach, it is important to begin with multiple starting points, so that one does not become confined to a narrow clique within the community. We might use the following three starting points from which we would snowball outward:

- (1) Key actors identified in the lead communities proposal from each community.
- (2) A list of leaders of all community organizations that are involved in education, possibly prepared by the head of the local Jewish federation. The list must include leaders of any organizations that are not participating in the lead communities project.
- (3) Random samples of educators and lay persons not included in (1) or (2).

These samples should clarify the social ecology of the Jewish community.

Aims of evaluation. The purpose of the evaluation, especially in the first two years, is weighted more towards developing policy than towards program accountability. Feedback on the process is seen as much more important than summative evaluation, at the present time. We suspect that most Jewish educators recognize that Jewish education is not succeeding, and will understand that the field researchers are not there to document their failures. Instead, the field researchers can serve the educators and their communities by helping them reflect on their situations and by serving as mirrors in which their programs can be viewed alongside their goals.

In one sense, the evaluation project does emphasize accountability. By the end of the first year, lead communities are expected to have well-articulated visions for change, and implementation plans developed. The evaluation project will help judge whether the processes within the lead communities are leading towards these outcomes, and will assess progress toward these general goals in the spring of 1993.

BY FAX:

DATS: "5 AVT

To: Dr Ruth Cohen
Jewish Federation of Milwaukee

Faxx#::001 414 271-7081

From: Shmuel Wygoda
Fax#: Oli1 972 2 619-951
Mandel Institute, Jerusalem

Date: August 3rd 11993

Dear Ruth,

Thank you very much for sending me promptly your suggestions for the forthcoming meeting of the CIJE with the Lead Communities.

We have now received the input from all the 3 Lead Communities (attached are the suggestions of Atlanta and Baltimore) and the agenda reflects these request.

If you have additional ideas that you would like to incorporate in this agenda, please let me know as soon as possible.

- 2) With regard to your request for a keynote speaker for your October retreat on Visioning, it would be helpfull if you could inform us of the role this speaker should play as compared to Dr Jonathan Woocher's past session. This information is important as we try to think of an appropriate person to be your keynote speaker.
- 3) I got you fax for Danny Pekarsky this morning and I faxed it over to his hotel. I subsequently spoke with him and he asks you to call him tonight between 9:30 11390 at his hotel in Jerusalem #: 011 972 2 719-222 room # 409.

I will be leaving for vacation as of Wednesday August 4th, but I will be in touch with the office regularly.

I look forward seeing you soon in Baltimore.

להתראגות<u>.</u>

DRAFT 1: TENTATIVE AGENDA

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

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

The Lead Communities project: Update

- Developments in the Lead Communities
- Developments in the CIJE
- Session 2: Monday August 23rd: 2:45 4:45 p.m.

Systemic change

- The concept
- Content, Scope, Quality
- Session 3: Monday August 23rd : 4:30 6:30 p.m.

The Lead Communities project

- = Enabling options; programmatic options
- What is a Lead Community project.
- Session 4: Monday August 23rd: 7:15 9:00 p.m.

The Goals project

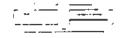
- Goals, Vision and the Educated Jew Project
- Content as shaped by Goals
- Session 5: Tuesday August 24th : 9:00 10: 30 a.m.

The support projects:

- Best Practices
- Monitoring Evaluation and Feedback
- = Goals
- Session 6: Tuesday August 24th : 10:45 a.m. 12:15 p.m.

FOR CIJE RGENDA

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



Atlanta Jewish Federation

17/53 Peachtree Road, Northeast/Atlanta, Georgia 30309/404-873-1661/FAX 404-874-70#3

July 30, 1993

Shmuel Wigoda, CIJE To:

From: Lauren Azoulai

We would like included on the agenda for the August 23-24 meetimgs:

- an explanation about the CIJE operating process going forward. Who is in charge of what? How will we know with whom to speak about various situations, issues, etc.? I might suggest the creation of an organizational chart in diagram form which can be distributed and serve as a basis for discussion. (I personally have not found the overhead transparencies helpfull..))
- the revisiting of the schedule of meetings, who should attend them, how often they are held, where they will take place, and the purpose (s) of the meetings. We have some concern about how often staff has to be away, the expense involved in all the travel, and not wanting to overtax the time or pocketbooks of our volunteers.

I appreciate the opportunity to provide input to the agenda. We had a very productive meeting this morning with Bill Schattem, and I feel good about the progress we will make in the next couple of months. He is very concerned about our need to recruit a CJC director. Please be sure this is uppermost in the minds of anyone who might be in touch with potential candidates for us..

I look forward to seeing you in Baltimore.

PRESIDENT—Gerald D. Horowitz # FIRST VICE PRESIDENT—David N. Minkim VICE PRESIDENTS-Jack N. Halpern, S. Stephen Selig III TREASURER—Mark Lichtenstein • ASSISTANT TREASURERS—Elliott Cohen, Jody Franco SECRETARY-Larry Joseph * ASSISTANT SECRETARIES-Candly A. Berman, Ann L. Davis CAMPAIGN CHAIRWAN-Amodd B. Rubenstein, M.D. ◆ EXECUTIVE DIRECTOR-David I. Sarnat

CIJE resources

- a) Staff
- b) Working with Denominations, Training Institutions and Institutions in Israel
- c) Involvement of Lay Leadership.
- Session 7: Tuesday August 24th: 1:00 30::20 p.m.

Work plan for 1993-94

- = Planning Process
- PridotProjects
- Session 8: Tuesday August 24th : 2:45 4:00 p.m.

Summary and conclusions

Tel: 972-2-662 296; 618 728

FASSS 1 53 M

Fax: 972-2-619 951

Facsimile Transmission

To: BC CHAIM BOTWINICK	Date: Auforb 3 /d
From: SHXJHI WYGODA	No. Pages:6
Fax Number: 600 A Mile 752 M93	_

BY FAX:

To: Dr Chaim Botwinick

Center for the Advancement of Jewish Education, Baltimore

Farx#::001 410 752-11 77

From: Shamuel Wygoda
Faxx#::011 972 2 619-951
Mandel Institute, Jerusalem

Date: August 3rd 11993

Dear Chaim, (Wv

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- Enabling options; programmatic options
- What is a Lead Community project.
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- Content as shaped by Goals
- Session 5: Tuesday August 24th : 9:00 10: 30 a.m.

The support projects:

- Best Practices
- Monitoring Evaluation and Feedback
- Goals
- Session 6: Tuesday August 24th : 10:45 a.m. = 12:15 p.m.

CHE resources

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- b) Working with Denominations, Training Institutions and Institutions in Israel
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Work plan for 119993-94

- PlannfrigrfriogeProcess
- -PildoProjectsts
- Session 8: Tuesday August 24th: 2:45 4:4000 p.m.

Summany and conclusions



MILWAUKEE JEWISH FEDERATION NEWYORKETOWN

TO:

Shimmed! Wrigodaa

FROM:

Rightish Contenn

DATE:

July 256, 199933

Dear Shmuel:

I enjoyed talking to you on Monday, July 26. Per your request, I am listing the topics we would like to address during our meeting in Baltimore.

- 1. The definition off "A Least Community Project".
- 2. Definition and clarification off the concept "systematica change".
- 3. Same strategic ideas for moving from institutional planning done in isolation, to a collaborative, community planning; how to change the existing routine of individual organizations/agencies developing their own plans and trying to "establish their own niche" to a more global outlook -- planning in consultation and collaboration with other organizations, considering overall community goals, etc.
- 4. Goals definitions and implementation both or the community level and the institutional level.
 - a. What kind of assistance can we expect to receive from CIJE consultants, the Educated Jew project staff, etc.?
 - b. What are some creative ideas for initiating the process of identification of substantive goals on both the community and institutional level?

Give my regards to Seymour, Annette and Danny Pekaraky.

Le'hitraot,

Ruth

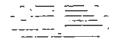
RC/nm

1700 N. Prospect Avenue

Milwaukee, Wisconsin 53202-3094

414-271-8835

F7AX 4114227777.9/WHi



Atlanta Jewish Federation

7633 Peachtree Road, Northeast/Atlanta, Georgia 30309/404-873-1664/64874976834-70/43

July 30, 1993

To: Shmuel Wigoda, CIJE

From: Lauren Azoulai

We would like included on the agenda for the August 23-24 meetings:

- 1. an explanation about the CIJE operating process going forward. Who is in charge of what? How will we know with whom to speak about various situations, issues, etc.? I might suggest the creation of an organizational chart in diagram form which can be distributed and serve as a basis for discussion. (I personally have not found the overhead transparencies helpful..))
- 2. the revisiting of the schedule of meetings, who should attend them, how often they are held, where they will take place, and the purpose(s) of the meetings. We have some concern about how often staff has to be away, the expense involved in all the travel, and not wanting to overtax the time or pocketbooks of our volunteers.

I appreciate the opportunity to provide input to the agenda. We had a very productive meeting this morning with Bill Schattem, and I feel good about the progress we will make in the next couple of months. He is very concerned about our need to recruit a CJC director. Please be sure this is uppermost in the minds of anyone who might be in touch with potential candidates for us.

I look forward to seeing you in Baltimore..

PRESIDENT—Gerald D. Horowitz • FIRST VICE PRESIDENT—David N. Minkim
VICE PRESIDENTS—Jack N. Halpern, S. Stephen Selig III
TREASURER—Mark Lichtenstein • ASSISTANT TREASURERS—Elliott Cohen, Jody Franco
SECRETARRY—Larry Joseph • ASSISTANT SECRETARIES—Candy A. Berman, Ann. L. Davis
CAMPAIGN CHAIRMAN—Arnold B. Rubenstein, M.D. • EXECUTIVE DIRECTOR-David I. Sarnat

Minutes:

Lead Communities Consultation

Date of Meeting:

May 11-12, 1993

Date Minutes Issued:

June 2, 1993

Participants

Lauren Azoulai, Chaim Botwinick, Ruth Cohem, Shulamith Elster, Seymour Fox, Adam Gamoran, Jane Gellman, Ellen Goldring, Annette Hochstein, Alan Hoffmann, Stephen H. Hoffman, Barry Holltz, 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

Al. Welcoming Remarks

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

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

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

Mr. Zucker noted that the Lead Community concept is a new one and that its implementation is bound to include some tensions between 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 CIJE and the communities and among the three communities.

B. Introduction and Review off 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 CUE.
- 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 CUE 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 CIIE 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. CUE
Professional staff (Cleveland and Jerusalem)
Consultants
Field Researchers

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

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

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

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

III. Elements of Systemic Change

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

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

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

Personnel—>meeds "content" TBest Practices—*scope—*stantlands/quality

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

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

IV. Calendar

A. CIJE Calendar

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

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

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

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

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

B. Local Calendars

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

1. Milwaukee

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

2. Baltimore

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

3. Atlanta

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

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

V. Lay Leadership Relationships

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

AL CUE

Board members

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

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

VI. Goals Project

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

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

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

VII. Funding and Fundraising

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

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

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

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

VIII. Additional Issues

A. Definition of the Feedback Loop

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

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

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

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

B. Definition of a Lead Community Project

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

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

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

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

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

C. Vision

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

D. Concluding Remarks

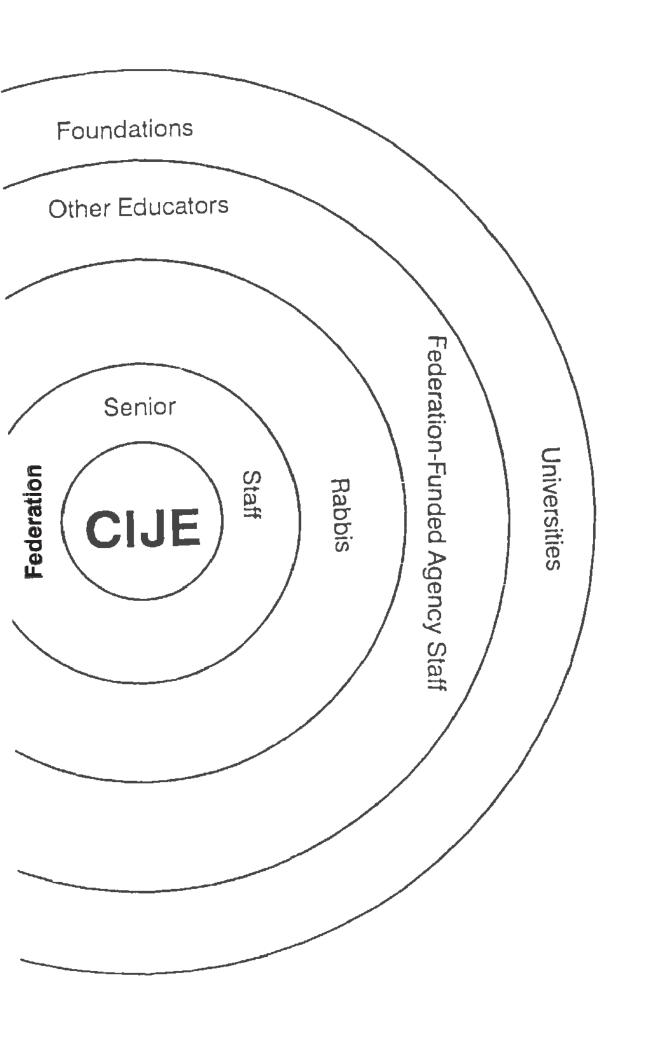
It was reported that Shulamith Elster has decided that the time has come for her to work closer to home. She will be available to work with CIJE on special projects in the future, but will be leaving her role as Education Officer for CIJE. All present noted their gratitude for the work she has done in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

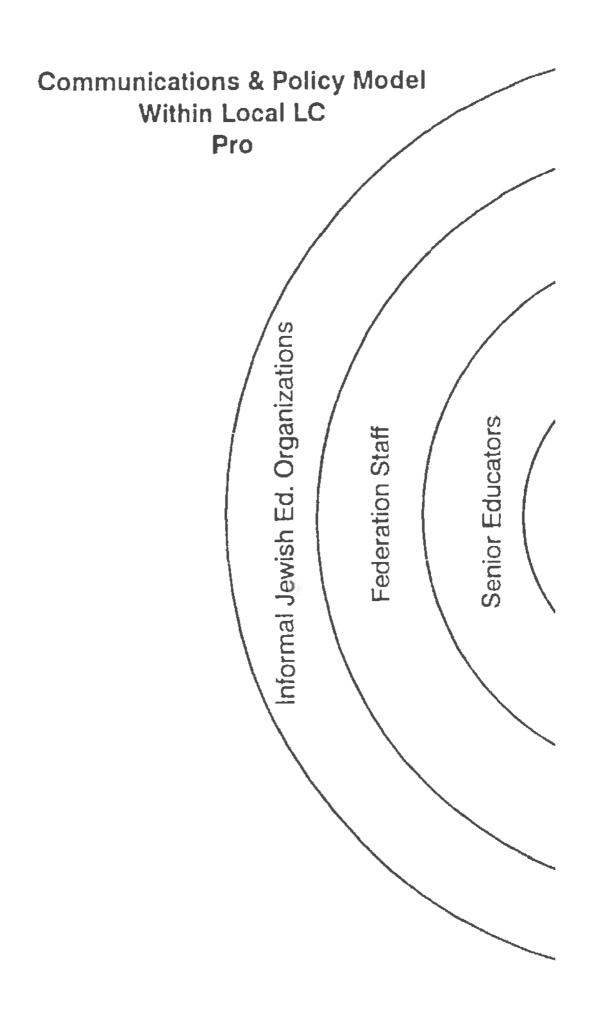
At the conclusion of the meeting it was suggested that participants take some time to reflect on the deliberations and to absorb what was said, following which decisions should be operationalized by CIJE and Federation senior staff. This was seen as the first of a series of meetings to help us move forward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

PROPOSED CALENDAR OF MEETINGS LEAD COMMUNITIES AND CLIE

1993

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PROPOSED CALENDAR OF MEETINGS LEAD COMMUNITIES AND CIJE

1993-1994 1994

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Baltimore	X	X	X	X	X	X	X	X	X	X	X	X	×	×
Milwaukee	X	X	. X	x	X	X	X	X	X	X	×	X	X	×
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CIJE TASKS FOLLOWING MAY SEMINAR IN CLEVELAND. (2nd Draftt)) May 17th 1993.

Suggested short term tasks.

1) Immediate communication with LC.

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

To be done by: SF - Milwaukee during visit on Friday May 21st...

TBD SW - Baltimore. ((Call Chaim Botwinick)

SW - Atlanta. ((Call Lauren Azoulay)

2) Head Communities agenda im sync with CIJE objectives.

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

TBD by SW in consultation with BH, DP .

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

TBD by :: VFL

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

TBD by :: SW

5) Draft of 24 months action plan chart.

Particular attention to be given to some of the dates suggested in Cleveland , (e.e.g.g. Law leaders and pros meeting in May and September * November at GA, may be scheduled differently)). If necessary , get in trouch with IC and CIJE american staff from readjustment.

TBD by SW ((with SF and AH))

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

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

Dates: Option 1: July 1993

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

Location: One of the LC.

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

Suggested agenda:

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

7) Local Coordinators of the Lead Communities project.

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

Baltimome.

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

Atlamta.

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

8) Reiteration and clarification of the two enabling options.

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

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

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

Objectives and means have to be set for each semimar.

TBD by SW

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

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

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

10) Cost related to ongoing seminars..

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

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

11) Demominations and Training Institutions.

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

Date: September 1993 ((or July 1993)

Location: Jerusalem ((or the US)

Desired outcomes:

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

Agenda:

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

Support Projects.

The Goals Project.

a) Reiterate the nature of the Goals project ..

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

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

Educators survey.

a) Current situation in each L.C.

Milwawkee..

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

TBD by SW in contact with Ruth Cohen and EG

Baltimone.

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

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

TBD by SW in contact with C. Botwinick and EG

Atlanta..

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

TBD by SW & EG

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

TED by SW and EG ((done for Milwaukee))

Best Practices.

a) Supplementary schools.

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

b) Day Schools.

Continue consultations towards finalizing and publishing BP in Day Schools.

c) Next steps.

Plan next areas of research, publication and implementation.

TED by BH

Pilot Projects:

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

TED BY BH

Monitoring Evaluation and Feedback.

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

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

TED by AG and EG

Lead Communities

Milwaukee.

1) Request for \$ 30.000 ..

Approved by ((MLM))

2) Educators survey.

a) Cost.

Costs to be shared between Milwaukee and the CIJE ((expected cost for Milwaukee, +- \$ \$000 ((TBD by VFL))

b) Agenda.

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

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

c) Principals and administrators.

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

TBD by EG

3) Danny Pekarsky

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

4) Goals.

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

5) Infusion of personnel.

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

Harriette Blumberg may be appointed at Milwaukee JCC.

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

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

Atlanta.

1) David Blumenthal.

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

2) Barry Holtz.

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

TBD by SF

3) CJC in sync with CIJE objectives

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

TBD by SW with SF

4) Imfusion of personnel.

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

TBD by SW and Alan Hoffman

4) Educators survey.

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

b) Analysis:

- Once administrated and having the statistical negults needy ,, consult how to use for improvement of local system.

c) Costs:

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

TBD by EG

5) Visit of Lauren Azoulay to Jerusalem.

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

Plan the day and visit.

TBD by SW

6) Missions to Jerusalem.

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

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

TBD by SW and Alan Hoffmann SF to talk to Perlman

7) Israel experience.

Send to Sarnat material on Israel experience

TBD by SW

Baltimore:

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

TBD by SF

- 2) Haundh off the HC project.
- As threw plan the fromal launch of this project, Balltimore have requested the participation of MIM.

 If agreed by MIM, the date for the visit has to be finalized and agenda to be drafted.

TBD by SW with VFL and SF

- 3) Hoducattons survey:
- Dattes of administration have to be flimalized.
- Costs for Baltimore to be submitted and agreed upon by Associated.

TBD by EG

- 4) Action Plan
- I word action plan has to be jointly discussed to ensure it is in sync with CIJE objectives.

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

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

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

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

- A) Formally introduce Danny Pekarsky
- 1) The commission on Jewish Education in North America.
- 2) May Seminar:
 - Partnership
 - Joint action plan
- 3) CIJE chain of command
- 4) \$ 30.000 authorized by CIJE board.
- 5) Educators survey.
 - Cost for Milwaukee ((\$ 8000)
 - Expected completion of data collection: July 93
 - Expected statistical analysis completion: Sept-Oct 93
 - Ideas for implementation: To be suggested by Milwaukee
- 60) Systemic change:
 - The concept
 - The role of enabling and programmatic options
 - Content, scope & quality
- 77) Personnel:
 - Short term needs
 - Israel training programs (Jerusalem Fellows, Meltom)
 - Recruitment of local educators for middle and long range programs.
- 8) Community Mobilization:
 - Wall to wall coalition in Milwaukee ((comment re poor congregational representation, and fragmentation)
 - Are scholars in the Community involved in the project.
- 9) Local commission in sync with CIJE objectives.
- 10) Best Practices:
 - Implementation in local Supplementary schools
 - Proposals for Pilot Projects (with BH)
- 11) Goals ::
 - The concept
 - The Educated Jew project
 - Milwaukee request for setting community wide goals
- 112) Monitoring Evaluation and Feedback
 - The role of the Field researchers

Suggested middle range tasks.

1) Local Commissions.

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

Milwaukee.

Poor congregational representation and reported fragmentation in general in Milwaukee,

Balltimore.

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

Atlanta.

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

TBD by SF

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

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

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

3) Relations to Foundations.

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

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

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

Community Α.

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

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

a wall-to-wall process.

Where the different ideologies or points of view are represented.

- Increased elocal location funding Jewis Terislation 3.
- Ongoing advocacy ((community=at-large)) 4
- 5. There is a local CILE (implementation meetaanim) with a professional head
- There are locatal and continential joint planning and joint activities
- 7. There This reefifsecteifvie c governouvernande efficet eifvie c governouvernance structure in place ((centralized or de-centrallized))
- 8. There is ann corpoing public debate on educational issues (frament orwhative call linn Hebebwew tésesis'a...

- B. Content
- 4. Vision: There is a cumulative, community-wide definition or articulation based on: the mission of Jewish education articulated specifically by each constituency, or each imstitution.
- a. Excellence is aspired to.
- b. Goals are specified by/for each.
- c. Scope..
- d. Minimum standards..
- e. Rationale is made explicit.
- 2. Specifics:
- a. Scoppe the scoppe should include programs in formal and imformal areas; Israel and age groups.

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

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

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

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

- C.-<u>Personnell</u>
- Meen precopple 1.
- 2., New poossittiioonss Career ladder must be horizontall as well as vertical
- 3.. Thoughtful improved conditions
- Ongoing education for staff a. Lead community targeted game plan 4..
- Recruitment strategies 5.
- Posititing straining si ristitiutita on sarahdo the ernatitional resconces 6.
- Impolementation must take into account understanding, motivation and ability
- Empowerment/involvement of front-lime educators in the process

- brad sur-nahmal Maining possessions

Mandel Institute

Lead Communities Simulation Seminar Appril 27–29, 1993

Participants:

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

I. Concerns That Need to be Addressed

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

Specifically, the communities are concerned about:

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

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

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

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

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

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

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

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

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

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

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

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

Ий. Scope

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

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

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

IV. CIJE-Community Relationships

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

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

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

V. The Process

What we need now:

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

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

Day 1

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

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

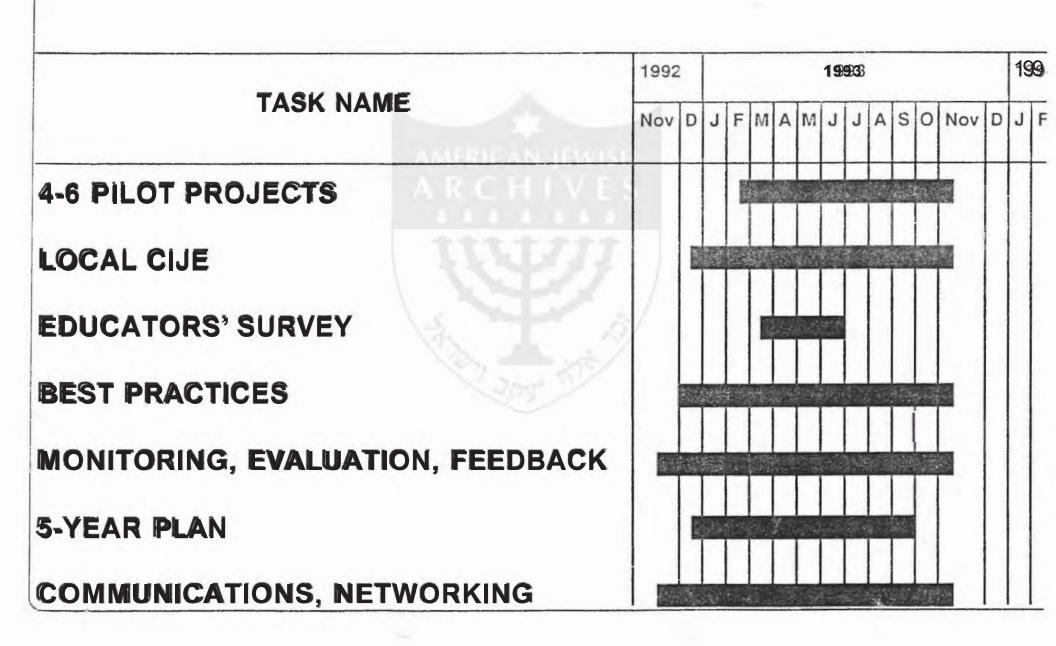
Day 2

- 6. Integrate group and local plans to produce a master grid, to be studied in each community, for formal approval at session of lay and professional leadership in August/September
- 7. Session on fundraising or goals (?)
- 8. Session for responding to various concerns and questions of community representatives not dealt with in agenda thus far.

Key elements of calendar:

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

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



4-6 PILOT PROJECTS

PERSONNEL—IN SERVICE

Priincipals & JCC Execs

2 Teachers & Informal Eds from each Institution

1 New Hire

Israel Summer Seminar

Networking the 3 Communities

COMMUNITY MOBILIZATION

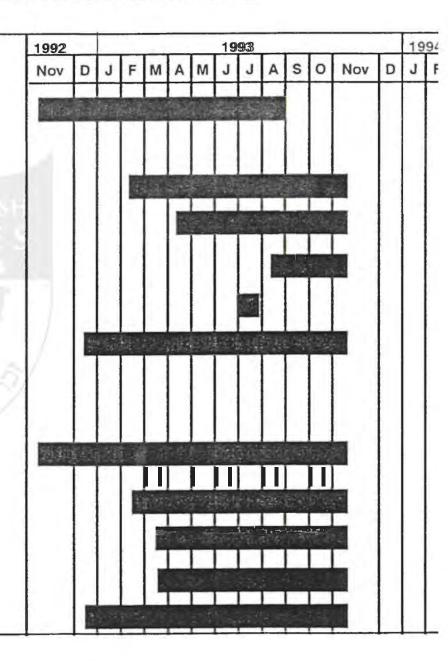
National Leaders Mobilize Local Leaders

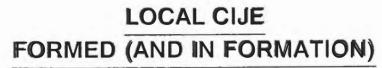
Leadership Training

CLAL Program for all Boards

Demominational Leadership Training

Public Sessions on Vision & Best Practices





REPRESENTATIVE

Champion

Lay Leaders

Educators

Rabbis

Professionals

STAFFED

TASKFORCES

In-Service Training

Planning & Self-Assessment

The Lives of Educators

Monitoring & Evaluation

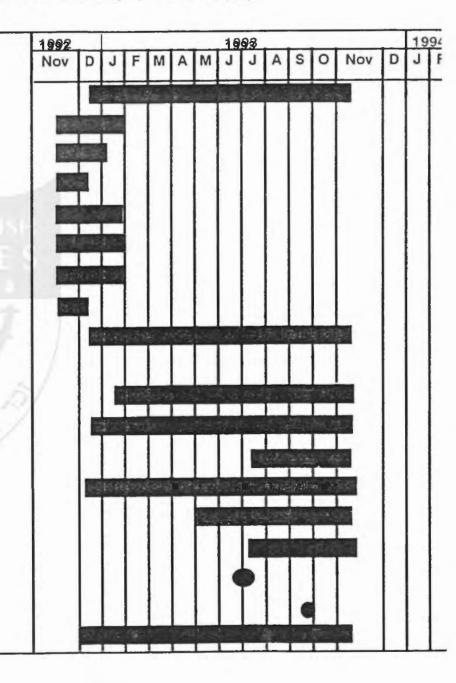
Visits to Israel

PRODUCTS (EXAMPLES)

Educators' Survey

5-Year Plan (Rosh Hashama or G.A.)

Pilot Projects



EDUCATORS' SURVEY

PLAN

REPRESENTATIVE TASKFORCE

STAFF (LOCAL UNIVERSITY?)

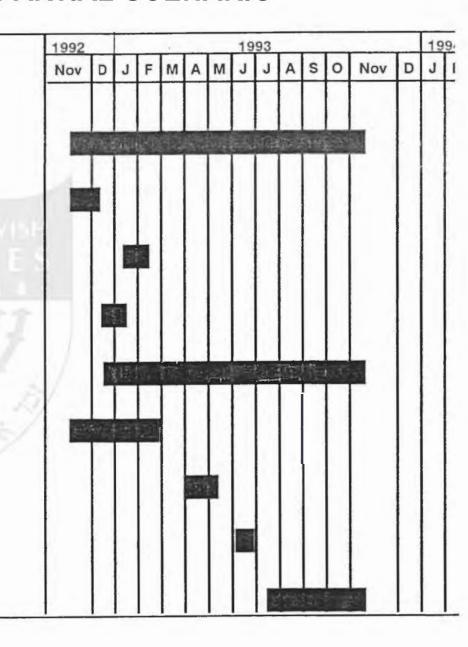
MOBILIZE & INVOLVE EDUCATORS

DESIGN

CARRY OUT

ANALYZE

REPORT & DISCUSS FINDINGS



BEST PRACTICES

IMPLEMENTATION PLANNED
Develop Method for Training
Develop Translation Method

6 AREAS COMPLETED

PROJECT PRESENTED

FIRST 2 AREAS SELECTED

CONSULTANTS SELECTED & TRAINED

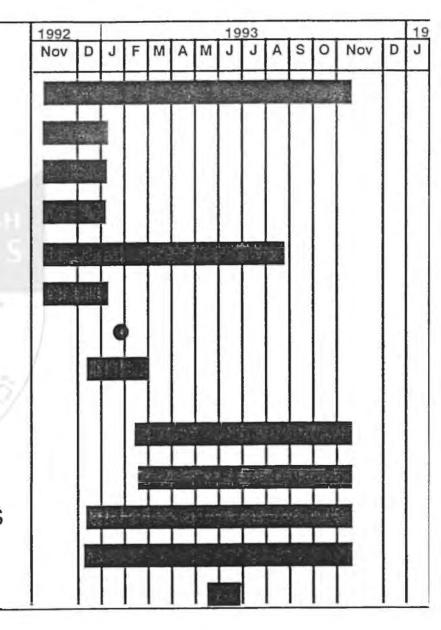
WORK WITH SUPPLEMENTARY SCHOOL

PRINCIPALS

Joint Planning of Implementation

NETWORK WITH EARLY CHILDHOOD TEACHERS
Joint Planning of Implementation

PLAN ROUND 2 OF PROJECT

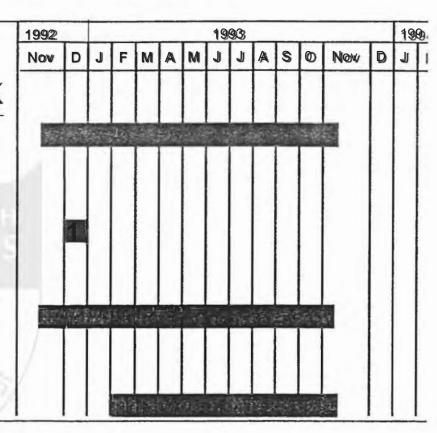


MONITORING, EVALUATION, FEEDBACK

DESIGN FEEDBACK LOOP

ONGOING WORK

(3 REPORTS



5-YEAR PLAN (SEE SEPARATE)

ASSESSMENT OF EDUCATIONAL SYSTEM Prepare Detailed Guide

Profile

Inventory

Educators' Survey

Achievement Measures

Clients' Survey

Etc.

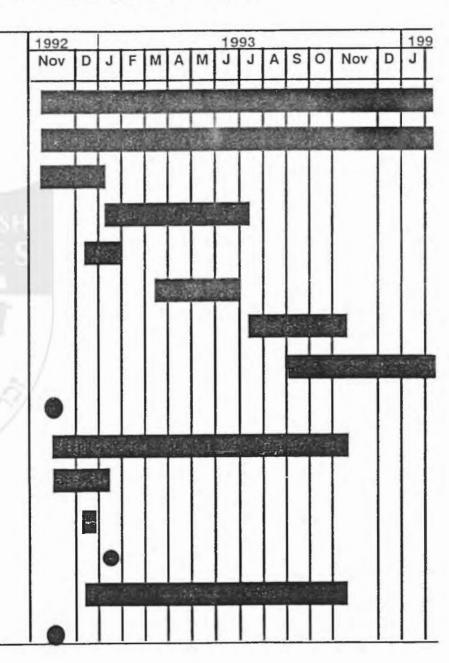
THE PLAN - PROUND 1
Prepare Detailed Guide

Staff

Taskforce Set-Up

Give Assistance as Needed

Etc.



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COMMUNICATIONS, NETWORKING															
PLANN-STAFF-COARRY OUT	0														
CIJE TO CONTINENTAL COMMUNITY															
Momentum Maintained															
CIJE TO LEAD COMMUNITIES	0					9									
All Constituencies Know	0														
LEAD COMMUNITIES TO EACH OTHER															
Shared Learning	0														
LEAD COMMUNITIES TO COMMUNITY-AT-LARGE (23)	0														

IMPLEMENTATION OF THE RECOMMENDATIONS

BUILDING THE PROFESSION

In-service training launched
Educators' survey completed — taskforces
dealing with implications
Best practices
Networking—various
2 new hires
1 new position
Educators participation

COMMUNITY MOBILIZATION

Champion recruited
Leadership training
New leaders
Goals discussed
Educators discussed
Networking with cije leaders
Networking between communities

ISRAEL AS A RESOURCE

Plans for "every youth" Educators summer seminar

RESEARCH

Monitoring, evaluation, feedback DAta base—assessment

THE CUE'S ROLES

RESOURCE COORDINATION

Partners: JESNA, JCCA, CJF

Purveyors: Training Institutions,

CLAL, CAJE

Foundations: CRB, MAF, Blaustein

ENGAGEMENT & PARTICIPATION

Local Committee
Actors Within Community

COMMUNICATIONS & DISSEMINATION

Innovations & Improvements Best Practices

CONTENT & QUALITY

Experts/Comsultants
Best Practices
Monitoring,
Evaluation,

Feedback/Loop

LEAD COMMUNITY

FUNDING FACILITATION

Links to Foundations & Organizations

PLANNING ASSISTANCE

Seif-Study Programs 5-Year Plan

LEAD COMMUNITY IMPLEMENTS CONVENES & ENGAGES Initiates Coordinates All Actors **Facilitates** Lay Leaders **Educators** Rabbis LOCAL Professionals **DEVELOPS** COMMITTEE Institutions RESOURCES Human Financial Leadership **MONITORS PLANS** Implementation Self-Study CIJE **Programs** 5-Year Plam

Council for Initiatives

Jewish Education

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Annette Hockstein, Seymour Fox Shrutel Wygoda Organization:

From: Ginny Levi

Phone Number

Phone Number:

(216) 391-1852

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Fax Number:

0119722 619 951

Comments:

Fax Number (216) 391-5430

Dear Showel

I have the agendas for of 19-20 and 283-24: Thanks. Am & Societ in

ing you will have the background

Dine spoken with JSF HAH. They are

Please give the attached to Caroline, many Esther.

Thanks. See you soon.

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

216-391-11852

Council for Initiatives

Jewish Education

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Armeette Hockistein, Seymour Fox Shauel Wygoda, ADH
Organization: Wy8° da

From: Ginny Levi

Phome Mumber:

Phone Number: (216) 391-1852

Fax Number: 0119722 619 951

Fax Number: (216) 391-5430

Comments:

Team,

Here are the minutes and assaignments of the latest telecon.

Aliso, a copy of the current attendance lisst for the August 26 THE GOODS IN New York plus a matro fired Girly"

Meany Esther

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

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Main Novi Tribes:

CIJE STAFF TELECONFERENCE

DATE OF MEETING:

July 29, 1993

DATE MINUTES ISSUED:

August 2, 1993

PRESENT:

Seymour Fox, Stephen Hoffman, Alan Hoffmann, Barry Holtz, Shamuel Wygoda, Henry L. Zucker, Virginia L.

Levi, ((Sec',y))

COPY IO:

Morton L. Mandel, Ann Kleim, Gail Dorpih, Ammette

Hochstein

- I, The minutes of July 22 were reviewed.
 - A, It was reported that a letter had been sent to Gershon Kekst inviting him to attend the August 26 board meeting. VFL will fax a copy to SF prior to their meeting on August 3.

s ignment

B. VFL will send the stafff group a list off the current responses to to attendance at the Abgust 286 board meeting.

III. Preparation for August 26

A. Contacts with campers

Telecon participants were asked whether any camper contacts had yielded information that might impact the agenda of the meeting. It was noted that there is a sense of optimism among board members when they hear about the appointments of Gail Dorph and Barry Holtz. No one had heard any concerns that should be addressed acathemeeting.

SF will call Paul Stelinberg in advance of the meeting.

B. Materials to be mailed in advance

s i gament

- 1. The report by Barry Holtz has been approved. BH will send a clean copy to WFL for inclusion in the paddet to be mailed.
- 2: Adam Gamoran's paper has been submitted to the Mandel Institutes for review. A final version will be sent to VFL as soon as it is approved.
- 3: The progress report will be completed in Jerusaliem and sent to WFI. by August 6:

s i gnment

4: VFL with draft a cover letter from MIM to accompany the materials.

The letter should amounce when hoffmann's appointment and comments on staffing.

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: ignment

6. VFL will draft a press release announcing the staff appointments which will be sent to JTA for release on August 26.

D. Agendas

1. Executive Committee

It was agreed that MLM will refer to the 1993 budget and to any news on funding in his introductory remarks. ARH will be prepared to give a progress report, focusing on issues that were raised at the February executive consultatee meeting and progress which has been made in each area.

ADH has drafted a work plan which has been sent to MIM for review. This is intended as an internal document and should not be distributed to the executive committee.. However, ADH will be prepared to provide a detailed report on plans for "the coming year.

SHH will consider whether the CJF commission and its relationship to CIJE should be referred to during this meeting. The conclusion as of July 29 is that this might better be discussed in a group to include MLM, ADH, SHH, Jon Woocher and CJF representatives.

2. Board Meeting

The draft agenda was reviewed. ADH plans to provide an oral, broad position description for each of the staff people, but believes it is premature to distribute a written organization chart. He noted that the role of planner remains open.

In discussion, it was suggested that the relationship between Cleveland and Jerusalem is clear. Cleveland is the central address of CIJE, and is the address to be used for Alam, and the Mandel Institute staff serves as consultants to Alan and CIJE.

It was agreed that the talking points drafted for Chuck Ratner and reviewed with him in June remain appropriate. If any changes arise as a result of the Baltimore Lead Communities meetings, Chuck will be informed.

The presentations to be made by the Lead Community lay leaders are to be discussed in Baltimore.

Adam Gameran met with Esther Leah Ritz on July 28 and believes she is well prepared to introduce the monitoring, evaluation & feedback report. Barry Holtz plans to talk with John Colman, to prepare him to introduce the Best Practices report.

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VFL will work with MLM on the recommendation of a person to give the D'Var Torah when attendance results are more complete.

III. Staff Meeting (August 19 - 20)

ADH is working on an agenda and will consider the suggestion that Ellem Goldring's memorandum on data analysis of the principals survey be discussed at that time.

ssignment

BH will try to get an overhead projector from JTS and bring it to the American Friends of Hebrew University.

IV. Lead Communities Meeting (August 23 - 24)

The schedule was confirmed. SW has received recommendations from Milwaukee and Baltimore for items to be included on the agenda and will circulate them to the telecon group. He is waiting to hear from Atlanta.

.sssügmment

ARH and SW will be in'touch with Adam Gamoran to discuss what is expected of him at the meeting.

V. Report on Conversation with John Ruskay

BH reported having been invited to a meeting at UJA/Federation to talk with John Ruskay and a small group about their continuity efforts. When asked if CIJE were interested in being involved, BH offered to serve as liaison.

It was agreed that this would be useful and noted that it may serve as a model for how we might begin to have impact on communities beyond the three Lead Communities.

VI. November Lead Communities Meeting

In an effort to plan ahead and provide the Lead Communities with as much advance notice as possible, plans are under way for a November 16 meeting in Montreal in conjunction with the GA. It was suggested that the meeting begin at noon on Tuesday, November 16 in order to allow enough time for people to arrive in Montreal. We would conclude in the early afternoon of Wednesday, November 17,

VII. Status Reports on Communities

A. Milwaukee

Assignment

1. Milwaukee is looking for someone to meet with their commission in October to help establish a vision for Jewish education. It was agreed that BH will call Ruth Cohen for details on what they seek and how this differs from what Jonathan Woocher was asked to do. It may be that we will propose BH for this purpose.

3

2. Milwaukee also needs help with strategic planning. It was suggested that we consider recommending Roy Feldman of Boston, who does this professionally. Another possibility is someone from Washington D.C. who has work with Barry Shrage. VFL will call Shrage to get hils name.

sigmment

B. Atlanta

- 1. SHE has spoken witth Streve Gelffand, who will he trading a larger role in the Lead Community project. He reported that Atlanta is working on two tracks: the development of a five year strategic plan and a work plan on how to implement the recommendations of the Banks report. The latter will be shared with CIJE when it is completed.
- 2. SF has spoken witth David Blumertital of Emony Wriversity. He and ADH will continue to work with Emory to establish a relationship for the project.
- 3. Lauren Azoullari, has been im troudh witth BH ffor additional quittamee on improving Jewish education through the JCC and the relationship of JCC to religious institutions in the community. It was noted that Barry Chazan is the JCCA liaison to Atlanta. This remains am open item.

C. Baltimore

SMH spoke with Darrell Friedman about the importance of Baltimore sharing documents with CIJE at the draft stage. This was in reference to the Baltimore strategic plan for Jewish education. The broader issue of communication between CIJE and each Lead Community remains open.

₩III. It was agreed that there will be no further telecons before the meetings in New York and Baltimore in August.

4

ASSIGNMENTS

ACTINE PROJECTS

RAW MATTERIAL

FUNCTIONAL SCHEDULE

FUNCTION

CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 7/29/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Finalize arrangements for Blaustein grant with D. Hirschitorm.		SF	7/22//93	8/15//93	
22.	Contact the following board members im preparation for the August 26 meeting and send brief report to VFL:		SF	2/25/93	8/15/93	
	a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset					
	d. Florence Melton e. Paul Steinberg f. Isadore Twersky	EVI				í
33,	With AH and BH, draft a job description for Barry Holtz.	IV E	SF	5/19/93	8/19//93	
4.	With SHH, develop a plan for involving denominations in each Lead Community process.		SF	3/31/93	12/1/93	
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		33				
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ASSIGNMENTS

ACTIVE PROJECTS

RAW MATERIAL

FUNCTIONAL SCHEDULE 758480 (RG). 12/90/57(NTEO IN 19.5c)

FUNCTION

CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

HOCHSTEIN ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 7/29/93

NO.	DESCRIPTION	PRIORITY	Assigned to (initials)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	With SW, discuss with Adam Gamoran minat is expected of him at August 26 meeting.		ARH	7/29/93	8/6/93	
2.	Prepare a recommendation for a policy on the use of materials and data generated by CIJE.		ARH	7/9/93	8/12/933	
3.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		ARH	2/25/93	8/15//93	
	a David Arnow b Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch	-		,		
4.	With SF and BH, draft a job description for Barry Holtz	0.00	ARH	5/1.9/933	8/19//93	
5.	With VFL, develop plan to support each item on the CIJE PERT chart.	7.1	ARH	5/19//93	8//31//93	
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SEE IN MARKEMENT MANUAL POLICY, NO. 16.3 TON SHIPTEINES ON THE ROUNDSTACK OF THIS FORM ROBIN TUNCTIONAL SCHEDULE

ASSIGNMENTS ACTIVE PROJECTS RAW MATERIAL

FUNCTION CIJE STEERING COMMITTEE S HOFFMAN ASSIGNMENTS SUBJECT/OBJECTIVE

FUNCTIONAL SCHEDULE 73890 (REV. 1/89) PHINTED IN U.S.A. VFL 7/29/93 ORIGINATOR/PROJECT LEADER DATE

WO,	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1.	Explore availability and cost of office space at UJA/Federation		SHH	7/9/93	7/30//93	
- 2	Consider whether the CJF commission and its relationship to CIJE should be referred to during August 26 meeting.		SHH	7/29/93	8/6/93	
3.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		SHH	2/25/93	8/15/93	
	a. Jay Davis b. Charles Goodman c. Marvin Lender d. Norman Lipoff e Charles Ratner f. Bennett Yanowitz					
4.	With HLZ, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph great.	17	SHH	6/8/93	8/15//93	
55.	Call Carl Sheingold to talk about TIJE slot on the GA agenda.	47	SHH	7/22/93	8/19//93	
6	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	TBD	
7.	With SF, develop a plan for involving denominations in each Lead Community in CIJE.	200	SHH	3/31/93	TBD	
8.	With Alan Hoffmann, confer by telephone with chief professional of each Lead Communicity to encourage them to interview Senior Educators.		SHA	5/19/93	TBD	

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ASSIGNMENTS

ACTIVE PROJECTS

RAW MATTERIAL

FUNCTIONAL SCHEDULE
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FUNCTION C	LUE STEERING CO	ommittee	
SUBJECT/OBJECTIVE	A HOFFMAN	M	
ABIGINATABIRRA JEST LEA	DER VFL	DATE	7/22/93

NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1,	Draft a mission statement for Communities project.	the Lead		ADH	7/22/93	8/19//93	
2.	Redraft PERT chart on which c milestones for CIUE are highl			ADH	7/22/93	8/19//93	
33,	Work with CRB Foundation to crelationship of Israel experi programs to Lead Communities.	ence		ADH	7/22//93	8/19/93	
4.	With staff, prepare time line plan for CIJE.	and action		ADH	6/17/93	8/20//93	
5.	Consider what planning suppor requires and how best to help			ADH	7/22/93	TBD	
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☐ ASSIGNMENTS
☐ ACTIVE PROJECTS

RAW MATERIAL FUNCTIONAL SCHEDULE

Function cije steering committee

SUBJECT/OBJECTIVE HOLTZ ASSIGNMENTS

ORIGINATOR/PROJECT LEADER VFL DATE 7/29/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (IMITIALS))	ETAĞ CHIRATIR CHIRATIR	DUE DATE	COMPLETIED OR REMOVED DATE
11.	Call Ruth Cohen about a speaker for Milwaukee meeting in October to help establish a vision for Jewish education.		ВН	7/29/93	8/1/93	
2.	Send clean copy of report to VFL for inclusion in packet to be mailed in advance of August 26 meeting.		ВН	7/29/93	8/6/93	
3.	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		вн	6/30/93	8/15//93	
	a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e. Thomas Hausdorff ff. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done		5			
4.	Meet with J. Woocher for guidance on approach to mailing publications.		ВН	7/22//93	8/19//93	
55.	Get am overhead projector from JTS to bring to the American Friends of Hebrew University meeting.		вн	7/29/93	8/19/93	
6.	With SF and ARH, draft a job description for Barry Holtz.	100	ВН	5/19//93	8/19//93	
77.	Talk with John Colman, to prepare him to introduce Best Practices report at the August 26 meeting.		BH	7/29/93	8/20//93	
88.	Prepare a memo summarizing proposal on distribution of CIJE materials.		副刊	5/28/93	8/21/93	
99.	Work with Atlanta on filling the position of Director of the Lead Community project.		BH	6/16/93	12/15//9	3
10.	Begin work with Baltimore on a pilot project.		BH	3/5/93	TBD	
11.	Prepare suggestions for how to proceed with pilot projects in Atlanta.		BH	3/5/93	TBD	
12.	Work with Milwaukee on pilot projects.		BH	4/29/93	TBD	

SEE INDIDINGUEDAT MANUAL INDICITY NO. 365 FOR EN GREAKET CARTIRE COMPARTION OF THIS FORM FOR A FUNCTIONAL SELECTIONS

- ASSIGNMENTS
- ACTINE PROJECTS
- RAW MATTERIAL
- FUNCTIONAL SCHEDULE

FUNCTION

CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

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ORIGINATOR/PROJECT LEADER

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DATE 7/29/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INUTIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOXED DATE
11.	Call Barry Shrage to get name in Washington D.C. to help Milwaukee with strategic planning.		VFL	7/29//93	7/30//93	
2.	With SW, draft a written progress report to be sent to the board in early August.		VFL	6/17/93	8/1//93	
33.	Send current attendance list to staff group.		VFL	7/29//93	8/2//93	
4.	Draft a cover letter from MLM to accompany materials to be sent out in advance of August 26 meeting.		VFL	7/29/93	8/12//93	
55,	Work with MLM on the recommendation of a person to give the D'Var Torah when attendance plans are more complete.		VFL	7/29/93	8/12//93	
6:	Draft a press release announcing staff appointments which will be sent to JTA for release on August 26.		VFL	7/29/93	8/15//93	
7.	Work with CJF to schedule a meeting of CIJE with Lead Community representatives on 11/16, in conjunction with the GA.		VFL	7/22/93	8/19//93	
88.	With ARH, develop plan to support each item on the CIJE PERT chart.		VFL	5/19//93	8/31/93	
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	10/1/93	
10.	Schedule a telecon with Executive Committee members following a meeting of presidents and executives of partner organizations.		VFL	2/25/93	TPD	
11.	Develop a communications program: internal; with our board and advisors; with the broader community.		VFL	4/7/93	TBD	

ACTIVE PROJECTS	FUNCTION CIJ	E STEERING	COMMITTEE		
RAW MATERIAL FUNCTIONAL SCHEDULE	SUBJECT/OBJECTIVE	MANDEL	ASSIGNMENTS		
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		ORIGINATOR/PROJEC	T LEADER	ALT.	D	ATE 7/8/	6 93
NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	OUE OATE	COMPLETED OR REMOVED DATE
1.	Contact the following board preparation for the August send brief report to VFL: a. Charles Bronfman b. Max Fisher c. Lester Pollack d. Richard Scheuer	d members in 26 meeting and		MLM	2/25/93	8/15/93	
2.	Consider establishing a fir committee.	nance		MLM	4/7//93	8/31/93	
3.	Visit with Erica Jesselson board to support CIJE.	to get her on	V E	MLM	6/17/93	8/31/93	
	1/3			5/			

SEE MANAGEMENT MANUAL POLICY NO. 125 NOTES INCEMES OF THE COMMENTION OF THE PERM FOR PROTECTION, SCHOOLS

- ☐ ASSIGNMENTS
- ACTIVE PROJECTS
- RAW MATTERIAL
- FUNCTIONAL SCHEDULE
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FUNCTION

CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

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ORIGINATOR/PROJECT LEADER

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BATE 7/29/93

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS))	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REWOXE DATE
1.	With VFL, draft a written progress report to be sent to the board in early August.		SW	6/30/93	8/1/93	
2.	Ask each Lead Community to prepare notes on annual plan for Baltimore meeting.		SW	7/22//93	8/2/93	
3.	With ARH, discuss with Adam Gamoran what is expected of him at the August 26 meeting.		SW	7/29/93	8/6//93	
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FUNCTION

CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

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ORIGINATOR/PROJECT LEADER

VFL.

7/22/23

Encourage MLM to invite a Jesselson family representative to August 26 board meeting. With SHH, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph grant. Schedule a telecon of MLM with Gershon		HLZ	6/30/93	8/15/93	
advisability of approaching Jesselson family to partner with Jim Joseph grant. Schedule a telecon of MLM with Gershon		HLZ	0 100 1000		
			6/8//9/3	8/1.5/933	
Kekst to discuss CIJE.		HLZ	4//29//93	8/1.5//933	
Schedule meeting of MLM, AJN, and HLZ to discuss CIJE funding.	EWN	HLZ	7/9/93	7/30//933	
With VFL, prepare C. Ratner to report on Lead Communities at board meeting.	VE	HLZ	6/17//93	8/15/98	
Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		HLZ	2/25/93	8/15//933	
a. Mandell Berman, b. John Colman c. Maurice Corson	17				
Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.		HL2	3/24/93	TED	
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	1/28/993	TBD	
	With VFL, prepare C. Ratner to report on Lead Communities at board meeting. Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Mandell Berman, b. John Colman c. Maurice Corson Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA. Arrange meeting for MLM with presidents and executives of CJF, JCCA and executives of CJF, JCCA and executives of CJF, JCCA and executives of CJF, JCCA and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi	With VFL, prepare C. Ratner to report on Lead Communities at board meeting. Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Mandell Berman, b. John Colman c. Maurice Corson Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA. Arrange meeting for MLM with presidents and executives of CJF, JCCA and executives of CJF, JCCA and executives of CJF, JCCA and executives of CJF, JCCA and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crewn, Avi	With VFL, prepare C. Ratner to report on Lead Communities at board meeting. Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Mandell Berman, b. John Colman c. Maurice Corson Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA. Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi	With VFL, prepare C. Ratner to report on Lead Communities at board meeting. Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Mandell Berman, b. John Colman c. Maurice Corson Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA. Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crewn, Avi	discuss CIJE funding. With VFL, prepare C. Ratner to report on Lead Communities at board meeting. Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Mandell Berman, b. John Colman c. Maurice Corson Encourage MLM to talk with Corky Goodman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA. Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESNA and second meeting to include CRB, Crown, Avi

ATTENBANGE FOR AUGUST 26 MEETINGS IN NEW YORK

7/29/93

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

		
Barry Holt2	X	
Stamley Morowitz	X	
Gershon Kekst		
Ann Klein	х	
Henry Koschitzky		X
Martin Kraar	X?	
*Mark Lainer	х	
Norman Lamm	х	
Marvin Lender		
Ginny Levi	Х	
Norman Lipoff		x
Seymour Lipset	х	
*Morton L. Mandel	х	
*Matthew Maryles	х	
Florence Melton		Х
*Melvin Merians	х	
Rick Meyer	x	
Arthur Naparstak	х	
*Lester Pollack	X	
*Charles Ratner	х	
*Esther Leah Ritz	х	
Art Rotman	X	
David Sarnat	X	
William Schatten	×	
Richard Scheuer		
Ismer Schorsch		X
Louise Stein	X	
Paul Steinberg	Х	
David Teutsch	×	
Psadore Twersky	×	
Tlene Vogelstein	×	
Jonathan Woocher	¥	

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Shmuel Wygoda	x	
Bennett Yanowitz	x	
Henry L. Zucker		x

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MEMO TO: CIJE Counselors

FROM: Virginia F. Levi

DATE: July 30, 1993

This is to let you know that the teleconferences with the CIJE Executive and Search Committees have now been completed. All participants gave their enthusiastic endorsement for the appointment of Alan Hoffmann.

I have spoken with MLM, who agrees that it is now appropriate to report this appointment to board members during camper conversations. Telecon participants were also very pleased to hear about the team of Gail Dorph, Barry Holtz, Adam Gamoran and Ellen Goldring. You may wish to refer to this lineup in your conversations, as well.

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C	Phone Number		Phone Num	nber: (216) 391-1)852
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MEMO TO: Gail Dorph, Seymour Fox, Illen Goldrimg, Annette Hochsteilm, Alan

Hoffmann, Barry Holtz, Shatuel Wygoda,

FROM: Virginia F. Levi

DATE: July 26, 1993

SUBJECT: August Staff Meeting

This will confirm plans for a meeting of the group listed on this memo on Thursday, August 19 and Friday, August 20 in New York. The meeting will begin promptly at 10:00 a.m. on Thursday and conclude on that day at 8:30 p.m. We will reconvene at 8:45 a.m. on Friday and conclude by 4:00 p.m.

The meeting will take place at:

American Friends of the Hebrew University
Institute of Contemporary Jewry

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

I look forward to seeing you thert.

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Jewish Education

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Phone Number:

(216) 391-1852

Fax Number 0119722 619 951

Fax Number: (216) 391-5430

Comments:

I Whitelstand from Adam Gamoran that he has sent draft contracts for the Field Researchers to you for your review and approval. Have they been approved by MOFE? If not, please send them to me with your comments and I will send them on to Mort for his approval.

Therokes...

S Ann

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

MEMO TO:

Gail Dorph, Seymour Fox, Annette Hochsteim, Stephen Hoffman,

Alan Hoffmann, Barry Holtz, Morton L. Mandel, Shmuel Wygodle,

Henry L. Zucker

FROM:

Virginia F. Levi

DATE:

July 27, 1993

SUBJECT:

Camper Reports

COPY TO:

Barry Holtz

Enclosed please find the following comper reports:

1. David Teutsch

- 2. Matthew Maryles
- 3. Neil Greenbaum

Additional reports will be forwarded as they are received.

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Camper Report

July 21, 1993 Barry Holtz

Re: Rabbi David Teutsch Reconstructionist Rabbinical College

I spoke with David Teutsch today and filled him in on the back tround of the CIJE. David does intend to attend the Board meeting on August 26th. He basically knew the picture about the Commission and had some knowledge of the lead communities effort. He's certainly interested in being involved, although he was tomewhat unclear about what this particular board is supposed to do in a same this expresses our ongoing question vis a vis the board.

I emphasized a few points: that the board was supposed to offer advice and counsel to the CIJE? that the board meeting was an excellent forum for the discussion of major issues related to Jewish education; that it was a chance to express issues of interest to the Reconstructionist movement; that it was an opportunity for networking. He was happy to be involved in all of this. (I should point out that I believe there is a lingering disappointment that the RRC did not receive a MAP grant, as did HUC, JTS, YU. This will not, however, dampen his desire to be om the board, but we should keep this in mind.))

FYI: One further off the record point about Teutsch for those that don't know him: he's a bright guy, but is in no way a heavy duty Jewish scholar/religious personality that Art Green is. Mor does he have pretensions of being that. He is much more of a Reconstructionist movement person and is more connected to their congregations. He very much sees the mission as getting the Reconstructionist Rabbinical College on a firmer footing financially, rather than reinventing Reconstructionism as a religious concept.

Camper Report

July 23, 1993 Barry Holtz

Re: Matt Maryles

I spoke with Matt Maryles yesterday about the upcoming Board meeting and other activities of the CUFE. Matt is planning to attend the meeting. Generally, Matt was supportive of the work of the CIJE, but expressed a concern that it "was a great idea with a lot of promise, but things had gotten bogged down!"

I talked to him briefly about the complications involved in work-ing on such a new idea with local communities that had never given a lot of planning time ((and thought)) to Jewish education. I also assured him that X personally was feeling a good deal of optimism these days about the CDE and that I thought both the upcoming news on staffing and the greater clarity of mission that had been evolving with the three local communities boded well for the future. He told me he was pleased to hear my optimism and looked forward to good news about the CIJE's activities.

It was certainly a positive call, but the lingering questions about process, speed, etc. were expressed.

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Campor Report

July 26, 1993 Barry Holtz

Re: Neil Greenbauro

I spoke with Neil Greenbaum today about the upcoming Board meeting. He was unclear if he could came because the unveiling of his father's gravestone may be scheduled around the same time and many people in his family would be coming in for that event. His assumption was that he would not be at the meeting. He's happy, of course, to stay on the board and by and large he had no pressering issues vis a vis CXJE.

I spoke with him briefly about the agenda of the upcoming meeting and he seemed to have no particulars issues on his platte. (He was impressed to hear that Chuck Ratner would be chairing the session on the lead Communities at the meeting: "That's what Mort can do," he said. "He can get Chuck for this kind off thing. For JESNA we always had trouble signing Chuck up for anything.")

me did mention that he was going to be involved with the CJF Continuity Commission. For me, once again, it raised the issue of the conflict, or shall we say, "tension" between these two institution, although Neil himself raised no such question.

ge:sq. 12, 805 int.

MINUTES: ELJE Staff Teleconference

DATE OF MEETING: July 22, 1993

DATE MINUTES ISSUED: July 26, 1993

PRESENT: Seymour Fox, Armette Hochstein, Stephen Hoffman,

Alan Hoffmann, Barry Holtz, Virginia Levi (Sec'y),,

Shmuel Wygoda, Henry L. Zucker

COPY: Gail Z. Dorph, Morton L. Mandel

I, The minutes and assignments of June 30 were reviewed,

sse mment

- A. SF will talk with David Hirschitorm about finalizing arrangements for a Blaustein grant as soon as Mr. Hirschitorm has recovered from his recent surgery. It still seems likely that we will be able to announce the grant on August 26,
- B. MLM is trying to arrange a meeting with Gershon Kekst in New Work. He hopes to speak with Mr. Kekst before he meets with SF in Israel on August 3.
- C. MLM plans to talk with Erica Jesselson about how the Jesselson family will relate to CIJE. He will suggest that a family member serve on the board. He hopes to hold this meeting prior to the August board meeting.
- D. It was agreed that we need to develop a more systematic approach to the distribution of CIJE materials. A case in point is the haphazard way in which the publication on Best Practices in Supplementary Schools was distributed. BH will meet with Jom Woocher to get some guidance on how we might identify appropriate audiences. That meeting will be for information, only.
- E. Another item for future CIJE consideration is the status and best use of senior advisors.

:54 goment

ssignment

F. VFL will work with CJF to schedule a meeting of CJUE with Lead Community representatives on Tuesday, November 16.

ssignment

G. SHH will call Carl Sheingold to talk about a CIFE slot con the CAA agenda.

III. August 26 Board Meeting Preparations

A. Camper Calls

Counselors are beginning to make phone ealls and will submit written reports to VFL as they are completed. Barry Holtzz will telk with

96 81 88, Lz Time

Billie Gold. VFL will get SF a California phone number for Seymour Martin Lipset.

- B. Matternially to be madilled in advance.
 - Barry Holtz has submitted a report on best practices. He will have feedback from the Mandel Institute by July 27.
 - 2. Adam Gamoran will have his paper to ARH around July 27.
- C. It was agreed to recommend that the ffollowing materials be included in the meeting books:
 - 1. Minutes of February board meeting.
 - 2. Progress report.
 - 3. Best Practices report.
 - 4. Monitoring, evaluation and feedback report.
 - 5. Bios on Gail Dorph, Adam Gamoram, Ellen Goldring, Alan Hoffmann and Barry Holtz.
 - 6, Board and staff lists.

III. August Staff Meeting

- A. The meeting will take place at the American Priembs of Hebrew University, 11 East 69th Street, New York. It will begin on August 19 at 10 a.m. and conclude on August 20 at 4 p.m.
- B. Partticipants will include Gill Dorph, Saywour Fox, Fillen Goldring, Annette Hochstein, Barry Holtz, Alan Hoffmann, Ginny Levi and Shmuel Wygode.
- C. The agenda will include the following:
 - 1. Bringing new staff people on board.
 - 2. Preparations for Baltimore meeting.
 - 3. Preparations for board Amenting.
 - 4. Develop annual work plan.

IW. Lead Communities Joint Meeting

- A. The meeting on August 23 will begin with lunch at noon at THE ASSOCIATED in Baltimore. It will go into the evening on Monday and conclude by 4 p.m. on Tuesday, August 24. CIJE staff will meet at THE ASSOCIATED by 10:30 a.m. to do final planning for the meeting.
- B, The meeting will focus on each community's plans for the year.

 Seek the following products during this year:
 - 1. Complete the educators surveys and data analysis and plam for personnel development in each community.
 - 2. Continue to gather data.
 - 3. Develop action plans.
 - 4. Clarify monitoring, evaluation and feedback words;
 - 5. Integrate the goals project and best practices work.

It was suggested that each Community needs a strategic wisiom to shape approaches and outcomes. This will be the primary topic of discussion among CIJE staff at 10:30 on August 23 in Baltimore.

W. A draft letter reporting on the Best Practices project from Barry Holtz to Rachel Cowan was discussed. It was concluded that the letter is fine signment as is, but it was suggested that a sentence be added indicating that BH looks forward to meeting to discuss plans for the future.

It was noted that we should give greater attribution to the Cummings Foundation. The foundation name will be included in future editions of the Best Practices in Supplementary Schools report. It was noted that whenever we write anything about a funded project, we should be certain to refer to the funder.

EM was asked about feedback he has received to the report. We noted that while feedback has been generally very positive, people have noted that it would be useful to have more analysis on how a successful school achieved that success. It was noted that in-depth portraits are the best way to achieve that goal and will be included in future editions.

It was suggested that Rachel Cowan be invited to the August 26 board meeting as a guest.

15:15:1 \$25: > 42: TIT

VI. Status Reports on Communities

A. Milwaukee

SMA reported having spoken with Howard Neistein about Milwaukee's needs for planning. It appears that Milwaukee is seeking ongoing guidance to walk them through the process of strategic planning. Neistein is not planning to be deeply involved in this process.

ssignment

It was suggested that ADH should consider what kind of planning help Milwaukee requires and how to proceed with this.

VFL noted a request from Ruth Cohen for suggestions of someone to lead a Milwaukee discussion on visioning in October. [The retreat originally scheduled for August has been rescheduled for October and this is the event at which they wish to have guidance from a person with "wision."] They have invited Barry Chazan, who is not available. If CIJE wishes to have input into the selection of a discussion leader, we should move quickly.

B. Atlanta

SHH reported that Steve Gelfand is planning to become the lead planner on the education agenda in Atlanta. He is anxious to see Atlanta move forward with CUFF this summer. It was proposed that a telecomference be scheduled with Gelfand to discuss his thinking prior to the Baltimore meeting. VFL will try to arrange this for Thursday, July 29 at 10 a.m. [Later: Gelfand reported to WFL that it is premature to have such a telecom. He is at a very preliminary point in his thinking and wants to talk with local lay leaders before meeting with CUFE.]]

C. Baltimore

It was concluded that a teleconference with Darrell Friedman is not necessary. Communication appears to be good and Baltimore is not waiting for a telecon.

It was noted that Baltimore is in the final stages of approving a strategic plan. VFL will get a copy of that plan from Mark Gurvis and send it to Israel. [Later: Mark did not have the plan. Chaim Botwinick indicated that it is to be approved on July 30 and that he will send it to both Cleveland and Israel following that approval.]

VII: The next telecon is scheduled for Thursday, July 29 at 9 a.m. eastern daylight time:

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☐ ACTIVE PROJECTS

☐ RAW MATERIAL

☐ FUNCTIONAL SCHEDULE

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FUNCTION CIJE STEERING COMMITTEE

SUBJECT/OBJECTIVE

FOX ASSIGNMENTS

ORIGINATOR/PROJECT LEADER

VFL

DATE 7/22/993

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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED BATE
1,	Finalize arrangements for Bl with D. Hirschhorn.	austeîn grant		SF	7/22/993	8/15/93	
2.	Contact the following board in preparation for the Augus and send brief report to VFI	t 26 meeting		SF	2/25/993	8/15//93	
	a. Alfred Gottschalk b. David Hirschhorn c. S. Martin Lipset d. Florence Melton e. Isadore Twersky						
3.	With AH and BH, draft a job for Barry Holtz.	description	EWI	SF	5/1_9//993	8/19/93	
4.	With SHH, develop a plan for denominations in each Lead (process.	involving Community		SF	3/31/993	12/1/938	
	13.						
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ORIGINATOR/PROJECT LEADER

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BATE 7/22/93

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10.	DESCRIPTION		PRIGRITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DOE DATE	COMPLETED OR REMOVE DATE
1.	Prepare a recommendation for the use of materials and data by CIJE.	a polity on generated		ARH	7/9/93	8/12/93	
2.	Contact the following board of preparation for the August 20 send brief report to VFL:			ARH	2/25/93	8/13/93	
-	a. David Arnow b. Norman Lamm c. Esther Leah Ritz d. Ismar Schorsch						
3.	With SF and BH, draft a jeb of for Barry Holtz.	description	W. 15	ARH	5/19/93	8/19//93	
4,	With VFL, develop plan to sup item on the CIJE PERT chart.	pport each		ARH	5/19/93	8/31/93	
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11.	Explore availability and cost of office space at UJA/Federation .		SHH	7/9/93	7/30/93	
2.	With HLZ, talk with MLM about the advisability of approaching Jesselson family to partner with Jim Joseph gramt.		SHH	6/8/93	8/15//93	
3.	Contact the following board members im preparation for the August 26 meeting and send brief report to VFL:		SHH	2/25/93	8/15/93	
	a. Jay Davis b. Charles Goodman c. Marvin Lender d. Norman Lipoff e. Charles Ratner f. Bennett Yanowitz		5			
4.	Call Carl Sheingold to talk about CIJE slot on the GA agenda.		SHH	7/22/93	8/19//93	
5.	With Alan Hoffmann, confer by telephone with chief professional of each Lead Communicity to encourage them to interview Senior Educators.		SHH	5/19/93	TBD	
6.	Propose to MLM that he talk with Roy Hoffberger about the Lead Community process in Baltimore and provide an outline of discussion points.		SHH	3/24/93	TBD	
7.	With SF, develop a plan for involving denominations in each Lead Community in CIJE.		SHR	3/31/93	jTBD	

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NO.	DESCRIPTION		PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OR REMOVED DATE
1,	Draft a mission statement for Communities project.	the Lead		ADH	7/22/993	8/19/93	
2.	Redraft PERT chart on which comilestones for CIJE are highli			ADH	7/22/93	8/19/993	
3,	Work with CRB Foundation to cl relationship of Israel experie programs to Lead Communities.			ADH	7 //2/22//9933	8/19/993	
4.	With staff, prepare time line plan for CIJE.	and action		ADH	6/17/993	8/20/9933	
5.	Consider what planning support requires and how best to help.			ADH	7 /222/993	TBD	
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7/22/93

		(INITIALS)	ASSIGNED STARTED		os removed Date.
Complete and mail report to Cummings Foundatiom.		ВН	7/22/93	8/2/93	
Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		ВН	6/30/93	8/15//93	
a. Gerald Cohen - done b. Susan Crown c. Billie Gold				f	
 d. Neil Greenbaum - done e. Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done 	EWI		12		
Meet with J. Woocher for guidance on approach to mailing publications.		ВН	7/22//93	8/19/93	
With SF and ARH, draft a job description for Barry Holtz.		вн	5/19/93	8/19/93	
Thereare a memo summarizing proposal on distribution of CIJE materials.		вн	5/28/93	8/21/93	
Work with Atlanta on filling the position of Director of the Lead Community project.		ВН	6/16//93	12/15/93	
Prepare suggestions for how to proceed with pilot projects in Atlanta.	35	BH	3/5/93	TBD	
Work with Milwaukee on pilot projects.		BH	4/29//93	TSD	
Begin work with Baltimore on a pilot project.		ВН	3/5/93	TED	
	Contact the following board members in preparation for the August 26 Meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done Meet with J. Woocher for guidance on approach to mailing publications. With SF and ARH, draft a job description for Barry Holtz Thepare a memo summarizing proposal on distribution of CIJE materials. Work with Atlanta on filling the position of Director of the Lead Community project. Prepare suggestions for how to proceed with pilot projects in Atlanta. Work with Milwaukee on pilot projects. Begin work with Baltimore on a pilot	Contact the following board members in preparation for the August 26 Meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e Thomas Hausdorff f, Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done Meet with J. Woocher for guidance on approach to mailing publications With SF and ARH, draft a job description for Barry Holtz Themare a memo summarizing proposal on distribution of CIJE materials. Work with Atlanta on filling the position of Director of the Lead Community project. Prepare suggestions for how to proceed with pilot projects in Atlanta. Work with Milwaukee on pilot projects. Begin work with Baltimore on a pilot	Contact the following board members in preparation for the August 26 Meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done Meet with J. Woocher for guidance on approach to mailing publications With SF and ARH, draft a job description for Barry Holtz Thepare a memo summarizing proposal on distribution of CIJE materials Work with Atlanta on filling the position of Director of the Lead Community project. Prepare suggestions for how to proceed with pilot projects in Atlanta Work with Milwaukee on pilot projects BH Begin work with Baltimore on a pilot	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL: a. Gerald Cohen - done b. Susan Crown c. Billie Gold d. Neil Greenbaum - done e. Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done Meet with J. Woocher for guidance on approach to mailing publications. With SF and ARH, draft a job description for Barry Holtz. Il appare a memo summarizing proposal on distribution of CIJE materials. Work with Atlanta on filling the position of Director of the Lead Community project. Prepare suggestions for how to proceed with pilot projects in Atlanta. Work with Milwaukee on pilot projects. BH 6/30/93 BH 6/30/93 BH 6/30/93 BH 3/5/93 BH 4/29/93 Begin work with Baltimore on a pilot BH 3/5/93	Contact the following board members in preparation for the August 26 Meeting and send brief report to VFL: a. Gerald Cohen - done b. Susam Crown c. Billie Gold d. Neil Greenbaum - done e. Thomas Hausdorff f. Mark Lainer - done g. Matthew Maryles - done h. David Teutsch - done Meet with J. Woocher for guidance on approach to mailing publications. With SF and ARH, draft a job description for Barry Holtz. Therefore a memo summarizing proposal on distribution of CIJE materials. Work with Atlanta on filling the position of Director of the Lead Community project. Prepare suggestions for how to proceed with pilot projects in Atlanta. Work with Milwaukee on pilot projects. BH 4/29/93 TSD Begin work with Baltimore on a pilot BH 6/30/93 8/15/93 BH 5/30/93 BH 6/30/93 BH 3/5/93 TED

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16.	Description		PRIGRITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OF REMOVED DATE
1.	Schedule joint telecon of search and executive committees to consider Hoffman appointment; prepare bios on CIJE staff; draft talk piece on Lead Communities.			VFL	7/9/93	7/22/93	
2.	With SW, draft a written pro to be sent to the board in e			VFL	6/17/93	8/1/93	
3.	Work with CJF to schedule a CIJE with Lead Community rep on 11/16, in conjunction wit	resentatives		VFL	7/22//93	8/19/93	
4.	With ARH, develop plan to su fitem on the CIJE PERT chart.		EVAVI	VFL	5/19/93	8/31/93	
5.	Plan to discuss letters of a the Lead Communities. Consi our expectations regarding t and professional involvement	der including he sort of lay		VFL	4/7/93	10/1/93	
6.	Schedule a telecon with Exec Committee members following presidents and executives of organizations.	a meeting of		VFL	2/25/93	TBD	
7.	Develop a communications pro imternal; with our board and with the broader community.			VFL	4/7/93	TBD	

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INO.	description		PRIORITY	Assigned To (Slaithni)	DATE ASSIGNED STARTED	ውሀዊ ውሂቶ	CONVERTED OR REMOVED DAME		
1.	Contact the following board of preparation for the August 20 send brief report to VPL:			NLM	2/25//93	8/15//93			
	a. Charles Bronfmanb. Max Fisherc. Lester Pollackd. Richard Scheuer					:			
2.	Consider establishing a finar committee.	nce		MIM	4/7/93	8//31//93	i		
3.	Visit with Erica Jesselson to board to support CIJE.	get her on		MLM	6/17/93	8/31//93			
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Nô.	DESCRIPTION		PRIORITY	ASSIGNED TO (INTIALS)	DATE ASSIGNED STARTED	DUE DATE	COMPLETED OS REWOVED DATE
1.	Ask AG to prepare a report of and plans for the second year Monitoring, Evaluation & Fee project.	r of the		SW	6/30/933	8 //11//9933	
2.	With VFL, draft a written proceed to be sent to the boat early August.	ogress rd in		SW	6/30//93	8 //11//9933	
3.	Ask each Lead Community to p notes on annual plan for Bal meeting.			SW	7/22//93	8/2/93	
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FUNCTION CIJE STEERING COMMITTEE

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VFL

DATE 7/22/93

ю.	DESCRIPTION	PRIGRITY	ASSIGNED 76 (INITIALS)	date Assigned Started	DUE DATE	COMPLETIED OR REWOVED DATE
1.	Encourage MLM to invite a Jesselson family representative to August 26 board meeting.		HLZ	6/30/93	7/15/93	
2.	With SHH, talk with MLM about the advisability of approaching Jesselsen family to partner with Jim Joseph gramt.		HLZ	6/8/93	8/15/93	
33,	Schedule a telecon of MLM with Gershon Kekst to discuss CLFE		HLZ	4//29//93	8/15//93	
4.	Schedule meeting of MLM, AJN, and HLZ to discuss CIJE funding.	e void	HLZ	7/9/93	7/30/93	
55,	With VFL, prepare C. Ratner to report on Lead Communities at board meeting.		HLZ	6/17//93	8/15//93	
66,	Contact the following board members in preparation for the August 26 meeting and send brief report to VFL:		HLZ	2/25//93	8/15/93	
	a. Mandell Berman b. John Colman c. Maurice Corson					
7.	Encourage MLM to talk with Corky Goldman prior to scheduling a meeting with the presidents and executives of CJF, JCCA and JESNA.		HLZ	3/24//93	TBD	
8.	Arrange meeting for MLM with presidents and executives of CJF, JCCA and JESRA and second meeting to include CRB, Crown, Avi Chai, Wexner and other funders.		HLZ	1/28/93	TBD	
	·					

Will there by a written Worskir plan to distribute to executive committee members on aug 26? I am trying to figure out whether there should be separate. meeting books for that group. anything else they 'I need for that meeting:

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DRAFT 7/27/93

C

AGENDA CIJE STAFF TELECON July 29, 1993 9:00 AM ((EDT))

Participants: Seymour Fox, Annette Hochsteim, Steve Hoffman, Alan

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

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			Assignment
I.	Rere	deivernimistrate of of ultyl 222	VFL
II. Re	e Ries v	teasaisgnigamentsfofullyly222	VFL
ĪIĪ.	Aug.	. 26 Board Meeting	
	A.	Contacts with campers	VFL
		Anything we need to consider in planning meeting?	
	B.	Status of materials to be mailled in advance	SW
		1. Gamoran report	
		2. Holtz report	
		3. Progress report	
	c,	Review agendas ((Any revisions?))	VFL
		1. Executive Committee	
		2. Board	
	D.	Reminder of schedule	VFL
		1. Aug. 25, 1-5 PM at JCCA - Planning meeting	
		2. Aug. 26, UJA/Rederattion	
		a. 0:30 !eiCzresnments	
		b. 10-11:30 Exec. Com.	
		What staff people should we suggest be present	?
		c. Aug. 26, 12-1 = Junch	
		d. Aug. 26, 1-4 - Board marring	
		e. Aug. 26, 4-5 - Debrief (Any change in this	?)

ΨV:	REGEE	##66£1#8	(Aug.	19-20,	Am.	Friends	0Ē	Hebrew	((. Ū	

VFL/SW

A. Should Ellen Coldring's memo on the data analysis of the principals' survey be discussed at this this meeting? If not, when/where will it be considered?

V. Lead Communities Joint Meeting (Aug. 23-24, Baltimore)

SW/VFL

- A. CLIE team to meet at 10:30 am
- B. Lead Community representatives to arrive for lunch
- C. Status of SW calls for input to agenda
- D. If Adam is expected to make a presentation on mef, he would like to know in advance,

VI. Report on conversation with John Ruskay

BH

VII. Status reportsoons communicaties

Team

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

WIII. Schedule next telecon

VIIL

None

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CIJE EXECUTIVE COMMITTEE MEETING

August 26, 1993

AGENDA

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

I	Introductory Remarks	M114M
II.	Progress Report	ARRH
MI.	Proposad Workplan	A A . H bátfna nn
IV.	Development Report by AJN ((If we have a Blauste to report)	ein or Jim Joseph gift
₩,	Burdysett from 1993	AA. Hooffmann

CLUE BOARD MEETING

August 26,, 1993

AGENDA

(Lunch 12 1:0:000; Meeting 1 4:4:000)

I. Welcome and Progress Report

Introductory remarks, comment on CIJE role with respect to Lead Communities, etc., and introduce Alan Hoffmann.

II, Comments

Alan Hoffmann

Introduce Gail Dorph, comment on new status of Barry Holtz, discuss staffing.

III. Overview of the Lead Communities Project

Charles Ratner

Responses by chairs of Lead Community projects:

Atlanta - William Schatten

Baltimore - Genine Fidler, Ilene Vogelstein

Milwaukee - Jane Gellman, Louise Stein

IV. Monitoring, Evaluation & Feedback Report

A. Introductory Remarks Esther Leah Ritz

B. Update on Overall Project Adam Gamoran

C. Prelimary Report on Educators' Survey Ellen Goldring

V. Update on Best Practices & Pilot Projects

A. Introductory Remarks John Colman

B, Report Barry Holtz

VI D'var Terah TBD

Yeabody College

VANDERBILT UNIVERSITY



Nashville, Tennessee 17203

TLLAPHONE 1013; 322 7571

Department of Educational Leadership . Box 714 . Direct phone 322 5000

To: Ginny Levi

From: Ellen Coldring

Bal Educator Survey; Principal Questionnaire

Date* July 23,1993

I have just received the following fest from Nancy Hendrix regarding the data for the Principal's ((ediscational directors//leaders)) version of the educator survey. As you may recall, Milwaukse is in the process of collecting surveys from educational leaders now.

I have asked Nancy to give me an estimate for data entry only. We are hopeful that once we hire # new field researcher to replace Claire, s/he will be able to analyze the data..

How do you suggest we proceed? I do not think we need an immediate decision, as questionnaires are still being sent back to Ruth.

Tot Ellen Goldring

Fromt Nancy Handrix

Subject: Estimate for Princhpal Questionnaire Entry

I have estimated what it would cost for us to do the entry, verification, and coding of open-ended and fixed response questions for the principal study. If we spread the costs of data entry as well as coding and verification among the three cities in the same way that we did before, Milwaukee and Atlanta would each pay \$220, and Baltimore would pay \$1100. If Milwaukee were the only city, they would pay \$1320 since the cost of open-ended questions, training, etc. would be borne by them alone. If for some reason, each of the three dates has about the same number of questionnaires, we can simply divide \$1540, the total for processing between 60 and 200 questionnaires, by three.

Much of the cost, again, is based on the length of the questionmaire which requires not only more time to enter each response but, inore importantly, more initial time in training entry personnel on the fine points of entry especially in regard to the large number of "other!" answers. Unfortunately even though the teacher's and principal's questionnaires will be alike, the answers to "others, please specify" may not be. In any case, time will be expended determining whether or not to cade the dozens of "other" answers exactly as in the teacher's questionnaire or differently.

If for some reason, each of the three cities has about the same number of questionnaires, we can simply divide \$1540, the total for 150 questionnaires by three. We are set up for handling large numbers of questionnaires; there really is an economy of scale, so that the per questionnaire cost turns out to be much higher for every part of the process when we are dealing with small numbers.

We have finished the data entry for the educator's questionnaire except for an additional packet which arrived Monday. Thus we can begin the analysis since we have been assured that no more questionnaires will be sent. Let me hear from you if you have additional information on crosstabs and correlation preferences. I have your fax which I am using as a guide. I will call with any additional questions as we proceed. I am looking forward to the analysis phase.

JUL 23 '93 11:29 PA®E∎022

Surveying changes, challenges in Jewish life

MORTON L. MANDEL Special to the CJN

It is absolutely mind-boggling to consider the enormous changes and challenges that have surfaced in Jewish life. just during my lifetime.

In my youth, there were powerful influences on my sense of



Mendel

Jewishness, but they did not come from an intensive and challenging formal Jewish education. Rather, I absorbed my Jewishness by osmosis. I breathed it in every day at home. I learned Jewish values and traditions from the way my parents and my older brothers and sister lived their lives. As part of that reality, I also knew I had no other choice but to be Jewish. Assimilation was not an option. The hagger society made sure of that.

Compare that sense of Jewishness with the enormous range of opportunities and lifestyle options that are available for Jewish youth today, Jewishness is no longer a "permanent possession" that comes automatically from one's family. Rather, it is now a way of life to be embraced by choice and conviction. What a tremendous shift, just in my lifetime.

What challenges we face as we consider our responsibility to build Jewish continuity. We can no longer perpetuate our culture simply by having children.

In addition, in my youth, there was the sharp distinction between Jewishness as a personal, private, family matter and one's desire to "make it" - to succeed in the larger society. We wanted to become part of "mainstream America," and not have our Jewishness be an obstacle to social integration into the larger society. This distinction between being Jewish at home, and just a "person" in the marketplace, was a dominant factor in my youth.

A good example of change is the way the Jewish community center was first perceived in North America. I know this field. I have devoted part of my life to building the community-center movement.

At first, the JCC was conceived to integrate Jews into the American society. How could we take an immigrant population and teach them the ways of the new world? The JCC, also known as the "Settlement House," was a marvelous bridge into mainstream America.

Now, the exact opposite is true. The concern of community centers in America today is to help people discover their Jewishness and the roots of their identity.

That is a 180-degree shift.

What has also taken place for Jews is the shift from being either invisible, or marginal, in the larger society, to being an active political voice in American life. Jews stand up, as Jews, in either the

Friday, July 23, 1993

We can no longer perpetuate our culture simply by having children.

Republican or Democratic parties, and in virtually every part of American life. Just being Jewish in the private realm is a phenomenon of the past.

And yet, alongside this great gift of integration, and of dignity, we find an enormous growth in assimilation. There is a fear that we could disappear as a significant group in the Diaspora in the next hundred years.

I mention all of this to indicate why, after my having so many years of involvement in communal life, in federations, in community centers. I have chosen to be involved, with almost a single-minded passion, in fostering the growth and intensity of Jewish education in Jewish communities throughout the world.

I believe that, if we build intensive frameworks of Jewish learning, if we reemit and inspire outstanding educators to seek innovative ways to interpret our tradition and history, we can defeat the forces of assimilation.

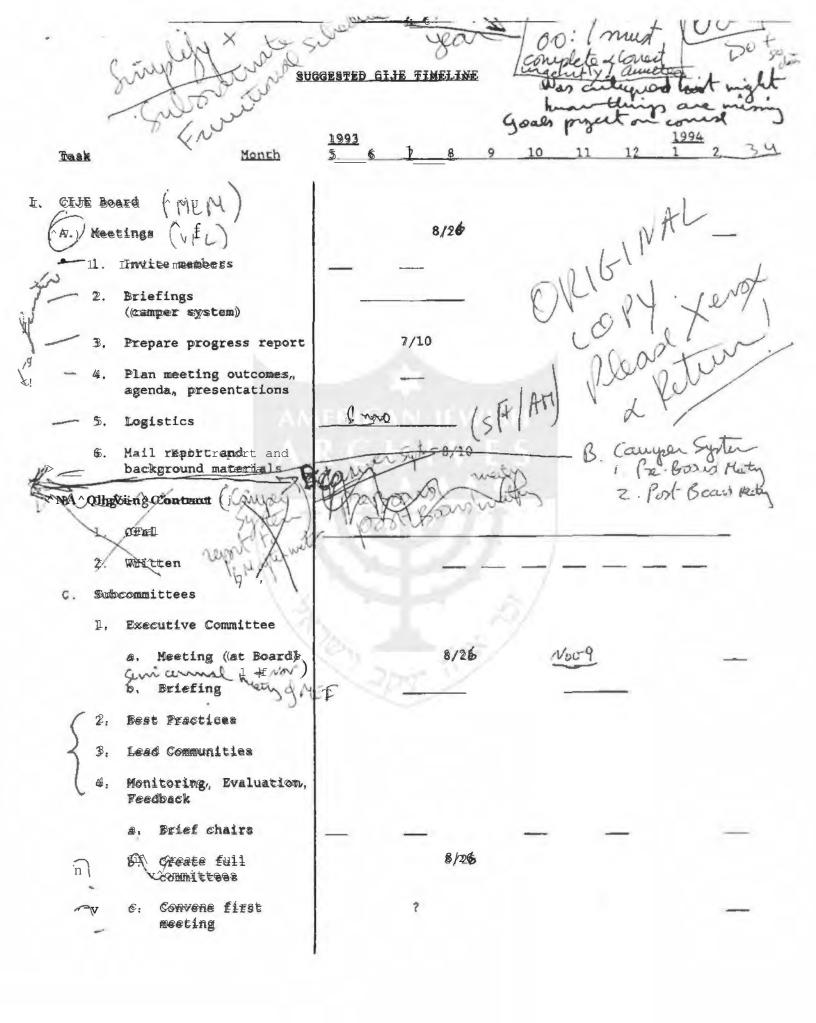
As a result, efforts in which I am deeply involved in America and worldwide have chosen to focus on first: building a comminity climate that places the highest priority on Jewish education and, second: bringing into this work outstanding poople. It is people who will build Jewish continuity. It is a combination of great ideas and inspired lay leaders, scholars and educators that will change the trend lines:

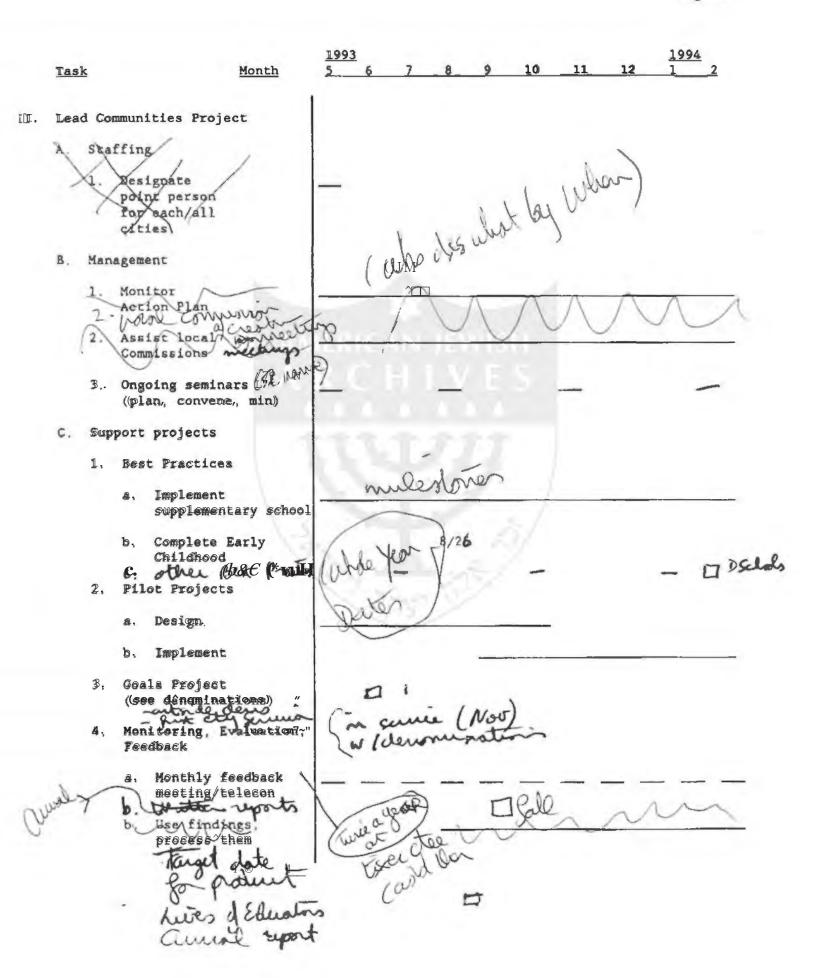
We are challenged to build Jewish conlinuity in a "climate of freedom." In dewolling our lives to Jewish education, we are proclaiming that it is not the enemy outside that will keep us together, but shared values and experiences that give meaning to Jewish life.

Morion L. Mandel, a Cleveland businessman and philanthropist, is the founding chairman of the Council of Initiative's in Jewish Education. These remarks were presented at a recent Hebrew University hundraam in Jerusallem, where he was homored.

TIGH

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PREPARATION SEMINAR ASSIGNMENTS - ADH

- 1. Work out what the CIJE staff needs will be for one year. Change and revise after your visit to the U.S.
- 2. Tell MLM must have a 4 full time seminars with your staff each seminar to be 4 days long and 3 to be held in Israel, 1 in the U.S. Work out dates with ARH before you leave.
- 3. Must have an agenda for the pre-morning briefing with the two lay people from Baltimore (Botwinick and ARH to join this meeting).
- 4. Make a list of all the things that need to be mastered at the New York staff meeting.
- 5. Prod the Mandel Institute on doing something to help the denominations develop goals.

PREPARATION SEMINAR ASSIGNMENTS - SF

lĮ.	Give new g	oals pro	oject to	Professor	Twersky	to critiq	ue - should	be ready	by by	October	15th	1
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PREPARATION SEMINAR ASSIGNMENTS - ARH

- 1. Decide what the five or six key concepts are of the CIJE and prepare a draft for their presentation.
- 2. Take home the Planning Guide, re-read it and work on it.
- 3. Add to July monthly MLM report:
 - a) description of simulation
 - b) idea of "23"
- 4. Mandel Institute Assignments:
 - a) need an internal discussion on when the Educated Jew Project will come out as a book;
 - b) get back to ADH on Gaol project
 - c) do something with the denominations to help them develop goals = ADH should prod us on this.

PREPARATION SEMINAR ASSIGNMENTS - SW

- 1. Get in writing what each community wants as content for the second CIJE/LC Seminar.
- 2. Follow-up with VFL who is responsible for Baltimore administration..
- 3. a) Make a list of all the things that the communities would have to have in order to get a mark of 100 in the launching of the first year of the L.C. project; e.g.
 - = creating commission
 - appointing a director
 - Educators Survey (qualitative & quantitative)
 - content of Pilot Project
- b) Go through the actual report from the Lead Communities and compare with #3 in order to see where the need for important change is needed.
 - c) go through minutes of May Seminar and see if there were promises made.
- 4. Be in touch with VFL and work out a document which will be given as background material for N.Y. and Baltimore meetings.
- 5. Give ADH reports of April 22nd and 23rd of the selection of the three Lead Communities from the 23 that applied.
- 6. Review the key players of each community with ADH

Agenda for meeting with SF, ARH, ADH, SW Thursday, July 29th . 3 p.m.

11) Baltimore telecon
2) Suggested background materials for:
a) New York staff meeting: b) Baltimore @1.JBaltinGosenGhlat / LC seminar
1) Adam's glossary 1) Idem 1) Idem
2) All material mentionned in 1) 2) Idem
3) Progress reports by Barry Holtz and Adam Gamoran
4) Atlanta: Emory = Blumenthal
5) Twersky to Board ???
6) I. Shorsh to be prepared for Alan's visit
7) Meeting for Alan with Bob Hirt (Schifff)
8) Syme (Reform movement): Who is setting up the meeting for Alan If and lets UF
9) Milwaukee's request for a keynote speaker for their retreat on vision ????
10) Milwaukee's request for Baltimore's seminar agenda
11) Adam Gamoran suggested plan for 93/94. Response by ?? ARH
12) Field researcher for Atlanta

13) Today's telecon, minutes, assigments, agenda.

TEL: 410-752:1177-752- Jul 23 83 .0226:151640:5022 01.93

CENTER FOR THE ADVANCEMENT OF

Jewish Education

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

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FOR CIJE AGENDA

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



Atlanta Jewish Federation

1753 Peachtree Road, Northeast/Atlanta. Georgia 30309/404-873-1661 /FAX 404-874-7043

July 30, 1993

To: Shmuel Wigoda, CIJE

From: Lauren Azoulai

We would like included on the agenda for the August 23-24 meetings:

- 1. an explanation about the CIJE operating process going forward. Who is in charge of what? How will we know with whom to speak about various situations, issues, etc.? I might suggest the creation of an organizational chart in diagram form which can be distributed and serve as a basis for discussion. (I personally have not found the 'erhead transparencies helpful..))
- 2. the revisiting of the schedule of meetings, who should attend them, how often they are held, where they will take place, and the purpose(s) of the meetings. We have some c^icern about how often staff has to be away, the expense involved in all the travel, and not wanting to overtax time or pocketbooks of our volunteers.

I appreciate the opportunity to provide input to the agenda We had a very productive meeting this morning with Bill Schatten, and I feel good about the progress we will make in the next couple of months. He is very concerned about our need to recruit a CJC director. Please be sure this is uppermost in the minds of anyone who might be in touch with potential candidates for us.

I look forward to seeing you in Baltimore.

PRESIDENT—Gerald D. Horowitz » FIRST VICE PRESIDENT—David N Minkin VICE PRESIDENTS—Jack N. Halpern, S. Stephen Selig III

TREASURER Mark Lichtenstein • ASSISTANT TREASURERS-Elliott Cohen, Jody Franco, SECRETARY—Larry Joseph * ASSISTANT SECRETARIES—Candy A. Berman, Ann L. Davis, CAMPAIGN CHAIRMAN—Arnold 3. Rubenstein, M.D. • EXECUTIVE DIRECTOR—David I. Sarnati



MEMORANDUM

TÔ:

Shamuell Wilgozta

FROM:

Ruth Cohen

DATE:

Jully 265, 1199983

Dear Shmuel:

I enjoyed talking to you on Monday, July 26. Per your request, I am listing the topics we would like to address during our meeting in Baltimore.

- 1. The definition of "A Lead Community Project".
- 2. Definition and demiffication of the concept "systematic charge".
- 3. Some strategic ideas for moving from institutional planning done in isolation, to a collaborative, community planning; how to change the existing routine of individual organizations/agencies developing their own plans and trying to "establish their own niche" to a more global outlook -- planning in consultation and collaboration with other organizations, considering overall community goals, etc.
- 4" Ghadhs definitions and implementation both on the community level and the institutional level.
 - a. What kind of assistance can we expect to receive from CLUE consultants, the Educated Jew project staff, etc.?
 - b. What are some creative ideas for initiating the process of identification of substantive goals on both the community and institutional level?

Give my regards to Seymour, Annette and Danny Pekarsky.

Le"hitraot,

Ruth

RC/nm

131GO N. Prospect Avenue

Milwaukee, Wisconsin 53202-3094

414-271-8338

FAX 4114-2711 -7U811



MEMORANDUM

TO:

Shmuel Wigoda

Fax # 011 972 2 619-951

FROM:

Ruth Cohen

Fax # 001 414 271-7081

DATE:

July 26, 1993

RE:

Lead Community Calendar

The following are some important dates for future Lead Community activities:

Date	<u>Time</u>	Visioning exercise for Federation officers and senior professional staff.				
August 19	7:30 p.m.					
September (date to be established with Dr. Danny Pekarsky)	7	First meeting of the Personnel Development Task Force.				
October 10	1:00 p.m 8:00 p.m.	Commission retreat. Continuation of our visioning process.*				

We are trying to identify a national speaker/facilitator for the retreat; a person of vision who can inspire our Commission, provide a model of a rich vision and guide the development of shared vision for our local community.

In order to effectively plan this activity, we need to finalize all details as soon as possible, especially identifying our key note speaker.

We would appreciate your suggestions and creative ides.

Shmuel Wigoda Page 2

Please share this information with Danny Pekarsky and give him my regards."

Le' hitraot.

RC/rem

P.S. The October retreat is in lieu of the retreat originally planned for August.



Jewish Theological Seminary 3080 Broadway New York, NY 10027 ((212) 678-8031 Fax ((212)) 749-9085*

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Memo

July 13, 1993 To: CIJE Board

From: Dr. Barry W. Holtz

Re: Update—The Best Practices Project

The Best Practices Project is an operation that has many <u>long-range</u> implications. Documenting "the success stories of Jewish education" is something that has never been done in a systematic way and it is a project that cannot be completed within a short range of time. This memo outlines the way that the Best Practices Project should unfold over the next 1 to 2 years.

Documentation and Work in the Field

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

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

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

The Steps in Documentation: First Iteration

Preliminary explorations: to determine with whom I should be meeting

Stage one: Meeting (or multiple meetings) with experts Stage two: Refining of that meeting, leading to a guide

for writing up the reports.

Stage three: Visiting the possible best practices sites by expert

report writers

Stage four: Writing up reports by expert report writers

Stage five: Editing those reports

Stage six: Printing the edited version

Stage seven: "Advertising" and Distributing the edited version

Next Steps

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

- 1) Supplementary schools: Mostly done in "iteration #1". There may be two more reports coming in which were originally promised.
- 2) Early childhood programs
 Here we are at stage five. The volume should come out at the end of the summer.

- 3) JCCs
 Here we are at stage three. This will require visits, report writing, etc. The JCCA is our partner in implementing the documentation.

 ?-*

 The JCCA is our partner in implementing the documentation.
- 5) College campus programming
 Here we are at stage three, with the national Hillel organization as a partner. One question to
 deal with is non-Hillel campus activities and how to move forward with that. As to Hillel
 programs, we need to choose report writers, visit sites, etc.
- 6) Camping/youth programs

 Here we are at the preliminary stage. We should be able to have a stage one meeting this year. It's probably fairly easy to identify the right participants via the denominations and the JCCA.
- 7) Adult education.

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

Lead Communities: Implementation-and How to do it

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

The challenge is to develop the method by which the Lead Community planners and educators can learn from the best practices that we have documented and begin to introduce adaptations of those ideas into their own communities. This can occur through a wide range of activities including: presentations to the local Lead Communities commissions about the results of the Best Practices Project, site visits by Lead Community lay leaders and planners to observe best

practices in action: visits by best practices practitioners to the Lead Communities; workshops with educators in the Lead Communities, etc. The Best Practices Project will be involved in developing this process of implementation in consultation with the Lead Communities and with other members of the CUE staff. We have already discussed possible modes of dissemination of information in our conversations with the three communities.

How can we spread the word?

The first report on supplementary schools has engendered a good deal of interest in the larger Jewish educational community. One issue that the CUE needs to address is the best way to make the results of the Best Practices Project available. How should the dissemination of materials take place? How should the findings of this project have an impact on communities outside of the Lead Communities? Certainly we should find ways to advertise and distribute the materials as they are produced. Perhaps we should also begin to consider a series of meetings or conferences open to other communities or interested parties, as the project moves forward.